Lake Stevens Elementary School

2014-15 School Improvement Plan

Lake Stevens Elementary School

5101 NW 183RD ST, Miami Gardens, FL 33055

http://lstevens.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	95%

Alternative/ESE Center	Charter School	Minority
No	No	98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	C

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

Lake Stevens Elementary's focuses are academic and professional collaboration with faculty, staff, students,
parents, and community stakeholders. One goal - continuous school improvement,supported by data, in order to sustain a climate of academic excellence and high expectations for everyone through professional development, student engagement, and parent involvement.
Our mission and purpose is to increase parents' knowledge base of our academic program, involve students in the accountability for learning, and strengthen students' academic skills for advancement. We strive to attain advancement that is noted for high quality and standards. Such purpose is evident through the use of continuous progress monitoring, data conferences of students and teachers, and involvement of community
stakeholders.

Provide the school's vision statement

Lake Stevens Elementary School enriches the community through multicultural activities that seek to educate students, parents, and the surrounding community. The school focuses on the needs of the whole child and provides a center for community activities.
We are committed to building positive relationships through equity and compassion which enhance the self esteem, safety, and well being of our students, families, and staff. We honor and foster the diversity of our community by working collaboratively fro the educational success of our students and recognize that our obligations go beyond our professional responsibilities to provide democratic principles. We pursue the highest standards in all we do.

School Environment

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

Lake Stevens Elementary is an environment where students and teachers work very closely with one another to nurture trusting relationships. Teachers and students connect with each other through academic data chats, school activities, and extra curricular functions. Additionally, we have a multicultural committee that is responsible for implementing activities such as, Haitain Flag Day, Hispanic Heritage Month, and African-American History Month. During these activities we implement a variety of activities to increase cultural awareness.

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

Lake Stevens Elementary currently has two full time security monitors that circulate the entire campus before, during, and after the school day. In addition, the front entrance of the school is manned by an individual, with a visitor log so that all guests are accounted for with a Visitor's Pass. Staff have been assigned posts throughout the school in the morning and afternoon to assist with arrival and afternoon dismissal. Lake Stevens Elementary has a Safety Committee that meets periodically throughout the year to discuss protocols and any safety issues that arise. Staff have ID badges so they could be easily recognizable throughout the day.

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

At the beginning of the school year we hold an Orientation Meeting and Open House with the parents and students to discuss the Code of Student Conduct and clear behavior expectations for the students. A copy of this is sent home for the parents and students to sign and return to school to acknowledge their understanding of the document. Professional development workshops are held periodically for staff members to ensure that behavior management systems are consistently implemented in the classrooms.

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

Lake Stevens Elementary has a full time counselor who implements group and individual counseling to students. In addition, the counselor works closely with teachers, students, parents, community, and visits classrooms to ensure social-emotional needs are met. We implement the District's Zero Tolerance Policy for bullying and address any concerns promptly, via an anonymous anti-bullying box placed in the main hallway of the school so students can voice their concerns. Pupil services offered at Lake Stevens Elementary include the Thanksgiving Food Drive, Toy Drive, and Health Clinic in our main office.

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

Early warning indicators used to identify and monitor students who are having difficulty with attendance, behavior, and academics include COGNOS reports, FAIR-FS, District Interim Assessments, software reports, state assessments, and classroom weekly/ unit assessments. Identified students are monitored through the RtI process and intervention groups. School wide workshops are also held to clarify expectations and desired progress of students and parents.

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	7	9	3	5	4	8	36
One or more suspensions	0	0	0	0	0	13	13
Course failure in ELA or Math	6	6	24	16	6	8	66
Level 1 on statewide assessment	0	0	0	34	20	31	85

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	3	6	4	1	2	19

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

All students identified by the early warning system indicators have been grouped by grade level for intervention. In addition, these students are being monitored through the MTSS/RtI process. Special are teachers are scheduled to push in intervention during the Reading/LA and math block of instruction. Attendance and all behavior issues are addressed in collaboration between the counselor and parents. Resources include COGNOS reports, Code of Student Conduct, and Spot Success Recognition Program.

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

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

Description

PIP

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

The school builds and sustains partnerships with the local community through various activities. We have sustained relationships with community partners such as the City of Miami Gardens and Barry University. They provide support and resources for our students and parents with various school activities.

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
Daniels, Vanady	Principal
Schwam, Marc	Assistant Principal
Jenkins, Tekara	Instructional Coach
Valdes, Edric	Instructional Coach
Astacio, Victor	Psychologist
Graves, Ana	Teacher, ESE
Guzman, Reina	Teacher, K-12
Mejia, Blanca	Guidance Counselor
Moorman, Olga	Teacher, K-12
Pozo, Olga	Teacher, K-12
Ricketts-Burke, Althea	Teacher, K-12
Woods-Smith, Bernadine	Teacher, K-12

Duties

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

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating MTSS/RtI into the culture of each school.
Principal, Vanady A. Daniels
Assistant Principal, Marc W. Schwam
Ensures data- based decision making, implementation of MTSS/ RtI implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.
Primary Teacher, Anna Maria Correa
Intermediate Teacher, Reina Guzman Provide information about core instruction, collaborate with other staff members, integrates materials/instruction with activities.
Exceptional Student Education Teacher, Anna Graves Integrates core instructional materials/activities into instruction, and collaborates with general education teachers through such activities as co-teaching.
Instructional Coaches, Tekara-Scott Jenkins, Edric Valdes
Lead and evaluate school core content standards/programs: identify scientifically based curriculum and intervention approaches. Identify patterns of student needs to identify appropriate evidence-based intervention strategies; assists with 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; provides support for assessment and implementation monitoring; and implement the continuous coaching model.
School Psychologist, Victor Astacio
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.

