

Phyllis R. Miller Elementary School



2014-15 School Improvement Plan

Phyllis R. Miller Elementary School

840 NE 87TH ST, Miami, FL 33138

<http://prmiller.schoolwires.com>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
90%

Alternative/ESE Center
No

Charter School
No

Minority
93%

School Grades History

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

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>.

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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 primary mission of Phyllis Ruth Miller Elementary School is to meet the needs of the whole child in order to ensure that he or she gains the skills necessary to successfully transition to higher education and to become career ready. This belief drives every fundamental decision that is made at the school site. The Phyllis Ruth Miller Elementary School staff also recognizes that the school/home/community partnership is an important variable in the total development of the child. The collaborative relationship that exists between staff and parents is integral to the successful reputation that has enveloped the school since its opening in 1992.

Provide the school's vision statement

The vision of Phyllis Ruth Miller Elementary School is to provide quality academic and educational programs that maximize the potential of each student, preparing him or her to succeed in today's changing society and to meet the challenges of our rapidly changing world. Phyllis Ruth Miller Elementary School will provide an environment which enables students to acquire the critical skills, knowledge, attitudes, and values that will empower them to function in a global society.

School Environment

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

The students at Phyllis Ruth Miller Elementary School are engaged in and exposed to a number of activities throughout the course of the school year that attend to a wide variety of cultures and belief systems. They are incorporated to allow students to have an opportunity to be exposed to a variety of customs and traditions that enhance their learning experience, teach tolerance, and allow them to function socially in all situations. These activities include the Literature Parade, Science Fair, Career Day Walk Safe activities, Anti-bullying campaigns, Hispanic Heritage and Black History Month celebrations, Performing Arts field trips, and Character Education.

Phyllis Ruth Miller Elementary School receives students from a wide range of cultural backgrounds, therefore, teachers and staff members share the common vision that all children whom we service will receive a quality education that prepares them, both academically and social emotionally, by setting high standards and sharing expectations. The rigorous instruction that classroom teachers institute will allow students to build critical thinking skills and master the Florida Standards. Our teachers create learning environments that build positive relationships, cultivate collaboration, and allow students to take ownership over their learning experience.

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

Phyllis Ruth Miller Elementary School services general education students as well as students with exceptionalities. It is our goal to ensure that all students' academic and social emotional needs are met on a daily basis and ensure that each student is able to thrive and succeed up to his or her full potential.

The efforts put forth on a daily basis, to ensure that a safe learning environment is available for all students, is a collaborative effort amongst administration, security, teachers, and staff members.

Members of the leadership team are in constant contact with security team members at all times, via radio transmission, and situations are handled immediately by team members, accordingly. Additionally, our school counselor is readily available, throughout the course of the school day, to assist students with sharing feelings, enhance self-esteem, and provide solutions for personal problems that may arise. Likewise, all members of the PRMES family require respect amongst all of our members, and this character trait is inherent to our school culture. We achieve this through character education, counseling workshops, and administrative interventions.

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

The student code of conduct, school-wide discipline plan, and student progression plan are strictly adhered to at Phyllis Ruth Miller Elementary School. This helps to minimize distractions and keep students actively engaged during instructional time.

Students in Kindergarten through Fifth Grade attended orientation meetings during the first week of school, and administrators shared their behavioral expectations, as well as rewards and consequences, for PRMES students. Likewise, all teachers have systems in place in their classrooms that provide specific rewards and consequences for established classroom rules.

Parents are informed of behavioral expectations through Open House, parent conferences, and monthly "Second Cup of Coffee" parent meetings. Student and parent concerns are handled immediately and accordingly, following protocol, by teachers, the school counselor, and administration. Every effort is made by staff members to ensure that issues and concerns are handled equitably, in a timely manner, and to the satisfaction of all stakeholders, using the guidelines that the Student Code of Conduct posits.

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

Phyllis Ruth Miller Elementary School ensures that the social-emotional needs of all students are being met through in-school counseling sessions and mediation. Alternatives to suspension are also discussed and enforced to ensure that each student's situation is attended to effectively.

Phyllis Ruth Miller takes part in the 5000 Role Model program, where mentors are provided to assist at-risk young men with making the right decisions and becoming productive members of our society. The Multidisciplinary Team assists with developing opportunities for Tier I, Tier II, and Tier III activities to ensure that student academic and behavioral goals are supported, and data is reviewed on a regular basis to make certain that student needs are being met.

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

Phyllis Ruth Miller Elementary School makes every effort to intervene with students who exhibit early warning system signs, and we employ the following early warning indicators in our school's system to track these signs :

1. Students whose attendance causes them to miss 10% of their instructional time.
2. Students who have an excessive amount of referrals.
3. Students who have referrals that lead to suspension.
4. Students who score a Level I on state assessments in Reading or Math.
5. Students who are/have been retained.
6. Students who do not demonstrate reading proficiency in Grade 3.

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	
Attendance below 90 percent	15	11	8	2	1	3	40
One or more suspensions	0	0	0	0	0	2	2
Course failure in ELA or Math	5	5	19	25	1	6	61
Level 1 on statewide assessment	0	0	0	39	36	43	118

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

The students at Phyllis Ruth Miller Elementary School who are exhibiting early warning system signs are often referred to the MTSS Team through a Request for Assistance that is completed by the classroom teacher. The team takes all of the necessary measures to ensure that these students receive interventions, including academic, behavioral, or familial, that they require to reduce the incidence of these systems.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/51336>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

N/A See Title I PIP

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
Boyd, Carmen	Principal
Hayes, Kristin	Assistant Principal
Penafiel, Patricia	Instructional Coach
Shillingford, Terehas	Instructional Coach
Menacho, Madelin	Psychologist
Coldros, Beatrice	Guidance Counselor
Parks-Wenze, Lesa	Instructional Media
St. Fort, Marie	Attendance/Social Work
Meme, Farrah	
Williams, Sherrie	SAC Member

Duties

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

Tier I

Ms. Boyd, Principal of Phyllis Ruth Miller Elementary School, and Ms. Hayes, Assistant Principal, will schedule and facilitate regular RtI/MTSS meetings, to engage in Tier I problem solving.

