

Lorah Park Elementary School



2014-15 School Improvement Plan

Lorah Park Elementary School

5160 NW 31ST AVE, Miami, FL 33142

<http://lpe.dadeschools.net>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
98%

Alternative/ESE Center
No

Charter School
No

Minority
100%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	23
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	40
Appendix 2: Professional Development and Technical Assistance Outlines	43
Professional Development Opportunities	44
Technical Assistance Items	47
Appendix 3: Budget to Support Goals	48

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Lorah Park Elementary is to have each student surpass the State's expectations in reading, writing, mathematics, and science by providing a structured curriculum that challenges students and prepares them for future success in the real world.

Provide the school's vision statement

Our vision is for staff, parents, and community members to see our students as model citizens with a love for learning based upon their ability to achieve grade level success, which launches them on their quest for life-long achievements.

School Environment

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

Lorah Park Elementary strives to create a safe, welcoming environment where all students feel valued. The school is located in the historic Brownsville area and has the privilege of educating several generations of the neighborhood's families. The neighborhood is currently undergoing a period of revitalization and, as a key fixture in the community, the school was the recipient of beautification projects for the building and school ground by community partners such as Neighborhood Housing Services and Hands On Miami. Teachers and students, along with hundreds of volunteers, participated in the painting of murals, the planting of gardens, and the creation of the outdoor classroom. This teamwork not only enhanced the general understanding of the historical importance of the school; it also cemented the relationship between the school's teachers and the surrounding community.

In addition, due to the fact that the area is undergoing a period of transition, the school has also seen an increase in the number of students who are English Language Learners. In order to welcome these new families, the school consistently translates out-going materials and in-house workshops. Classroom teachers who specialize in teaching English as a Second Language provide support to these students as they acquire the language and begin to assimilate into the school culture.

Finally, all cultures are celebrated routinely within school events, units of study, and school-wide celebrations. The Multi-cultural Committee at the school focused on celebrating the diversity of our students by planning educational events during Hispanic Heritage Month, Black History Month and Women's History Month. Community members are invited to participate in such events and are also invited to come and share their success stories and experiences during special events such as Career Day. Through all these activities, each student's culture is highlighted and celebrated. In addition, our commonalities are shared as we strive to create one school family who shares the common goal of student success and achievement.

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

The overall goal of the school's discipline plan is to ensure student safety and an environment which is conducive to learning.

In order to achieve this, the school maintains a closed campus where all members are asked to take ownership of student discipline. Students are supervised at all times and a school-wide assertive discipline plan is in place. In order to promote model behavior, several behavior strategies, such as

School Patrols and the Do the Right Thing Program are implemented at the school site. The school counselor takes a key role in selecting school leaders, addressing common issues such as bullying, and identifying behavioral concerns before they develop into large problems. School administrators, instructional coaches, and support personnel are visible and available so that students can get assistance if needed, especially during periods of transition such as morning drop-off and dismissal. In addition, the school leadership team visits classrooms daily and makes it a point to get to know children by name so that positive relationships may be built.

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 assertive discipline plan which is aligned to the Code of Student Conduct is in place at Lorah Park Elementary. Under the plan, each teacher has a clearly defined system to reward model behavior and address behavior infractions. Much like the classroom plans, the school-wide plan highlights model behavior and provides incentives through District programs such as Do the Right Thing, D.A.R.E., and Big Brothers/Sisters in Blue. As far as behavior infractions, there is a clearly defined hierarchy which begins with the classroom teacher, then the counselor, and finally the administrators. This decreases the amount of students sent to the office and allows students an opportunity to correct behavior before more severe consequences, such as suspension, are utilized.

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

To begin with, all students are expected to follow the rules set by their classroom discipline plans. For students who are having difficulty with such expectations, other more specialized techniques may be used. Students in need of additional intervention strategies are referred for services through the Multi-Tiered Support System (MTSS). As part of this process, students who are identified as in need of additional counseling, interventions or both are provided Tier II Interventions. Tier II Interventions are regularly scheduled and, in the case of behavior or emotional needs, may be from outside resources such as Institute for Child and Family Health (which is part of our Health Connect in our Schools Program). Tier II Interventions are monitored and assessed regularly. If a student should need additional interventions, then a Student Support Team (SST) meeting will be held and Tier III Interventions will be provided and once again monitored.

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

- * Students who are not proficient in reading by Grade 3.
- * Students who scored below the 40th percentile in reading on the Grade 2 SAT-10.

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	0	0	0	0	0	44	44
One or more suspensions	0	0	0	0	0	13	13
Course failure in ELA or Math	8	12	5	10	0	0	35
Level 1 on statewide assessment	0	0	0	10	13	9	32
Students who are not proficient in reading by Grade 3	0	0	24	10	0	0	34
Students who scored below the 40th percentile in reading on the Grade 2 SAT-10	0	0	24	0	0	0	24

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	7	12	17	12	4	3	55

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

Early Warning Systems at the school site generally focus on the areas of attendance, behavior and academic achievement. Students who demonstrate two or more early warning systems indicators are monitored under the MTSS Process. The process may focus on behavior, academics or both and will provide increased intervention services in order to remediate the source of the problem and increase overall achievement. The three main target areas are:

Attendance: Students who have high levels of absences or tardies has been demonstrated to show academic deficiencies in school. Due to this, the classroom teachers and school registrar track attendance daily. Connect-Ed is used by school administration to automatically contact parents when students are absent from school. This allows parents to track attendance themselves and also create a checks and balance system where parents can verify whether attendance is accurate or not. Students who approach 10 days with unexcused absences are then monitored by the school counselor and parents are henceforward asked to provide doctor's notes for every subsequent absence. Attendance is also reviewed at every Student Support Team (SST) meeting as Intervention Plans are being created for students who demonstrate a need for more intensive services.

Behavior: Students with frequent behavior referrals oftentimes have academic deficiencies or emotional concerns. These students are first sent to the counselor who builds a mentor-like relationship with them. If the root of the problem seems to be academic, the students are immediately placed on Tier II Interventions. If the concerns are more of an emotional nature, the counselor, along with the school social worker, recommend outside agencies to provide counseling as a Tier II Behavioral Intervention. Students who demonstrate a need for more intensive services or who receive more than one suspension for offenses that are recurring are then provided Tier III Behavioral Interventions as part of the Functional Assessment of Behavior (FAB) Process.

Academic Achievements: Student data is tracked school-wide on an on-going basis. For students who have been retained or who have achieved a Level 1 score on the previous year's standardized assessment, Tier II Intervention in Reading is automatically initiated. Intervention groups are fluid, however; and students who demonstrate regression in core subject area grades and/or District assessments are provided Interventions on an as need basis throughout the year. If students do not demonstrate steady learning gains within these intervention programs, then an SST meeting is scheduled and Tier III Interventions are initiated.

