David Lawrence Jr. K 8 Center

2014-15 School Improvement Plan

David Lawrence Jr. K 8 Center

15000 BAY VISTA BLVD, North Miami, FL 33181

http://dlk8.dadeschools.net

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Combination	Yes	76%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	86%

School Grades History

Year	**2013-14**	**2012-13**	**2011-12**	**2010-11**
Grade	A	B	A	A

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The staff and community of David Lawrence Jr. K-8 Center will provide all stakeholders with a safe learning environment that will foster student achievement and academic excellence as we set SAIL, on a path to success.

Provide the school's vision statement

The educational mission of David Lawrence Jr. K-8 Center is to cultivate and enrich the lives of our students through research based curriculum coupled with a strong sense of community involvement where all children will achieve their personal and academic potential.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

A survey is given to our 6-8 graders to learn about their cultural background. The school collaboratively celebrates different cultures through Hispanic Heritage Month, African-American Month, Jewish Heritage and more.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Good anti-bullying policy that is practiced;
• School leadership (administrative) that supports staff,
students and parent;
• Community/parental involvement;
• Culture of cooperation—social and emotional
skills modeled and taught;
• Great school communication;
• A safety committee made up of key stakeholders (union,
public safety officials, parents, community, students,
administrators, etc.);
• A safety/emergency preparedness plan in place;
• Ongoing evaluation and practice of the plan; and
• Early identification and intervention for students at risk.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

1. A student code of conduct handout:
The student document is more simplistic in scope and language than the faculty handbook, explaining the program in a positive and supportive manner. It includes:
-The overall statement of belief and purpose
-An introduction explaining the process and purpose
-An explanation of the steps to be followed

2. A faculty handbook.
The faculty document is much more comprehensive than the student version. It includes:
-The overall statement of belief and purpose
-An introduction explaining the process and purpose
-An explanation of the processes to be followed
-Forms to be used in the system
-A list of suggested readings for positive behavior management
-A rank ordered listing of future staff development topics and speakers
3. Forms to be used in the program
-Referral of student by teacher
-Student history form to keep accurate records on students' behaviors
-Parent contact form (informing them of their children's behavior and
offering to meet with them)
-Administrative intervention report form and the plan to help student
change behavior
-Student conference form with signatures of all parties to the
agreement(s)
-Proposed follow-up plan to an incident and check-off form to keep track
of progress
-Progress report

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

1.) Academic counseling, which assists students and their parents to acquire
knowledge of the curricula choices available to students, to plan a program of
studies, to arrange and interpret academic testing, and to seek secondary
academic opportunities;
2.) Personal/social counseling, which assists students to develop an understanding of
themselves, the rights and needs of others, how to resolve conflict and to define
individual goals, reflecting their interests, abilities and aptitudes.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

1. Counselors call parents of students with 90% or below attendance.
2. School social workers make home visits to students with attendance issues.
3. Counselors place students with one or more suspensions on a behavior management plan that is monitored weekly.
4. Counselors meet with students that are at-risk for course failure in mathematics, science, language arts, and social science.
5. Level 1 students will be assisted with weak benchmarks in small intervention groups.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Attendance below 90 percent	26	23	18	17	16	13	22	19	24	178
One or more suspensions	0	0	0	0	0	0	0	0	32	32
Course failure in ELA or Math	0	18	39	55	26	38	6	22	12	216
Level 1 on statewide assessment	0	0	0	90	73	72	46	80	74	435

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

-Online course recovery
-Double up academic course for next school year in failed course instead of elective