Administrators will ensure attendance of team members, allocate resources to execute the process, and monitor the implementation of action steps. In addition to school administrators, the school's Leadership Team will include the following members who will assist with the SIP Action Steps and MTSS problem solving:

1. Patricia Penafiel, Reading Coach
2. Terehas Shillingford, Math Coach
3. Farah Meme, SPED Teacher
4. Lesa Parks-Wenze, Media Specialist/Bilingual Chairperson
5. Beatrice Coldros, School Counselor
6. Madelin Menacho, School Psychologist
7. Marie St. Fort, School Social Worker
8. Sherrie Williams, EESAC Chairperson

The Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier II

The Tier II process will involve the Assistant Principal, School Counselor, School Social Worker, School Psychologist, Instructional coaches, and classroom teacher members of the MTSS Leadership Team. Regular meetings will be conducted to evaluate intervention efforts for students, specifically analyzing the subject(s), grade level, intervention strategies, and student progress. In addition to identified Leadership Team members, specific classroom teachers, who have requested assistance, will be involved to provide information or revise efforts and strategies.

Tier 3 SST

The Assistant Principal, the School Counselor, the School Social Worker, the School Psychologist, Instructional Coaches, the designated classroom teacher from the Tier 2 Team, and the student's Parent or Guardian will make up the Tier 3 SST Problem Solving Team. At this level it will be necessary to make the determination as to whether or not the student is making adequate process with the current level of interventions or if a more structured program is needed.

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 MTSS Leadership Team utilizes the Tier I Problem Solving process to set goals, monitor academic and behavioral data, and use this data analysis to evaluate progress towards goals, at least three times per year. This process will include:

1. Scheduling regular team meetings where problem solving is the sole focus.
2. Using 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.
3. Determining the basis for students having met expected levels of progress and/or proficiency.
4. Responding accordingly when grades, subject areas, classes, or individual students who have not shown a positive response to intervention by making adjustments to the intervention strategies being utilized.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment, respectively.

Tier II

The second level of support consists of supplemental instruction and interventions provided to identified students, in addition to, and in alignment with, effective core instruction and behavioral supports. Tier II problem solving meetings occur monthly to:

1. Gather and analyze data at all Tier Levels to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessments.
2. Ensure that students in need of intervention are truly receiving appropriate supplemental Tier II intervention instruction.
3. Gather ongoing progress monitoring (OPM) for all interventions, and analyzing that data, using the Tier II problem solving process, after each OPM.
4. Review OPM data for intervention groups to evaluate group and individual student response.
5. Support interventions by adjusting strategies when an overall positive group response is not seen.
6. Select students (see SST guidelines) for SST Tier 3 intervention

Tier III SST

The third level of support consists of the team reviewing all data as well as testing completed by the psychologist and speech and language pathologist. Team members will then make the decision as to whether or not the current level of support is appropriate or if an IEP/504 Plan will need to be developed to meet the needs of the student.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets, which are completed three times per year.

The MTSS Problem-Solving process is used to carry out, monitor, and adjust, if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule that is based on student need, across all Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the upcoming school year's SIP. At this time, previous year's trend data, across grade levels, is used to examine impact grades for support focus or prevention/early intervention efforts.

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III to ensure staff development needs are provided. Support services are provided to the schools, students, and families. School based,

Title I funded, Community Involvement Specialists (CIS), serve as the bridge between home and school through home visits, telephone calls, school site activities, and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide relevant materials, and encourage parental participation in the decision making processes at the school site.

Curriculum Coaches develop, lead, and evaluate school core content standards and program. Coaches also identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assist with whole school screening programs that provide early intervention services for children to be considered "at risk;" assist in the design 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.

Parents participate in the design of the school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process, and the Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used to measure the parent program over the course of the school year and to facilitate an evaluation of the parent involvement program, leading to informed planning for the following year. Every effort is made to inform parents of the importance of this survey, via the CIS, Title I District and Region meetings, Title I Newsletters for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents to complete. Other components that are integrated into the school-wide program include Title I CHEADS and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sherrie Williams	Teacher
Carmen Boyd	Principal
Ashlie Keyes	Teacher
Bety Louis	Teacher
	Student
Valerie Montgomery	Teacher
Jennifer Jackson	Teacher
Vilma Encalada	Education Support Employee
Crystal Carroll	Parent
Karen Turner	Parent
Maria Pineiro	Parent
Lilybeth Guilfucci	Parent
Albertha Motes	Parent
Liz Burkin	Parent
Doris Morales	Business/Community
Emy Peterson	Business/Community
Edith Valdes	Business/Community
Kaitia Keifer	Business/Community
Verilyn Burrows-Jackman	Business/Community

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 2013-2014 School Improvement Plan was evaluated by both the school faculty and staff at an end of the year meeting in May of 2014. Teachers and support staff met during a faculty meeting to review SIP items and discuss strategies that worked well and those that did not have a significant impact on student achievement or rigorous teaching. Items to be included in the 2014-2015 SIP were also discussed. Likewise, the last meeting of the school year for the EESAC Committee involved all stakeholders reviewing SIP items and discussing strategies that were appropriate and those that had minimal effect on student achievement.

Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) met to review and analyze the current 2013-2014 school data. The areas of improvement in Reading, Mathematics, Science and Writing were identified and strategies to increase achievement were also discussed. In addition, the EESAC examined the necessary resources needed to increase student learning gains in all grade levels. The team identified the lowest 25% in each grade level and how establishing additional interventions may be needed for student achievement.

Preparation of the school's annual budget and plan

The annual budget is shared with EESAC Members, and a discussion is had regarding how the monies are allotted to each school, including teachers, office staff, support staff, security, cafeteria,

and supplies. Likewise, the EESAC total budget is shared in the beginning of the school year, and members are reminded that these funds can only be used on items that will impact student academic achievement. Requests for EESAC money can be made through presentations at the EESAC meeting, and members can decide to fully fund, partially fund, or not fund items presented to the committee.

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

The EESAC Committee at Phyllis Ruth Miller Elementary School allocated its funds last year in the following manner:

1. Principal's Discretionary Fund: \$2,999.00 for student incentives and supplemental materials
2. Differentiated Instruction and RtI (Response to Intervention) Materials for students
3. The remaining balance was utilized to further support academic achievement including technology programs, student competitions, and teacher resources.

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
Boyd, Carmen	Principal
Hayes, Kristin	Assistant Principal
Penafiel, Patricia	Instructional Coach
Parks-Wenze, Lesa	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team at Phyllis Ruth Miller Elementary School is to build the capacity of literacy knowledge within the school building and focus on areas of literacy concern across grade levels. The principal, assistant principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees shall serve on this team. Meetings will be held at least monthly to discuss areas of concern.

