

Miami Shores Elementary School



2014-15 School Improvement Plan

Miami Shores Elementary School

10351 NE 5TH AVE, Miami Shores, FL 33138

<http://miamishoreselementary.dadeschools.net/>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
73%

Alternative/ESE Center
No

Charter School
No

Minority
88%

School Grades History

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

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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 mission of Miami Shores Elementary School is to provide a safe environment that will foster self-directed learning, good citizenship, and high scholastic achievement. We will emphasize parental involvement and encourage the total development of the child within our multi-ethnic population and within our constantly changing world.

Provide the school's vision statement

Miami Shores Elementary School is committed to providing a challenging, diversified curriculum and a safe, secure school environment where all students will succeed, regardless of their cultural background and/or socio-economic status. A total school effort will be placed on developing, coordinating, and implementing activities and programs, with the use of technology as the basis of instruction with emphasis on the academic disciplines, to improve student achievement. The staff, parents, and community members envision our students becoming lifelong learners and productive contributors to our society.

School Environment

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

Teachers and staff at Miami Shores Elementary school are able to embrace the different cultures of our students and parents throughout the year. The staff at Miami Shores Elementary school is committed to ensuring that each student who attends our school receives a quality education demonstrating academic growth and social skills. Students are greeted every morning by at least one administrator and security personnel that understands the importance of having children feel welcome when they enter the school building. We strive to highlight the potential of our students by teaching them responsibility, manners, and overall the knowledge they all need to be role model students now and future leaders. Our teachers share common visions of what effective teaching looks like. Teachers have clearly defined classroom rules and consequences. Administration implements a progressive discipline plan. Student and staff foster a mutual respect. Student and parent concerns are addressed and every effort is made to resolve issues fairly and in a timely manner. The students at Miami Shores Elementary school receive a variety of programs and activities that enhance their learning experiences and overall development. Some of the programs/activities students participate in are Hispanic Heritage Month, Career Day, Motivational Speakers Series, Science Fair, Black History Month, Walksafe, Say No to Drugs (Red Ribbon Week), October Breast Cancer Awareness Month, Anti-Bullying and Character Education. Participation in these programs helps our students to better adapt to their social surroundings and conduct themselves appropriately in real-world situations. Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math, and Science. We promote parental and community involvement in order to prepare our students to respect other cultures and backgrounds and be part of team building activities. We assist our students with gaining the knowledge and the necessary critical-thinking skills to support them in meeting the challenges of the 21st-century.

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

Students are greeted every morning by school personnel. They are escorted to the cafeteria for breakfast and are supervised by various staff members until their teacher arrives and start the instructional day. Students are informed that all personnel are at their service if they need to talk, have a problem, or they know something that needs to be brought to the attention of a trusted adult. Administration, the counselor, security, and other support personnel are clearly visible throughout the day to handle any situations that students may have. The Guidance Counselor, School Social Worker, and School Psychologist are all well known by the student body. These individuals engage in small group sessions with students allowing them to express themselves and resolve conflicts.

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 M-DCPS Code of Student Conduct is provided to all students in their opening of school materials. Additionally, a progressive discipline plan is in place at all grade levels, emphasizing positive behaviors and constructive responses to potential incidents. Faculty and staff members take a proactive stance in ensuring that students are consistently reminded of behavioral expectations, consequences for misbehavior, and the benefits that accrue as a result of adherence to the stated policies. With this plan in place, the preservation of instructional time is maximized throughout the school year.

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

Student services personnel are available on an ongoing basis to meet the social-emotional needs of students. Parents are also able to schedule appointments with counselors when they are in need of additional guidance. Our Guidance Counselor has resources that are available to parents and will refer students for counseling and mentoring support on an "as needed" basis.

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

The identification of students who demonstrate one or more of the early warning indicators is critical to the provision of interventions intended to address need areas. On a quarterly basis, the Leadership Team will review student reports to identify students in need of additional interventions based on the following indicators:

- Excessive absences or tardiness;
- Disciplinary actions, including suspensions;
- Failing grades in one or more content areas;
- Level 1 or 2 performance on prior year standardized assessments (in grades 3 through 5); and
- Teacher observations of student performances indicating the student is struggling.

Information collected by the Leadership Team will be shared with Grade Level and Department Chairpersons for dissemination through PLCs, development of intervention implementation plans, and ongoing progress monitoring purposes.