PD Liaison Tekara Scott-Jenkins
Provides curriculum support and professional development for targeted teachers and activities for
Tier 1, 2, 3 students; assists with the disaggregation of data; assists with curriculum planning.
Guidance Counselor, Blanca Mejia
Organizes MTSS/RtI meetings; provides counseling for students with academic/behavioral needs;
coordinates with outside agencies to provide extended resources to students.
Social Worker, Adeline Smith
Provides social history and family background information on students with academic/behavioral
needs.

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and
monitors
academic and behavioral data to evaluate progress towards those goals at least three times per year
by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program
evaluation during all team meetings that focus on increasing student achievement or behavioral
success.
3. Determining how we will know if students have made expected levels of progress towards
proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive
response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by
raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated
by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2
intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data
using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in
addition
to and in alignment with effective core instruction and behavioral supports to groups of targeted
students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings
occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the
year and describes the school's plan to meet those goals. The specific supports and actions needed
implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1
worksheets completed three times per year.to The MTSS Problem-Solving process is used to first
carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are
translated into progress monitoring (3 times per year) and ongoing progress monitoring measures
(approximately once per month) that can reliably track progress on a schedule based on student need
across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not

meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

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 (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
Title VI, Part B - NA
Title X- Homeless
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
• Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
• The District Homeless 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 School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designee are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School 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
N/A

School Advisory Council (SAC)

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

Name	Stakeholder Group
Vanady Daniels	Principal
Marc Schwam	Education Support Employee
Edric Valdes	Teacher
Reina Guzman	Parent
Tekara Jenkins	Teacher
Olga Pozo	Teacher
Althea Ricketts-Burke	Teacher
Wendy Brown	Teacher
Rhoda Wiltshire	Education Support Employee
Blanca Mejia	Education Support Employee
Bismark Omane-Achamfour	Parent
Rachel Ohenhen	Parent
Alijalon Muhummad	Parent
Travis Smith	Student
Eulogia Omane-Achamfour	Student
Nadine Pommells	Business/Community
Leslie Herrera	Teacher
Susie Robinson	Business/Community
Reina Zelaya	Business/Community
Sergia Mieles	Parent

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

Teachers and other stakeholders provide feedback on the past years plan to recognize strategies and action steps that worked for our school. This information is taken back to the EESAC meetings for discussion and development of the plan for the upcoming year.

Development of this school improvement plan

SAC members will review the School Improvement Plan and provide feedback during regularly scheduled meetings to make adjustments as needed throughout the school year. SAC members also provide final approval of the School Improvement Plan. SIP worksheets are given out to teachers at the end of the school year to provide feedback on best practices and to see which strategies were a success.

Preparation of the school's annual budget and plan

SAC members review the school's annual budget and provides input on the allocation of funds. SAC members also take into consideration data results, student performance, personnel needs and academic resources to estimate the most effective use of the budget.

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

School improvement funds will be utilized to purchase supplemental curricular materials necessary to advance the curriculum needs of our students; school services, safety items, and alternative meal plan expenses. Funds will also be utilized to purchase motivational awards / recognition for students.

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
Jenkins, Tekara	Instructional Coach
Daniels, Vanady	Principal
Schwam, Marc	Assistant Principal
Astacio, Victor	Psychologist
Correa, Ana Maria	Teacher, K-12
Guzman, Reina	Teacher, K-12
Mejia, Blanca	Guidance Counselor
Pozo, Olga	Teacher, K-12
Valdes, Edric	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will consist of school-wide literacy activities, data analysis, monitoring of the School Improvement Plan's objectives and RtI process. In preparing teachers to better understand the Common Core Standards and Item Specifications, the Leadership team will ensure teachers are exposed to professional development during weekly grade level meetings and staff development meetings. Professional development will be a pivotal component in teachers developing an in-depth understanding of what is taught at their grade level and its respective prerequisite skills.

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

The school deploys a departmentalized setting for grades 1-5. Instructional coaches plan with grade level teams on a weekly basis to provide support with instructional materials, lesson planning, and new curriculum initiatives. Teachers are encouraged through monthly professional development meetings to share best practices with colleagues and reflect on new instructional methods which best fit the needs of our students.

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

1. Professional Development through Florida Standards for reading and Math – District personnel
2. Utilize collaborative planning and lesson studies among teachers to implement best practices – Grade level Chairpersons and Leadership Team
3. Instructional Coaches will implement classroom support to assist with rigor in the classroom – Instructional Coaches and Administration
4. Modeling of Researched Based Practices – Instructional Coaches

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

• Overview of Florida State Standards, Next Generation State Standards
• School & District Initiatives
• Professional Development Opportunities
• Classroom & Data Management Conferencing (Reflections)
Peer Observations

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

The school ensures its core instructional program and materials are aligned to Florida Standards by utilizing District provided research based text. Teachers are trained on the proper use and availability of resources across all content areas. Instructional coaches provide ongoing support to ensure the core instructional program is implemented with fidelity. Walkthroughs are utilized to provide corrective feedback and to monitor alignment with the district pacing guides.

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

State assessments, FAIR-FS, District interims, weekly/unit assessments, intervention data, and current technology program reports are used throughout the year to guide instruction. Individual student performance is used to formulate differentiated instruction groups. Differentiated groups will consist of activities fro students at the approaching, on level, and beyond. Students in the lowest 25% will receive small group intervention as well as go through the RtI process to monitor student growth. Moreover, the high achieving students will receive enrichment. The Leadership team will monitor the implementation of differentiated instruction.

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: Weekend Program

Minutes added to school year: 1,800

The school offers at Saturday Academy to assist students with the preparation of the FSA test components.

Strategy Rationale

Instruction in core academic subjects and enrichment activities contribute to student high proficiency performance.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Daniels, Vanady, pr2801@dadeschools.net

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

Students involved in the Saturday Academy program will be monitored by classroom teachers and leadership team through interim and weekly/unit assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs.

Strategy: After School Program

Minutes added to school year: 1,440

The after school tutoring program offers assistance in reading for students who are not making adequate yearly progress on a variety of assessments measures, including the state test. ELL students are also provided with additional basic language skills. The computer lab is available for students to access educational websites and tutorial software in core subject areas.