The Literacy Leadership Team will be encouraged to develop Professional Learning Communities and Lesson Studies to focus on creating and implementing instructional routines that incorporate rigorous instruction, complex text, and text dependent questions. The Literacy Leadership Team will develop lessons that provide students with opportunities for research, critical thinking, and writing across the curriculum.

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

Phyllis Ruth Miller Elementary School develops the Master Schedule to ensure that teachers have the capability to meet, plan, discuss, and share ideas, accordingly. Each grade level meets one day per week, with coaches and administration, to review the pacing guides and discuss available resources. Teachers are highly encouraged to share strategies with each other, such as anchor charts, and share activities that have been successful in their classrooms to target the standards. Likewise, Coaches and Administrators provide key information that will contribute to rigorous instruction, and teachers are able to ask questions and share concerns, in a non-threatening environment.

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

The recruitment and retention of highly qualified, certified, and effective staff members is essential to Phyllis Ruth Miller Elementary School. Once a qualified applicant is identified and selected, the professional is paired with a mentor veteran teacher in the building. If the applicant is new to teaching, not only is he or she paired with a mentor teacher to assist with the necessary requirements as a classroom teacher, but he or she is paired with a grade level colleague to assist with establishing a routine for success. The administrators avail themselves to make the transition for new teachers one that is smooth and comfortable. The administrators and the leadership team meets with new teachers during grade level planning meetings to continue to offer strategies for best practices, data analysis, and weekly lesson plans. Instructional Coaches also complete coaching cycles with new teachers to model strategies and strengthen areas of improvement.

For teachers with two or more years of experience, the administrators and leadership team offers the same services designated for new teachers, in an effort to enhance their effectiveness as well as to retain them at the school site. Likewise, school administrators also meet with teachers who need additional assistance, on an individual basis, to help build their capacity.

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

Teachers at Phyllis Ruth Miller Elementary School who are new to the teaching profession are assigned a mentor teacher. This mentor teacher will assist with the support needed to strengthen their knowledge of teaching subject matter skills. Upon arrival to Phyllis R. Miller Elementary School, the new teacher will meet with administration and their assigned mentor teacher. The mentor teacher is one who has credibility with his or her colleagues, strong interpersonal skills, and outstanding knowledge of content, strategies, and materials. He or she is reliable and demonstrates a strong desire to strengthen personal professional learning by participating in continuous professional development. The pair will meet weekly during grade level planning meetings and also meet on an additional day during the week. The mentor teacher will assist the new teacher with subject area matter, strategies for rigorous teaching, and establishing a routine that will allow him or her to become a successful, well rounded professional.

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

Phyllis Ruth Miller Elementary School ensures that the core instructional programs and materials are aligned to Florida's standards by utilizing the District adopted curriculum series for all content areas. Likewise, instruction is rigorous, promotes critical thinking skills, and incorporates writing across the curriculum, requiring students to cite evidence from the text. Teachers differentiate instruction and incorporate technology to attend to the unique needs and learning styles of our students, and

encourage collaborative learning groups to promote student engagement and accountable talk. The curriculum programs at Phyllis Ruth Miller are aligned across all grade levels so that key skills are continuously built upon as students progress.

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

The administrators at Phyllis Ruth Miller Elementary School hold regular data chats with teachers to analyze and disaggregate student data. These chats take place after diagnostic testing and interim assessments so that strategies can be put into place to further enhance student scores. These strategies include utilizing data to differentiate instruction in the classroom as well as recommendations to take part in interventions, before and after-school tutoring and/or enrichment programs, and referrals to the MTSS team.

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: After School Program

Minutes added to school year: 10,800

Phyllis Ruth Miller Elementary School offers a wide array of after school programs for our students that support both remediation and enrichment. These programs include, but are not limited to:

1. Garden Club
2. 4-H Club
3. ELL Tutoring
4. Core Instructional Tutoring

Strategy Rationale

The rationale for enrichment activities is to provide our students with educational experiences that extend beyond the traditional classroom setting. Our enrichment activities allow students to get outdoors and utilize the scientific method by working with plants and other materials. Students also learn the value of caring for living beings and taking ownership over the process.

The rationale for our after-school tutoring programs is twofold. For our ELL students, teachers incorporate a variety of ESOL strategies to assist students with enhancing their academic skills in an environment that differentiates instruction to meet their needs as English Language Learners. Tutoring that supports core instruction is extended to students so that they receive additional exposure to and practice with strategies that will allow them to successfully meet the requirements of the Florida Standards.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hayes, Kristin, khayes@dadeschools.net

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

Many people will share the responsibility for overseeing these programs. Kristin Hayes, Assistant Principal, will assist teachers with the coordination, and collect data from the core instructional tutoring, with the assistance of Instructional Coaches. Ms. Parks-Wenze will oversee and collect data from our ELL tutoring. Ms. Ashlie Keyes, Lead Montessori teacher, and Ms. Roddy, Montessori teacher, will collectively lead and monitor the garden club, while Ms. Jennifer Jackson, teacher, will be our 4-H Liason. Data will be analyzed on a monthly basis for our tutoring programs, to determine the effectiveness, while attendance and activities implemented will be monitored for our enrichment programs.

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

The students enrolled in the neighborhood Head Start/Early Childhood Education Centers will be invited to participate in a field trip to Phyllis Ruth Miller Elementary School. Early childhood students will visit Kindergarten classes to observe how students interact with the teachers and paraprofessionals in order to ensure a seamless transition to Kindergarten.

Within our own school, we have a VPK class as well as one Head Start program. These teachers vertically plan with Kindergarten teachers so that they are able to begin introducing their students to the new curriculum. The students also take in house field trips to the various classes to become acquainted with the teachers.

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Phyllis Ruth Miller Elementary School will increase student achievement by improving Core Instruction across all content areas.
- G2.** Phyllis Ruth Miller Elementary School will utilize the Early Warning Systems to identify at-risk students and provide support and intervention services to increase student achievement.
- G3.** Phyllis Ruth Miller Elementary School will increase the number of STEM related activities in teacher instructional practices to emphasize and engage students in the problem solving process.
- G4.** See Title I PIP

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. Phyllis Ruth Miller Elementary School will increase student achievement by improving Core Instruction across all content areas. 1a

G049962

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal 2

- Instructional Coaches
- Instructional Personnel
- District Issued Content Area Materials
- District Issued Intervention Materials
- Technology
- Pacing Guides
- Common Planning

Targeted Barriers to Achieving the Goal 3

- Provide more exposure to rigorous questioning and higher order thinking questions.
- Provide consistent, data driven Differentiated Instruction that targets the needs of each student.
- Provide students with multiple opportunities to utilize technology in the classroom.