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
LaCavalla, Maria	Principal
Gancedo, Maria	Assistant Principal
Parrish, Alicia	Instructional Coach
Ramos, Carmen	Instructional Coach
King, Jamal	Guidance Counselor
Pearl, Julie	Teacher, K-12
Gomez, Chanil	Teacher, K-12
Hamil, Jasma	Teacher, K-12
Fernandez, Pamela	Psychologist

Duties

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

Members of the school-based MTSS/Rtl Leadership Team will be:

- Maria L. LaCavalla, Principal - The principal's role is to convene the MTSS/Rtl Team and oversee that all aspects/components are being carried out with fidelity.
- Maria Gancedo-Guzman, Assistant Principal - The assistant principal's role is to ensure all MTSS/Rtl processes are being carried out with fidelity. The assistant principal also reviews data with the school psychologist, counselor and classroom teachers to determine which students need more intensive services.
- Julie Pearl, Pre-Kindergarten - First Grade Chairperson - Represents her grade-levels and acts as a liaison between the classroom teachers and the Leadership team.
- Chanil Gomez, Second and Third Grade Chairperson - Represents her grade-levels and acts as a liaison between the classroom teachers and the Leadership team.
- Jasma Hamil, Fourth and Fifth Grade-Level Chairperson - Represents her grade-levels and acts as a liaison between the classroom teachers and the Leadership team.
- Alicia Parrish, Reading Coach - Aligns resources for and monitors school-wide reading initiatives. Provides modeling and in-class support as needed and oversees intervention programs.
- Carmen Ramos, Mathematics/Science Coach - Aligns resources for and monitors school-wide reading initiatives. Provides modeling and in-class support as needed and oversees intervention programs.
- Pamela Fernandez, School Psychologist - Reviews data to determine which student's need more intensive services. Monitors Tier III interventions and assists classroom teachers in providing in-class accommodations.
- Jamal King, Counselor - Oversees attendance initiatives and school-wide discipline plan. Assists with academic intervention plans and oversees behavior intervention plans. Implements school-wide initiatives and is a liaison for special services such as the Homeless and Migrant Assistance Programs.

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 school's MTSS Leadership Team will function on two levels: A general school-wide level (Core Level); a more specific Progress Monitoring Level (Supplemental Level); and the SST Level (Intensive Level).

As far as the core level, the MTSS Leadership Team will meet periodically to review data, assess the effectiveness of interventions, and re-visit the instructional focus calendar. The initial MTSS meeting will set the tone for the year as the team is given their task: to utilize data effectively to guide instruction and increase achievement. At this meeting, the school's testing calendar will be adjusted and a tentative meeting schedule will be compiled. Once the MTSS team is established, it will meet after each progress monitoring test (Interim Assessments, Mid-Year Assessments, and Test Rehearsals) to adjust interventions and instructional calendars. At each meeting, an Instructional Focus Calendar will be developed and testing checkpoints using the District's Unit Assessments will be identified. Professional development and peer mentoring will also be reviewed.

For the supplemental level, the Progress Monitoring Plan (PMP) portion of the MTSS Team (Grade-Level Chairpersons, Reading/Mathematics Coach, and Assistant Principal) will meet quarterly to review specific strategies that have been developed to assist students who need more specialized interventions. The PMP portion of the MTSS Team begins after the initial baseline assessments for any student who is classified as High Risk. These students are then placed on Progress Monitoring Plans (PMP) and in small group interventions. From that point forward, students are monitored and achievement levels are analyzed to ensure that small-group interventions are appropriate and effective.

Finally, for the intensive level, the SST portion of the MTSS Team (School Psychologist, SPED Teachers, Reading/Mathematics Coach and Assistant Principal) will meet bi-weekly to review specific strategies that have been developed to assist students who need more individualized small group interventions. The SST portion of the MTSS Team begins after students are placed on a PMP. From that point on, any student who does not begin to show an increase in achievement is placed on an SST plan and more specialized interventions are initiated. Student progress is then tracked via on-going progress monitoring and intervention strategies are adjusted as needed.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities such as Before-School Open Computer Lab sessions and After-School Tutoring Programs.. 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; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. In addition, our school provides students with specialized programs such as Chorus, Strings, and the Miami Choral Project for student enrichment

Title I, Part C- Migrant

Currently, there are no migrant students enrolled at the school-site. If a migrant student were to enroll, the school would provide services and support to migrant students and parents. The school liaison would coordinate with the District Migrant Liaison, Title I, and other programs to conduct a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students would also be provided extended learning opportunities such as After-school Tutoring and Extended Computer Lab hours. In addition, the school would utilize the services of the Health Connect In Our Schools Program and Heiken's Children's Vision Program in order to meet the health needs of students who are classified as migrant.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Lorah Park has conducted and will continue to conduct parental development activities focusing on positive behavior interventions in order to reduce the number of outdoor suspensions and behavior infractions at the school-site.

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

Lorah Park's faculty has utilized the professional development opportunities offered by the District to provide the MINT program to new teachers; allow teachers to become Gifted and ESOL certified, and provide in-house professional development with teacher credit facilitated by the Professional Development Liaison. In addition, the Professional Development Liaison has developed Professional Learning Communities that meet regularly to develop instructional activities and share best practices.

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

Students participating in the ELL program at Lorah Park Elementary receive ESOL services through their Reading/Language Arts teachers. In addition, students receive the CCHL component within the school's bilingual education program, which teaches Mathematics, Science and Social Studies in both

English and Spanish.

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.

Lorah Park Elementary refers any student who is homeless to Project Upstart for assistance with transportation, emergency shelter and social services. The Assistant Principal, Counselor, and Registrar are the persons responsible for contacting the District and enabling communication between the family and Project Upstart representatives.

Supplemental Academic Instruction (SAI)

Lorah Park Elementary 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 designees 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.

Lorah Park Elementary offers a non-violence and anti-drug program to students that incorporates

classroom lessons, outside resources (DARE program) and incentive programs such as “Do the Right Thing.” In addition, curriculum for such areas as anti-bullying and the Safe and Drug Free program are implemented by the school counselor and classroom teachers.

Housing Programs - N/A

Head Start – N/A

Adult Education – N/A

Career and Technical Education – N/A

Job Training – N/A

Other– Parental Involvement Activities

Lorah Park Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to the school’s parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services. In addition, the school aims to increase parental engagement/involvement through developing (with on-going parent input) the Title I School-Parent Compact; the school’s Title I Parental Involvement Plan; the scheduling of the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

The school also conducts informal parent surveys to determine the specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts the District-wide goal of empowering parents and building capacity for involvement. In addition, as a Title I school, Lorah Park Elementary completes Title I Administration Parental Involvement Monthly School Reports (FM-6914) and the Title I Parental Involvement Monthly Activities Report (FM 6913); which are submitted to Title I administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent /Family Survey, distributed to schools by Title I Administration, is completed by parents/families annually in May. The Survey’s results are used to assist with revision our Title I parent documents for the approaching School Year.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Maria L. LaCavalla	Principal
Jasma Hamil (UTD Steward)	Teacher
Melanie Caldwell-Rutland	Teacher
Kimberley Webb	Teacher
Jamal King	Teacher
Rakisha Smith	Teacher
Johanna Bautista (EESAC Chairperson)	Teacher
Verdell Windom	Education Support Employee
Raquel Smith	Parent
Margette Frazier Stovall	Parent
Andrew Cruse	Parent
Cicely Clary	Parent
Harman Dorsett	Parent
Carmen Salsedo	Student
Cedric McMinn	Business/Community
Latonda James	Business/Community
Alejandro Gonzalez	Business/Community

Duties

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

Evaluation of last year's school improvement plan

When analyzing the goals from last year's plan, the following conclusion were derived:

* Annual Measurable Objectives: The 2013-2014 Reading Proficiency Target was 53%. The actual percent proficient was 38%; therefore, the target was not met. In addition, no subgroups met the designated target for the 2013-2014 School Year. The 2013-2014 Mathematics Proficiency Target was 55%. The actual percent proficient was 59%; therefore, the target was met. In addition to the total sub-group, the Black subgroup and the Economically Disadvantaged subgroup also met the designated target for the 2013-2014 School Year.