Strategy Rationale

Providing additional instruction in core academic subjects will reinforce and enrich skills taught throughout the school day. ELL students will also have the opportunity to improve speaking, listening, and writing skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Daniels, Vanady, pr2801@dadeschools.net

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

Students involved in extended learning programs will be monitored by classroom teachers and leadership team through interim, and weekly/unit assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient areas.
FAIR-FS data will also be utilized to progress monitor students attending Wonderworks tutorial sessions. Data will be gathered from Probability of Literacy Success reports by the Reading Coach and classroom teachers in indicate growth in Reading by all grade levels from Assessment Period 1 through Assessment Period 3.

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 (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 (HIPPY) Program. HIPPY provides in-home training for parents to become involved in the educational process of their three-and four-year old children.
Lake Stevens Elementary offers a Voluntary Pre-Kindergarten (VPK) program. The Phonological and Early Literacy Inventory (PELI) is administered to all preschoolers as pre and post-test. The results of this assessment are utilized to identify and target low performing students. In addition, certified teachers use frequent and systematic observation of children's readiness abilities to help modify instruction and meet individual needs. The Waterford Early Learning Program is utilized by all learners to expose them to technology. In order to bridge the gap between school and community,

our school provides a continuum of support to parents. Therefore, our staff conducts workshops to enable parents with strategies to increase student academic achievement, monthly calendars delineating school events, access to instructional materials, such as, LEAP Frog and resource packets with fundamental skill practice.

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

NA

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

NA

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

NA

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

NA

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

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

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

G3.   The goal for the 2014-2015 school year is to increase the number of STEM related experiences and the percentage of students participating in the activities.

G4.   See Title 1 Parent Involvement Plan (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

Targets Supported 1b

G047057

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Math - African American	65.0
AMO Math - Hispanic	64.0
AMO Math - ELL	68.0
AMO Math - SWD	54.0
AMO Math - ED	65.0
AMO Reading - All Students	63.0
AMO Reading - African American	63.0
AMO Reading - Hispanic	61.0
AMO Reading - ELL	61.0
AMO Reading - SWD	41.0
AMO Reading - ED	63.0

Resources Available to Support the Goal 2

- Core Programs: McGraw Hill Wonders/Wonderworks, Go Math Teacher Edition, Go Math (Online), Destination Math, Animated Math Models, HMH Mega Math (K-5); go Math (Paper Based) , ReTeach Books Supplemental: My On Reader, I-Ready; GIZMOS(Grades 3-5), Reflex MAth , I Ready, Ready Common Core Workbooks, Additional 30 minute Intervention Block outside of the 60 minute instructional block, Prometheon Boards, Elementary Science Instructional Resources, http://science.dadeschools.net/elem/instructionalresources/default.html,Waterford(K-2), StudyJams, Brainpop, Discovery Education, NBC Learn, PBS Learning Media, Elementary Science Instructional Resources http://science.dadeschools.net/elem/professionaldevelopment.html, Qualified Teachers, District Pacing Guides

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of higher order questioning via reflective instruction and accountable talk

- Inconsistency in implementation of the Gradual Release Model to deliver instruction

- Inconsistent use of collaborative planning

Plan to Monitor Progress Toward G1. 8

Compare data from the Year at a Glance and the previous years to see if student achievement has increased

Person Responsible
Vanady Daniels

Schedule
Annually, from 9/9/2014 to 6/4/2015

Evidence of Completion
Interim Assessments, FSA, FAIR, SAT-10, FCAT 2015 Science

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

🔍 G047062

Targets Supported 1b

Indicator	Annual Target
Attendance rate	
One or More Suspensions	
Students exhibiting two or more EWS indicators (Total)	
Level 1 - All Grades	
Non-proficient Reading by Grade 03	
Retained Students	

Resources Available to Support the Goal 2

- COGNOS Reports, Code of Student Conduct, SPOT Success Recognition Program, Daily Attendance Bulletin, District Attendance Reports, 2015 FSA, MTSS/RtI Team, Interim Reports, Guidance Counselor, Social Worker, Intervention Kits, Technology Programs, Tutorial Programs, Communication Logs.

Targeted Barriers to Achieving the Goal 3

- There is a need to provide informational sessions on attendance targeting students who miss ten percent or more of school in order to assist parents with the understanding of guidelines for Miami-Dade County Public Schools.

- There is a need to reduce the number of students retained.

- Students who are non-proficient in reading by third grade need additional support with decoding and comprehension skills.

- Students with two or more behavior referrals/one or more that lead to suspension need additional support with self-control and respect for each other as well as understanding proper behavior.

Plan to Monitor Progress Toward G2. 8

• The administration ,counselor, social worker, and community involvement specialist will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Person Responsible
Vanady Daniels

Schedule
Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion
Daily attendance Reports District Reports COGNOS Report

G3. The goal for the 2014-2015 school year is to increase the number of STEM related experiences and the percentage of students participating in the activities. `1a`

Targets Supported `1b`

🔑 G047061

Indicator	Annual Target
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal `2`

- Scott Foresman Science Series, GIZMOS, Discovery Education, District Pacing Guides, Hands On Science Materials, Speedbag, Promethean Boards, Computer Lab, Science Kits, Science Liaison, Collaborative Planning Time, Time For Kids, Scholastic News, Curriculum Support Specialist.

Targeted Barriers to Achieving the Goal `3`

- • Students need more opportunities to conduct hands on activities and produce project-based learning based on timeline given.

Plan to Monitor Progress Toward G3. `8`

• Data from monthly benchmark assessments and number of students participating in the science fair will also be analyzed by the Leadership Team to monitor effectiveness and student progress. District interim data will also be analyzed.