Plan to Monitor Progress Toward G1. 8

Data from Program Reports and District Interim Assessments

Person Responsible

Kristin Hayes

Schedule

On 6/5/2015

Evidence of Completion

The results from the 2015 administration of the AIRS test.

G2. Phyllis Ruth Miller Elementary School will utilize the Early Warning Systems to identify at-risk students and provide support and intervention services to increase student achievement. 1a

G046630

Targets Supported 1b

Indicator	Annual Target
Non-proficient Reading by Grade 03	
Attendance Below 90%	
One or More Suspensions	

Resources Available to Support the Goal 2

- Personnel
- District approved intervention materials
- Technology
- Community Involvement Outreach

Targeted Barriers to Achieving the Goal 3

- Students who are not academically prepared for the Third Grade English Language Arts curriculum.
- Students who do not live within the school boundaries and do not receive transportation services.
- Students who continue to receive behavioral referrals for actions that warrant suspension.

Plan to Monitor Progress Toward G2. 8

Following the FCIM Model, Ongoing Progress Monitoring, along with District Interim Assessments data reports, will be reviewed on a monthly basis so that intervention and instructional strategies can be adjusted, if needed, to ensure preparation for the 2015 administration of the Florida Standards AIRS assessment.

Person Responsible

Kristin Hayes

Schedule

Annually, from 10/31/2014 to 6/1/2015

Evidence of Completion

Summative Assessments - 2015 English Language Arts AIRS assessment.

Plan to Monitor Progress Toward G2. 8

Attendance records will be reviewed on a regular basis, to ensure that our attendance rate is above 90%. Students who have been targeted as having attendance concerns, and whose parents have been contacted, will also be monitored to ensure that the plan developed with parents has been met.

Person Responsible

Carmen Boyd

Schedule

Every 6 Weeks, from 9/1/2014 to 6/5/2015

Evidence of Completion

Daily attendance records.

Plan to Monitor Progress Toward G2. 8

Behavioral referrals and counseling sessions will be reviewed to ensure that all measures are taken at the school site that will limit the number of suspensions issued.

Person Responsible

Beatrice Coldros

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Behavioral referrals and counseling session documentation.

G3. Phyllis Ruth Miller Elementary School will increase the number of STEM related activities in teacher instructional practices to emphasize and engage students in the problem solving process. 1a

 G046634

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal 2

- Personnel
- Supplies
- Technology
- Essential Labs
- Pacing Guides

Targeted Barriers to Achieving the Goal 3

- Adequate technology that supports the Project Based Learning in STEM.

Plan to Monitor Progress Toward G3. 8

Following the FCIM Model, data from the District Interim Assessments will be disaggregated and instruction will be adjusted to meet the needs of each student.

Person Responsible

Kristin Hayes


Schedule

Monthly, from 9/1/2014 to 4/30/2015

Evidence of Completion

Summative Assessment - 2015 FCAT 2.0

G4. See Title I PIP 1a

 G049961

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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. Phyllis Ruth Miller Elementary School will increase student achievement by improving Core Instruction across all content areas. **1**

 G049962

G1.B1 Provide more exposure to rigorous questioning and higher order thinking questions. **2**

 B125438

G1.B1.S1 Implement questioning strategies and activities, across all content areas, to encourage rigorous interactions with material to further deepen understanding. Explicitly teach students to independently form and answer questions that help them to analyze, synthesize, evaluate, and interpret topics while reading. **4**

 S137333

Strategy Rationale

Student exposure to rigorous instruction will assist in preparing them for the Florida Standards AIRS test.

Action Step 1 **5**

Provide professional development on rigor and higher order thinking questions at faculty meetings.

Person Responsible

Kristin Hayes

Schedule

Every 6 Weeks, from 10/13/2014 to 5/1/2015

Evidence of Completion

Sign in Sheets, Agenda

Action Step 2 5

Provide opportunities for teachers to enhance rigor through the unwrapping of standards to develop higher order thinking and questioning.

Person Responsible

Patricia Penafiel

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Sign in Sheets, Agendas, Lesson Plans

Action Step 3 5

During planning time, teachers will observe peer teachers as they incorporate rigorous lessons and higher order questioning in a model classroom.

Person Responsible

Schedule

Monthly, from 10/13/2014 to 4/30/2015

Evidence of Completion

Debriefing notes, feedback, walkthrough notes.

Action Step 4 5

Follow-up and provide support/feedback on the implementation of higher order questioning and rigorous lessons.

Person Responsible

Carmen Boyd

Schedule

Biweekly, from 10/17/2014 to 4/30/2015

Evidence of Completion

Classroom Walkthroughs, Observations, Lesson Plans,

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

Administration will conduct walkthroughs to monitor the implementation of the strategy.

Person Responsible

Carmen Boyd

Schedule

Weekly, from 10/17/2014 to 4/30/2015

Evidence of Completion

Walkthrough notes, Lesson Plans

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

Analyze data from classroom and district wide assessments to ensure students are achieving proficiency on the standards.

Person Responsible

Kristin Hayes


Schedule

On 4/30/2015

Evidence of Completion

Classroom and District Interim Assessment data, walkthrough and debriefing notes.

G1.B2 Provide consistent, data driven Differentiated Instruction that targets the needs of each student. 2

 B125440

G1.B2.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. 4

 S137334

Strategy Rationale

Students must be provided with differentiated instruction, that is data driven, in order to successfully achieve content area standards.

Action Step 1 5

Provide teachers with professional development opportunities that will assist with implementing Differentiated Instruction in the classroom.

Person Responsible

Patricia Penafiel

Schedule

On 6/5/2015

Evidence of Completion

Agenda, Sign-In Sheets

Action Step 2 5

Provide teachers with ample opportunities to disaggregate and analyze data to develop fluid Differentiated Instructional groups and activities

Person Responsible

Kristin Hayes

Schedule

Monthly, from 10/17/2014 to 6/5/2015

Evidence of Completion

Agendas, Sign-In Sheets, Lesson Plans, Rotation Groups

Action Step 3 5

Follow-up, provide feedback and further support on the implementation of data driven Differentiated Instruction.

