

# Morningside K 8 Academy



2014-15 School Improvement Plan

## Morningside K 8 Academy

6620 NE 5TH AVE, Miami, FL 33138

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
92%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
96%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	26
<b>Appendix 1: Implementation Timeline</b>	<b>33</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>35</b>
Professional Development Opportunities	36
Technical Assistance Items	38
<b>Appendix 3: Budget to Support Goals</b>	<b>39</b>

## 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
Focus	5	<a href="#">Gayle Sitter</a>
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 Morningside K-8 Academy is to achieve academic excellence in a caring, safe, and healthy environment. The stakeholders deem that all students benefit from a program in which mathematics, science, social studies, reading, speaking, and writing in the English language are stressed and incorporated with a strong technology component. We will emphasize self-worth by valuing our students as individuals and respecting their different cultures. As part of our curriculum, we will provide a differentiated approach to instruction and a focus on literacy that promotes high achievement. We recognize that children have various learning styles, and we are committed to multiple teaching methods to ensure their academic success. Through an integration of Florida Standards and the use of the best instructional practices, an arena is created that stimulates, challenges, and guides students to their goals. We strive to unite with parents and community members to form a strong fellowship that will help us achieve success. We endeavor to provide a quality education for each student in a school that adapts to the changing environment.

##### Provide the school's vision statement

The Morningside K-8 Academy community has high expectations for excellence. Teachers, staff, parents, students, and the community will work together to foster an environment where students are excited about learning and work at the peak of their abilities. We believe that learning is a lifelong process, one in which all the stakeholders are fully committed. We will provide an environment that is child-centered, maintaining a balance between the cognitive and affective domains seeking to develop the whole child. As a community rich in diversity, we take pride in and celebrate our uniqueness. We expect students to take responsibility for their actions, respect one another, and make ethical choices. We challenge our children to become critical and creative thinkers and problem-solvers who can work both independently and collaboratively using their failures as learning tools as they prepare to become productive citizens.

#### School Environment

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

The school provides parents and students an opportunity to visit the school during a meet and greet session affording school staff a venue to learn about the students and their families. Students complete classroom multicultural projects about their families and their heritage. Students participate in a school-wide multicultural showcase depicting their heritage. The school's social worker, counselor and Community Involvement specialist provide family workshops to the parents and caretakers on various topics focused on home and school relationships and communication. Various family and school staff events take place throughout the year: Family Math and Science Night, Reading Under the Stars Literacy Night, Science Fair Showcase Night and Technology Night.

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

Creating and maintaining a respectful and safe school environment is a priority for Morningside K-8 Academy. Students begin the day by reciting the school creed. A character value is featured monthly and is listed on school calendar, weekly curriculum bulletin students share value during morning announcements and students that exhibit the value is featured monthly through the "Do the Right



Thing” program. School patrols are selected based on behavior and attendance. Those students are respected as model students and are visible throughout before and after school. Additionally, the school has a character tree which exhibits model student behavior. Staff and students have a strong sense of pride in themselves and their school community and there is an expectation that students conduct in a manner that is respectful.

**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**

A school wide behavior monitoring plans are implemented grades PK-through 8th providing school wide rules, consequences and rewards. Counselor and Teachers review the behavior plan with students and parents during Parent Resource Meetings and individualized parent, teacher and counselor conferences. Enrichment activities contribute to well rounded education and cultural enrichment. Community Involvement Specialist provides Parent Academy sessions to foster parent participation and collaboration with academia and behavioral expectations.

**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**

Behavioral Counselor and Elementary Counselor provide on-going counseling sessions to both parents and students. In addition, community agencies are invited to participate in parenting sessions to provide resources to families. Counselor meets with individual students based on their individual social emotional needs and small group counseling sessions targeted towards school wide need.

### **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**

In order to address attendance and suspension deficiencies, the daily attendance report is used by the school counselor and the social worker to contact parents to discuss the importance of school attendance and provide parents and students with resources to assist in reducing tardies and absences. Utilizing a school-wide behavior management/monitoring plan, school counselor, SPED Clinician, develop intervention plans to provide support to students depicting behavior deficiencies. In addition, a Partnership with Florida International University has been established to provide professional development to teachers and parents on addressing negative behaviors through positive reinforcements.

Students exhibiting early warnings of failing English Language Arts and/or Mathematics, are placed on a daily progress report and intervention program to provide them with targeted instruction. Parent, teacher and student conferences are scheduled for all students at risk of receiving a failing grade in an effort to develop a team approach to remediation of deficiencies at school and with parental/home support.