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	16	9	5	6	4	3	43
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	9	10	6	11	9	15	60
Level 1 on statewide assessment	0	0	0	59	37	41	137
Retentions	0	2	1	9	0	0	12

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

- Identify and implement incentive and/or reward programs to encourage improved student attendance, particularly during the latter half of the school year. Additionally, more frequent and targeted communication to parents whose children begin to demonstrate a pattern of absenteeism (five or more absences).
- Students in danger of potential retention, as identified through academic performances, will be afforded guidance counseling and academic advisement, as appropriate. Additionally, parents will be provided with information regarding how to effectively assist their child in dealing with academic challenges.
- Identify available times throughout the instructional day when non-proficient readers can be provided access to computer laboratory resources and programs designed to assist with improving reading proficiency (e.g., I-Ready, Reading Plus). The McGraw/Hill Wonder Works Reading Intervention program will continue to be implemented in the elementary grades. Lastly, students not demonstrating proficiency in Reading in the primary grades should be given priority for involvement in Tier 2 and Tier 3 interventions through the MTSS process.
- Student schedules should be reviewed for flexibility during the instructional day that would permit the inclusion of a regular supplemental block for the delivery of interventions.
- Increase the number of classroom-based presentations by student services staff regarding disciplinary expectations, responsibilities and accountability. Additionally, ensure that all initial behavior referrals include a referral to student services for intervention, as well as a parent conference component to ensure parental involvement and understanding.

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?

No

PIP Link

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

Description

Parental Involvement has been maintained in school wide activities with an overall increase throughout the school year. A variety of activities such as PTA meetings, Teacher Meet and Greet, Open House, Science Fair, PTA Sponsored school dances and Spring Musical performances have led to increasing numbers of parents attending and participating in these events. Parents are also afforded opportunities to access web-based resources for informational and instructional purposes through the school's website.

Although there is an adequate level of parental involvement at our school, we would like to maintain and increase the number of opportunities parents, especially those parents of academically under-performing students.

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

Faculty and Staff of Miami Shores Elementary School view parents and Community Businessess as partners in helping students learn, value parents input and participation in advancing the school's mission and vision and supports efforts to strengthen its students' community resources. Miami Shores Elementary School creates a welcoming and communicative environment for all parents and Community Business Leaders. Parents and visitors are greeted warmly when they call or visit the school. Miami Shores Elementary communicates with parents and stakeholders via the new interactive school website and attends monthly meetings with the Miami Shores Alliance.

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
Swain, Brenda	Principal
Mayor, Evie	Assistant Principal
Quamina, Adwina	Guidance Counselor
Shaarbay, Tirsis	Other
Bogos, Jonathan	Teacher, K-12
Castano, Janet	Teacher, K-12
Geuther, Sharon	Teacher, K-12
Hesler, Deborah	Teacher, K-12
Lachuk, Laura	Teacher, K-12
Morrow, Selena	Teacher, K-12

Duties

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

The overall objective of the team is to positively impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well-being, and the prevention of student failure through proactive intervention. Our team is comprised of the following:

- The Principal, Brenda Swain and Assistant Principal, Evie Mayor who ensure commitment and allocation of specific resources.
- General Education Teachers (Primary and Intermediate): Selena Morrow, Laura Lachuk, Jonathan Bogos, Janet Castano, Sharon Geuther and Deborah Hesler. They extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group problem-solving.
- Grade Level Chairpersons (Primary & Intermediate):
The grade level chairs will ensure that core instruction and collaboration are implemented.
- The School Guidance Counselor, Adwina Quamina will insure that quality student services are provided to students. Working with community agencies to support the students academic, emotional, behavioral and social needs. Additionally, the school counselor will provide the quality services and expertise on issues ranging from program design to assessment and intervention with individual students.
- The Leadership Team will include additional personnel as resources to the team based on specific problems are concerned is warranted such as:
Exceptional Student Education (ESE) Chairperson: Thechelet Charles
- The SPED chairperson will collaborate with general education teachers while participating in student data collection, school wide data, integrate core instructional activities and collaborate with general education teachers.
School Psychologist: Anabelle Rodriguez
- School psychologist will participate in collection, interpretation and analysis of data to facilitate the development of intervention plans, provide support for intervention fidelity, and documentation. Professional development and technical assistance will also be provided for problem-solving activities including data collection and program evaluation.
Social Worker: Nancy Lacouty
- The Social worker will facilitate the link with the community including referrals to local agencies and assist with parental involvement. Additionally, the School Social Worker will play a vital role in reduces the number of truancy cases.
Speech Language Pathologist: Sherry Kirkman
- The speech language pathologist will educate the team in the role language plays in curriculum, student assessment, and instruction as a basis for appropriate program design. Additionally, the Speech and Language Pathologist will assist in the selection of screening measures on an individual student basis.

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

Miami Shores Elementary utilizes a process in which data is reviewed amongst our team members. Based on student achievement, services are provided and strategies are revised in order to meet the needs of all students. FCAT 2.0 and SAT 10 data will be used to make initial program and instructional decisions for students in first through fifth grade.