* Goal 1 - Differentiated Instruction: Learning gains met and surpassed targets in all areas for both Reading and Mathematics. It was determined that this is the single most effective tool in increasing individual achievement and further professional development, mentoring and monitoring is needed.

* Goal 2 - Authentic Writing: Writing did not meet the 2014 target of 48% proficiency. Writing proficiency levels decreased from 42% to 25%. This indicated a need for school-wide professional development in order to meet the requirements of the Florida Standards Assessment's (FSA) Performance Tasks.

* Goal 3 - Gradual Release of Responsibility Model: It was determined teachers were proficient with the instructional framework. On-going support will be provided to new teachers or to teachers in need of assistance. The framework will continue to be utilized for the 2014-2015 School Year.

* Early Warning Systems: The attendance rate continued to be above 90%; however, there was an increase from 42 to 44 students who missed more than 18 days (10%) during the school year. On a positive note, outdoor suspensions decreased from 17 to 13.

* Parental Involvement: Parental Involvement continues to be a concern. Parents attend school-wide celebrations in large quantities but rarely attend Parent Academy Workshops/Informative Meetings.

The school will continue to encourage attendance and, as per parent input from the Parent Involvement Plan, will schedule more of these meetings in the evening.

* STEM (Science, Technology, Engineering, Mathematics): The school conducted one STEM activity during the school year. The number of activities conducted during the up-coming school year will increase to at least one STEM activity per quarter.

Development of this school improvement plan

The SAC is a crucial part of the development and implementation of the School Improvement Plan (SIP). The process is cyclical in nature and actually begins as the current school year closes. At the closing of the 2013-2014 school year, the final Instructional Review compiled a needs assessments and action plan which was shared with the entire faculty. Following this process, the SAC then met to analyze trends and make recommendations for the 2014-2015 school year. Once the MTSS Leadership Team made recommendations, the SAC reviewed the analysis and made their own recommendations. These recommendations, along with the in-coming FCAT data, provided the team in charge for compiling the SIP with the information necessary for a preliminary draft. The MTSS (Multi-Tiered Systems of Support) Team will then re-visit the draft once Baseline data is available. At this point, necessary changes will be made to the draft and then the finalized SIP will be submitted to the SAC prior to its submission to the Regional Center for peer review.

Preparation of the school's annual budget and plan

The main focus of the overall school budget this year is to increase the amount of classroom teachers due to the fact that enrollment has increased from an average of 403 students last year to approximately 463 students for the current year.

Once staff is in place, the next school-wide initiative is technology. Lorah Park Elementary was the recipient of 27 Promethean Boards for the opening of the 2014-2015 School Year. This infusion of new technology has made it apparently clear that existing computers are outdated. Many teacher stations had to be replaced with newer, student computers, in order to run the programs required to run the installation programs for the Promethean Boards. This has left very few computer stations for students use, making it almost impossible to run computer-based interventions effectively and efficiently.

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

Last year's use of school improvement funds was as follows:

- Academic Incentives – All SAC funds were utilized throughout the year to provide incentives to students who meet individual goals on District Assessments and/or students who achieved high levels of performance on the FCAT Assessment. Of the \$2018.00 that the school received, \$1370.12 were used for incentives and \$647.88 was returned to the District EESAC Budget Structure.

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
LaCavalla, Maria	Principal
Gancedo, Maria	Assistant Principal
Pearl, Julie	Teacher, K-12
Gomez, Chanil	Teacher, K-12
Hamil, Jasma	Teacher, K-12
Parrish, Alicia	Instructional Coach
Ramos, Carmen	Instructional Coach
King, Jamal	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to increase independent student reading and thus increase fluency, vocabulary development and reading comprehension. Most students at the school only read for school assignments and during instructional time, making independent reading an area of weakness. Due to this, the major initiative of the LLT will continue to be promoting independent reading. The LLT will promote literacy activities throughout the year and will track its progress by analyzing the use of Accelerated Reader throughout the school year.

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

In order to encourage collaborative planning and instruction the school has scheduled, weekly grade level planning times with the instructional coaches. The instructional coaches send out a weekly pre-planning sheet to all members of each grade level. This allows teachers to prepare for the planning session and ensures that all members come to grade-level meeting with the knowledge necessary to plan for instruction. Curriculum Support Specialists from the Education Transformation Office also assist in grade level planning for most grades.

At grade level planning, the following topics are discussed:

- * Essential Questions
- * Academic and Content-Specific Vocabulary
- * Higher Order Thinking Questions
- * Journal Activities
- * Graphic Organizers
- * Follow-up Activities
- * Differentiated Instruction

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

Soliciting referrals from Bilingual Program (for Dual Language Program) and colleagues (surplus list, beginning teachers).

Partnering new teachers with veteran staff (MINT Initiative)

Partnering teachers in their 2nd or 3rd year with a Buddy Teacher in order to provide support and guidance with curriculum, behavior management, assessment, data analysis, etc.

Weekly grade level planning meetings (including a member of the Leadership Team), which provide professional support as well as grade level alignment.

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

We currently will have three teachers who are currently new to Miami-Dade County Public Schools :

- One is a fourth grade teacher who, under the MINT program, will be assigned to a veteran teacher. She will also receive assistance from the Mathematics Coach on a weekly basis.
- The other two teachers will be responsible for the Art and Music Programs. These teachers will also be assigned to veteran teachers under the MINT program. Should they have content-specific concerns, the school will look for a partner teacher from a neighboring school in order to provide assistance.

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

In order to ensure that our core instructional programs and materials are aligned to the Florida Standards, Lorah Park Elementary will:

- * Utilize District Pacing Guide (ETO) in order to ensure pacing and activities are appropriate and that all standards are being taught explicitly.
- * Utilize adopted text books (Wonders, Wonderworks, Go Math) in order to present materials aligned to the Florida Standards.
- * Continue to utilize Grade Level Planning in order to "un-wrap" standards so that teachers can understand what is expected from the students. In addition, planning will be used to plan for Rigorous activities that address higher levels of complexity as per the new standards.
- * Utilize the Analytical Writing Piece of the Reading Pacing Guide, along with the Writing Pacing Guide to introduce a variety of writing graphic organizers and prompts.

Instructional Strategies

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

The school uses data on a continuous basis. Classroom teachers assess weekly and utilize those assessments to create groups for differentiated instruction. In mathematics, daily informal assessments during the "Check for Understanding" section of the lesson (you do) allow teachers to immediately remediate with students who are struggling while the rest of the students continue with independent practice. In reading, assessments are analyzed by benchmarks and groups are created to provide benchmark specific re-teaching.

For students who are demonstrating deficiencies in a majority of benchmarks, computerized tutorial programs such as I-Ready (Reading and Mathematics) are used to provide differentiated instruction consistently in addition to the small group re-teaching that is occurring within the classroom.