All Level 1 students are placed in intensive reading classes, intervention groups and offered after-school and Saturday tutorial services. Students are provided prescribed skilled based instruction and monitored on-going to determine further needs or mastery of skills.

**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	3	4	5	6	7	
Attendance below 90 percent	1	1	2	1	1	0	0	6
One or more suspensions	0	0	4	0	1	0	0	5
Course failure in ELA or Math	5	0	25	1	0	0	0	31
Level 1 on statewide assessment	0	0	25	7	32	8	2	74

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	5	25	2	2	34

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

School's curriculum team will review student data and provide tutoring in different content areas before and after school to students based on their individual needs.

Teachers will provide intervention in reading and math during differentiated instruction as well as intervention time.

Rtl process will be implemented grades K-8 for any student showing deficiencies on diagnostic assessments in both reading and mathematics. School teachers by grade levels, psychologist, counselor, instructional coaches and administrator(s) will meet on a monthly basis to review data and on-going monitoring data and develop intervention plans as needed.

Tier III students will be mentored by teachers and counselors based on their individual needs - behavioral and/academics. Interventionists will provide prescribed intervention instruction on a daily basis.

School counselor will provide small group and individual counseling to students in need.

**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/48801>.

**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**

The Administrative Team as well as the teachers build relationships with community members through networking opportunities by attending local Kiwanis Club Meetings, PTSA Meetings, EESAC Meetings, and Local Community Events.

In addition, the school holds several events throughout the year that are open to the members of the community from family homes and businesses. These events include, but are not limited to, Magnet Recruitment Fair, Book Fairs, Family Math and Science Night, Literacy Night, Holiday Musical, Art Exhibit, and PTSA Meeting.

## 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
John Louissaint, Kathleen	Principal
Ballard, Sonya	SAC Member
Scott-Marcelin, Sheneka	Instructional Coach
Campbell-McLemore, Mesha	Instructional Coach
Rodriguez, Maria	Instructional Coach
Cue, Sandra	Assistant Principal
Flores, Ana	Teacher, K-12
Henriquez, Geneive Paul	Teacher, K-12
Philogene, Kartia	Teacher, K-12

#### Duties

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

Ms. Kathleen John-Louissaint, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co teaching.

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design

and delivery of professional development; and provides support for assessment and implementation monitoring.

Regional or District Reading Instructional Specialist: Provides guidance on K-12 Reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success

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

The Leadership team and EESAC meets biweekly to monitor student progress by analyzing data, ensuring that all instructors are implementing SIP strategies with fidelity. The coaching cycle is used to monitor teachers' effectiveness and implementation of lesson delivery of core instruction. Conduct progress monitoring of Tier II and Tier III students every three weeks to address individual student needs.

Title I, Part A

Morningside K-8 Academy has programs that coordinate with District, State, and Federal guidelines. Additionally, Morningside has a Dual Language Magnet Program. Title I and Magnet funds will be used in conjunction with district funds to hire instructional staff such as Reading Coaches, Science/Math Lead teacher and hour paraprofessionals for interventions. In addition, funds will be used to provide professional development that will strengthen teachers' capacity in reading, mathematics, writing and science. Funds will also be utilized to provide low performing students with intervention strategies that will assist them in meeting state and district standards. As part of the No Child Left Behind Law, Morningside will partner with outside private institutions and Supplemental Educational Service providers in order to offer evidenced-based programs that will help increase student achievement in reading, mathematics, writing, and science. These tutorial services will be offered before school, during school, afterschool and on Saturdays. Morningside will also provide health services for students through a partnership between the Healthy Alliance Network, a nurse will be housed on the Morningside campus. The nurse will address students' health needs and provide health screening and education. Additionally, the school social worker will provide support services to assist parents and the school with intervention programs for families through private and municipal agencies. Services are provided to ensure students requiring remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum coaches develop, lead, and evaluate core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students needs while working with district personnel to identify

appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive parental program; Supplemental Educational Services; and special support services to special needs population such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

#### Title I, Part D

Morningside K-8 Academy will use community donations to provide students with incentives for attendance and model student behavior. As part of our Morningside Pledge of Excellence, students who consistently demonstrate appropriate behavior, come to school each day on time and in uniform will be rewarded. These incentives will help facilitate a safe learning environment for students and staff.

#### Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community

#### Title III

Funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrants students by providing funds to implement and/or provide

- tutorial programs (K-12)
- parent outreach activities (K-12)

#### Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

Morningside K-8 Academy will receive funding from Supplement Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

#### Violence Prevention Programs

Morningside K-8 Academy implements a Character Education program that incorporates lessons that specifically address non-violent behaviors. Anti-drug awareness campaigns and counseling services

are also provided.

#### Nutrition Programs

Morningside K-8 Academy adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education.

Morningside's food service program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Head Start

Head Start programs are co-located in several Title I schools within the Morningside community. Joint activities, including professional development and transition processes are shared. Yearly fieldtrips are held in order to familiarize students with the school. Through affiliating agreements, the Summer VPK is provided at Head Start sites.

#### Adult Education

Adult ESOL classes are conducted through Miami- Jackson Senior High School outreach programs.

#### Other

Morningside K-8 Academy involves the parents in the planning and the implementation of the Title I program and extends an open invitation to Morningside's parent resource center in order to inform parents regarding available programs, their right under No Child Left Behind and other referral services.

Morningside K-8 Academy increases parental engagement/involvement through developing (with on-going parental in-put) our Title I Parent Compact (for each student); our Title I Parent Involvement Policy; scheduling the Title I Orientation Meeting (Open house); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Morningside K-8 Academy conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Morningside K-8 Academy completes Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submits the Title I Administration by the fifth of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

#### School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning100. Additionally, Title I School Improvement Grant/ Fund support funding and assistance to schools in Differentiated Accountability based on need.

Additional funds are also provided through federally funded Magnet grant in order to provide resources for the Dual Language program.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Sonya Ballard	Teacher
Kathleen John-Louissaint	Principal
Marie Viard	Teacher
Veronica Cetnar	Teacher
Lauren Riedinger	Teacher
Genevieve Paul-Henriquez	Teacher
Mia Landrin	Business/Community
Franco Mericier	Parent
Rebel Owens	Parent
Nicole Schargel	Parent
Patricia Germeus	Parent
Elaine Major	Parent
Amaris Franco	Student

### 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*

SAC members reviewed last year's school improvement plan to determine areas of success and areas requiring additional attention for the current year. SAC members provided the school's leadership team with recommendations based on the previous year plan and data to use when developing current plan.

*Development of this school improvement plan*

The SAC monitors and reviews the implementation of the School Improvement Plan.

*Preparation of the school's annual budget and plan*

SAC members review annual budget to determine how to best utilize the budget to address the needs depicted on the plan.

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

- Supplemental Resources – \$ 300.00
- Educational Field Trips- \$ 300.00
- Incentives- \$ 200.00
- Software for computer assisted instruction- \$200.00

**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
John Louissaint, Kathleen	Principal
Cue, Sandra	Assistant Principal
Ballard, Sonya	Other
Campbell-McLemore, Mesha	Instructional Coach
Scott-Marcelin, Sheneka	Instructional Coach
Rodriguez, Maria	Instructional Coach

## Duties

### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team (LLT) will work with grade levels to develop theme based learning through literacy. The Foreign Language Department will incorporate multicultural themes into their lessons. Instructional coaches will plan with grade level teams to incorporate literacy throughout all disciplines.

## 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**

Teachers are provided opportunities to network with other teachers during in faculty meetings geared towards sharing best practices. Grade levels area provided one hour of daily common planning time to meet as a team and discuss data and plan lessons aligned to state standards. Instructional coaches are scheduled to plan with grade levels on a weekly basis to assist in selecting additional resources for instruction.

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

Open line of communication with Human Resource Staffing Personnel and instructional recruitment to identify highly qualified educators. Teach For America (TFA) liaison as well as current and past TFA Core Members refer new teachers and invite them to interview sessions during recruitment fair. Monthly teacher recognition activities to provide incentives for teachers using various rubric to seek outstanding in the areas of perfect attendance, sharing best practices, and going above and beyond.

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

Administration provides support to all teachers throughout various settings. Beginning teachers are partnered with veteran teachers. Miami-Dade County Public Schools MINT Program allows the opportunity for veteran teachers to pair up with beginning teachers in an effort to provide on-going support within the school site. Grade-Level Chairpersons and Department Chairs mentor new teachers during common planning time as well. Curriculum Coaches provide job embedded professional development through the coaching cycle of planning, modeling, co-teaching and debriefing.

## 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***

Instructional Coaches are assigned to grade levels and/or content areas to provide grade level planning support designing lessons aligning the core instructional programs to Florida's standards. Continuous administrative walkthroughs are conducted to ensure instructional rigor and student engagement.