Title III-as a source of meeting the needs of English Language Learners (ELL) through instructional support and intervention during and beyond the school day. Funds are secured annually through the Title III grant to provide an ELL Tutoring Academy in Reading and Mathematics for these AMO subgroups.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brenda Swain	Principal
Laashon Howard	Teacher
Ilany Centeno	Teacher
Deborah Hesler	Teacher
Andrell Bryant	Teacher
Jonathan Bogos	Teacher
Janet Castano	Teacher
Selena Welch	Teacher
Nathalee Boykin	Education Support Employee
Gary Robbins	Education Support Employee
Margarita Mesa	Parent
Gina Brooks	Parent
Gina Chaudry	Parent
Deidre Dunham	Parent
Lili Nguyen	Parent
Jill Perry	Parent
Camryn Johnson	Student
Brian Brooks	Student
Bill Jones	Business/Community
Neil Kodski	Business/Community
Robert Bourne	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 School Advisory Council (SAC) members engage in the problem-solving process by reviewing the previous year's data and provide suggested strategies that address the educational needs of the current student population. The main focus is achieving learning gains and increasing the number of students meeting proficiency. The School Advisory Council (SAC) is the sole governing body responsible for the final decision-making at the school relative to the School Improvement Plan (SIP). The SAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP is approved by unanimous consensus before implementation. The SIP is reviewed at regularly scheduled meetings. The SAC takes into consideration demographics, school budget, and the results of the standardized testing when developing these strategies. The SAC schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

Development of this school improvement plan

The Educational Excellence School Advisory Council is the sole body responsible for final decision-making at the school relating to the implementation of school improvement. It will review the plan and discuss possible additions for complete implementation of the 2014-2015 SIP.

Preparation of the school's annual budget and plan

The principal shares information regarding the school's budget with the SAC. The SAC then reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes and use of available funds.

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

Funds will be used for but not limited to:

- Student Incentives
- Attendance Incentives
- Supplemental Materials
- Technological needs

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
Swain, Brenda	Principal
Mayor, Evie	Assistant Principal
Quamina, Adwina	Guidance Counselor
Shaarbay, Tirsis	Teacher, K-12
Howell, Andrell	SAC Member
Morrow, Selena	Teacher, K-12
Lachuk, Laura	Teacher, K-12
Bogos, Jonathan	Teacher, K-12
Castano, Janet	Teacher, K-12
Geuther, Sharon	Teacher, K-12
Hesler, Deborah	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Miami Shores Elementary school's LLT major initiative for the 2014 2015 school year is to positively impact student learning, encourage a literate climate to support effective learning, and create capacity of reading knowledge within the entire school building.

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

Miami Shores Elementary school strives to ensure collaboration amongst teachers. All teachers collaborate to promote professional growth. Miami Shores Elementary school teachers share a sense of responsibility for student development and school improvement. Teachers are supportive and respectful of one another, personally and professionally. Teachers at MSES are provided opportunities to participate in high-quality professional development opportunities and professional growth.

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

The Administration and Leadership Team are both responsible for interviewing highly qualified, certified-in-field individuals when recruiting applicants for open positions at Miami Shores Elementary School. In order to retain teachers, Miami Shores Elementary will mentor new and beginning teachers and provide regular dialogue sessions.

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

The administrative staff will provide opportunities to allow the mentee to observe classroom lessons throughout the school year. The mentor and mentee will meet on a bi-weekly basis to review the Individual Professional Development Plans and the School Improvement Plan.

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

All teachers are provided with applicable Common Core and/or Florida Standards materials for their assigned grade levels and subjects. Additionally, resources provided through the District's Curriculum and Instruction website include instructional pacing guides and curriculum frameworks pertaining to the Florida Standards.

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

Miami Shores Elementary School uses data-driven instructional strategies to ensure a level of student success for ALL children. Data chats are conducted in the classroom on a bi-weekly basis or as needed. Staff data chats will be conducted on a monthly basis to assist with the identification of students needing remediation and those needing enrichment activities. Members of the leadership team will make data presentations at faculty meetings based on grade level data gathered from the previous month. Progress monitoring data on all students are collected and disaggregated for instructional planning purposes, MTSS (RtI) meetings, and to provide accommodations for our ELL and ESE students based on their specific instructional plans.

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: 1,440

Miami Shores Elementary School offers an after school tutorial program in the Spring for students identified as having deficiencies in the areas of reading and math.

Strategy Rationale

Students at Miami Shores Elementary School have the opportunity to participate in a free after school tutorial program with certified teachers using a district created curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Swain, Brenda, pr3341@dadeschools.net

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

Miami Shores Elementary School will collect attendance data to determine consistent participation in the after school tutorial program. Summative data will be collected after the results of the 2015 Florida Standards Assessment are released.

Strategy: Extended School Day

Minutes added to school year: 1,440

Miami Shores Elementary School offers an after school tutorial program in the Spring for ELL students identified as having deficiencies in the area of reading.

Strategy Rationale

Students at Miami Shores Elementary School have the opportunity to participate in a free after school tutorial program with certified teachers using a district created curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Shaarbay, Tirsis, tshaarbay@dadeschools.net

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

Miami Shores Elementary School will follow the procedures of the Title III Grant Guidelines. Attendance sheets will be monitored to ensure students are present to acquire the skills. Summative data will be collected after the results of the 2015 Florida Standards Assessment are released.