Finally, for students receiving Tier III Interventions, Virtual Reading Coach and Reflex Mathematics will be utilized to remediate learning deficiencies that may be more than one grade-level below the current grade level of the student. Both of these programs focus on basic skills and on building fluency in both reading and mathematics.

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: Before School Program

Minutes added to school year: 3,000

Morning Computer Lab Sessions – The Computer Lab (Primary) and Media Center (Intermediate) at the school site will be open daily for forty-five minutes prior to the first bell. Students will be able to utilize the lab to complete additional I-Ready, Reading Plus, Virtual Reading Coach, and Typing Tutor sessions.

Strategy Rationale

This will enable students to complete additional practice session on programs which, by and large, provide differentiated instruction. Therefore, students will utilize morning wait time in order to work on their own instructional levels.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

LaCavalla, Maria, pr3041@dadeschools.net

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

Students participating in extended learning opportunities are monitored in the same fashion as students in other learning programs. Students are tracked individually each time that bi-weekly assessments are given. Individual goals are set and Differentiated Instruction groups are created to ensure that re-teaching is based on actual student weaknesses. In addition to this, students who show a decrease in scores are targeted to participate in extended lab hours.

Strategy: After School Program

Minutes added to school year: 3,480

After-School Tutoring – After-school tutoring in Reading, Mathematics and Science will be provided weekly. Students will be identified based on On-going Progress Monitoring (OPM) data, prior FCAT Scores and Teacher recommendation. Tutoring for Writing will begin in November and tutoring for Reading and Mathematics will begin in January.

Strategy Rationale

Students selected for After-school tutoring will benefit from small group re-teaching of specific benchmarks. These students will have currently been receiving small group intervention and computerized interventions. The after-school tutoring will add one more layer of support so that students can attain grade level goals.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

LaCavalla, Maria, pr3041@dadeschools.net

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

Students participating in extended learning opportunities are monitored in the same fashion as students in other learning programs. Students are tracked individually each time that bi-weekly assessments are given. Individual goals are set and Differentiated Instruction groups are created to ensure that re-teaching is based on actual student weaknesses. In addition to this, students who show a decrease in scores are targeted for extended learning opportunities such as I-Ready, extended lab hours, and After-school tutoring. Thinkgate data is then analyzed to track the effectiveness of after-school tutorials.

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

In order to assist Lorah Park's preschool children in the transition from the early childhood program to the elementary school program we articulate with neighborhood head start programs. Neighborhood head start programs are invited to visit our school site in the Spring and spend a day with one of our Kindergarten teachers so that students coming to our school on the following school-year can begin to see what we will expect from them. In addition, the school holds a Kindergarten Transition Meeting for parents (Early May) in order to answer technical questions as well as to give an overview of Kindergarten expectations and the registration process. The staff responsible for the articulation is the administration as well as the data input specialist. Students housed within our school-site Pre-Kindergarten are continuously observed by the teacher using the Child Observation Record (COR) provided by the High Scope Educational Research Foundation. These on-going records provide parents with a snapshot of their child's development throughout the school year. Students are also assessed with the Phonological and Early Literacy Inventory (PELI) which is administered by the classroom teacher. The PELI is administered at the beginning of the year as a pre-test and again at the end of the year as a post-test. Both the COR and the PELI assess kindergarten readiness skills

and early verbal development. Skills assessed include early literacy; number concepts; knowledge of shapes, colors, and verbal skills. Students who attend the Pre-Kindergarten program at the school site also have one year's advantage over new students in the Dual Language Program. Due to this, they are grouped together in order to provide accelerated Spanish instruction in Kindergarten. 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 external 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 addition, the VPK Assessment is administered to all students in the Pre-Kindergarten Program three times a year (September, January, and April). The VPK Assessment tracks early literacy skills and informs parents about their child's reading readiness.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** Our goal is to increase student achievement by improving core instruction in all content areas.
- G2.** Students who are present less than 90% of the time within a school year generally have lower levels of achievement than students who are in school consistently. In an effort to increase attendance, and thus achievement levels, the school would like to decrease the number of students who have 10 or more absences by 10 percent.
- G3.** In an effort to increase student exposure to authentic, hands-on STEM activities, weekly essential labs will be conducted with an emphasis on student knowledge of the scientific process and student-generated writing within the content areas.

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. Our goal is to increase student achievement by improving core instruction in all content areas. 1a

G047117

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	58.0
AMO Reading - African American	57.0
AMO Reading - Hispanic	56.0
AMO Reading - ELL	50.0
AMO Reading - SWD	42.0
AMO Reading - ED	58.0
AMO Math - Hispanic	63.0
AMO Math - ELL	61.0
AMO Math - SWD	42.0

Resources Available to Support the Goal 2

- The school has instructional coaches for Reading and Mathematics.
- Curriculum Support Specialists in the areas of Reading, Mathematics, and Science provide support at the school site.
- Common planning is available for all classroom teachers.
- The school currently has three, full-time SPED teachers; one ESOL teacher; and two, full-time Gifted Teachers.
- Reading and Mathematics teacher resources include leveled materials for Second Language Learners as well as Students with Disabilities.
- Classroom interventionists, hourly teachers, paraprofessionals and computerized programs (Destination Knowledge - Virtual Reading Coach, I-Ready Reading, I-Ready Mathematics, Reflex Math, and FCAT Explorer - Science) are available to provide additional learning opportunities to students who are not mastering grade level skills.

Targeted Barriers to Achieving the Goal 3

- Resources for small group re-teaching are not aligned to instructional needs in all classrooms.
- There is evidence of heavy reliance on teaching skills and strategies versus planning for explicit instruction of the Florida Standards in Reading, Mathematics and Science.
- Lack of evidence that students consistently generate authentic work products aligned to the cognitive complexity of the Florida Standards.

Plan to Monitor Progress Toward G1. 8

Data is used effectively to provide enrichment and interventions to all students. Differentiated Instruction groups are in place and the activities conducted at such groups are aligned to student strengths and weaknesses. Teachers consistently provide standards based instruction and align classroom activities to grade level expectations. Authentic student works also demonstrates tasks which require a higher level of complexity and an increase in writing across the content areas.

Person Responsible

Maria LaCavalla

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

The amount of students scoring below proficiency in all tested grade levels and in all subgroups will decrease so that proficiency AMOs and target levels are met. Students in the SWD subgroup will increase proficiency to a level comparable to the other subgroups in the school. Early warning signs such as lack of reading proficiency, retention levels, suspension rates, absentee rates will decrease as student achievement levels increase and disruptive behaviors associated with learning difficulties decrease.

G2. Students who are present less than 90% of the time within a school year generally have lower levels of achievement than students who are in school consistently. In an effort to increase attendance, and thus achievement levels, the school would like to decrease the number of students who have 10 or more absences by 10 percent. 1a

G047947

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	44.0

Resources Available to Support the Goal 2

- The school has a full time Guidance Counselor.
- The school has the Health Connect in our Schools Grant which provides and full-time, medical assistant and a visiting nurse.
- The School Social Worker is assigned to the visit once a week.
- The MTSS process consistently reviews Early Warning Signs. The Assistant Principal, Guidance Counselor, School Psychologist, and School Social Worker are all members of the MTSS Team.