### 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***

Data trends as well as current on-going data is collected and analyzed to determine student and teacher needs. Teachers are provided support through job embedded professional development to increase instructional content knowledge and instructional rigor during planning and delivery of instruction. Coaches meet with teachers to review data and create intervention groups. Intervention students are provided skill specific intervention and on going progress monitoring determines mastery or reteaching.

***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: 64,260**

All 3rd-8th grade students will attend an enrichment after school tutoring session for a total of two and one half hours per week. The students will be involved in hands- on project -based learning activities targeted towards their individual needs.

Before school computer lab will be open daily for an hour for technology based enrichment.

Saturday Academy will be offered for all third through eighth grade students to enrich reading, writing, math, civics and science skills.

**Strategy Rationale**

Increase student achievement to attain proficiency levels for all students grades 3rd through 8th.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**Person(s) responsible for monitoring implementation of the strategy**

John Louissaint, Kathleen, pr3241@dadeschools.net

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

Data will be collected biweekly using Thinkgate reports. Data reports will be analyzed to identify strengths and weaknesses by subject area and benchmarks/standards to determine effectiveness of instructional strategies. All classroom teachers are required to update their data binders with current data and keep trackers of class and individual progress. Data chats will be conducted with leadership team and teachers to monitor and analyze data.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Morningside K-8 Academy offers a full-day Title I Voluntary Pre-Kindergarten (VPK) class and two Special Education Pre-Kindergarten classes. All of the pre-school classes utilize the High Scope Pre-School Curriculum. The curriculum is aligned with the teaching standards and child outcomes required by the state and the school district. In developing specific content areas, High Scope also takes into account the standards and guidelines of relevant professional organizations such as the International Reading Association (IRA) and the National Council of Teachers of Mathematics

(NCTM). The Learning Accomplishment Profile-Diagnostic (LAP-D), the Phonological and Early Literacy Inventory (PELI) and the Devereaux Early Childhood Assessment (DECA) are all administered to preschoolers for diagnostic and summative assessments as they prepare for Kindergarten. Exiting Pre-Kindergarten students are administered the Learning Accomplishment Profile-Diagnostic Edition (LAP-D) to generate a complete picture of the child's educational progress. Additionally, upon entering Kindergarten, all students are administered The Florida Kindergarten Readiness Screener (FLKRS) by certified kindergarten teachers. In order to ensure that the transition from the early childhood program to kindergarten is seamless, activities are planned to ensure that this takes place. Pre-Kindergarten and Kindergarten teachers articulate throughout the school year to ensure that students come to school ready to learn. Parents are kept informed on the registration process for Kindergarten students through a variety of means, such as flyers, and Connect-Ed. The effectiveness of the preschool transition program is evaluated by the LAP-D and articulation amongst primary grade teachers. Additionally, Morningside K-8 Academy's VPK program received a score of 280 on a 300 point rating system by the State of Florida.

Morningside K-8 Academy will expand 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 principal will also meet with the center directors of neighborhood centers.

### 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***

N/A

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

N/A

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

N/A

***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***

N/A

## 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.** To Increase Student Achievement by Improving Core Instruction in all Content Areas.
- G2.** Identify at risk students through the Early Warning System to provide support and interventions.
- G3.** Infuse effective use of technology across all disciplines.
- G4.** Parental Involvement- See 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. To Increase Student Achievement by Improving Core Instruction in all Content Areas.** 1a

G050715

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	63.0

**Resources Available to Support the Goal** 2

- Teachers, Curriculum Coaches, Administrators, Grade Level Common Planning Schedule, Professional Development, Technology and Budget

**Targeted Barriers to Achieving the Goal** 3

- Limited evidence of planning with the New Mathematics Florida Standards and delivering lessons utilizing the Gradual Release of Responsibility.
- Lack of evidence that students consistently generate authentic work products aligned to the cognitive complexity of the standards.
- Lack of the utilization of research based reading, writing, and ESOL strategies in student-generated work, science journals, and laboratory conclusions.
- Lack of Evidence of Effective Planning to support rigorous instructional delivery.
- Teachers are not proficient in the area of unwrapping the new standards .

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

FAIR DATA 3-8, iReady Reading and Math Data, Fall and Winter Interim Assessment Data, Intervention Data and student Work Folder and Class grade data.