Person Responsible

Marc Schwam

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Science FCAT 2.0 District Interim Assessments GIZMOS Reports Student authentic work

G4. See Title 1 Parent Involvement Plan (PIP) `1a`

Targets Supported `1b`

🔑 G048305

Indicator	Annual Target

Resources Available to Support the Goal `2`

-

Targeted Barriers to Achieving the Goal `3`

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 S123456 = Quick Key

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

🔍 G047057

G1.B1 Inconsistent use of higher order questioning via reflective instruction and accountable talk `2`

🔍 B117024

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

🔍 S128721

Strategy Rationale

Plan for and deliver instruction that is based on standards and/ or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 `5`

.Plan weekly with grade levels to effectively incorporate the District Constructed Response (DCR) to reach the rigor in reading/writing followed by the reading coach conducting the coaching cycle as needed in the classrooms.

Person Responsible

Tekara Jenkins

Schedule

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

Evidence of Completion

Lesson plans, student artifacts, and classroom observation

Action Step 2 `5`

Provide a professional development to dissect the item specifications to align instruction to the LAFS identifying specific instructional implications.

Person Responsible

Tekara Jenkins

Schedule

On 10/16/2014

Evidence of Completion

reflected in teacher lesson plans, student artifacts, and classroom observation

Action Step 3 `5`

Use informal data to identify and implement effective instructional strategies such as note taking, highlighting/underlining, and paraphrasing to improve academic writing. Use interim data to drive whole group and small group instruction. Use CELLA data to inform instruction for ELL students.

Person Responsible

Tekara Jenkins

Schedule

On 11/26/2014

Evidence of Completion

reflected in student journals

Action Step 4 `5`

Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders, consistent utilization of the pacing guides and technology to deliver instruction.

Person Responsible

Vanady Daniels

Schedule

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

Evidence of Completion

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

Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Vanady Daniels

Schedule

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

Evidence of Completion

Data from District interim reports will be used to monitor student progress

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

Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed

Person Responsible

Marc Schwam

Schedule

On 11/26/2014

Evidence of Completion

Formative assessments, District Interim Reports, 2015 FSA

G1.B1.S2 Academic Writing 4

S132286

Strategy Rationale

Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving in writing.

Action Step 1 5

Use the District Writing Pacing Guides to effectively plan, deliver, and monitor text based academic writing in grades 3-5

Person Responsible

Tekara Jenkins

Schedule

Weekly, from 9/9/2014 to 12/26/2014

Evidence of Completion

student artifacts

Action Step 2 5

Provide professional development to teachers on the new writing standards, item specifications, and genre specific rubric

Person Responsible

Tekara Jenkins

Schedule

On 11/6/2014

Evidence of Completion

PD rosters, lesson plans

Action Step 3 `5`

Plan for min lessons aligned to the data gathered from pretest and use of technology, such as Writer's Workspace, to meet student needs. Reading Coach will conduct the coaching cycle in identified classrooms.

Person Responsible

Tekara Jenkins

Schedule

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

Evidence of Completion

student artifacts, lesson plans, classroom observations

Action Step 4 `5`

Conduct weekly classroom walkthroughs to monitor the implementation of the District writing Pacing Guide to ensure effective writing instruction with a focus on text based writing prompts.

Person Responsible

Vanady Daniels

Schedule

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

Evidence of Completion

lesson plans and student artifacts

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

The Leadership Team will analyze data from assessments to monitor effectiveness and student progress.

Person Responsible

Marc Schwam

Schedule

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

Evidence of Completion

Data from District Interim Reports will be used to monitor student progress.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Marc Schwam

Schedule

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

Evidence of Completion

Formative assessments, District Interim Reports, 2015 FSA

G1.B2 Inconsistency in implementation of the Gradual Release Model to deliver instruction `2`

🔧 B117025

G1.B2.S1 Gradual Release of Responsibility Model `4`

🔧 S128723

Strategy Rationale

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.

Action Step 1 `5`

Provide professional development on the components of the Gradual Release of Responsibility Model during teacher planning day.

Person Responsible

Edric Valdes

Schedule

On 9/25/2014

Evidence of Completion

Agenda, Sign In Sheets, Handouts

Action Step 2 `5`

Attend monthly ICAD meetings with District personnel

Person Responsible

Edric Valdes

Schedule

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

Evidence of Completion

In service activity roster, reflection

Action Step 3 `5`

Conduct weekly grade level collaboratively planning sessions to develop lessons optimizing instructional time to support student understanding of the Mathematical Standards, considering technology enhanced resources (i.e. I-Ready, Reflex, Think Central Intervention Resources) for reinforcement of concepts learned.

Person Responsible

Edric Valdes

Schedule

Weekly, from 9/5/2014 to 11/26/2014

Evidence of Completion

Go Math TE, Item Specs, Pacing Guides, Agenda, lesson plans, conference sheet, student data, DI groups

Action Step 4 `5`

Conduct classroom walkthroughs and support, on a bi-weekly basis during quarter one, selected teachers in specific areas using the coaching cycle to model the Gradual Release of Responsibility.

Person Responsible

Edric Valdes

Schedule

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

Evidence of Completion

Walkthrough checklist, lesson plans, student work

Action Step 5 5

Conduct weekly grade level specific collaborative conversations on best practices that foster questioning techniques to higher levels of complexity to be used during differentiated instruction to address student learning needs based on classroom data.

Person Responsible

Edric Valdes

Schedule

Weekly, from 9/9/2014 to 10/6/2014

Evidence of Completion

Go Math TE, Item Specs, Pacing Guides, Agenda, lesson plans, conference sheet, student data, DI groups

Action Step 6 5

Conduct classroom walkthroughs and support, on a bi-weekly basis during quarter 1, selected teachers in specific areas using the coaching cycle to model effective implementation of differentiated instruction and questioning techniques for higher levels of complexity.

Person Responsible

Marc Schwam

Schedule

Biweekly, from 9/9/2014 to 10/13/2014

Evidence of Completion

walkthrough checklist, data reports and debriefing protocol forms, lesson plans, student work, DI folders, Di groups.

Action Step 7 `5`

Support teachers with the disaggregation of the data from chapter tests, benchmark assessments, and District Interim Assessment, Discuss results in order to adjust instructions, targeting students, that fall in the lowest quartile and / or show regression.