Targeted Barriers to Achieving the Goal 3

- Lack of medical care often leads to an increase in student absences.

Plan to Monitor Progress Toward G2. 8

Daily attendance reports will be monitored and students who have 5 or more unexcused absences will "flagged" for additional services. The school will maintain constant communication with parents through the use of Connect Ed, the School Counselor, and the School Social Worker. The number of students who are absent more than 10% of the year will decrease by 10%.

Person Responsible

Maria LaCavalla

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The number of students who are present more than 90% of the time will increase and thus proficiency levels for these students will increase.

G3. In an effort to increase student exposure to authentic, hands-on STEM activities, weekly essential labs will be conducted with an emphasis on student knowledge of the scientific process and student-generated writing within the content areas. 1a

G050305

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- The school has an instructional coach for Mathematics.
- Curriculum Support Specialists in the areas of Mathematics, and Science provide support at the school site.
- Common planning is available for all classroom teachers.
- District and ETO Pacing Guides are available for all teachers. Such guides include an Analytical Writing Piece for every Reading Story, weekly Essential Labs for Science, and Quarterly STEM activities for Mathematics and Science.

Targeted Barriers to Achieving the Goal 3

- Lack of content knowledge on the part of the teachers hinders the effectiveness of the Essential Labs and the STEM activities.

Plan to Monitor Progress Toward G3. 8

Essential Labs and the CER strategy are used effectively to provide authentic, hands-on investigations to all students. Bell-ringers and additional review sessions are in place so that activities are aligned to student strengths and weaknesses. Students writing is authentic, analytical and addresses the scientific content presented within the lab.

Person Responsible

Maria LaCavalla

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The amount of students at or above proficiency in all tested grade levels and in all subgroups will increase so that proficiency AMOs and target levels are met. Students scoring at higher achievement levels will continue to demonstrate learning gains commensurate with grade level standards.

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. Our goal is to increase student achievement by improving core instruction in all content areas. **1**

 G047117

G1.B1 Resources for small group re-teaching are not aligned to instructional needs in all classrooms. **2**

 B117252

G1.B1.S1 Utilize I-Ready Diagnostic data to create Instructional Focus Calendars (IFC) and Differentiated Instruction (DI) groups by standard. **4**

 S128957

Strategy Rationale

If students are grouped by deficient standards, teachers may utilize "re-teaching" activities from the Wonders Series and/or I-Ready in order to provide standard-specific, additional learning opportunities.

Action Step 1 **5**

Conduct data chats where teachers disaggregate data in order to create and IFC and DI groups. Plan activities for secondary benchmarks as well as DI groups during grade level planning and determine which teachers need additional support based on classroom walk-throughs.

Person Responsible

Maria Gancedo

Schedule

Biweekly, from 9/2/2014 to 11/26/2014

Evidence of Completion

Student Data, Agenda, Sign-in Sheets, Instructional Focus Calendars, DI Lesson Plans

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

Small group instruction will be evident in student work folders, teacher lesson plans, classroom walk-throughs.

Person Responsible

Maria LaCavalla

Schedule

Weekly, from 9/2/2014 to 11/26/2014

Evidence of Completion

DI Lesson Plans, Classroom Walk-throughs, Student Work Samples, Student Data demonstrates increases in achievement levels.

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

Unit Assessments will be used to determine the effectiveness of the IFC and make adjustments as necessary. Monitor the effectiveness of small group instruction by analyzing I-Ready Data during Grade Level Planning.

Person Responsible

Maria Gancedo

Schedule

Biweekly, from 9/2/2014 to 11/26/2014

Evidence of Completion

OPM Assessments and Data, Unit Assessment Data

G1.B1.S2 Implement a push-in model of intervention where interventionists, hourly teachers, ESOL teachers, and SPED teachers provide small group re-teaching of the primary benchmark based on informal assessments made by the teacher during the "They do/You do" portion of the Gradual Release of Responsibility Model. 4

S128958

Strategy Rationale

If students who have overall deficiencies such as second language acquisition or a specific learning disability, receive instant, small group assistance with the primary benchmark; they will be more apt to complete independent assignments correctly.

Action Step 1 5

Teachers will utilize the "They Do/You Do" components of the GR Model to conduct informal assessments about student mastery of primary benchmarks. Students having difficulty will receive in-class support from hourly teachers, interventionists, SPED teachers, ESOL teachers or the classroom teacher.

Person Responsible

Maria LaCavalla

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Corrective feedback on student work, Classroom Walk-throughs, Student data demonstrating higher achievement levels, SPED Collaboration Logs

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

Small group instruction will occur daily in Reading and Mathematics classrooms. Groups will be fluid and formed based on daily student performance.

Person Responsible

Maria LaCavalla

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Interventionist Schedules, SPED Schedules, ESOL Schedule, Classroom Walk-throughs, DI Plans, Student Work Samples, Student Data demonstrating increased achievement levels.

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

Students receiving assistance from the interventionists will have improved performance on primary benchmark activities as well as overall performance.

Person Responsible

Maria Gancedo

Schedule

Every 6 Weeks, from 8/25/2014 to 6/4/2015

Evidence of Completion

OPM data demonstrates increased achievement on instructional needs, Unit Assessments demonstrate increased achievement on grade-level benchmarks.

G1.B2 There is evidence of heavy reliance on teaching skills and strategies versus planning for explicit instruction of the Florida Standards in Reading, Mathematics and Science. 2

 B117253

G1.B2.S1 Unwrap the Florida Standards during grade level planning sessions (NGSSS in Science) and utilize an instructional framework that encompasses explicit instruction, essential questions, and Daily Learning Targets. 4

 S131961

Strategy Rationale

If Standards are taught explicit to students on a daily basis, student overall achievement levels will increase and Daily Learning Targets will be met.

Action Step 1 5

Utilize grade level planning as a vehicle to unwrap the standards and use backwards planning to ensure instruction is aligned with grade level expectations.

Person Responsible

Maria Gancedo

Schedule

Weekly, from 10/6/2014 to 11/26/2014

Evidence of Completion

Grade level planning sheets, Professional Development Sign-in Logs, Teacher lesson plans, student work journals.

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

Conduct full coaching cycles to model, co-teach, and debrief on how lesson created during grade level planning are translated into instructional delivery.

Person Responsible

Maria Gancedo

Schedule

Monthly, from 10/6/2014 to 11/26/2014

Evidence of Completion

Coaching logs, classroom walk-throughs and observations, teacher lesson plans, student work journals

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

Student growth on grade level benchmarks will be evident on Reading Unit Assessments, Mathematics "Check for Understanding" process, and Science Essential Labs.

Person Responsible

Maria Gancedo


Schedule

Every 2 Months, from 10/6/2014 to 11/26/2014


Evidence of Completion

Student Unit Assessments, "Check for Understanding" sections of Mathematics books, Science Essential Labs and District Interim Assessments

G1.B3 Lack of evidence that students consistently generate authentic work products aligned to the cognitive complexity of the Florida Standards. **2**

 B125997

G1.B3.S1 Implement academic writing as part of the instructional framework. Explicitly teach various modalities and genres of writing so that students are able to analyze, interpret, compare and evaluate text using clear and relevant evidence. **4**

 S138158

Strategy Rationale

If students are not exposed to a variety of opportunities to read and respond to text, they will not be able to formulate and support opinions, ideas or theories.