**Person Responsible**

Kathleen John Louissaint

**Schedule**

Monthly, from 9/23/2014 to 11/26/2014

**Evidence of Completion**

Evidence that the delivery of instruction uses a variety of resources and tasks aligned to standards to meet students' needs and achieve mastery.

**G2. Identify at risk students through the Early Warning System to provide support and interventions.** 1a

G046972

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	63.0

**Resources Available to Support the Goal** 2

- Instructional Coaches, Title I Community Involvement Specialist (CIS), Social Worker, Elementary Counselor, Teachers, Administrators, PTSA Members and Professional Development

**Targeted Barriers to Achieving the Goal** 3

- During the 2013-2014 school year 23% of the students missed 15% of core instruction directly impacting academic achievement.
- During the 2013-2014 school year 16% of the students displayed negative behaviors which impacted learning resulting in referrals and level 1 test scores.

**Plan to Monitor Progress Toward G2.** 8

Daily attendance reports will be reviewed to determine excessive absences and tardies.

**Person Responsible**

Sandra Cue

**Schedule**

Biweekly, from 9/23/2014 to 6/4/2015

**Evidence of Completion**

Reduction in absences and tardies.

**Plan to Monitor Progress Toward G2.** 8

Student iReady Reading Data will be monitored to determine increase in student proficiency.

**Person Responsible**

Sheneka Scott-Marcelin

**Schedule**

Every 6 Weeks, from 10/6/2014 to 11/26/2014

**Evidence of Completion**

Performance by Class and Grade Report and Student Growth by Grade and School reports will be monitored and discussed with teachers during planning to gauge student growth towards proficiency goal.

**Plan to Monitor Progress Toward G2. 8**

Suspension and Behavior Referral Reports

**Person Responsible**

Sonya Ballard

**Schedule**

Monthly, from 9/23/2014 to 11/26/2014

**Evidence of Completion**

Student referral data and suspension information will be reviewed to determine reduction rate.

**Plan to Monitor Progress Toward G2. 8**

Fall and Winter Interim Assessment Data

**Person Responsible**

Mesha Campbell-McLemore

**Schedule**

Quarterly, from 10/27/2014 to 2/27/2015

**Evidence of Completion**

Student results on Fall and Winter Assessment Data will be collected and used to gauge student proficiency and determine progress towards target goal.

**G3. Infuse effective use of technology across all disciplines.** 1a

G046973

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	63.0

**Resources Available to Support the Goal** 2

- Instructional Coaches, Curriculum Support Specialists, Teachers, Professional Development, Common Planning, Lesson Plans, and walk throughs

**Targeted Barriers to Achieving the Goal** 3

- Limited number of teachers experienced with the use and incorporation of technology within their lessons.

**Plan to Monitor Progress Toward G3.** 8

iReady Reading and Math Data and FAIR Data will be used to monitor for progress.

**Person Responsible**

Sandra Cue

**Schedule**

Weekly, from 9/22/2014 to 11/26/2014

**Evidence of Completion**

Teacher lesson plans will be reviewed to determine level of technology infusion. Walk-throughs will be conducted and monitored to determine the level of usage of technology and impact to student engagement.



**G4. Parental Involvement- See PIP** 1a

G050719

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- See PIP

**Targeted Barriers to Achieving the Goal** 3

- See PIP

**Plan to Monitor Progress Toward G4.** 8

See PIP

**Person Responsible**

Kathleen John Louissaint

**Schedule**

***Evidence of Completion***

See PIP

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** To Increase Student Achievement by Improving Core Instruction in all Content Areas. **1**

 G050715

**G1.B1** Limited evidence of planning with the New Mathematics Florida Standards and delivering lessons utilizing the Gradual Release of Responsibility. **2**

 B127120

**G1.B1.S1** Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks **4**

 S139138

### Strategy Rationale

Increase Instructional Rigor and student engagement to achieve proficiency.

### Action Step 1 **5**

Provide Professional Development on the utilization of the pacing guide, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction .

### Person Responsible

Sandra Cue

### Schedule

On 11/26/2014

### Evidence of Completion

Professional Development Agenda and Sign-In, Lesson Plans, Instructional Delivery and Engagement, and student assessment data

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

Provide professional development on lesson planning and delivery to include explicit instruction utilizing the Gradual Release of Responsibility Model.

**Person Responsible**

Sandra Cue

**Schedule**

Monthly, from 9/23/2014 to 11/26/2014

***Evidence of Completion***

Newly acquired skills will be evident in instructional delivery.

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

Professional development on lesson planning and delivery to include explicit instruction utilizing the gradual release of responsibility model.