Strategy: Before School Program

Minutes added to school year: 960

Miami Shores Elementary School offers a Before School Technology Tutorial program for students in the ELL program to assist with skill acquisition through the use of District technology programs.

Strategy Rationale

Students at Miami Shores Elementary School have the opportunity to participate in a free before school technology tutorial program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Shaarbay, Tirsis, tshaarbay@dadeschools.net

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

Miami Shores Elementary School will follow the procedures of the Title III Grant Guidelines. Attendance sheets will be monitored to ensure students are present to acquire the skills. Summative data will be collected after the results of the 2015 Florida Standards Assessment are released.

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

Miami Shores Elementary School will:

1. Continue the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The school's administrative team will continue to host the annual "open house for new/prospective parents".
2. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.
3. Maintain articulation process between prekindergarten teachers and kindergarten teachers to facilitate discussion focusing on student performance, effective instructional methods, and developmental expectations.
4. Utilize the FLKRS and FAIR assessments to monitor student progress and to schedule in-school interventions as needed.

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

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

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

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

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.** Miami Shores Elementary school will strive to increase student achievement and proficiency by improving core instruction in all content areas and in all grade levels.
- G2.** Miami Shores Elementary School will use the Early Warning Systems to identify at-risk students to provide them with the support and interventions that will increase their academic achievement.
- G3.** Miami Shores Elementary School will increase the use of district STEM resources in order to increase student proficiency in both Mathematics and Science.
- G4.** To Increase parental involvement by increasing the number and variety of opportunities for parents to be engaged in school activities through PTA meetings, Parental workshops and parent volunteering for activities.

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. Miami Shores Elementary school will strive to increase student achievement and proficiency by improving core instruction in all content areas and in all grade levels. **1a**

G048723

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Reading - All Students	72.0
FCAT 2.0 Science Proficiency	62.0
AMO Reading - African American	66.0
AMO Reading - Hispanic	85.0
AMO Reading - ELL	55.0
AMO Reading - SWD	63.0
AMO Reading - ED	69.0
AMO Math - African American	72.0
AMO Math - Hispanic	76.0
AMO Math - White	85.0
AMO Math - ELL	66.0
AMO Math - SWD	55.0
AMO Math - ED	71.0

Resources Available to Support the Goal **2**

- Language Arts Florida Standards (LAFS) Item Specifications, Planning Cards, Daily learning Targets, McGraw-Hill Wonders and WonderWorks, iREADY Reading, Instructional Framework, Data Chats, Accelerated Reader.
- Mathematics Florida Standards(MAFS) Item Specifications, Go Math Textbook, Data Reports, Instructional Framework, Data Chats, IREADY Math, Reflex Math
- Pacing Guides, FCAT2.0 Item Specifications, Scope and Sequence, Essenential Labs, Bell Ringers

Targeted Barriers to Achieving the Goal **3**

- There is limited experience with effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) which lead to inconsistencies with differentiated instruction and smooth transitions through the Gradual Release Model that overall affect teacher pacing.

Plan to Monitor Progress Toward G1. **8**

Data reports from ThinkGate and iREADY will be closely monitored and ensure teachers are utilizing the data to drive their daily instructions.

Person Responsible

Evie Mayor

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Administrative walkthrough logs/notes, student performance

G2. Miami Shores Elementary School will use the Early Warning Systems to identify at-risk students to provide them with the support and interventions that will increase their academic achievement. 1a

G050342

Targets Supported 1b

Indicator	Annual Target
Non-proficient Reading by Grade 03	72.0
Attendance rate	96.5
One or More Suspensions	0.0

Resources Available to Support the Goal 2

- Attendance bulletin, Wonderworks Tier II intervention, iReady(Reading/Math) Intervention, Teachers, Guidance Counselor

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of the attendance bulletin for targeting providing interventions for students deemed as developing attendance and suspension patterns
- While there were no student suspensions during the 2013-2014 school year, behavior incidents continue to have an impact on instructional time and are disruptive to the maintenance of a smoothly operating instructional program.
- Results for the 2014 FCAT Reading test indicate that 47% of students in third grade are not demonstrating proficiency in Reading.

Plan to Monitor Progress Toward G2. 8

The data reports from the Principal portal will be utilized, intervention progress monitoring logs and student work will all be closely reviewed and analyzed.

Person Responsible

Brenda Swain

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Student and school wide data reports, Administrative walkthroughs, Meeting agendas and sign in sheets

G3. Miami Shores Elementary School will increase the use of district STEM resources in order to increase student proficiency in both Mathematics and Science. 1a

G050341

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0
AMO Math - All Students	74.0
AMO Reading - All Students	72.0

Resources Available to Support the Goal 2

- Project Based Learning, Pacing Guides, FCAT 2.0 Item Specs, Hands-On Essential labs, Mathematics Florida Standards, Planning Cards, Item Specs

Targeted Barriers to Achieving the Goal 3

- There are discrepancies and inconsistencies in the delivery of hands on essential labs and effective and rigorous Mathematical concepts with the use of manipulatives.