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Title I School

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains Dade partners through effective, frequent communication and visits. Our partners help provide incentives for student academic achievement as well as positive behaviors. Our partner also assist us with school beautification.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Osborn, Bernard	Principal
Correa-Cespedes, Blanca	Assistant Principal
Pham, Hung	Instructional Coach
Christopoulos, Amy	Assistant Principal
Calveiro, Raquel	Instructional Coach
Parlor, Mitzi	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The MTSS Leadership Team is comprised of the assistant principal, school, reading coach, mathematics coach, grade level chairpersons and media specialist.
Amy Christopoulos – Elementary Assistant Principal:
• Coordinates the activities of the team
• Manages the timeline of activities
• Acts as liaison to the ESSAC
• Coordinates the writing and revisions of the SIP
• Analyzes data
• Ensures interventions and strategies are implemented with fidelity
Raquel Calveiro – Reading Coach:
• Monitors and models classroom instruction
• Provide professional development for teachers
• Ensures classroom instruction is rigorous and that targeted interventions are implemented with fidelity
• Collects, analyzes and disseminates data
• Conducts data chats with individual teachers and grade levels
Hung Pham – Mathematics Coach:
• Monitors and models classroom instruction
• Provide professional development for teachers
• Ensures classroom instruction is rigorous and that targeted interventions are implemented with fidelity
• Collects, analyzes and disseminates data
• Conducts data chats with individual teachers and grade levels
Michele Lam – Media Specialist
• Provides suggestions for media support
• Assists in the selection of resources
Grade Level / Department Chairs:
Ching Chong
Jacqueline Blumstein
Tammy Mathews
Maria Zuniga
Mariely Sanchez
Aida Montes de Oca
• Ensures grade level instructional alignment
• Models best practices
• Conducts data chats
• Monitors the use of resources

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team takes the following steps to utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.
Title I, Part A
David Lawrence Jr. K-8 Center provides services to ensure students requiring additional remediation are assisted through afterschool programs and/or summer school. The district coordinates with Title II and Title III in ensuring that our staff development needs are provided. Our Curriculum Coaches develop, lead, and evaluate school core content standards/programs and identify and analyze existing literature on researched-based curriculum/behavior assessment and intervention approaches. They also identify
systematic patterns of student's needs while working with district personnel to: identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk"; assist in the design of and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components
that are integrated into our school-wide program include Supplemental Educational Services and special support services for special needs population such as homeless, neglected and delinquent students.
Title I, Part C- Migrant
N/A
Title I, Part D
The District receives funds to support our Educational Alternative Outreach program. Services are

coordinated with district Drop- Out Prevention programs.

Title II

The District uses supplemental funds for improving basic education in our school as follows:

• Training to certify qualified mentors for the New Teacher (MINT) Program

• Training for add-on endorsement programs, such as Reading, Gifted, ESOL

• Training and substitute release time for Professional Development Liaisons at each school focusing on Professional Learning Community development and facilitation as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance our programs for English Language Learners (ELL) and immigrant students by allowing us to implement an after school tutorial program focusing on improving reading and comprehension skills.

Title VI, Part B - NA

Title X- Homeless

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

• Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.

• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

David Lawrence Jr. K-8 Center will receive funding from supplemental Academic Instruction as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The David Lawrence Jr. K-8 Center Bullying Prevention Program is a comprehensive, school-wide initiative that supports the District's "Policy against Bullying and Harassment." In an effort to provide a safe learning environment in which bullying, harassment, and intimidation will not be tolerated, we are committed to providing awareness, prevention and education. The Safe and Drug-Free School Program addresses violence, drug prevention and intervention services for students through curriculum implemented by our classroom teachers, counselors and the TRUST specialist. The TRUST Specialist focuses on counseling students to solve problems related to drugs, alcohol, stress, suicide, isolation, family violence and other issues. Additionally, counseling services are provided to families as an alternative to suspension.

Nutrition Programs

David Lawrence Jr. K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care program follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

David Lawrence Jr. K-8 Center middle school students are exposed to career and technical education opportunities through a partnership with Alonzo and Tracy Mourning Senior High School, our feeder pattern high school. Students visit the high school to preview the programs offered and participate in activities when appropriate.

Job Training

N/A

Other

David Lawrence Jr. K-8 Center aims to involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center. Information is provided to parents in the three languages regarding available programs, their rights under No Child Left Behind Act and other referral services. In addition, the school works to increase parental engagement/involvement through developing our Title I School-Parent Compact, our school's Title I Parental Involvement Policy, scheduling the Title I Orientation Meeting and other documents/activities necessary in order to comply with dissemination and reporting requirements.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Bernard Osborn	Principal
Danielle Goodman	Parent
Aleshia Cooper	Teacher
Adam Brinson	Teacher
Caryn Schwartz	Teacher
Jennifer Poletto	Teacher
Lea Coto	Education Support Employee
Sandy Gandy	Parent
Shanier Soffrant	Parent
Ali Reiss	Parent
Marilyn Rivera	Parent
Betsy Goll Sutherland	Parent
Holly Littlefield	Education Support Employee
David Rivera	Parent
Lisa Bass	Parent
Joanne Famham	Parent
Allison Grossman	Parent
Amy Christopoulos	Principal
Mariely Sanchez	Teacher
Kristy Reinhartz	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The ESSAC committee meets and votes on the approval of the SIP.

