

Miami Gardens Elementary School



2014-15 School Improvement Plan

Miami Gardens Elementary School

4444 NW 195TH ST, Miami Gardens, FL 33055

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
95%

Alternative/ESE Center
No

Charter School
No

Minority
97%

School Grades History

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

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	38

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

Miami Gardens Elementary will achieve educational excellence within a safe learning environment that is staffed by highly motivated and qualified teachers.

Provide the school's vision statement

Miami Gardens Elementary enriches its "community or learners" by conveying an atmosphere of high academic standards, respect for cultural diversity and individual differences.

School Environment

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

Our school will infuse the content required by Florida Statue 1003.42(2), as applicable to appropriate grade levels , including but not limited to:

- *Hispanic Contributions
- *History of Holocaust
- *History of African and African Americans
- *Women's Contributions
- *Sacrifices of Veterans

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

Involve non-instructional staff, including office staff, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

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

Ensure teachers are trained in classroom management strategies and have in place a school-wide recognition system. Ensure differentiated of instruction is taking place to meet all learners needs.

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

Instruction and various school-site activities that address social/emotional needs of students. Connect students to the appropriate agencies through our school's social worker.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49291>.

Description

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

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

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
Kirnes, Apryle	Principal
Key, Natre	Instructional Coach
Williams-Allen, Valerie	Instructional Coach

Duties

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

RTI/MTSS is an extension of our school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. RTI/MTSS leadership is vital, therefore, in building our team we have considered the following:

Dr. Apryle L. Kirnes, Principal, who will ensure commitment and allocate resources;

Ms. Natre Key, Reading Coach, Ms. Valerie Williams-Allen, Mathematics Coach, Ms. Linda Jolicoeur, Science Liason, Ms. Susan Gonzalez, ESOL Teacher, and Ms. Carmen Smith, Media Specialist will extend and report on meeting the goals of the leadership team at grade levels, subject areas, and intervention groups, as well as spearheading problem solving.

Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as :

- Ms. Sonia Hodge, Special Education teacher
- Ms. Margaret Saint-Albin, School Guidance Counselor
- Ms. Lucilda Mcvay, School Psychologist
- Dr. Mary Tillman, School Social Worker
- Ms. Sally Corak, Speech / Language Pathologist

3. RTI/MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl/MTSS uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an on-going evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RTI/MTSS four-step problem solving model will be used to plan, monitor and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation and response evaluation.

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program

evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

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

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

Title I, Part A

Miami Gardens Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, 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; participation 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. Other components that are integrated into the school-wide program include a Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless and delinquent students.

Title I, Part C- Migrant

Miami Gardens Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning services by the Title I, Part C, Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district drop-out prevention programs.

Title II

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

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ELL
- Training for substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K-5)
- Parent outreach activities
- Behavioral/mental counseling services
- Professional development on best practices for ELL and content area teachers
- Reading and supplementary instructional materials
- Hardware and software for the development of language and literacy skills in reading, mathematics, and science is purchased for schools to be used by ELL students

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community
- Project Upstart, Homeless Children & Youth 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 Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each

school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust- a community organization

- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth

Miami Gardens Elementary has identified a school based homeless coordinator who will be trained on the McKinney-Vento Law to ensure appropriate services are provided to the homeless.

Supplemental Academic Instruction (SAI)

Miami Gardens Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEEP) allocation.

Violence Prevention Programs

Miami Gardens Elementary participates in the Safe and Drug Free Schools Program. This program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors. In addition, the school social worker presented a series of lessons regarding bullying to students.

Nutrition Programs

Miami Gardens Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through the physical education program. Miami Gardens Elementary School's Food Service Program, school breakfast, lunch, as well as after-care snacks, follows the Healthy Food and Beverage guidelines adopted in the District's Wellness Program.

Housing Programs - N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education – N/A

Career and Technical Education – N/A

Job Training – N/A

Other

Health Connect in Our School

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner
- HCiOS enhances the health education activities provided by the schools and by the health department
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional

development about health and wellness related topics
 Miami Lighthouse / Heiken Children's Vision Program
 Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ms. Carmen Smith	Teacher
Dr. Apryle L. Kirnes	Principal
Ms. Valerie Allen	Teacher
Ms. Sonia Hodge	Teacher
Ms. Carla Williams	Teacher
Ms. Susan Gonzalez	Teacher
Ms. Natre Key	Teacher
Ms. Guissela Orr	Teacher
Ms. Sanya Clake	Education Support Employee
Ms. Windy Dingle	Education Support Employee
Ms. Vickie Jackman	Parent
Mr. Phillip Woodcock	Parent
Ms. Wanda Castellanos	Parent
Ms. Moraima Paz	Parent
Ruben Castellanos	Student
Mr. Bryan Cox	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

Discussed if goals were effective to meet set goals. Strategies were discussed on improvement or changes needed to target instruction.

Development of this school improvement plan

The district held SIP workshops where school teams were invited to attend. Administrators, staff members and parents/community partners were invited to attend. Time and technical assistance was afforded to all teams to begin work on creating the SIP. Our team studied prior year's trend data and began to formulate a direction and set forth goals for the school's school improvement process. Once the goals were identified, the budget/resources were discussed to address our needs.