Person Responsible

Kristin Hayes

Schedule

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

Evidence of Completion

Walkthrough notes, debriefing protocols, Coach Calendar, Coach Log

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will conduct walkthroughs of all classrooms to monitor for the fidelity of implementation.

Person Responsible

Schedule

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

Evidence of Completion

Walkthrough notes, debriefing protocols

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrators, Coaches, and Classroom teachers will analyze student data from interim assessments to monitor the effectiveness of the data driven DI groups, and make changes accordingly

Person Responsible

Schedule

Monthly, from 10/6/2014 to 6/5/2015


Evidence of Completion

District Interim Assessment data, data protocols, common planning agendas.

G1.B3 Provide students with multiple opportunities to utilize technology in the classroom. 2

 B125442

G1.B3.S1 Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement. 4

 S137335

Strategy Rationale

Students must have ample opportunities to engage in technology that supports core instruction in the content areas.

Action Step 1 5

English Language Arts Teachers will utilize the Accelerated Reader program with students.

Person Responsible

Lesa Parks-Wenze

Schedule

Quarterly, from 9/22/2014 to 6/5/2015

Evidence of Completion

STAR test results, Student AR test results

Action Step 2 5

English Language Arts Teachers will utilize the I-Ready computer program with students.

Person Responsible

Schedule

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

Evidence of Completion

Diagnostic test results, individual student data

Action Step 3 5

Math and Science teachers will utilize the GIZMOS computer program to reinforce student skills and promote student engagement.

Person Responsible

Kristin Hayes

Schedule

Biweekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Gizmos usage data.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Student and teacher usage reports and diagnostic test results will be monitored for all programs.

Person Responsible

Lesa Parks-Wenze

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Student and teacher usage reports, diagnostic test results, star test results, AR student test results.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators, Coaches, and Classroom Teachers will analyze data from programs and compare it to the District Interim Assessments, to determine the effectiveness on student academic progress.

Person Responsible

Kristin Hayes

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

District Interim Assessments, Diagnostic Test Results, STAR Test Results, AR Student Test Results.

G2. Phyllis Ruth Miller Elementary School will utilize the Early Warning Systems to identify at-risk students and provide support and intervention services to increase student achievement. 1

G046630

G2.B1 Students who are not academically prepared for the Third Grade English Language Arts curriculum. 2

B115660

G2.B1.S1 Response to Intervention will be established for low performing second grade students in the English Language Arts (ELA) content area, as well as for students who have been retained third grade. Students will be monitored for progression/regression. 4

S127297

Strategy Rationale

Students who are academically unprepared for the Third Grade English Language Arts (ELA) curriculum will struggle with maintaining success during the course of the school year. These students may experience self-esteem issues, frustration, and low performing grades in the classroom. Students need to be targeted for intervention and/or the Rtl process prior to entering third grade to enhance their probability of passing the AIRS assessment.

Action Step 1 5

Students will receive additional intervention in order to increase proficiency in English Language Arts (ELA). Interventionists, Instructional Coaches, and Classroom Teachers will monitor the progress of students with non-proficient standards.

Person Responsible

Patricia Penafiel

Schedule

Monthly, from 10/3/2014 to 6/1/2015

Evidence of Completion

OPM Data, Teacher Made Assessments, District Interim Assessments

Action Step 2 5

Teachers will use data to differentiate instruction in the classroom and target the specific needs of the students.

Person Responsible

Kristin Hayes

Schedule

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

Evidence of Completion

Classroom Assessment and District Interim Assessment Data.

Action Step 3 5

Targeted students will be offered pull-out intervention sessions with hired interventionists to enhance grade level skills.

Person Responsible

Patricia Penafiel

Schedule

Monthly, from 10/13/2014 to 4/30/2015

Evidence of Completion

Data from Intervention classes, Classroom Assessment Data, District Interim Assessments.

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

Following the FCIM Model, Ongoing Progress Monitoring, along with District Interim Assessments data reports, will be reviewed on a monthly basis so that intervention and instructional strategies can be adjusted, if needed.

Person Responsible

Patricia Penafiel

Schedule

Monthly, from 10/31/2014 to 6/1/2015

Evidence of Completion

Ongoing Progress Monitoring Reports, District Interim Assessments

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

Following the FCIM Model, Ongoing Progress Monitoring, along with District Interim Assessments data reports, will be reviewed on a monthly basis so that intervention and instructional strategies can be adjusted, if needed.

Person Responsible

Patricia Penafiel

Schedule

Monthly, from 10/31/2014 to 6/1/2015

Evidence of Completion

Formative Assessments, Ongoing Progress Monitoring Reports, District Interim Assessments

G2.B2 Students who do not live within the school boundaries and do not receive transportation services. 2

 B125386

G2.B2.S1 Administrators, Counselors, and Community Resource personnel will meet with parents to develop a plan for transporting students to school on a daily basis. 4

 S137273

Strategy Rationale

Students who live outside of the boundaries, and do not receive transportation, often have difficulty finding means to get to school everyday. These students need to be in school each day to ensure that learning and progress is taking place.

Action Step 1 5

Administrators, Teachers, and the Counselor will review attendance on a weekly basis, and highlight students who have developed a pattern of absenteeism.

Person Responsible

Carmen Boyd

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Daily attendance reports.

Action Step 2 5

The counselor will contact the parents to determine if special transportation services need to be provided to the family.

Person Responsible

Beatrice Coldros

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Records of phone calls and communications with transportation.

Action Step 3 5

Administrators and the Counselor will meet with parents, who do not qualify for transportation or special transportation services, to develop a plan that will allow students to be in school each day.

Person Responsible

Carmen Boyd

Schedule

Every 6 Weeks, from 9/1/2014 to 6/5/2015

Evidence of Completion

Documentation from the meetings

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Attendance records will be monitored on a weekly basis.

Person Responsible

Carmen Boyd

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

The evidence collected will be from our daily attendance reports. These will allow us to determine if our action plan with parents has been effective.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Daily attendance records will be reviewed to ensure that our attendance is above 90%.

Person Responsible


Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Daily attendance records.

G2.B3 Students who continue to receive behavioral referrals for actions that warrant suspension. 2

 B125387

G2.B3.S1 Behavioral referrals will be reviewed and monitored, and students will be referred to the counselor to assist students with controlling their behaviors. 4

 S137279

Strategy Rationale

Students need to learn to develop appropriate strategies for dealing with frustrating situations, thereby allowing them to remain in class and enhance their academic achievement.