Plan to Monitor Progress Toward G3. 8

Student work in the student work folders will be reviewed, overall student data from ThikGate as well as iREADY Math.

Person Responsible

Brenda Swain

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Data reports will be printed and data chats will be conducted with both the administrators and the teachers.

G4. To Increase parental involvement by increasing the number and variety of opportunities for parents to be engaged in school activities through PTA meetings, Parental workshops and parent volunteering for activities. 1a

G050531

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- School website, school marquee, Connect Ed Messages, PTA, Main Office Parental Resource Corner

Targeted Barriers to Achieving the Goal 3

- Due to employment and financial responsibilities traditionally offered parent involvement activities have not resulted in an increase of attendance or engagement of stakeholders.

Plan to Monitor Progress Toward G4. 8

Parental Involvement and Stakeholder feedback and suggestions will be discussed during EESAC meetings and surveys.

Person Responsible

Adwina Quamina

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Overall parental and stakeholder attendance rosters/sign in sheets and feedback.

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. Miami Shores Elementary school will strive to increase student achievement and proficiency by improving core instruction in all content areas and in all grade levels. **1**

 G048723

G1.B1 There is limited experience with effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) which lead to inconsistencies with differentiated instruction and smooth transitions through the Gradual Release Model that overall affect teacher pacing. **2**

 B121591

G1.B1.S1 Effective Planning and Instructional Delivery **4**

 S137202

Strategy Rationale

The implementation of effective planning and purposeful instructional delivery will lead to an improvement in pacing and the components of the Gradual Release Model to ensure that students are visiting their differentiated instruction groups daily.

Action Step 1 **5**

Introduce barrier and goals to Leadership Team and Chairpersons

Person Responsible

Brenda Swain

Schedule

On 10/31/2014

Evidence of Completion

Sign-in sheets, agenda, minutes and results of staff development needs assessments.

Action Step 2 5

Facilitate school-based activities to ensure sufficient opportunities are provided for teachers to acquire experience with, and implement instructional practices based on, LAFS and MAFS

Person Responsible

Evie Mayor

Schedule

Monthly, from 10/20/2014 to 11/26/2014

Evidence of Completion

Classroom walkthrough notes, teacher lesson plans

Action Step 3 5

Ensure the provision of tutorial support and additional interventions in content areas for AMO subgroup students (Black, Hispanic, ED, ELL and SWD) who failed to meet performance targets in mathematics and/or reading.

Person Responsible

Evie Mayor

Schedule

Monthly, from 9/15/2014 to 11/26/2014

Evidence of Completion

Intervention and other support-delivery documents, student performance reports

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

The Leadership Team will discuss and review current data beginning with the pre-assessments as the students participate in ongoing progress monitoring throughout the year and iREADY diagnostic test for both Reading and Math will be implemented.

Person Responsible

Brenda Swain

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Agenda from Leadership Meetings, iReady reports; FAIR-FS reports, myOn reports, and Thinkgate reports

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

Department and Grade Level Chairs will collaboratively review data and discuss with the administration.

Person Responsible

Evie Mayor

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Student data reports, overall student performance and work, meeting agendas and sign in sheets

G2. Miami Shores Elementary School will use the Early Warning Systems to identify at-risk students to provide them with the support and interventions that will increase their academic achievement. 1

G050342

G2.B1 Inconsistent use of the attendance bulletin for targeting providing interventions for students deemed as developing attendance and suspension patterns 2

B126135

G2.B1.S1 Data which will be collected throughout the school year to monitor progress towards meeting the goal includes student attendance records, intervention data, MTSS/Rtl meeting agenda and sign-in sheets. 4

S138049

Strategy Rationale

The reports collected will be closely reviewed and monitored with the Leadership Team as well as the Response to Intervention (Rtl) Team to ensure monitoring is taking place with fidelity.

Action Step 1 5

Data will be collected throughout the school year to monitor student attendance.

Person Responsible

Brenda Swain

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Intervention Logs/Data, agendas and sign-in sheets

Action Step 2 5

Students demonstrating attendance problems will be targeted for student services and other interventions

Person Responsible

Evie Mayor

Schedule

Monthly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Intervention Logs/Data, student attendance reports, TIP documentation

Action Step 3 5

Incentive programs encouraging student attendance, and subsequently impacting student academic performances, will be identified and implemented.

Person Responsible

Brenda Swain

Schedule

Monthly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Student attendance reports, student performance data from online and other assessment and intervention sources

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

The Leadership Team and RtI Team will work closely to ensure that students that are at risk are targeted early and be provided with the appropriate intervention.

Person Responsible

Brenda Swain

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Progress Monitoring Reports, Agendas and Meeting sign in sheets, overall school wide data

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

The use of data reports and collaboration of the Leadership and RtI members will help reinforce systems in place to ensure that if there is something that needs to be modified that it is and if something that is working, how can we continue to ensure that it gets better.