Development of this school improvement plan

The ESSAC's involvement in the development of the school improvement plan is to monitor and review the SIP goals and strategies throughout the school year. This process will then be documented through ESSAC agendas and meeting minutes.

Preparation of the school's annual budget and plan

The ESSAC committee plans the budget and approves it.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The projected use of school improvement funds will go towards supplemental materials and technology that will support school wide goals in order to improve reading and math scores.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Osborn, Bernard	Principal
Dustin, Alta	Other
Lam, Michele	Instructional Media
Calveiro, Raquel	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will focus on supporting and improving literacy across all content areas and with all subgroups. This includes providing professional development trainings for teachers as well as developing and facilitating school-wide reading initiatives such as Accelerated Reader to increase student exposure to reading and literacy. The group will meet once every grading period to discuss cross-curricular progress of student performance as evident through subject area assessments.
Literacy strategies implemented are:
1. Reading Plus
2. Success Plus
3. Interactive Journals
4. IReady
5. Moby Max-Reflex
6. Odyssey
7. A/R
8. Teen Biz for ESOL
9. Imagine Learning
10. GIZMO
11. Brain Pop

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

David Lawrence Jr. K-8 has created an action plan for math, science, language arts, and social studies to meet twice monthly to collaboratively plan by grade level and subject area. Teachers will share best practices and create a collaborative lesson plan.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

David Lawrence Jr. K-8 Center utilizes the District online Applicant Tracking System, supports recruitment events and partners with local universities to hire highly qualified teachers. Hosting student teachers for internships allows DLJK-8 Center administrators to see potential teachers in a classroom setting and recruit exceptional candidates at the beginning of their careers.

In order to retain these highly qualified teachers, instructional and career support and assistance are provided on an ongoing basis. All newly hired teachers to our school meet with administrators to discuss school policy, procedures and any concerns. New teachers receive ongoing support from the grade level administrator, literacy coaches and grade level or department chairpersons.

In addition, the school master schedule includes collaborative planning time to provide new teachers with the support and assistance from veteran teachers and team members. Regular professional development sessions also ensure that new teachers are prepared to deliver highly effective instruction.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with a grade level or department level veteran mentor each year. The applicable grade level chairperson and the reading and mathematics coaches take special care to meet with new teachers monthly to offer guidance; support and assistance to ensure new teachers have a successful year. New teachers also meet weekly with their mentor to discuss evidence-based strategies for each IPEGS area.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

- Common Planning
- Distribution of Teacher and Student Materials
- Data Chats
- C-Palms
- Lesson Plans
- Instructional Delivery
- Professional Development
- PLC
- Classroom walk through observations

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

David Lawrence Jr. K-8 conducts baseline assessments for students grades Kindergarten to 8. Administration then meets with teachers to analyze the data and provide support. Teachers then have data chats with students to create awareness and set goals. Interventionists and teachers work with students to differentiate instruction on the weakest benchmarks.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 9,240

Students receive intensive instruction in Reading, Writing, Mathematics or Science afterschool every day except for Wednesdays. Instructors are certified DLJK8-Center teachers who utilize research-based instructional materials and best practices.
Teachers participate in monthly collaboration and or professional development activities.

Strategy Rationale

The afterschool program has been successful after analyzing assessment data in correlation to the students that attended our program.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Osborn, Bernard, pr5005@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected following District Baseline and Interim Assessments and quarterly FAIR Assessments. Data is reviewed by the LLT and then data chats are conducted with grade level teachers. Teachers utilize Data Debriefing Protocol worksheets to identify how instruction will be adjusted based on the most current data. Administrators and coaches monitor lesson plans and classroom instruction to ensure that data drives instruction.
- District Baseline and Interim Assessments are monitored through Edusoft reports for areas of growth and possible deficiencies.
- Quarterly FAIR assessments are administered and analyzed through data chats with teachers and the literacy team.
- Monthly skills tests are administered in classrooms and are used to guide instruction.
- SuccessMaker, Reading Plus and Accelerated Reader reports are analyzed monthly to ensure student growth.
- Meeting agendas
- Meeting minutes
- Attendance Rosters
- Pre and Post Tests

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Prekindergarten Program (VPK). David Lawrence Jr. K-8 Center utilizes Title I Funds to provide extended support through a full time highly qualified teacher and paraprofessional. The Pre K program assists in providing young children with a variety of meaningful learning experiences in an environment that gives opportunities to create knowledge through initiatives that are shared with supportive adults. Additionally, parents of Pre-Kindergarten students are invited to participate in a workshop specifically designed to assist with transitioning from Pre-K to Kindergarten.

Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic and/or social emotional skills identified by screening data. Social skills will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains in order to make the necessary changes to the instructional/intervention programs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

At the end of each school year, the school holds an assembly to inform students about the subjects for the following year. Students then complete subject selection cards and are scheduled into classes based on achievement levels and student interest. Students' final schedules are in collaboration with students, parents, administrator, counselors and teachers. Whenever there is a scheduling concern, counselors meet with students and/or parents to resolve the issue.
Career planning and exploration is provided through the social science curriculum. It is supported through lessons from the school's counselors.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

David Lawrence Jr. K-8 Center offers a STEM engineering course and a peer mediation elective. Skills such as writing are integrated across the whole curriculum through collaborative teacher meetings. Computer skills are reinforced throughout the curriculum. The school has four laptop carts to enable teachers to integrate computer skills in all subjects. Students are also given the opportunity to connect to the real world with special programs. These include a partnership with Home Depot and student visitation to an assisted living facility. Additionally, selected students a work with primary classes (Kindergarten and 1st grade). These students help teachers and tutor younger students.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Based on their achievement levels, seventh and eighth grade students take high school level classes in which they are afforded high school credit. These classes include algebra, geometry, Spanish, physical science, and biology. Biology is given at the high school for our students. Students go to the high school early and return to David Lawrence Jr. K-8 Center for the remainder of their subjects. Eighth grade science students are also given the opportunity to participate in activities with Florida International University. Quarterly, middle school and high school chairpersons meet and articulate to better ensure students transition into higher education.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

David Lawrence conducts vertical teaming meetings with the feeder pattern high school. The school also hosts an annual career fair exploring the different options for future positions. Seventh and eighth grade have the opportunity to advance in STEM classes at the neighboring high school.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

G2.   To use the Early Warning System to identify at-risk students in order to provide support and interventions that will increase academic achievement.

G3.   To increase student achievement by increasing participation in STEM activities and competitions.

G4.   We will increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities to support student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. [1a]

Targets Supported [1b]

G048083

Indicator	Annual Target
AMO Reading - Hispanic	71.0
AMO Reading - ELL	59.0
AMO Reading - SWD	57.0
AMO Math - All Students	70.0
AMO Math - Asian	79.0
AMO Math - African American	62.0
AMO Math - Hispanic	71.0
AMO Math - ELL	61.0
AMO Math - SWD	59.0
AMO Math - ED	65.0

Resources Available to Support the Goal [2]

- Positive school climate, veteran teachers, SmartBoard/Prometheans in every classroom, Math Coach, Department Chairs, Co-teaching model, laptop carts, tablets, and computer labs.

Targeted Barriers to Achieving the Goal [3]

- Limited evidence of effective planning in all content areas.

Plan to Monitor Progress Toward G1. [8]

1.Monitor the implementation of the components of created lesson plans and delivered through instruction.
2.Professional Development on Effective Planning (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, independent work, assessment, wrap-up).Teachers will participate in creating a usable lesson plan at culmination of training.
3.Initiate the coaching cycle to implement the components of an effective lesson plan based on teacher's needs.

Person Responsible

Amy Christopoulos

Schedule

Daily, from 10/16/2014 to 11/15/2014

Evidence of Completion

Completed lesson plan, protocol , PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan, Principal/Assistant Principal walkthrough notes, Revised lesson plans, Math Coach notes, administrative walkthrough notes

G2. To use the Early Warning System to identify at-risk students in order to provide support and interventions that will increase academic achievement. 1a

🔍 G049710

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.7

Resources Available to Support the Goal 2

- Attendance reports, teachers, Student Services, Communication with selected students and parents, EESAC budget for student incentives, after school tutoring services, Code of Student Conduct, School website, Discipline & suspension reports, academic records from Excelsior Gradebook and/or ISIS, Teacher Attendance Down Load System (TADLS).