**Person Responsible**

Mesha Campbell-McLemore


**Schedule**

Biweekly, from 10/7/2014 to 11/26/2014


***Evidence of Completion***

Agenda, Coaches Common Planning Binder, Coaches Log, Lesson plans

**G1.B2** Lack of evidence that students consistently generate authentic work products aligned to the cognitive complexity of the standards. **2**

 B127121

**G1.B2.S1** Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. **4**

 S139147

### **Strategy Rationale**

Instructional rigor and student work products not reflective of effective planning of NGSSS.

### **Action Step 1** **5**

Work collaboratively during common planning to unwrap the standards, employ the effective use of the Language Arts Florida Standards (LAFS) item specifications, ETO planning cards, and create lesson plans including work products and higher order questions aligned to the standards.

#### **Person Responsible**

Mesha Campbell-McLemore

#### **Schedule**

Weekly, from 9/23/2014 to 11/26/2014

#### **Evidence of Completion**

Common Planning Agenda and Lesson Plans. Instructional Walk-throughs.

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

Create Instructional Framework with an emphasis on explicit instruction and student generated work.

#### **Person Responsible**

Maria Rodriguez

#### **Schedule**

On 11/26/2014

#### **Evidence of Completion**

Common planning agenda, lesson plans and instructional walkthroughs

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

Student work products will be reviewed and discussed during common planning and after instructional walkthroughs.

**Person Responsible**

Maria Rodriguez


**Schedule**

On 10/31/2014

**Evidence of Completion**

Science CSS and Science Coach will create instructional framework tailored to each teacher's instructional block.

**G1.B4 Lack of Evidence of Effective Planning to support rigorous instructional delivery. 2**

 B127123

**G1.B4.S1 Provide Professional Development on unwrapping standards and use of pacing guide to plan curriculum rigorous lessons to engage all learners. 4**

 S139160

**Strategy Rationale**

Instructional rigor is not evident during instructional walk-through(s).

**Action Step 1 5**

Provide professional development on comprehensive lesson planning, purpose driven standards instruction including higher order questions aligned to the highest level of DOK.

**Person Responsible**

Mesha Campbell-McLemore

**Schedule**

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

**Evidence of Completion**

Common planning agenda and sign in sheets.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Daily classroom walkthroughs, common planning sessions, lesson plans

**Person Responsible**

Kathleen John Louissaint


**Schedule**

Biweekly, from 9/9/2014 to 11/26/2014


**Evidence of Completion**

Student work products, classroom assessments.

**G1.B5 Teachers are not proficient in the area of unwrapping the new standards .** 2

 B127124

**G1.B5.S1** Provide guidance through common planning on the understanding of standards and strategies to deliver content through rigorous instruction. 4

 S139162

**Strategy Rationale**

Lack of evidence of proficiency with Florida Standards.

**Action Step 1** 5

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.

**Person Responsible**

Sheneka Scott-Marcelin

**Schedule**

Monthly, from 9/23/2014 to 11/26/2014

**Evidence of Completion**

Lesson Plans and Instructional Walk-Through(s)

**G2. Identify at risk students through the Early Warning System to provide support and interventions.** 1

G046972

**G2.B1** During the 2013-2014 school year 23% of the students missed 15% of core instruction directly impacting academic achievement. 2

B116816

**G2.B1.S1** Monitor daily student attendance and schedule parent conferences to provide support through our Social Worker and Community Involvement Specialist to ensure that students are in school and on-time daily. 4

S128838

**Strategy Rationale**

Students with high numbers of tardies and absences are not receiving the level of instruction necessary to achieve academic proficiency.

**Action Step 1** 5

Utilize staff, counselor, social worker, and Community Involvement Specialist to monitor attendance and provide intervention to parents and students.

**Person Responsible**

Sandra Cue

**Schedule**

Daily, from 9/23/2014 to 11/26/2014

**Evidence of Completion**

Daily attendance rate and reduction in number of tardy students on a daily basis.

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

Monitor daily attendance report.

**Person Responsible**

Sandra Cue

**Schedule**

Daily, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Student truancy report and academic progress portfolio to determine student achievement.

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

Teachers will work closely with social worker and counselor to provide support to students with excessive absences and tardies.

**Person Responsible**

Sandra Cue

**Schedule**

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


**Evidence of Completion**

Counselor's logs, teachers' parent conference logs, and school attendance records.