Person Responsible

Brenda Swain

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Data Reports, Meeting Agendas and Sign in sheets, overall student work and teacher feedback

G2.B2 While there were no student suspensions during the 2013-2014 school year, behavior incidents continue to have an impact on instructional time and are disruptive to the maintenance of a smoothly operating instructional program. 2

 B127215

G2.B2.S1 A variety of disciplinary responses will be implemented as a means of further reducing the number of student suspensions and mitigating lost instructional time. 4

 S139237

Strategy Rationale

The effectiveness of current alternatives leaves room for improvement, and misbehaviors resulting in disciplinary action have had a significant impact in terms of their effect on instructional time.

Action Step 1 5

Leadership Team will review existing alternative to suspension plan and assess the effectiveness of existing program

Person Responsible

Brenda Swain

Schedule

Monthly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Student discipline data, classroom walkthrough notes

Action Step 2 5

Additional alternative strategies will be identified and incorporated into plan.

Person Responsible

Evie Mayor

Schedule

Monthly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Student discipline data, classroom walkthrough notes

Action Step 3 5

Alternative strategies will be implemented and data collected to assess effectiveness.

Person Responsible

Evie Mayor

Schedule

Quarterly, from 10/17/2014 to 11/26/2014

Evidence of Completion

Student discipline data, classroom walkthrough notes

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

Student conduct grade and disciplinary referral data will be monitored, and correlated to student academic performances

Person Responsible

Evie Mayor

Schedule

Monthly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Electronic gradebook reports, ISIS reports of student disciplinary referrals

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

Data regarding the amount of instructional time lost due to behavioral issues and consequences will be collected on a quarterly basis.

Person Responsible

Evie Mayor


Schedule

Monthly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Student discipline data, electronic gradebook reports

G2.B3 Results for the 2014 FCAT Reading test indicate that 47% of students in third grade are not demonstrating proficiency in Reading. 2

 B127216

G2.B3.S1 Students who are reading below grade level and/or have not yet demonstrated mastery in Reading on standardized assessments will be provided with tutoring and additional support in Reading. 4

 S139241

Strategy Rationale

The provision of tutoring and additional support affords opportunities for struggling readers to develop the necessary skills for mastery, while maintaining the integrity of the instructional block for direct instructional purposes

Action Step 1 5

Students in need of additional Reading tutorial and intervention support are identified.

Person Responsible

Evie Mayor

Schedule

Biweekly, from 9/17/2014 to 10/1/2014

Evidence of Completion

Intervention schedules and rosters of participating students

Action Step 2 5

Reading intervention schedules are developed for targeted students, including the provision of Wonder Works interventions during the instructional day.

Person Responsible

Evie Mayor

Schedule

Quarterly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Intervention schedules and rosters of participating students

Action Step 3 5

Students are provided reading interventions

Person Responsible

Evie Mayor

Schedule

Weekly, from 9/15/2014 to 11/26/2014

Evidence of Completion

Intervention schedules and rosters of participating students

Action Step 4 5

Leadership Team will review intervention data and tutorial program participation for necessary refinements, as appropriate.

Person Responsible

Brenda Swain

Schedule

Quarterly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Intervention schedules and rosters of participating students, meeting agendas

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

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students, as well as by reviewing tutorial attendance rosters. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level Chairperson.

Person Responsible

Evie Mayor

Schedule

Monthly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Utilization reports, tutorial session sign-in forms

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

Student performances in Reading, as measured through classroom and Interim assessments, will be used to gauge the effectiveness of tutorial and additional supports.

Person Responsible

Evie Mayor

Schedule

Quarterly, from 10/24/2014 to 11/26/2014

Evidence of Completion

Student performance reports, student work samples

G3. Miami Shores Elementary School will increase the use of district STEM resources in order to increase student proficiency in both Mathematics and Science. 1

G050341

G3.B1 There are discrepancies and inconsistencies in the delivery of hands on essential labs and effective and rigorous Mathematical concepts with the use of manipulatives. 2

B126129

G3.B1.S1 Department Chairs and Grade Level Chairs will collaborate to support colleagues in creating additional hands-on essential labs to target Science and will support one another in creating more purposeful differentiated instruction assignments and activities that students can complete with the use of manipulatives. 4

S138044

Strategy Rationale

Teachers supporting one another will help motivate and encourage one another to plan more effectively and share best practices in regards to the activities being done in the classrooms.

Action Step 1 5

Department and Grade Level Chairs will develop a schedule that allows them to collaborate with one another together and then to meet with all the teachers.

Person Responsible

Evie Mayor

Schedule

Biweekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Student data, student work, meeting agendas, meeting sign in sheets, administrative walkthroughs

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

Administrators will meet with the department and grade level chairs to review the outcome of their meetings with the teachers for feedback and updates as to what teachers may be struggling or need additional support.

Person Responsible

Evie Mayor

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Meeting agendas, meeting sign in sheets, Administrative walkthrough logs/notes, student data

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

Department Chairs and Grade Level Chairs will highlight and share best practices when they meet with the rest of the teachers.