Targeted Barriers to Achieving the Goal 3

- An analysis of early warning system data reveals 10.7% of the students missed 10% or more instructional time during the 2013-2014 school year. These results are due to parents being unfamiliar with the consequences of students missing the entire school day and/or being picked up early. There needs to be further clarification to parents so that is understood that lost instructional time contributes directly to increasing the probability of student failure and retention, due to the fact that students that are not in school typically do not make up missed work.

Plan to Monitor Progress Toward G2. 8

Students targeted for attendance will have meetings with guidance counselors quarterly to address absences.

Person Responsible

Mitzi Parlor

Schedule

On 6/5/2015

Evidence of Completion

Meeting notes in the attendance binder.

G3. To increase student achievement by increasing participation in STEM activities and competitions. 1a

G049700

Targets Supported 1b

Indicator	Annual Target
	20.0

Resources Available to Support the Goal 2

- Veteran Science and Math teachers, laptop and tablet carts, SECME club, Makers Club, Critical Thinking class, and Robotics Club.

Targeted Barriers to Achieving the Goal 3

- Lack of transportation to stay after school.

Plan to Monitor Progress Toward G3. 8

Attendance will be monitored to check for progress toward meeting an attendance goal.

Person Responsible

Amy Christopoulos

Schedule

Monthly, from 10/3/2014 to 10/3/2014

Evidence of Completion

Attendance report & sign-in sheets.

G4. We will increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities to support student achievement. 1a

🔑 G050388

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	

Resources Available to Support the Goal 2

- PTSA, Student Services, after-school program, social worker, psychologist, and Title I Parent academy.

Targeted Barriers to Achieving the Goal 3

- Diverse language population.

Plan to Monitor Progress Toward G4. 8

Administration will monitor the parents attendance after receiving messages in their spoken language.

Person Responsible
Blanca Correa-Cespedes

Schedule
Weekly, from 10/7/2014 to 6/5/2015

Evidence of Completion
Flyers, letters, and connect ed messages in multiple languages.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔍 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. [1]

🔍 G048083

G1.B1 Limited evidence of effective planning in all content areas. [2]

🔍 B119776

G1.B1.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. [4]

🔍 S133905

Strategy Rationale

Limited evidence of effective planning in all content areas.

Action Step 1 [5]

Introduce Effective Planning (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, independent work, assessment, wrap-up).

Person Responsible

Amy Christopoulos

Schedule

On 10/1/2014

Evidence of Completion

PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan

Action Step 2 `5`

Create an effective lesson plan during collaborative planning using all components.

Person Responsible

Amy Christopoulos

Schedule

Biweekly, from 10/8/2014 to 6/5/2015

Evidence of Completion

Completed lesson plan, protocol ,PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan

Action Step 3 `5`

Monitor the implementation of the components of created lesson plans and delivered through instruction.

Person Responsible

Amy Christopoulos

Schedule

Weekly, from 10/16/2014 to 6/5/2015

Evidence of Completion

Administrative walkthrough notes, debriefing notes

Action Step 4 `5`

Initiate the coaching cycle to implement the components of an effective lesson plan based on teacher's needs.

Person Responsible

Hung Pham

Schedule

On 6/5/2015

Evidence of Completion

Math teacher reflection notes, completed lesson plans, administrative walkthroughs, Math Coach notes/logs

Action Step 5 5

Professional Development on Effective Planning (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, independent work, assessment, wrap-up).Teachers will participate in creating a usable lesson plan at culmination of training.

Person Responsible

Amy Christopoulos

Schedule

On 11/4/2014

Evidence of Completion

Agenda, sign-in sheet, lesson plan

Action Step 6 5

Debrief with selected teachers with revisions to lesson plans as needed.

Person Responsible

Hung Pham

Schedule

Daily, from 11/7/2014 to 6/5/2015

Evidence of Completion

Revised lesson plans, Math Coach notes, administrative walkthrough notes

Action Step 7 5

Monitor the delivery of effective lesson planning with all components.

Person Responsible

Amy Christopoulos

Schedule

On 6/5/2015

Evidence of Completion

Principal/Assistant Principal walkthrough notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Monitor the implementation of the components of created lesson plans and delivered through instruction.

Person Responsible

Amy Christopoulos

Schedule

On 6/5/2015

Evidence of Completion

Completed lesson plan, protocol, PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan, Principal/Assistant Principal walkthrough notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Evidence of effective instructional delivery that aligns with lesson plans.