Action Step 1 5

Behavioral referrals will be reviewed and monitored by the Assistant Principal and the Counselor.

Person Responsible

Kristin Hayes

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Behavioral referrals and ISIS will be used to monitor the action step.

Action Step 2 5

Students with recurring referrals will be referred to the Counselor for services.

Person Responsible

Kristin Hayes

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Behavioral referrals and counseling session documentation.

Action Step 3 5

Students will participate in sessions with the school counselor to develop strategies for dealing with frustration(s).

Person Responsible

Beatrice Coldros

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Documentation of counseling sessions.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The Assistant Principal will monitor the number of referrals that are being issued.

Person Responsible

Schedule

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

Evidence of Completion

The number of referrals issued biweekly.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The number of referrals issued will be monitored to ensure the effectiveness of the plan.

Person Responsible

Kristin Hayes


Schedule

Monthly, from 10/1/2014 to 6/5/2015


Evidence of Completion

Behavioral referrals and documentation of counseling sessions.


G3. Phyllis Ruth Miller Elementary School will increase the number of STEM related activities in teacher instructional practices to emphasize and engage students in the problem solving process. 1

 G046634

G3.B1 Adequate technology that supports the Project Based Learning in STEM. 2

 B115685

G3.B1.S1 Increase the rigor in Science classes by incorporating technology programs, such as Gizmos, as well as valuable science lab activities that will enhance student knowledge of Claims, Evidence, Reasoning (CRE) activities. 4

 S127342

Strategy Rationale

Rigor needs to be enhanced in Science classes and students need to be exposed to technology as well as CER activities in order to enhance critical thinking skills.

Action Step 1 5

Teachers will implement the utilization of Interactive Journals, and structured/unstructured graphic organizers (i.e. flip charts, Venn Diagrams, webs, t-charts, etc.) during planning and instructional time.

Person Responsible

Kristin Hayes

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

As evidenced in journals, students will utilize structured and unstructured graphic organizers (i.e. flip charts, Venn diagrams, foldables, webs, t-charts, etc.).

Action Step 2 5

Teachers will provide students with opportunities to engage in technology programs, such as GIZMOS, that allow for student engagement, collaborative practice, and interactions, to practice their skills.

Person Responsible

Kristin Hayes

Schedule

On 9/18/2014

Evidence of Completion

Gizmo logs.

Action Step 3 5

Teachers will provide opportunities for students to write informative/explanatory/evidence-based texts in order to examine a topic and convey ideas and information clearly in their interactive journals, utilizing the Claim, Evidence, Reasoning (CER) approach.

Person Responsible

Kristin Hayes

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Student work samples and interactive journals

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

Following the FCIM Model, Interim Assessment data reports will be reviewed and data will be disaggregated. Instruction will be adjusted, as needed.

Person Responsible

Kristin Hayes

Schedule

Quarterly, from 9/1/2014 to 4/30/2015

Evidence of Completion

District Interim Assessments

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

Following the FCIM Model, Interim Assessment data reports will be analyzed and instruction will be differentiated and adjusted to meet the needs of the students.

Person Responsible

Kristin Hayes

Schedule

Every 6 Weeks, from 9/1/2014 to 4/30/2015

Evidence of Completion

District Interim Assessments

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
G2.B1.S1.A1	Students will receive additional intervention in order to increase proficiency in English Language Arts (ELA). Interventionists, Instructional Coaches, and Classroom Teachers will monitor the progress of students with non-proficient standards.	Penafiel, Patricia	10/3/2014	OPM Data, Teacher Made Assessments, District Interim Assessments	6/1/2015 monthly
G3.B1.S1.A1	Teachers will implement the utilization of Interactive Journals, and structured/unstructured graphic organizers (i.e. flip charts, Venn Diagrams, webs, t-charts, etc.) during planning and instructional time.	Hayes, Kristin	9/1/2014	As evidenced in journals, students will utilize structured and unstructured graphic organizers (i.e. flip charts, Venn diagrams, foldables, webs, t-charts, etc.).	6/5/2015 weekly
G2.B2.S1.A1	Administrators, Teachers, and the Counselor will review attendance on a weekly basis, and highlight students who have developed a pattern of absenteeism.	Boyd, Carmen	9/1/2014	Daily attendance reports.	6/5/2015 weekly
G2.B3.S1.A1	Behavioral referrals will be reviewed and monitored by the Assistant Principal and the Counselor.	Hayes, Kristin	9/1/2014	Behavioral referrals and ISIS will be used to monitor the action step.	6/5/2015 biweekly
G1.B3.S1.A1	English Language Arts Teachers will utilize the Accelerated Reader program with students.	Parks-Wenze, Lesa	9/22/2014	STAR test results, Student AR test results	6/5/2015 quarterly
G1.B1.S1.A1	Provide professional development on rigor and higher order thinking questions at faculty meetings.	Hayes, Kristin	10/13/2014	Sign in Sheets, Agenda	5/1/2015 every-6-weeks
G1.B2.S1.A1	Provide teachers with professional development opportunities that will assist with implementing Differentiated Instruction in the classroom.	Penafiel, Patricia	10/17/2014	Agenda, Sign-In Sheets	6/5/2015 one-time
G3.B1.S1.A2	Teachers will provide students with opportunities to engage in technology programs, such as GIZMOS, that allow for student engagement, collaborative	Hayes, Kristin	9/18/2014	Gizmo logs.	9/18/2014 one-time