Action Step 1 **5**

Provide professional development on the different modalities of writing (narrative, informative, and opinion) in conjunction with the state rubrics and the writing process.

Person Responsible

Alicia Parrish

Schedule

Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Student work samples, Teacher Lesson Plans, Pre-planning sheets, Coaching Logs, Professional Development Sign-in sheets.

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

The coaching cycle will be utilized to provide teachers will modeling of explicit writing instruction. Once general modeling sessions are carried out, teachers who need more individualized assistance will receive more intensive services via the coaching cycle.

Person Responsible

Maria Gancedo

Schedule

Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Coaching logs, Grade Level planning agendas and pre-planning sheets, Student work samples.

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

Student work samples will demonstrate a variety of writing topics and styles with evidence that students have had opportunities to revise their writing using rubrics and revision strategies.

Person Responsible

Maria Gancedo

Schedule

Quarterly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Student work samples will include consistent text evidence and a variety of styles of writing; Work samples will also demonstrate revision strategies.

G1.B3.S2 Regularly provide student with meaningful opportunities to apply science content and skills.

4

 S142778

Strategy Rationale

If students are not exposed to authentic scientific investigations, they will not be able to apply and internalize scientific concepts.

Action Step 1 5

Provide professional development on the effective use of investigations and essential labs in providing students with meaningful opportunities to apply science content and skills.

Person Responsible

Maria Gancedo

Schedule

On 11/26/2014

Evidence of Completion

Professional Development Agenda and Sign-in Logs, Student Journals and lab sheets that include conclusions which demonstrate application of science content and skills.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Create an instructional framework with an emphasis on the essential lab delivery. Utilize student lab sheets to record that series of labs presented for each topic.

Person Responsible

Maria Gancedo

Schedule

Biweekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Student lab sheets, teacher lesson plans, classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Create an instructional framework with an emphasis on the essential lab delivery. Utilize student lab sheets to record that series of labs presented for each topic.

Person Responsible

Maria Gancedo

Schedule

Biweekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Student lab sheets, Teacher lesson plans, Classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Create an instructional framework with an emphasis on the essential lab delivery. Utilize student lab sheets to record that series of labs presented for each topic.

Person Responsible

Maria Gancedo

Schedule

Biweekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Student lab sheets, teacher lesson plans, classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Create an instructional framework with an emphasis on the essential lab delivery. Utilize student lab sheets to record that series of labs presented for each topic.

Person Responsible

Maria Gancedo

Schedule

Biweekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Student lab sheets, teacher lesson plans, classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Student lab sheets will consistently demonstrate the scientific process. Students will consistently provide authentic, written conclusions which demonstrate understanding of science content.

Person Responsible

Maria Gancedo

Schedule

Biweekly, from 8/18/2014 to 11/26/2014


Evidence of Completion

Student lab sheets, Teacher lesson plans, Classroom walk-throughs

G2. Students who are present less than 90% of the time within a school year generally have lower levels of achievement than students who are in school consistently. In an effort to increase attendance, and thus achievement levels, the school would like to decrease the number of students who have 10 or more absences by 10 percent. **1**

 G047947

G2.B1 Lack of medical care often leads to an increase in student absences. **2**

 B119449

G2.B1.S1 The school Guidance Counselor, along with the Health Connect Team, will conduct on-going health lessons on monthly topics. **4**

 S138192

Strategy Rationale

If students know about personal hygiene and preventive methods for disease control, the number of sick days during a given year will be reduced.

Action Step 1 **5**

The school Health Connect Team will provide on-going lessons for students on personal hygiene, healthy habits, and disease control.

Person Responsible

Jamal King

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Health Connect Lesson Schedules, Health Connect Bulletin Boards, Daily Attendance Reports

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

Daily attendance reports will be monitored and parents of students who are absent 5 or more days will be contacted by the Guidance Counselor. Health Connect services will be provided for such parents so that a care plan can be created and students can continue to attend school daily.

Person Responsible

Jamal King

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student care plans, Clinic logs, Connect Ed. reports, Daily attendance reports

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

Daily attendance reports will be monitored and should demonstrate increased attendance rates. Students approaching 10 unexcused absences will be contacted by the school. Parents will be asked for medical documentation and extreme cases will be referred to the Social Worker.

Person Responsible

Maria LaCavalla

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Daily attendance reports, Student services logs, Student Care Plans, Clinic logs

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

Daily attendance reports will be monitored and should demonstrate increased attendance rates. Students approaching 10 unexcused absences will be contacted by the school. Parents will be asked for medical documentation and extreme cases will be referred to the Social Worker.

Person Responsible

Maria LaCavalla

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Daily attendance reports, Student services logs, Student Care Plans, Clinic logs

G3. In an effort to increase student exposure to authentic, hands-on STEM activities, weekly essential labs will be conducted with an emphasis on student knowledge of the scientific process and student-generated writing within the content areas. 1

G050305

G3.B2 Lack of content knowledge on the part of the teachers hinders the effectiveness of the Essential Labs and the STEM activities. 2

B126224

G3.B2.S1 Utilize common planning and the Claim, Evidence, Reasoning (CER) strategy to provide teachers with the content knowledge and framework necessary to effectively conduct Essential Labs/STEM activities. 4

S138179

Strategy Rationale

If teachers pre-plan for Essential Labs and are comfortable with the concepts covered, teachers will be more effective in their delivery of the lab and students will gain a richer lab experience.

Action Step 1 5

Teachers will pre-select weekly labs based on the Science Pacing Guides. At least one of these activities will be a STEM activity per quarter.

Person Responsible

Maria LaCavalla

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Science pre-planning sheets, Teacher lesson plans, Student lab journals and lab reports which include evidence of the CER strategy.

Action Step 2 5

Teachers will pre-select weekly labs based on the Science Pacing Guides. At least one of these activities will be a STEM activity per quarter.

Person Responsible

Maria LaCavalla

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Science pre-planning sheets, Teacher lesson plans, Student lab journals and lab reports which include evidence of the CER strategy.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Instructional Coaches will model the CER strategy will all teachers of Mathematics and Science. Teachers who need further assistance will receive support through the coaching cycle.

Person Responsible

Carmen Ramos

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Coaching logs, Student work samples, Student journals, Teacher lesson plans, Classroom walk-throughs, Student data demonstrating growth on Mathematics and Science Interim Assessments

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student data will be disaggregated for each Mathematics and Science Interim Assessment to determine student strengths and weaknesses. IFC's and Coaching Cycles will be adjusted as needed.

Person Responsible

Maria LaCavalla

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student data demonstrating growth on Mathematics and Science Interim Assessments, Agenda, Data Chats sign-in logs, IFC, Teacher lesson plans which include Secondary Benchmarks and Bell-ringers.