Person Responsible

Amy Christopoulos

Schedule

Daily, from 10/1/2014 to 11/5/2014

Evidence of Completion

Principal/Assistant Principal walkthrough notes,Completed lesson plan, protocol, PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan

G2. To use the Early Warning System to identify at-risk students in order to provide support and interventions that will increase academic achievement. 1

G049710

G2.B1 An analysis of early warning system data reveals 10.7% of the students missed 10% or more instructional time during the 2013-2014 school year. These results are due to parents being unfamiliar with the consequences of students missing the entire school day and/or being picked up early. There needs to be further clarification to parents so that is understood that lost instructional time contributes directly to increasing the probability of student failure and retention, due to the fact that students that are not in school typically do not make up missed work. 2

B126154

G2.B1.S1 Create and implement an incentive/reward program to encourage improved student attendance. 4

S138062

Strategy Rationale

Students with poor attendance need additional encouragement and incentives to equate school attendance with positive reinforcement.

Action Step 1 5

Grade-level student orientation assemblies detailing school wide attendance policies and procedures will be held during the first two weeks of school. Additionally, all policies and procedures reviewed during the school wide assemblies will be posted on the school's website under the parent-student handbook tab.

Person Responsible

Mitzi Parlor

Schedule

Daily, from 10/7/2014 to 10/20/2014

Evidence of Completion

Teacher Attendance Down Load System (TADLS), school website, suspension reports

Action Step 2 5

A system in which the counselors and teachers must request documentation from students/ parents
upon student's return after an absence will be implemented. Students who are deemed as developing a pattern of poor attendance will be referred to the MTSS/RtI team.

Person Responsible

Mitzi Parlor

Schedule

Daily, from 10/7/2014 to 5/29/2015

Evidence of Completion

Teacher Attendance Down Load System (TADLS), attendance reports from the Excelsior Grade book.

Action Step 3 5

A reward system (Class Dojo) will be established to recognize students for perfect attendance and outstanding
citizenship. Additionally, incentives will be provided for students with improved attendance and for Advisement classes with perfect attendance during a 9-week grading period.

Person Responsible

Mitzi Parlor

Schedule

Quarterly, from 10/7/2014 to 5/29/2015

Evidence of Completion

Teacher Attendance Down Load System (TADLS), attendance reports from the Excelsior Gradebook, Class Dojo reports

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Administration will monitor the various attendance reports through Excelsior Gradebook and Teacher Attendance Down Load System (TADLS) to ensure fidelity

Person Responsible

Mitzi Parlor

Schedule

Weekly, from 10/7/2014 to 6/5/2015

Evidence of Completion

Communication guide will have administrative notes with monitored dates.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Administration will monitor the various attendance reports through Excelsior Gradebook and Teacher Attendance Down Load System (TADLS).

Person Responsible

Mitzi Parlor

Schedule

Weekly, from 10/7/2014 to 6/5/2015

Evidence of Completion

Administrative notes on attendance reports and communication logs.

G3. To increase student achievement by increasing participation in STEM activities and competitions. `1`

`🔧 G049700`

G3.B1 Lack of transportation to stay after school. `2`

`🔧 B124413`

G3.B1.S1 Improve the communication to parents and students about our STEM initiatives to increase participation and decrease transportation issues. `4`

`🔧 S136313`

Strategy Rationale

If more students and parents are aware of STEM initiatives, this will transfer to more participation.

Action Step 1 `5`

A STEM parent and student meeting will be held to create awareness of all programs/clubs at the school.

Person Responsible

Amy Christopoulos

Schedule

On 10/29/2014

Evidence of Completion

Agenda, flyer, sign-in sheet.

Action Step 2 `5`

A comprehensive list of all activities and students involved will be created.

Person Responsible

Amy Christopoulos

Schedule

On 11/3/2014

Evidence of Completion

List of students with grade level and age.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers and administrators will monitor attendance in STEM initiatives.

Person Responsible

Amy Christopoulos

Schedule

Monthly, from 11/5/2014 to 11/5/2014

Evidence of Completion

Agendas, sign-in sheets, and competition attendance.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teachers and administrators will monitor attendance in STEM clubs and competitions.

Person Responsible

Amy Christopoulos

Schedule

Monthly, from 10/3/2014 to 10/3/2014

Evidence of Completion

Agendas, sign-in sheets, and competition field trip forms.