**G3. Infuse effective use of technology across all disciplines.** 1

 G046973

**G3.B1** Limited number of teachers experienced with the use and incorporation of technology within their lessons. 2

 B116819

**G3.B1.S1** Provide professional development of effective use of technology during instruction. 4

 S128477

**Strategy Rationale**

To build capacity in the use of technology.

**Action Step 1** 5

Increasing the utilization of technology throughout the disciplines.

**Person Responsible**

Sonya Ballard

**Schedule**

Monthly, from 9/23/2014 to 6/4/2015

**Evidence of Completion**

Lesson Plans incorporating technology and classroom walk-through(s).



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

Lesson plans, classroom walk through(s) and student work folders and journals

**Person Responsible**

Sandra Cue

**Schedule**

Weekly, from 9/23/2014 to 11/26/2014

**Evidence of Completion**

Effective use of technology across the disciplines.

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

Conduct daily walkthroughs to determine the use of technology during instruction.

**Person Responsible**

Sandra Cue

**Schedule**

Daily, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Student work products and assessment data to determine mastery using technology.

**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
G3.B1.S1.A1	Increasing the utilization of technology throughout the disciplines.	Ballard, Sonya	9/23/2014	Lesson Plans incorporating technology and classroom walk-through(s).	6/4/2015 monthly
G1.B1.S1.A1	Provide Professional Development on the utilization of the pacing guide, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction .	Cue, Sandra	9/23/2014	Professional Development Agenda and Sign-In, Lesson Plans, Instructional Delivery and Engagement, and student assessment data	11/26/2014 one-time
G1.B5.S1.A1	Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.	Scott-Marcelin, Sheneka	9/23/2014	Lesson Plans and Instructional Walk-Through(s)	11/26/2014 monthly
G1.B4.S1.A1	Provide professional development on comprehensive lesson planning, purpose driven standards instruction	Campbell-McLemore, Mesha	9/9/2014	Common planning agenda and sign in sheets.	11/26/2014 weekly

**Dade - 3501 - Morningside K 8 Academy - 2014-15 SIP**  
*Morningside K 8 Academy*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	including higher order questions aligned to the highest level of DOK.				
G2.B1.S1.A1	Utilize staff, counselor, social worker, and Community Involvement Specialist to monitor attendance and provide intervention to parents and students.	Cue, Sandra	9/23/2014	Daily attendance rate and reduction in number of tardy students on a daily basis.	11/26/2014 daily
G1.B2.S1.A1	Work collaboratively during common planning to unwrap the standards, employ the effective use of the Language Arts Florida Standards (LAFS) item specifications, ETO planning cards, and create lesson plans including work products and higher order questions aligned to the standards.	Campbell-McLemore, Mesha	9/23/2014	Common Planning Agenda and Lesson Plans. Instructional Walk-throughs.	11/26/2014 weekly
G1.MA1	FAIR DATA 3-8, iReady Reading and Math Data, Fall and Winter Interim Assessment Data, Intervention Data and student Work Folder and Class grade data.	John Louissaint, Kathleen	9/23/2014	Evidence that the delivery of instruction uses a variety of resources and tasks aligned to standards to meet students' needs and achieve mastery.	11/26/2014 monthly
G1.B1.S1.MA1	Professional development on lesson planning and delivery to include explicit instruction utilizing the gradual release of responsibility model.	Campbell-McLemore, Mesha	10/7/2014	Agenda, Coaches Common Planning Binder, Coaches Log, Lesson plans	11/26/2014 biweekly
G1.B1.S1.MA1	Provide professional development on lesson planning and delivery to include explicit instruction utilizing the Gradual Release of Responsibility Model.	Cue, Sandra	9/23/2014	Newly acquired skills will be evident in instructional delivery.	11/26/2014 monthly
G1.B2.S1.MA1	Student work products will be reviewed and discussed during common planning and after instructional walkthroughs.	Rodriguez, Maria	10/10/2014	Science CSS and Science Coach will create instructional framework tailored to each teacher's instructional block.	10/31/2014 one-time
G1.B2.S1.MA1	Create Instructional Framework with an emphasis on explicit instruction and student generated work.	Rodriguez, Maria	10/27/2014	Common planning agenda, lesson plans and instructional walkthroughs	11/26/2014 one-time
G1.B4.S1.MA1	Daily classroom walkthroughs, common planning sessions, lesson plans	John Louissaint, Kathleen	9/9/2014	Student work products, classroom assessments.	11/26/2014 biweekly
G2.MA1	Daily attendance reports will be reviewed to determine excessive absences and tardies.	Cue, Sandra	9/23/2014	Reduction in absences and tardies.	6/4/2015 biweekly
G2.MA2	Student iReady Reading Data will be monitored to determine increase in student proficiency.	Scott-Marcelin, Sheneka	10/6/2014	Performance by Class and Grade Report and Student Growth by Grade and School reports will be monitored and discussed with teachers during planning to gauge student growth towards proficiency goal.	11/26/2014 every-6-weeks
G2.MA3	Suspension and Behavior Referral Reports	Ballard, Sonya	9/23/2014	Student referral data and suspension information will be reviewed to determine reduction rate.	11/26/2014 monthly
G2.MA4	Fall and Winter Interim Assessment Data	Campbell-McLemore, Mesha	10/27/2014	Student results on Fall and Winter Assessment Data will be collected and used to gauge student proficiency and determine progress towards target goal.	2/27/2015 quarterly
G2.B1.S1.MA1	Teachers will work closely with social worker and counselor to provide support to students with excessive absences and tardies.	Cue, Sandra	9/9/2014	Counselor's logs, teachers' parent conference logs, and school attendance records.	11/26/2014 weekly
G2.B1.S1.MA1	Monitor daily attendance report.	Cue, Sandra	9/9/2014	Student truancy report and academic progress portfolio to determine student achievement.	11/26/2014 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	iReady Reading and Math Data and FAIR Data will be used to monitor for progress.	Cue, Sandra	9/22/2014	Teacher lesson plans will be reviewed to determine level of technology infusion. Walk-throughs will be conducted and monitored to determine the level of usage of technology and impact to student engagement.	11/26/2014 weekly
G3.B1.S1.MA1	Conduct daily walkthroughs to determine the use of technology during instruction.	Cue, Sandra	9/9/2014	Student work products and assessment data to determine mastery using technology.	11/26/2014 daily
G3.B1.S1.MA1	Lesson plans, classroom walk through(s) and student work folders and journals	Cue, Sandra	9/23/2014	Effective use of technology across the disciplines.	11/26/2014 weekly
G4.MA1	See PIP	John Louissaint, Kathleen	See PIP	one-time	