Person Responsible

Evie Mayor

Schedule

Biweekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Meeting agendas, sign in sheets, student work, student data, administrative walkthrough notes.logs

G4. To Increase parental involvement by increasing the number and variety of opportunities for parents to be engaged in school activities through PTA meetings, Parental workshops and parent volunteering for activities.

1

G050531

G4.B1 Due to employment and financial responsibilities traditionally offered parent involvement activities have not resulted in an increase of attendance or engagement of stakeholders. 2

B126568

G4.B1.S1 The number of planned activities and opportunities to actively engage parents and stakeholders will be increased with activities being strategically scheduled and marketed via the school website, connect ed messages, marquee. 4

S138522

Strategy Rationale

In pre-planning parental and stakeholder activities this will allow better planning and result in an increase of attendance and overall involvement.

Action Step 1 5

Parental Engagement and opportunities will be advertised and marketed to all stakeholder groups.

Person Responsible

Adwina Quamina

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Schedule of activities, documentation of communication, marketing efforts and attendance logs/rosters

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

Parent participation will be recorded and monitored.

Person Responsible

Evie Mayor

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Event agendas and participation/attendance sign in sheets

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

Teachers will communicate with parents, staff members will remind parents during drop off and pick up time of upcoming events and or activities.

Person Responsible

Adwina Quamina

Schedule

Biweekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Attendance results (rosters of parental and stakeholder attendance), Parent/Stakeholder feedback