G4. We will increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities to support student achievement. 1

🔍 G050388

G4.B1 Diverse language population. 2

🔍 B126223

G4.B1.S1 Flyers, Connect Ed messages, and letters will be translated to Spanish and Haitian Kreyol. 4

🔍 S138174

Strategy Rationale

The population of parents includes non-English speakers.

Action Step 1 5

Flyers, letters and Connect Ed messages will be communicated in multiple languages.

Person Responsible

Blanca Correa-Cespedes

Schedule

Weekly, from 10/7/2014 to 10/7/2015

Evidence of Completion

Mulit-language flyers, letters, and connect ed messages.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration will monitor letters, flyers, and connect ed messages.

Person Responsible

Blanca Correa-Cespedes

Schedule

Daily, from 10/7/2014 to 10/7/2014

Evidence of Completion

Flyers, letters, and connect ed messages in multiple languages.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Administration will monitor the flyers, letters, and connect ed messages.

Person Responsible

Blanca Correa-Cespedes

Schedule

Daily, from 10/7/2014 to 10/7/2015

Evidence of Completion

Flyers, letters, and connect ed messages in multiple languages.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Introduce Effective Planning (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, independent work, assessment, wrap-up).	Christopoulos, Amy	10/1/2014	PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan	10/1/2014 one-time
G3.B1.S1.A1	A STEM parent and student meeting will be held to create awareness of all programs/clubs at the school.	Christopoulos, Amy	10/29/2014	Agenda, flyer, sign-in sheet.	10/29/2014 one-time
G2.B1.S1.A1	Grade-level student orientation assemblies detailing school wide attendance policies and procedures will be held during the first two weeks of school. Additionally, all policies and procedures reviewed during the school wide assemblies will be posted on the school's website under the parent-student handbook tab.	Parlor, Mitzi	10/7/2014	Teacher Attendance Down Load System (TADLS), school website, suspension reports	10/20/2014 daily
G4.B1.S1.A1	Flyers, letters and Connect Ed messages will be communicated in multiple languages.	Correa-Cespedes, Blanca	10/7/2014	Mulit-language flyers, letters, and connect ed messages.	10/7/2015 weekly
G1.B1.S1.A2	Create an effective lesson plan during collaborative planning using all components.	Christopoulos, Amy	10/8/2014	Completed lesson plan, protocol ,PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan	6/5/2015 biweekly
G3.B1.S1.A2	A comprehensive list of all activities and students involved will be created.	Christopoulos, Amy	10/31/2014	List of students with grade level and age.	11/3/2014 one-time
G2.B1.S1.A2	A system in which the counselors and teachers must request documentation from students/parents upon student's return after an absence will be implemented. Students who are deemed as developing a pattern of poor attendance will be referred to the MTSS/RtI team.	Parlor, Mitzi	10/7/2014	Teacher Attendance Down Load System (TADLS), attendance reports from the Excelsior Grade book.	5/29/2015 daily
G1.B1.S1.A3	Monitor the implementation of the components of created lesson plans and delivered through instruction.	Christopoulos, Amy	10/16/2014	Administrative walkthrough notes, debriefing notes	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3	A reward system (Class Dojo) will be established to recognize students for perfect attendance and outstanding citizenship. Additionally, incentives will be provided for students with improved attendance and for Advisement classes with perfect attendance during a 9-week grading period.	Parlor, Mitzi	10/7/2014	Teacher Attendance Down Load System (TADLS), attendance reports from the Excelsior Gradebook, Class Dojo reports	5/29/2015 quarterly
G1.B1.S1.A4	Initiate the coaching cycle to implement the components of an effective lesson plan based on teacher's needs.	Pham, Hung	10/30/2014	Math teacher reflection notes, completed lesson plans, administrative walkthroughs, Math Coach notes/logs	6/5/2015 one-time
G1.B1.S1.A5	Professional Development on Effective Planning (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, independent work, assessment, wrap-up).Teachers will participate in creating a usable lesson plan at culmination of training.	Christopoulos, Amy	11/4/2014	Agenda, sign-in sheet, lesson plan	11/4/2014 one-time
G1.B1.S1.A6	Debrief with selected teachers with revisions to lesson plans as needed.	Pham, Hung	11/7/2014	Revised lesson plans, Math Coach notes, administrative walkthrough notes	6/5/2015 daily