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	Conduct data chats where teachers disaggregate data in order to create and IFC and DI groups. Plan activities for secondary benchmarks as well as DI groups during grade level planning and determine which teachers need additional support based on classroom walk-throughs.	Gancedo, Maria	9/2/2014	Student Data, Agenda, Sign-in Sheets, Instructional Focus Calendars, DI Lesson Plans	11/26/2014 biweekly

Dade - 3041 - Lorah Park Elementary School - 2014-15 SIP
Lorah Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1	Teachers will utilize the "They Do/You Do" components of the GR Model to conduct informal assessments about student mastery of primary benchmarks. Students having difficulty will receive in-class support from hourly teachers, interventionists, SPED teachers, ESOL teachers or the classroom teacher.	LaCavalla, Maria	8/18/2014	Corrective feedback on student work, Classroom Walk-throughs, Student data demonstrating higher achievement levels, SPED Collaboration Logs	6/4/2015 daily
G1.B2.S1.A1	Utilize grade level planning as a vehicle to unwrap the standards and use backwards planning to ensure instruction is aligned with grade level expectations.	Gancedo, Maria	10/6/2014	Grade level planning sheets, Professional Development Sign-in Logs, Teacher lesson plans, student work journals.	11/26/2014 weekly
G1.B3.S1.A1	Provide professional development on the different modalities of writing (narrative, informative, and opinion) in conjunction with the state rubrics and the writing process.	Parrish, Alicia	8/18/2014	Student work samples, Teacher Lesson Plans, Pre-planning sheets, Coaching Logs, Professional Development Sign-in sheets.	11/26/2014 weekly
G3.B2.S1.A1	Teachers will pre-select weekly labs based on the Science Pacing Guides. At least one of these activities will be a STEM activity per quarter.	LaCavalla, Maria	8/18/2014	Science pre-planning sheets, Teacher lesson plans, Student lab journals and lab reports which include evidence of the CER strategy.	6/4/2015 weekly
G2.B1.S1.A1	The school Health Connect Team will provide on-going lessons for students on personal hygiene, healthy habits, and disease control.	King, Jamal	8/18/2014	Health Connect Lesson Schedules, Health Connect Bulletin Boards, Daily Attendance Reports	6/4/2015 monthly
G1.B3.S2.A1	Provide professional development on the effective use of investigations and essential labs in providing students with meaningful opportunities to apply science content and skills.	Gancedo, Maria	8/18/2014	Professional Development Agenda and Sign-in Logs, Student Journals and lab sheets that include conclusions which demonstrate application of science content and skills.	11/26/2014 one-time
G3.B2.S1.A2	Teachers will pre-select weekly labs based on the Science Pacing Guides. At least one of these activities will be a STEM activity per quarter.	LaCavalla, Maria	8/18/2014	Science pre-planning sheets, Teacher lesson plans, Student lab journals and lab reports which include evidence of the CER strategy.	6/4/2015 weekly
G1.MA1	Data is used effectively to provide enrichment and interventions to all students. Differentiated Instruction groups are in place and the activities conducted at such groups are aligned to student strengths and weaknesses. Teachers consistently provide standards based instruction and align classroom activities to grade level expectations. Authentic student works also demonstrates tasks which require a higher level of complexity and an increase in writing across the content areas.	LaCavalla, Maria	9/2/2014	The amount of students scoring below proficiency in all tested grade levels and in all subgroups will decrease so that proficiency AMOs and target levels are met. Students in the SWD subgroup will increase proficiency to a level comparable to the other subgroups in the school. Early warning signs such as lack of reading proficiency, retention levels, suspension rates, absentee rates will decrease as student achievement levels increase and disruptive behaviors associated with learning difficulties decrease.	6/4/2015 monthly
G1.B1.S1.MA1	Unit Assessments will be used to determine the effectiveness of the IFC and make adjustments as necessary. Monitor the effectiveness of small group instruction by analyzing I-Ready Data during Grade Level Planning.	Gancedo, Maria	9/2/2014	OPM Assessments and Data, Unit Assessment Data	11/26/2014 biweekly
G1.B1.S1.MA1	Small group instruction will be evident in student work folders, teacher lesson plans, classroom walk-throughs.	LaCavalla, Maria	9/2/2014	DI Lesson Plans, Classroom Walk-throughs, Student Work Samples, Student Data demonstrates increases in achievement levels.	11/26/2014 weekly

Dade - 3041 - Lorah Park Elementary School - 2014-15 SIP
Lorah Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Student growth on grade level benchmarks will be evident on Reading Unit Assessments, Mathematics "Check for Understanding" process, and Science Essential Labs.	Gancedo, Maria	10/6/2014	Student Unit Assessments, "Check for Understanding" sections of Mathematics books, Science Essential Labs and District Interim Assessments	11/26/2014 every-2-months
G1.B2.S1.MA1	Conduct full coaching cycles to model, co-teach, and debrief on how lesson created during grade level planning are translated into instructional delivery.	Gancedo, Maria	10/6/2014	Coaching logs, classroom walk-throughs and observations, teacher lesson plans, student work journals	11/26/2014 monthly
G1.B3.S1.MA1	Student work samples will demonstrate a variety of writing topics and styles with evidence that students have had opportunities to revise their writing using rubrics and revision strategies.	Gancedo, Maria	8/18/2014	Student work samples will include consistent text evidence and a variety of styles of writing; Work samples will also demonstrate revision strategies.	11/26/2014 quarterly
G1.B3.S1.MA1	The coaching cycle will be utilized to provide teachers will modeling of explicit writing instruction. Once general modeling sessions are carried out, teachers who need more individualized assistance will receive more intensive services via the coaching cycle.	Gancedo, Maria	8/18/2014	Coaching logs, Grade Level planning agendas and pre-planning sheets, Student work samples.	11/26/2014 weekly
G1.B1.S2.MA1	Students receiving assistance from the interventionists will have improved performance on primary benchmark activities as well as overall performance.	Gancedo, Maria	8/25/2014	OPM data demonstrates increased achievement on instructional needs, Unit Assessments demonstrate increased achievement on grade-level benchmarks.	6/4/2015 every-6-weeks
G1.B1.S2.MA1	Small group instruction will occur daily in Reading and Mathematics classrooms. Groups will be fluid and formed based on daily student performance.	LaCavalla, Maria	8/25/2014	Interventionist Schedules, SPED Schedules, ESOL Schedule, Classroom Walk-throughs, DI Plans, Student Work Samples, Student Data demonstrating increased achievement levels.	6/4/2015 daily
G1.B3.S2.MA1	Student lab sheets will consistently demonstrate the scientific process. Students will consistently provide authentic, written conclusions which demonstrate understanding of science content.	Gancedo, Maria	8/18/2014	Student lab sheets, Teacher lesson plans, Classroom walk-throughs	11/26/2014 biweekly
G1.B3.S2.MA1	Create an instructional framework with an emphasis on the essential lab delivery. Utilize student lab sheets to record that series of labs presented for each topic.	Gancedo, Maria	8/18/2014	Student lab sheets, teacher lesson plans, classroom walk-throughs	11/26/2014 biweekly
G1.B3.S2.MA1	Create an instructional framework with an emphasis on the essential lab delivery. Utilize student lab sheets to record that series of labs presented for each topic.	Gancedo, Maria	8/18/2014	Student lab sheets, Teacher lesson plans, Classroom walk-throughs	11/26/2014 biweekly
G1.B3.S2.MA1	Create an instructional framework with an emphasis on the essential lab delivery. Utilize student lab sheets to record that series of labs presented for each topic.	Gancedo, Maria	8/18/2014	Student lab sheets, teacher lesson plans, classroom walk-throughs	11/26/2014 biweekly
G1.B3.S2.MA1	Create an instructional framework with an emphasis on the essential lab delivery. Utilize student lab sheets to record that series of labs presented for each topic.	Gancedo, Maria	8/18/2014	Student lab sheets, teacher lesson plans, classroom walk-throughs	11/26/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Daily attendance reports will be monitored and students who have 5 or more unexcused absences will "flagged" for additional services. The school will maintain constant communication with parents through the use of Connect Ed, the School Counselor, and the School Social Worker. The number of students who are absent more than 10% of the year will decrease by 10%.	LaCavalla, Maria	8/18/2014	The number of students who are present more than 90% of the time will increase and thus proficiency levels for these students will increase.	6/4/2015 monthly
G2.B1.S1.MA1	Daily attendance reports will be monitored and should demonstrate increased attendance rates. Students approaching 10 unexcused absences will be contacted by the school. Parents will be asked for medical documentation and extreme cases will be referred to the Social Worker.	LaCavalla, Maria	8/18/2014	Daily attendance reports, Student services logs, Student Care Plans, Clinic logs	6/4/2015 monthly
G2.B1.S1.MA1	Daily attendance reports will be monitored and should demonstrate increased attendance rates. Students approaching 10 unexcused absences will be contacted by the school. Parents will be asked for medical documentation and extreme cases will be referred to the Social Worker.	LaCavalla, Maria	8/18/2014	Daily attendance reports, Student services logs, Student Care Plans, Clinic logs	6/4/2015 monthly
G2.B1.S1.MA1	Daily attendance reports will be monitored and parents of students who are absent 5 or more days will be contacted by the Guidance Counselor. Health Connect services will be provided for such parents so that a care plan can be created and students can continue to attend school daily.	King, Jamal	8/18/2014	Student care plans, Clinic logs, Connect Ed. reports, Daily attendance reports	6/4/2015 weekly
G3.MA1	Essential Labs and the CER strategy are used effectively to provide authentic, hands-on investigations to all students. Bell-ringers and additional review sessions are in place so that activities are aligned to student strengths and weaknesses. Students writing is authentic, analytical and addresses the scientific content presented within the lab.	LaCavalla, Maria	8/18/2014	The amount of students at or above proficiency in all tested grade levels and in all subgroups will increase so that proficiency AMOs and target levels are met. Students scoring at higher achievement levels will continue to demonstrate learning gains commensurate with grade level standards.	6/4/2015 quarterly
G3.B2.S1.MA1	Student data will be disaggregated for each Mathematics and Science Interim Assessment to determine student strengths and weaknesses. IFC's and Coaching Cycles will be adjusted as needed.	LaCavalla, Maria	8/18/2014	Student data demonstrating growth on Mathematics and Science Interim Assessments, Agenda, Data Chats sign-in logs, IFC, Teacher lesson plans which include Secondary Benchmarks and Bell-ringers.	6/4/2015 quarterly
G3.B2.S1.MA1	Instructional Coaches will model the CER strategy will all teachers of Mathematics and Science. Teachers who need further assistance will receive support through the coaching cycle.	Ramos, Carmen	8/18/2014	Coaching logs, Student work samples, Student journals, Teacher lesson plans, Classroom walk-throughs, Student data demonstrating growth on Mathematics and Science Interim Assessments	6/4/2015 weekly