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Phyllis R. Miller Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	practice, and interactions, to practice their skills.				
G2.B2.S1.A2	The counselor will contact the parents to determine if special transportation services need to be provided to the family.	Coldros, Beatrice	9/1/2014	Records of phone calls and communications with transportation.	6/5/2015 monthly
G2.B3.S1.A2	Students with recurring referrals will be referred to the Counselor for services.	Hayes, Kristin	9/1/2014	Behavioral referrals and counseling session documentation.	6/5/2015 monthly
G1.B3.S1.A2	English Language Arts Teachers will utilize the I-Ready computer program with students.		10/6/2014	Diagnostic test results, individual student data	6/5/2015 weekly
G1.B1.S1.A2	Provide opportunities for teachers to enhance rigor through the unwrapping of standards to develop higher order thinking and questioning.	Penafiel, Patricia	9/1/2014	Sign in Sheets, Agendas, Lesson Plans	6/5/2015 weekly
G1.B2.S1.A2	Provide teachers with ample opportunities to disaggregate and analyze data to develop fluid Differentiated Instructional groups and activities	Hayes, Kristin	10/17/2014	Agendas, Sign-In Sheets, Lesson Plans, Rotation Groups	6/5/2015 monthly
G2.B1.S1.A2	Teachers will use data to differentiate instruction in the classroom and target the specific needs of the students.	Hayes, Kristin	10/6/2014	Classroom Assessment and District Interim Assessment Data.	6/5/2015 weekly
G3.B1.S1.A3	Teachers will provide opportunities for students to write informative/explanatory/evidence-based texts in order to examine a topic and convey ideas and information clearly in their interactive journals, utilizing the Claim, Evidence, Reasoning (CER) approach.	Hayes, Kristin	9/1/2014	Student work samples and interactive journals	6/5/2015 biweekly
G2.B2.S1.A3	Administrators and the Counselor will meet with parents, who do not qualify for transportation or special transportation services, to develop a plan that will allow students to be in school each day.	Boyd, Carmen	9/1/2014	Documentation from the meetings	6/5/2015 every-6-weeks
G2.B3.S1.A3	Students will participate in sessions with the school counselor to develop strategies for dealing with frustration(s).	Coldros, Beatrice	9/1/2014	Documentation of counseling sessions.	6/5/2015 monthly
G1.B1.S1.A3	During planning time, teachers will observe peer teachers as they incorporate rigorous lessons and higher order questioning in a model classroom.		10/13/2014	Debriefing notes, feedback, walkthrough notes.	4/30/2015 monthly
G1.B2.S1.A3	Follow-up, provide feedback and further support on the implementation of data driven Differentiated Instruction.	Hayes, Kristin	10/6/2014	Walkthrough notes, debriefing protocols, Coach Calendar, Coach Log	6/5/2015 weekly
G1.B3.S1.A3	Math and Science teachers will utilize the GIZMOS computer program to reinforce student skills and promote student engagement.	Hayes, Kristin	9/29/2014	Gizmos usage data.	6/5/2015 biweekly
G2.B1.S1.A3	Targeted students will be offered pull-out intervention sessions with hired interventionists to enhance grade level skills.	Penafiel, Patricia	10/13/2014	Data from Intervention classes, Classroom Assessment Data, District Interim Assessments.	4/30/2015 monthly
G1.B1.S1.A4	Follow-up and provide support/ feedback on the implementation of higher order questioning and rigorous lessons.	Boyd, Carmen	10/17/2014	Classroom Walkthroughs, Observations, Lesson Plans,	4/30/2015 biweekly
G1.MA1	Data from Program Reports and District Interim Assessments	Hayes, Kristin	10/17/2014	The results from the 2015 administration of the AIRS test.	6/5/2015 one-time

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Phyllis R. Miller Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Analyze data from classroom and district wide assessments to ensure students are achieving proficiency on the standards.	Hayes, Kristin	10/17/2014	Classroom and District Interim Assessment data, walkthrough and debriefing notes.	4/30/2015 one-time
G1.B1.S1.MA1	Administration will conduct walkthroughs to monitor the implementation of the strategy.	Boyd, Carmen	10/17/2014	Walkthrough notes, Lesson Plans	4/30/2015 weekly
G1.B2.S1.MA1	Administrators, Coaches, and Classroom teachers will analyze student data from interim assessments to monitor the effectiveness of the data driven DI groups, and make changes accordingly		10/6/2014	District Interim Assessment data, data protocols, common planning agendas.	6/5/2015 monthly
G1.B2.S1.MA1	Administration will conduct walkthroughs of all classrooms to monitor for the fidelity of implementation.		10/6/2014	Walkthrough notes, debriefing protocols	6/5/2015 weekly
G1.B3.S1.MA1	Administrators, Coaches, and Classroom Teachers will analyze data from programs and compare it to the District Interim Assessments, to determine the effectiveness on student academic progress.	Hayes, Kristin	10/6/2014	District Interim Assessments, Diagnostic Test Results, STAR Test Results, AR Student Test Results.	6/5/2015 monthly
G1.B3.S1.MA1	Student and teacher usage reports and diagnostic test results will be monitored for all programs.	Parks-Wenze, Lesa	10/6/2014	Student and teacher usage reports, diagnostic test results, star test results, AR student test results.	6/5/2015 monthly
G2.MA1	Following the FCIM Model, Ongoing Progress Monitoring, along with District Interim Assessments data reports, will be reviewed on a monthly basis so that intervention and instructional strategies can be adjusted, if needed, to ensure preparation for the 2015 administration of the Florida Standards AIRS assessment.	Hayes, Kristin	10/31/2014	Summative Assessments - 2015 English Language Arts AIRS assessment.	6/1/2015 annually
G2.MA2	Attendance records will be reviewed on a regular basis, to ensure that our attendance rate is above 90%. Students who have been targeted as having attendance concerns, and whose parents have been contacted, will also be monitored to ensure that the plan developed with parents has been met.	Boyd, Carmen	9/1/2014	Daily attendance records.	6/5/2015 every-6-weeks
G2.MA3	Behavioral referrals and counseling sessions will be reviewed to ensure that all measures are taken at the school site that will limit the number of suspensions issued.	Coldros, Beatrice	9/30/2014	Behavioral referrals and counseling session documentation.	6/5/2015 monthly
G2.B1.S1.MA1	Following the FCIM Model, Ongoing Progress Monitoring, along with District Interim Assessments data reports, will be reviewed on a monthly basis so that intervention and instructional strategies can be adjusted, if needed.	Penafiel, Patricia	10/31/2014	Formative Assessments, Ongoing Progress Monitoring Reports, District Interim Assessments	6/1/2015 monthly
G2.B1.S1.MA1	Following the FCIM Model, Ongoing Progress Monitoring, along with District Interim Assessments data reports, will be reviewed on a monthly basis so that intervention and instructional strategies can be adjusted, if needed.	Penafiel, Patricia	10/31/2014	Ongoing Progress Monitoring Reports, District Interim Assessments	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	Daily attendance records will be reviewed to ensure that our attendance is above 90%.		9/1/2014	Daily attendance records.	6/5/2015 biweekly
G2.B2.S1.MA1	Attendance records will be monitored on a weekly basis.	Boyd, Carmen	9/1/2014	The evidence collected will be from our daily attendance reports. These will allow us to determine if our action plan with parents has been effective.	6/5/2015 weekly
G2.B3.S1.MA1	The number of referrals issued will be monitored to ensure the effectiveness of the plan.	Hayes, Kristin	10/1/2014	Behavioral referrals and documentation of counseling sessions.	6/5/2015 monthly
G2.B3.S1.MA1	The Assistant Principal will monitor the number of referrals that are being issued.		10/5/2014	The number of referrals issued biweekly.	6/5/2015 biweekly
G3.MA1	Following the FCIM Model, data from the District Interim Assessments will be disaggregated and instruction will be adjusted to meet the needs of each student.	Hayes, Kristin	9/1/2014	Summative Assessment - 2015 FCAT 2.0	4/30/2015 monthly
G3.B1.S1.MA1	Following the FCIM Model, Interim Assessment data reports will be analyzed and instruction will be differentiated and adjusted to meet the needs of the students.	Hayes, Kristin	9/1/2014	District Interim Assessments	4/30/2015 every-6-weeks
G3.B1.S1.MA1	Following the FCIM Model, Interim Assessment data reports will be reviewed and data will be disaggregated. Instruction will be adjusted, as needed.	Hayes, Kristin	9/1/2014	District Interim Assessments	4/30/2015 quarterly