G1.B1.S1.A7	Monitor the delivery of effective lesson planning with all components.	Christopoulos, Amy	10/1/2014	Principal/Assistant Principal walkthrough notes	6/5/2015 one-time
G1.MA1	1.Monitor the implementation of the components of created lesson plans and delivered through instruction. 2.Professional Development on Effective Planning (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, independent work, assessment, wrap-up).Teachers will participate in creating a usable lesson plan at culmination of training. 3.Initiate the coaching cycle to implement the components of an effective lesson plan based on teacher's needs.	Christopoulos, Amy	10/16/2014	Completed lesson plan, protocol , PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan, Principal/ Assistant Principal walkthrough notes, Revised lesson plans, Math Coach notes, administrative walkthrough notes	11/15/2014 daily
G1.B1.S1.MA1	Evidence of effective instructional delivery that aligns with lesson plans.	Christopoulos, Amy	10/1/2014	Principal/Assistant Principal walkthrough notes,Completed lesson plan, protocol, PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan	11/5/2014 daily
G1.B1.S1.MA1	Monitor the implementation of the components of created lesson plans and delivered through instruction.	Christopoulos, Amy	10/16/2014	Completed lesson plan, protocol, PD Agenda, Sign-In Sheets, Handouts, Sample Lesson Plan, Principal/ Assistant Principal walkthrough notes	6/5/2015 one-time
G2.MA1	Students targeted for attendance will have meetings with guidance counselors quarterly to address absences.	Parlor, Mitzi	10/7/2014	Meeting notes in the attendance binder.	6/5/2015 one-time
G2.B1.S1.MA1	Administration will monitor the various attendance reports through Excelsior Gradebook and Teacher Attendance Down Load System (TADLS).	Parlor, Mitzi	10/7/2014	Administrative notes on attendance reports and communication logs.	6/5/2015 weekly
G2.B1.S1.MA1	Administration will monitor the various attendance reports through Excelsior Gradebook and Teacher Attendance Down Load System (TADLS) to ensure fidelity	Parlor, Mitzi	10/7/2014	Communication guide will have administrative notes with monitored dates.	6/5/2015 weekly
G3.MA1	Attendance will be monitored to check for progress toward meeting an attendance goal.	Christopoulos, Amy	10/3/2014	Attendance report & sign-in sheets.	10/3/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Teachers and administrators will monitor attendance in STEM clubs and competitions.	Christopoulos, Amy	10/3/2014	Agendas, sign-in sheets, and competition field trip forms.	10/3/2014 monthly
G3.B1.S1.MA1	Teachers and administrators will monitor attendance in STEM initiatives.	Christopoulos, Amy	11/5/2014	Agendas, sign-in sheets, and competition attendance.	11/5/2014 monthly
G4.MA1	Administration will monitor the parents attendance after receiving messages in their spoken language.	Correa-Cespedes, Blanca	10/7/2014	Flyers, letters, and connect ed messages in multiple languages.	6/5/2015 weekly
G4.B1.S1.MA1	Administration will monitor the flyers, letters, and connect ed messages.	Correa-Cespedes, Blanca	10/7/2014	Flyers, letters, and connect ed messages in multiple languages.	10/7/2015 daily
G4.B1.S1.MA1	Administration will monitor letters, flyers, and connect ed messages.	Correa-Cespedes, Blanca	10/7/2014	Flyers, letters, and connect ed messages in multiple languages.	10/7/2014 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of effective planning in all content areas.

G1.B1.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Professional Development on Effective Planning (components of a lesson: opening activity, introduction, learning target, guided instruction, collaborative practice, independent work, assessment, wrap-up).Teachers will participate in creating a usable lesson plan at culmination of training.

Facilitator

Amy Christopoulos

Participants

All instructional teachers

Schedule

On 11/4/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase student achievement by improving core instruction in all content areas.	8,000
Goal 3: To increase student achievement by increasing participation in STEM activities and competitions.	0
Goal 4: We will increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities to support student achievement.	100
Grand Total	**8,100**

Goal 1: To increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B1.S1.A5		8,000
Total Goal 1		**8,000**

Goal 3: To increase student achievement by increasing participation in STEM activities and competitions.		
Description	**Source**	**Total**
B1.S1.A1		0
Total Goal 3		**0**

Goal 4: We will increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities to support student achievement.		
Description	**Source**	**Total**
B1.S1.A1	Title I Part A	100
Total Goal 4		**100**