## 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. To Increase Student Achievement by Improving Core Instruction in all Content Areas.

#### G1.B4 Lack of Evidence of Effective Planning to support rigorous instructional delivery.

**G1.B4.S1** Provide Professional Development on unwrapping standards and use of pacing guide to plan curriculum rigorous lessons to engage all learners.

##### PD Opportunity 1

Provide professional development on comprehensive lesson planning, purpose driven standards instruction including higher order questions aligned to the highest level of DOK.

##### Facilitator

Meesha Campbell-McLemore and Princess Dinkins, Maria Rodriguez and Tammy Southwood-Smith.

##### Participants

Teachers in grades K-8

##### Schedule

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

#### G1.B5 Teachers are not proficient in the area of unwrapping the new standards .

**G1.B5.S1** Provide guidance through common planning on the understanding of standards and strategies to deliver content through rigorous instruction.

##### PD Opportunity 1

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.

##### Facilitator

Curriculum Coaches and Curriculum Support Specialist

##### Participants

Teachers grades K-8

##### Schedule

Monthly, from 9/23/2014 to 11/26/2014

**G2. Identify at risk students through the Early Warning System to provide support and interventions.**

**G2.B1** During the 2013-2014 school year 23% of the students missed 15% of core instruction directly impacting academic achievement.

**G2.B1.S1** Monitor daily student attendance and schedule parent conferences to provide support through our Social Worker and Community Involvement Specialist to ensure that students are in school and on-time daily.

**PD Opportunity 1**

Utilize staff, counselor, social worker, and Community Involvement Specialist to monitor attendance and provide intervention to parents and students.

**Facilitator**

Sandra Cue

**Participants**

Parents and staff members to discuss importance of daily school attendance.

**Schedule**

Daily, from 9/23/2014 to 11/26/2014

**G3. Infuse effective use of technology across all disciplines.**

**G3.B1** Limited number of teachers experienced with the use and incorporation of technology within their lessons.

**G3.B1.S1** Provide professional development of effective use of technology during instruction.

**PD Opportunity 1**

Increasing the utilization of technology throughout the disciplines.

**Facilitator**

Instructional Coaches and Technology Program Vendor Professional Development Personnel

**Participants**

All K-8 teachers

**Schedule**

Monthly, from 9/23/2014 to 6/4/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0