Person Responsible

Vanady Daniels

Schedule

Quarterly, from 9/9/2014 to 11/21/2014

Evidence of Completion

data reports from formal and informal assessments, data debriefing agendas, sign in sheets, instructional action plans to include secondary benchmarks for teachers led centers, Di folders, Di groups

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

Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Vanady Daniels

Schedule

On 11/26/2014

Evidence of Completion

data from District Interim reports will be used to monitor student progress.

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

Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Marc Schwam

Schedule

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

Evidence of Completion

Formative Assessments, District Interim Reports, 2015 FSA

G1.B3 Inconsistent use of collaborative planning 2

🔑 B120393

G1.B3.S1 Effective Planning 4

🔑 S132292

Strategy Rationale

Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

Action Step 1 5

Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities and increase the participation in science competitions (SECME and Festival, Regional Science and Engineering Fair).

Person Responsible

Althea Ricketts-Burke

Schedule

On 9/9/2014

Evidence of Completion

Timeline for schedule of assignments for Science Fair and completion of steps

Action Step 2 5

Implement and monitor the use of core and supplemental technological resources to reinforce and enrich the core curriculum.

Person Responsible

Marc Schwam

Schedule

Weekly, from 9/9/2014 to 10/1/2014

Evidence of Completion

lesson plans with technology incorporated

Action Step 3 `5`

Attend ICAD meetings that will focus on identified strategies in action plan.

Person Responsible

Althea Ricketts-Burke

Schedule

On 11/26/2014

Evidence of Completion

registration document and completion of folow up activity

Action Step 4 `5`

Plan collaboratively with science teachers on a weekly basis using the District's pacing guides to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs).

Person Responsible

Marc Schwam

Schedule

Biweekly, from 9/9/2014 to 10/8/2014

Evidence of Completion

lesson plans, hands-on labs, student journal, student work folder

Action Step 5 `5`

Disaggregate and analyze assessment (interim, QSBA, etc.) results to focus instruction and monitor student progress, including data chats between the administration, teachers, and students.

Person Responsible

Marc Schwam

Schedule

Quarterly, from 9/9/2014 to 11/17/2014

Evidence of Completion

data binder, data chats

Action Step 6 `5`

Conduct weekly classroom walkthroughs using the 5 Dimensions of Teaching and Learning (Curriculum and Pedagogy) to ensure implementation of effective science instruction aligned to pacing guides and NGSSS (hands-on inquiry, use of interactive journal with corrective feedback, etc.)

Person Responsible

Vanady Daniels

Schedule

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

Evidence of Completion

walkthrough feedback cards

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

Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Vanady Daniels

Schedule

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

Evidence of Completion

Data from District Interim Reports will be used to monitor student effectiveness.

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

Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Marc Schwam

Schedule

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

Evidence of Completion

Formative Assessments , District Interim Reports, 2015 FCAT Science

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

G047062

G2.B1 There is a need to provide informational sessions on attendance targeting students who miss ten percent or more of school in order to assist parents with the understanding of guidelines for Miami-Dade County Public Schools. 2

B117034

G2.B1.S1 The administration ,counselor, and social worker will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports. 4

S128735

Strategy Rationale

By monitoring District reports staff will be able to provide information to parents and assist them with strategies to keep students in school.

Action Step 1 5

The administration ,counselor, and social worker will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Person Responsible

Marc Schwam

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

COGNOS report

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

Follow FCIM using data from COGNOS report

Person Responsible

Marc Schwam

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

COGNOS Report

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

Follow FCIM using data from COGNOS and daily attendance bulletin

Person Responsible

Marc Schwam

Schedule

On 6/5/2015

Evidence of Completion

COGNOS Report

G2.B2 There is a need to reduce the number of students retained. `2`

🔍 B117035

G2.B2.S1 Intervention groups will be established to include all retained students utilizing the McGraw-Hill Wonder Works and Saxon Reading program. `4`

🔍 S128736

Strategy Rationale

Small group instruction will target core instruction for students at risk.

Action Step 1 `5`

Establish intervention groups that include all retained students.

Person Responsible

Tekara Jenkins

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Interim Assessment

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

Following the FCIM model, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Tekara Jenkins

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Interim Assessment

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

Follow the FCIM model, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Tekara Jenkins

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Interim Reports, 2015 FSA

G2.B3 Students who are non-proficient in reading by third grade need additional support with decoding and comprehension skills. [2]

B117036

G2.B3.S1 Reading Intervention time will be scheduled during the school day to address the students who are in need of assistance. Focus will be on reading strategies, test taking skills, and reading fluency. [4]

S128737

Strategy Rationale

Students need additional intervention time in order to focus on reading strategies.

Action Step 1 [5]

Reading intervention time is scheduled throughout the school day to assist students who are in need of assistance

Person Responsible

Tekara Jenkins

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Interim Assessments

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

Following the FCIM model, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Tekara Jenkins

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Interim Assessment

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

Following the FCIM Model, quarterly assessment data and reports will be reviewed and instruction
will be adjusted as needed.

Person Responsible

Tekara Jenkins

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Interim Reports, 2015 FSA

G2.B4 Students with two or more behavior referrals/one or more that lead to suspension need additional
support with self-control and respect for each other as well as understanding proper behavior. `2`

`B117037`

G2.B4.S1 The administration and counselor will monitor the Spot Success Report by grade level and the
COGNOS report on student outdoor suspension and provide incentives for compliance. In addition,
parent contact logs will be reviewed for evidence of communication with parents of students who display
inappropriate behavior. `4`

`S128738`

Strategy Rationale

Monitoring and providing counseling to students will provide additional support that will improve
the behaviors of students.

Action Step 1 `5`

The administration and counselor will monitor the Spot Success Report by grade level and the
COGNOS report on student outdoor suspension and provide incentives for compliance. In
addition,
parent contact logs will be reviewed for evidence of communication with parents of students who
display inappropriate behavior.