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 barrier and goals to Leadership Team and Chairpersons	Swain, Brenda	10/13/2014	Sign-in sheets, agenda, minutes and results of staff development needs assessments.	10/31/2014 one-time
G2.B1.S1.A1	Data will be collected throughout the school year to monitor student attendance.	Swain, Brenda	9/24/2014	Intervention Logs/Data, agendas and sign-in sheets	5/29/2015 monthly
G3.B1.S1.A1	Department and Grade Level Chairs will develop a schedule that allows them to collaborate with one another together and then to meet with all the teachers.	Mayor, Evie	10/13/2014	Student data, student work, meeting agendas, meeting sign in sheets, administrative walkthroughs	5/29/2015 biweekly
G4.B1.S1.A1	Parental Engagement and opportunities will be advertised and marketed to all stakeholder groups.	Quamina, Adwina	10/13/2014	Schedule of activities, documentation of communication, marketing efforts and attendance logs/rosters	5/29/2015 monthly
G2.B2.S1.A1	Leadership Team will review existing alternative to suspension plan and assess the effectiveness of existing program	Swain, Brenda	10/1/2014	Student discipline data, classroom walkthrough notes	11/26/2014 monthly
G2.B3.S1.A1	Students in need of additional Reading tutorial and intervention support are identified.	Mayor, Evie	9/17/2014	Intervention schedules and rosters of participating students	10/1/2014 biweekly
G2.B1.S1.A2	Students demonstrating attendance problems will be targeted for student services and other interventions	Mayor, Evie	10/1/2014	Intervention Logs/Data, student attendance reports, TIP documentation	11/26/2014 monthly
G2.B2.S1.A2	Additional alternative strategies will be identified and incorporated into plan.	Mayor, Evie	10/1/2014	Student discipline data, classroom walkthrough notes	11/26/2014 monthly
G2.B3.S1.A2	Reading intervention schedules are developed for targeted students, including the provision of Wonder Works interventions during the instructional day.	Mayor, Evie	10/1/2014	Intervention schedules and rosters of participating students	11/26/2014 quarterly
G1.B1.S1.A2	Facilitate school-based activities to ensure sufficient opportunities are provided for teachers to acquire experience with, and implement	Mayor, Evie	10/20/2014	Classroom walkthrough notes, teacher lesson plans	11/26/2014 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instructional practices based on, LAFS and MAFS				
G2.B1.S1.A3	Incentive programs encouraging student attendance, and subsequently impacting student academic performances, will be identified and implemented.	Swain, Brenda	10/1/2014	Student attendance reports, student performance data from online and other assessment and intervention sources	11/26/2014 monthly
G2.B2.S1.A3	Alternative strategies will be implemented and data collected to assess effectiveness.	Mayor, Evie	10/17/2014	Student discipline data, classroom walkthrough notes	11/26/2014 quarterly
G2.B3.S1.A3	Students are provided reading interventions	Mayor, Evie	9/15/2014	Intervention schedules and rosters of participating students	11/26/2014 weekly
G1.B1.S1.A3	Ensure the provision of tutorial support and additional interventions in content areas for AMO subgroup students (Black, Hispanic, ED, ELL and SWD) who failed to meet performance targets in mathematics and/or reading.	Mayor, Evie	9/15/2014	Intervention and other support-delivery documents, student performance reports	11/26/2014 monthly
G2.B3.S1.A4	Leadership Team will review intervention data and tutorial program participation for necessary refinements, as appropriate.	Swain, Brenda	10/1/2014	Intervention schedules and rosters of participating students, meeting agendas	11/26/2014 quarterly
G1.MA1	Data reports from ThinkGate and iREADY will be closely monitored and ensure teachers are utilizing the data to drive their daily instructions.	Mayor, Evie	10/13/2014	Administrative walkthrough logs/notes, student performance	5/29/2015 monthly
G1.B1.S1.MA1	Department and Grade Level Chairs will collaboratively review data and discuss with the administration.	Mayor, Evie	10/13/2014	Student data reports, overall student performance and work, meeting agendas and sign in sheets	5/29/2015 monthly
G1.B1.S1.MA1	The Leadership Team will discuss and review current data beginning with the pre-assessments as the students participate in ongoing progress monitoring throughout the year and iREADY diagnostic test for both Reading and Math will be implemented.	Swain, Brenda	10/13/2014	Agenda from Leadership Meetings, iReady reports; FAIR-FS reports, myOn reports, and Thinkgate reports	5/29/2015 monthly
G2.MA1	The data reports from the Principal portal will be utilized, intervention progress monitoring logs and student work will all be closely reviewed and analyzed.	Swain, Brenda	10/13/2014	Student and school wide data reports, Administrative walkthroughs, Meeting agendas and sign in sheets	5/29/2015 monthly
G2.B1.S1.MA1	The use of data reports and collaboration of the Leadership and Rtl members will help reinforce systems in place to ensure that if there is something that needs to be modified that it is and if something that is working, how can we continue to ensure that it gets better.	Swain, Brenda	10/13/2014	Data Reports, Meeting Agendas and Sign in sheets, overall student work and teacher feedback	5/29/2015 monthly
G2.B1.S1.MA1	The Leadership Team and Rtl Team will work closely to ensure that students that are at risk are targeted early and be provided with the appropriate intervention.	Swain, Brenda	10/13/2014	Progress Monitoring Reports, Agendas and Meeting sign in sheets, overall school wide data	5/29/2015 monthly
G2.B2.S1.MA1	Data regarding the amount of instructional time lost due to behavioral issues and consequences will be collected on a quarterly basis.	Mayor, Evie	10/1/2014	Student discipline data, electronic gradebook reports	11/26/2014 monthly
G2.B2.S1.MA1	Student conduct grade and disciplinary referral data will be monitored, and correlated to student academic performances	Mayor, Evie	10/1/2014	Electronic gradebook reports, ISIS reports of student disciplinary referrals	11/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Student performances in Reading, as measured through classroom and Interim assessments, will be used to gauge the effectiveness of tutorial and additional supports.	Mayor, Evie	10/24/2014	Student performance reports, student work samples	11/26/2014 quarterly
G2.B3.S1.MA1	The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students, as well as by reviewing tutorial attendance rosters. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level Chairperson.	Mayor, Evie	10/1/2014	Utilization reports, tutorial session sign-in forms	11/26/2014 monthly
G3.MA1	Student work in the student work folders will be reviewed, overall student data from ThikGate as well as iREADY Math.	Swain, Brenda	10/13/2014	Data reports will be printed and data chats will be conducted with both the administrators and the teachers.	5/29/2015 monthly
G3.B1.S1.MA1	Department Chairs and Grade Level Chairs will highlight and share best practices when they meet with the rest of the teachers.	Mayor, Evie	10/13/2014	Meeting agendas, sign in sheets, student work, student data, administrative walkthrough notes.logs	5/29/2015 biweekly
G3.B1.S1.MA1	Administrators will meet with the department and grade level chairs to review the outcome of their meetings with the teachers for feedback and updates as to what teachers may be struggling or need additional support.	Mayor, Evie	10/13/2014	Meeting agendas. meeting sign in sheets, Administrative walktthrough logs/notes, student data	5/29/2015 monthly
G4.MA1	Parental Involvement and Stakeholder feedback and suggestions will be discussed during EESAC meetings and surveys.	Quamina, Adwina	10/13/2014	Overall parental and stakeholder attendance rosters/sign in sheets and feedback.	5/29/2015 monthly
G4.B1.S1.MA1	Teachers will communicate with parents, staff members will remind parents during drop off and pick up time of upcoming events and or activities.	Quamina, Adwina	10/13/2014	Attendance results (rosters of parental and stakeholder attendance), Parent/ Stakeholder feedback	5/29/2015 biweekly
G4.B1.S1.MA1	Parent participation will be recorded and monitored.	Mayor, Evie	10/13/2014	Event agendas and participation/ attendance sign in sheets	5/29/2015 monthly

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.

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 2: Miami Shores Elementary School will use the Early Warning Systems to identify at-risk students to provide them with the support and interventions that will increase their academic achievement.	3,500
Grand Total	3,500

Goal 2: Miami Shores Elementary School will use the Early Warning Systems to identify at-risk students to provide them with the support and interventions that will increase their academic achievement.		
Description	Source	Total
B1.S1.A3 - Incentives to support attendance and academic efforts	School Improvement Funds	3,500
Total Goal 2		3,500