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 Opportunities

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

G1. Phyllis Ruth Miller Elementary School will increase student achievement by improving Core Instruction across all content areas.

G1.B1 Provide more exposure to rigorous questioning and higher order thinking questions.

G1.B1.S1 Implement questioning strategies and activities, across all content areas, to encourage rigorous interactions with material to further deepen understanding. Explicitly teach students to independently form and answer questions that help them to analyze, synthesize, evaluate, and interpret topics while reading.

PD Opportunity 1

Provide professional development on rigor and higher order thinking questions at faculty meetings.

Facilitator

Instructional Coaches: Ms. Penafiel and Ms. Shillingford; Science Liason: Mr. Daley; Grade Level Chairs

Participants

Classroom Teachers

Schedule

Every 6 Weeks, from 10/13/2014 to 5/1/2015

PD Opportunity 2

Provide opportunities for teachers to enhance rigor through the unwrapping of standards to develop higher order thinking and questioning.

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Schedule

Weekly, from 9/1/2014 to 6/5/2015

G1.B2 Provide consistent, data driven Differentiated Instruction that targets the needs of each student.

G1.B2.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Provide teachers with professional development opportunities that will assist with implementing Differentiated Instruction in the classroom.

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Schedule

On 6/5/2015

PD Opportunity 2

Provide teachers with ample opportunities to disaggregate and analyze data to develop fluid Differentiated Instructional groups and activities

Facilitator

Instructional Coaches and Administration

Participants

Classroom Teachers

Schedule

Monthly, from 10/17/2014 to 6/5/2015

G1.B3 Provide students with multiple opportunities to utilize technology in the classroom.

G1.B3.S1 Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement.

PD Opportunity 1

English Language Arts Teachers will utilize the I-Ready computer program with students.

Facilitator

Department of Reading and Language Arts - Webinar

Participants

English Language Arts Teachers

Schedule

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

PD Opportunity 2

Math and Science teachers will utilize the GIZMOS computer program to reinforce student skills and promote student engagement.

Facilitator

Mario Junco

Participants

Math and Science teachers in grades 3-5.

Schedule

Biweekly, from 9/29/2014 to 6/5/2015

G2. Phyllis Ruth Miller Elementary School will utilize the Early Warning Systems to identify at-risk students and provide support and intervention services to increase student achievement.

G2.B1 Students who are not academically prepared for the Third Grade English Language Arts curriculum.

G2.B1.S1 Response to Intervention will be established for low performing second grade students in the English Language Arts (ELA) content area, as well as for students who have been retained third grade. Students will be monitored for progression/regression.

PD Opportunity 1

Students will receive additional intervention in order to increase proficiency in English Language Arts (ELA). Interventionists, Instructional Coaches, and Classroom Teachers will monitor the progress of students with non-proficient standards.

Facilitator

Reading Coaches

Participants

Teachers and Interventionists

Schedule

Monthly, from 10/3/2014 to 6/1/2015

PD Opportunity 2

Teachers will use data to differentiate instruction in the classroom and target the specific needs of the students.

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Schedule

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

G3. Phyllis Ruth Miller Elementary School will increase the number of STEM related activities in teacher instructional practices to emphasize and engage students in the problem solving process.

G3.B1 Adequate technology that supports the Project Based Learning in STEM.

G3.B1.S1 Increase the rigor in Science classes by incorporating technology programs, such as Gizmos, as well as valuable science lab activities that will enhance student knowledge of Claims, Evidence, Reasoning (CRE) activities.

PD Opportunity 1

Teachers will implement the utilization of Interactive Journals, and structured/unstructured graphic organizers (i.e. flip charts, Venn Diagrams, webs, t-charts, etc.) during planning and instructional time.

Facilitator

Mr. Daley

Participants

All Science Teachers

Schedule

Weekly, from 9/1/2014 to 6/5/2015

PD Opportunity 2

Teachers will provide students with opportunities to engage in technology programs, such as GIZMOS, that allow for student engagement, collaborative practice, and interactions, to practice their skills.

Facilitator

Mario Junco

Participants

Science and Math Teachers in Grades 3-5.

Schedule

On 9/18/2014

PD Opportunity 3

Teachers will provide opportunities for students to write informative/explanatory/evidence-based texts in order to examine a topic and convey ideas and information clearly in their interactive journals, utilizing the Claim, Evidence, Reasoning (CER) approach.

Facilitator

Mr. Daley

Participants

Science Teachers

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: Phyllis Ruth Miller Elementary School will increase student achievement by improving Core Instruction across all content areas.	5,005
Goal 2: Phyllis Ruth Miller Elementary School will utilize the Early Warning Systems to identify at-risk students and provide support and intervention services to increase student achievement.	28,000
Grand Total	33,005

Goal 1: Phyllis Ruth Miller Elementary School will increase student achievement by improving Core Instruction across all content areas.

Description	Source	Total
B3.S1.A1	Title I Part A	5,005
Total Goal 1		5,005

Goal 2: Phyllis Ruth Miller Elementary School will utilize the Early Warning Systems to identify at-risk students and provide support and intervention services to increase student achievement.

Description	Source	Total
B1.S1.A3	Title I Part A	28,000
Total Goal 2		28,000