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. Our goal is to increase student achievement by improving core instruction in all content areas.

G1.B1 Resources for small group re-teaching are not aligned to instructional needs in all classrooms.

G1.B1.S1 Utilize I-Ready Diagnostic data to create Instructional Focus Calendars (IFC) and Differentiated Instruction (DI) groups by standard.

PD Opportunity 1

Conduct data chats where teachers disaggregate data in order to create and IFC and DI groups. Plan activities for secondary benchmarks as well as DI groups during grade level planning and determine which teachers need additional support based on classroom walk-throughs.

Facilitator

Instructional Coaches, Administrators, ETO Curriculum Support Specialists

Participants

Classroom Teachers

Schedule

Biweekly, from 9/2/2014 to 11/26/2014

G1.B2 There is evidence of heavy reliance on teaching skills and strategies versus planning for explicit instruction of the Florida Standards in Reading, Mathematics and Science.

G1.B2.S1 Unwrap the Florida Standards during grade level planning sessions (NGSSS in Science) and utilize an instructional framework that encompasses explicit instruction, essential questions, and Daily Learning Targets.

PD Opportunity 1

Utilize grade level planning as a vehicle to unwrap the standards and use backwards planning to ensure instruction is aligned with grade level expectations.

Facilitator

Administrators, Instructional Coaches, I-Ready Support Personnel

Participants

Classroom Teachers

Schedule

Weekly, from 10/6/2014 to 11/26/2014

G1.B3 Lack of evidence that students consistently generate authentic work products aligned to the cognitive complexity of the Florida Standards.

G1.B3.S1 Implement academic writing as part of the instructional framework. Explicitly teach various modalities and genres of writing so that students are able to analyze, interpret, compare and evaluate text using clear and relevant evidence.

PD Opportunity 1

Provide professional development on the different modalities of writing (narrative, informative, and opinion) in conjunction with the state rubrics and the writing process.

Facilitator

Instructional Coaches, ETO Curriculum Support Personnel

Participants

Classroom Teachers

Schedule

Weekly, from 8/18/2014 to 11/26/2014

G1.B3.S2 Regularly provide student with meaningful opportunities to apply science content and skills.

PD Opportunity 1

Provide professional development on the effective use of investigations and essential labs in providing students with meaningful opportunities to apply science content and skills.

Facilitator

ETO Curriculum Support Specialist

Participants

Classroom Teachers

Schedule

On 11/26/2014

G3. In an effort to increase student exposure to authentic, hands-on STEM activities, weekly essential labs will be conducted with an emphasis on student knowledge of the scientific process and student-generated writing within the content areas.

G3.B2 Lack of content knowledge on the part of the teachers hinders the effectiveness of the Essential Labs and the STEM activities.

G3.B2.S1 Utilize common planning and the Claim, Evidence, Reasoning (CER) strategy to provide teachers with the content knowledge and framework necessary to effectively conduct Essential Labs/STEM activities.

PD Opportunity 1

Teachers will pre-select weekly labs based on the Science Pacing Guides. At least one of these activities will be a STEM activity per quarter.

Facilitator

Instructional Coaches, ETO Curriculum Support Specialists

Participants

Classroom Teachers

Schedule

Weekly, from 8/18/2014 to 6/4/2015

PD Opportunity 2

Teachers will pre-select weekly labs based on the Science Pacing Guides. At least one of these activities will be a STEM activity per quarter.

Facilitator

Instructional Coaches, ETO Curriculum Support Specialists

Participants

Classroom Teachers

Schedule

Weekly, from 8/18/2014 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
Goal 1: Our goal is to increase student achievement by improving core instruction in all content areas.	0
Grand Total	0

Goal 1: Our goal is to increase student achievement by improving core instruction in all content areas.

Description	Source	Total
B1.S1.A1 - Use EESAC Funds to provide incentives for students who meet pre-assigned, individualized goals on District Assessments.	Other	0
B2.S1.A1 - School funds will be used up upgrade student computers so that computerized programs can be used effectively within the classrooms.	School Improvement Funds	0
Total Goal 1		0