Person Responsible

Marc Schwam

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

SPOT Success Report and COGNOS report

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Follow FCIM using data from COGNOS and SPOT Success Report

Person Responsible

Marc Schwam

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

COGNOS report and SPOT success Report

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Follow FCIM using data from COGNOS and SPOT Success Report

Person Responsible

Marc Schwam

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

COGNOS Report and SPOT Success Report, 2015 FSA

G3. The goal for the 2014-2015 school year is to increase the number of STEM related experiences and the percentage of students participating in the activities. [1]

🔑 G047061

G3.B1 • Students need more opportunities to conduct hands on activities and produce project-based learning based on timeline given. [2]

🔑 B117033

G3.B1.S1 • Students will conduct more hands on activities through Gizmos, Discovery Education, science fair, and journal response writing. [4]

🔑 S128734

Strategy Rationale

Student participation in science based activities will lead to an increase in STEM related activities.

Action Step 1 [5]

Classroom Teachers will expose students to more hands on activities and lab experiments using a variety of resources that will engage, promote, and foster the scientific process.

Person Responsible

Edric Valdes

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Lesson Plans Classroom Walkthroughs District Interim Reports Number of STEM - related experiences

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

The Leadership team will meet with teachers to confer with teachers about lesson plans and activities that are in place for the students

Person Responsible

Edric Valdes

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Sign In Sheets Data Meetings

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

Teachers and administrators will look over data reports from GIZMOS, conduct classroom walkthroughs, and review lesson plans for the scientific process.

Person Responsible

Edric Valdes

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

City Science Fair County Science Fair school science fair

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	.Plan weekly with grade levels to effectively incorporate the District Constructed Response (DCR) to reach the rigor in reading/writing followed by the reading coach conducting the coaching cycle as needed in the classrooms.	Jenkins, Tekara	9/9/2014	Lesson plans, student artifacts, and classroom observation	11/26/2014 weekly
G1.B2.S1.A1	Provide professional development on the components of the Gradual Release of Responsibility Model during teacher planning day.	Valdes, Edric	9/25/2014	Agenda, Sign In Sheets, Handouts	9/25/2014 one-time
G3.B1.S1.A1	Classroom Teachers will expose students to more hands on activities and lab experiments using a variety of resources that will engage, promote, and foster the scientific process.	Valdes, Edric	9/8/2014	Lesson Plans Classroom Walkthroughs District Interim Reports Number of STEM - related experiences	6/5/2015 monthly
G2.B1.S1.A1	The administration ,counselor, and social worker will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.	Schwam, Marc	8/18/2014	COGNOS report	6/5/2015 monthly
G2.B2.S1.A1	Establish intervention groups that include all retained students.	Jenkins, Tekara	9/15/2014	Interim Assessment	6/5/2015 quarterly
G2.B3.S1.A1	Reading intervention time is scheduled throughout the school day to assist students who are in need of assistance	Jenkins, Tekara	9/15/2014	Interim Assessments	6/5/2015 quarterly
G2.B4.S1.A1	The administration and counselor will monitor the Spot Success Report by grade level and the COGNOS report on student outdoor suspension and provide incentives for compliance. In addition, parent contact logs will be reviewed for	Schwam, Marc	9/8/2014	SPOT Success Report and COGNOS report	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	evidence of communication with parents of students who display inappropriate behavior.				
G1.B1.S2.A1	Use the District Writing Pacing Guides to effectively plan, deliver, and monitor text based academic writing in grades 3-5	Jenkins, Tekara	9/9/2014	student artifacts	12/26/2014 weekly
G1.B3.S1.A1	Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities and increase the participation in science competitions (SECME and Festival, Regional Science and Engineering Fair).	Ricketts-Burke, Althea	9/9/2014	Timeline for schedule of assignments for Science Fair and completion of steps	9/9/2014 one-time
G1.B1.S1.A2	Provide a professional development to dissect the item specifications to align instruction to the LAFS identifying specific instructional implications.	Jenkins, Tekara	9/9/2014	reflected in teacher lesson plans, student artifacts, and classroom observation	10/16/2014 one-time
G1.B1.S2.A2	Provide professional development to teachers on the new writing standards, item specifications, and genre specific rubric	Jenkins, Tekara	9/9/2014	PD rosters, lesson plans	11/6/2014 one-time
G1.B2.S1.A2	Attend monthly ICAD meetings with District personnel	Valdes, Edric	9/9/2014	In service activity roster, reflection	11/26/2014 monthly
G1.B3.S1.A2	Implement and monitor the use of core and supplemental technological resources to reinforce and enrich the core curriculum.	Schwam, Marc	9/9/2014	lesson plans with technology incorporated	10/1/2014 weekly
G1.B1.S1.A3	Use informal data to identify and implement effective instructional strategies such as note taking, highlighting/underlining, and paraphrasing to improve academic writing. Use interim data to drive whole group and small group instruction. Use CELLA data to inform instruction for ELL students.	Jenkins, Tekara	9/9/2014	reflected in student journals	11/26/2014 one-time
G1.B1.S2.A3	Plan for min lessons aligned to the data gathered from pretest and use of technology, such as Writer's Workspace, to meet student needs. Reading Coach will conduct the coaching cycle in identified classrooms.	Jenkins, Tekara	9/9/2014	student artifacts, lesson plans, classroom observations	11/26/2014 weekly
G1.B2.S1.A3	Conduct weekly grade level collaboratively planning sessions to develop lessons optimizing instructional time to support student understanding of the Mathematical Standards, considering technology enhanced resources (i.e. I-Ready, Reflex, Think Central Intervention Resources) for reinforcement of conceps learned.	Valdes, Edric	9/5/2014	Go Math TE, Item Specs, Pacing Guides, Agenda, lesson plans, conference sheet, student data, DI groups	11/26/2014 weekly
G1.B3.S1.A3	Attend ICAD meetings that will focus on identified strategies in action plan.	Ricketts-Burke, Althea	9/9/2014	registration document and completion of follow up activity	11/26/2014 one-time
G1.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders, consistent utilization of the pacing guides and technology to deliver instruction.	Daniels, Vanady	9/9/2014		11/26/2014 weekly
G1.B1.S2.A4	Conduct weekly classroom walkthroughs to monitor the	Daniels, Vanady	9/9/2014	lesson plans and student artifacts	11/26/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementation of the District writing Pacing Guide to ensure effective writing instruction with a focus on text based writing prompts.				
G1.B2.S1.A4	Conduct classroom walkthroughs and support, on a bi-weekly basis during quarter one, selected teachers in specific areas using the coaching cycle to model the Gradual Release of Responsibility.	Valdes, Edric	9/9/2014	Walkthrough checklist, lesson plans, student work	11/26/2014 weekly
G1.B3.S1.A4	Plan collaboratively with science teachers on a weekly basis using the District's pacing guides to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs).	Schwam, Marc	9/9/2014	lesson plans, hands-on labs, student journal, student work folder	10/8/2014 biweekly
G1.B2.S1.A5	Conduct weekly grade level specific collaborative conversations on best practices that foster questioning techniques to higher levels of complexity to be used during differentiated instruction to address student learning needs based on classroom data.	Valdes, Edric	9/9/2014	Go Math TE, Item Specs, Pacing Guides, Agenda, lesson plans, conference sheet, student data, DI groups	10/6/2014 weekly
G1.B3.S1.A5	Disaggregate and analyze assessment (interim, QSBA, etc.) results to focus instruction and monitor student progress, including data chats between the administration, teachers, and students.	Schwam, Marc	9/9/2014	data binder, data chats	11/17/2014 quarterly
G1.B2.S1.A6	Conduct classroom walkthroughs and support, on a bi-weekly basis during quarter 1, selected teachers in specific areas using the coaching cycle to model effective implementation of differentiated instruction and questioning techniques for higher levels of complexity.	Schwam, Marc	9/9/2014	walkthrough checklist, data reports and debriefing protocol forms, lesson plans, student work, DI folders, Di groups.	10/13/2014 biweekly
G1.B3.S1.A6	Conduct weekly classroom walkthroughs using the 5 Dimensions of Teaching and Learning (Curriculum and Pedagogy) to ensure implementation of effective science instruction aligned to pacing guides and NGSSS (hands-on inquiry, use of interactive journal with corrective feedback, etc.)	Daniels, Vanady	9/9/2014	walkthrough feedback cards	11/26/2014 weekly
G1.B2.S1.A7	Support teachers with the disaggregration of the data from chapter tests, benchmark assessments, and District Interim Assessment, Discuss results in order to adjust instructions, targeting students, that fall in the lowest quartile and / or show regression.	Daniels, Vanady	9/9/2014	data reports from formal and informal assessments, data debriefing agendas, sign in sheets, instructional action plans to include secondary benchmarks for teachers led centers, Di folders, Di groups	11/21/2014 quarterly
G1.MA1	Compare data from the Year at a Glance and the previous years to see if student achievement has increased	Daniels, Vanady	9/9/2014	Interim Assessments, FSA, FAIR, SAT-10, FCAT 2015 Science	6/4/2015 annually
G1.B1.S1.MA1	Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed	Schwam, Marc	9/9/2014	Formative assessments, District Interim Reports, 2015 FSA	11/26/2014 one-time
G1.B1.S1.MA1	Following the FCIM Model Quarterly Assessment Data Reports will be	Daniels, Vanady	9/9/2014	Data from District interim reports will be used to monitor student progress	11/26/2014 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	reviewed and instruction will be adjusted as needed.				
G1.B2.S1.MA1	Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.	Schwam, Marc	9/9/2014	Formative Assessments, District Interim Reports, 2015 FSA	11/26/2014 quarterly
G1.B2.S1.MA1	Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.	Daniels, Vanady	9/9/2014	data from District Interim reports will be used to monitor student progress.	11/26/2014 one-time
G1.B3.S1.MA1	Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.	Schwam, Marc	9/9/2014	Formative Assessments , District Interim Reports, 2015 FCAT Science	11/26/2014 quarterly
G1.B3.S1.MA1	Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.	Daniels, Vanady	9/9/2014	Data from District Interim Reports will be used to monitor student effectiveness.	11/26/2014 quarterly
G1.B1.S2.MA1	Following the FCIM Model Quarterly Assessment Data Reports will be reviewed and instruction will be adjusted as needed.	Schwam, Marc	9/9/2014	Formative assessments, District Interim Reports, 2015 FSA	11/26/2014 quarterly
G1.B1.S2.MA1	The Leadership Team will analyze data from assessments to monitor effectiveness and student progress.	Schwam, Marc	9/9/2014	Data from District Interim Reports will be used to monitor student progress.	11/26/2014 monthly
G2.MA1	• The administration ,counselor, social worker, and community involvement specialist will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.	Daniels, Vanady	9/8/2014	Daily attendance Reports District Reports COGNOS Report	6/5/2015 quarterly
G2.B1.S1.MA1	Follow FCIM using data from COGNOS and daily attendance bulletin	Schwam, Marc	8/18/2014	COGNOS Report	6/5/2015 one-time
G2.B1.S1.MA1	Follow FCIM using data from COGNOS report	Schwam, Marc	8/18/2014	COGNOS Report	6/5/2015 quarterly
G2.B2.S1.MA1	Follow the FCIM model, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.	Jenkins, Tekara	9/15/2014	Interim Reports, 2015 FSA	6/5/2015 quarterly
G2.B2.S1.MA1	Following the FCIM model, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.	Jenkins, Tekara	9/15/2014	Interim Assessment	6/5/2015 quarterly
G2.B3.S1.MA1	Following the FCIM Model, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.	Jenkins, Tekara	9/15/2014	Interim Reports, 2015 FSA	6/5/2015 quarterly
G2.B3.S1.MA1	Following the FCIM model, quarterly assessment data and reports will be reviewed and instruction will be adjusted as needed.	Jenkins, Tekara	9/15/2014	Interim Assessment	6/5/2015 quarterly
G2.B4.S1.MA1	Follow FCIM using data from COGNOS and SPOT Success Report	Schwam, Marc	9/8/2014	COGNOS Report and SPOT Success Report, 2015 FSA	6/5/2015 quarterly
G2.B4.S1.MA1	Follow FCIM using data from COGNOS and SPOT Success Report	Schwam, Marc	9/8/2014	COGNOS report and SPOT success Report	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	• Data from monthly benchmark assessments and number of students participating in the science fair will also be analyzed by the Leadership Team to monitor effectiveness and student progress. District interim data will also be analyzed.	Schwam, Marc	9/8/2014	Science FCAT 2.0 District Interim Assessments GIZMOS Reports Student authentic work	6/5/2015 quarterly
G3.B1.S1.MA1	Teachers and administrators will look over data reports from GIZMOS, conduct classroom walkthroughs, and review lesson plans for the scientific process.	Valdes, Edric	9/8/2014	City Science Fair County Science Fair school science fair	6/5/2015 quarterly
G3.B1.S1.MA1	The Leadership team will meet with teachers to confer with teachers about lesson plans and activities that are in place for the students	Valdes, Edric	9/8/2014	Sign In Sheets Data Meetings	6/5/2015 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 Opportuntities

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

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

G1.B1 Inconsistent use of higher order questioning via reflective instruction and accountable talk

G1.B1.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

.Plan weekly with grade levels to effectively incorporate the District Constructed Response (DCR) to reach the rigor in reading/writing followed by the reading coach conducting the coaching cycle as needed in the classrooms.

Facilitator

Reading Coach

Participants

Teachers

Schedule

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

PD Opportunity 2

Provide a professional development to dissect the item specifications to align instruction to the LAFS identifying specific instructional implications.

Facilitator

Reading Coach

Participants

Teachers

Schedule

On 10/16/2014

PD Opportunity 3

Use informal data to identify and implement effective instructional strategies such as note taking, highlighting/underlining, and paraphrasing to improve academic writing. Use interim data to drive whole group and small group instruction. Use CELLA data to inform instruction for ELL students.

Facilitator

Reading Coach

Participants

Teachers

Schedule

On 11/26/2014

G1.B1.S2 Academic Writing

PD Opportunity 1

Provide professional development to teachers on the new writing standards, item specifications, and genre specific rubric

Facilitator

Reading Coach

Participants

Teachers

Schedule

On 11/6/2014

G1.B2 Inconsistency in implementation of the Gradual Release Model to deliver instruction

G1.B2.S1 Gradual Release of Responsibility Model

PD Opportunity 1

Provide professional development on the components of the Gradual Release of Responsibility Model during teacher planning day.

Facilitator

Mathematics Coach

Participants

Teachers

Schedule

On 9/25/2014

PD Opportunity 2

Attend monthly ICAD meetings with District personnel

Facilitator

Math District Office

Participants

Mathematics Coach

Schedule

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

PD Opportunity 3

Conduct weekly grade level collaboratively planning sessions to develop lessons optimizing instructional time to support student understanding of the Mathematical Standards, considering technology enhanced resources (i.e. I-Ready, Reflex, Think Central Intervention Resources) for reinforcement of conceps learned.

Facilitator

Mathematics Coach

Participants

Teachers

Schedule

Weekly, from 9/5/2014 to 11/26/2014

G1.B3 Inconsistent use of collaborative planning

G1.B3.S1 Effective Planning

PD Opportunity 1

Attend ICAD meetings that will focus on identified strategies in action plan.

Facilitator

District Science

Participants

Science Liasion

Schedule

On 11/26/2014

PD Opportunity 2

Plan collaboratively with science teachers on a weekly basis using the District's pacing guides to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs).

Facilitator

District

Participants

Teachers

Schedule

Biweekly, from 9/9/2014 to 10/8/2014

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

G2.B1 There is a need to provide informational sessions on attendance targeting students who miss ten percent or more of school in order to assist parents with the understanding of guidelines for Miami-Dade County Public Schools.

G2.B1.S1 The administration ,counselor, and social worker will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

PD Opportunity 1

The administration ,counselor, and social worker will review attendance data on a daily basis, look for progress in the area of attendance and tardies, make necessary adjustments where needed and hold parent meetings to discuss excessive absences and tardies utilizing the daily attendance bulletin, district attendance reports, and COGNOS reports.

Facilitator

Assistant Principal, Guidance Counselor

Participants

Parents and Students

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G3. The goal for the 2014-2015 school year is to increase the number of STEM related experiences and the percentage of students participating in the activities.

G3.B1 • Students need more opportunities to conduct hands on activities and produce project-based learning based on timeline given.

G3.B1.S1 • Students will conduct more hands on activities through Gizmos, Discovery Education, science fair, and journal response writing.

PD Opportunity 1

Classroom Teachers will expose students to more hands on activities and lab experiments using a variety of resources that will engage, promote, and foster the scientific process.

Facilitator

DISTRICT

Participants

Althea Ricketts Burke

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase student achievement by improving core instruction in all content areas.	10,111
Grand Total	**10,111**

Goal 1: To increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B1.S1.A3 - Writing Journals and Planners	Title I Part A	895
B1.S1.A3 - Time for Kids magazine	Title I Part A	1,261
B1.S1.A3 - Scholastic News magazine	Title I Part A	1,725
B1.S2.A3 - Write Traits Resource Workbooks	Title I Part A	2,338
B1.S2.A4 - File Folders for Students	Title I Part A	130
B2.S1.A7 - Classroom Materials for students infuse during instruction in mathematics (Dry Erase markers, Erasers, pencils)	Title I Part A	446
B3.S1.A2 - J & J Bootcamp , Speedbag	Title I Part A	3,316
Total Goal 1		**10,111**