Preparation of the school's annual budget and plan

Allocations of teachers and assignments given, tutoring plans, hourly employees and surplus.

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

Our budget is \$8000.00. The funds was used to finance supplemental materials for labs and classroom resources, and support curricular activities such as Accelerated Reader, STAR, and Foresight.

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
Kirnes, Apryle	Principal
Key, Natre	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiative is to ensure that teachers are exposing students to rigorous reading instruction by incorporating questioning at higher levels of the DOK wheel. Reading Coach will prepare PD's to assist teachers in analyzing the "true" meaning of rigor, analyzing plans to ensure that there is alignment between the learner outcome, the activities and the assessments. LLT will be an integral component of common planning blocks.

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

Each grade level has collaborative planning built into their schedules. Instructional coaches work with each grade level to provide support and strategies to target instruction. Administration conducts classroom walkthroughs by grade level and delivers positive feedback for each grade level.

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

Administrator, instructional coaches, and all staff are responsible for retaining highly qualified, effective teachers in the school. Once a teacher is secured, the administration provides the resources and necessary information to support the learning environment of the teachers. Expectations are clarified and opportunities for follow up discussion are provided. The team leader, mentor, grade chair will provide the daily support of the new staff in understanding and embracing the vision of the school. The administration will share positive messages, remind staff of state/district rules and regulations in weekly newsletters, weekly meetings one day a week will provide admin with a view of how the new teacher interacts with his/her team members, and classroom visitations with specific feedback will support the instructional demands required to be placed upon the students within each lesson. Each teacher will have the opportunity to receive individual

support from instructional coaches within the capacity of modeling, planning, and after action reflective discussions.

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

Mentor Name ----- Mentee Assigned ---- Rationale for Pairing ----- Planned Mentoring Activities

Valerie Williams-Allen Guissela Orr New Teaching Assignment Teacher will provide modeling and constructive feedback.

Valerie Williams-Allen Nadine Moise She has strengths in the Teacher will provide modeling and areas of mentoring, and assistance with the Math program.
increasing student achievement.

Natre Key Sasha Shaw New Teaching Assignment Teacher will provide modeling and constructive feedback.

Natre Key Lidys Toro New Teaching Teacher will provide modeling and Assignment constructive feedback.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Instructional coaches and teachers will plan for and deliver instruction that is based on the Florida Standards and specific course benchmarks. Teachers will provide students with experiences and master course content and skills, that will result in rigorous, purposeful, and engaging instructional activities. Stakeholders will use students data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

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

Student data is reviewed after each assessment. Students are grouped based on these outcomes in order to remediate or extend the lesson. Each group is reformed after the next assessment based on the results.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 32,400

Miami Gardens Elementary School will conduct the 21st century Community Learning Center program activities for actively participating students during the program operation including physical education, health and nutrition, dance, games, and team sports. The program provides academic and personal enrichment.

Strategy Rationale

Reading, Mathematics, and Science infused into PBL's to improve academic performance.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Williams-Allen, Valerie, vewilliams@dadeschools.net

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

Ongoing Progress Monitoring takes place through the use of the PMRN and Thinkgate systems which provide data interpretation of the results of the different components in the FAIR assessment, the administration of in-house Florida State Standards, and the analysis of the WonderWorks and I-Ready data.

Student Transition and Readiness

PreK-12 Transition

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

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

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

At Miami Gardens Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Areas of assessment for all students include Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Florida Kindergarten Readiness Screener (FLKRS) will be used to assess basic academic skills development and the academic school readiness of incoming students. Florida Assessments for Instruction in Reading (FAIR) will be administered three times during the course of the school year to ascertain phonemic awareness skills, phonological awareness, and listening comprehension.

Initial screening data will be collected and aggregated as soon as the testing window is determined by the Florida Center for Reading Research (FCRR). Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individually students who may need intervention beyond the core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic and/or social emotional skills identified by the screening data. Screening tools will be re-administered mid-year and at the end of the year to determine student learning gains and if any changes in the instructional/intervention programs are necessary.

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.** To increase students achieving proficiency in Math and Science by increasing the number of students participating in project based learning in STEM.
- G2.** To increase parental involvement. Note: See Title 1 PIP for this goal.
- G3.** To increase student achievement by improving core instruction in all content areas.
- G4.** To increase student achievement by improving core instruction in all content areas.
- G5.** To increase student achievement by improving core instruction in all 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. To increase students achieving proficiency in Math and Science by increasing the number of students participating in project based learning in STEM. 1a

G050725

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
FCAT 2.0 Science Proficiency	
AMO Math - African American	61.0
AMO Math - ED	69.0
AMO Math - ELL	64.0

Resources Available to Support the Goal 2

- Science: Scott Foresman Grades K-5 (textbooks and leveled readers), Supplemental: J&J Speedbag, Discover Education (K-5), and NBC Learn (K-5)

Targeted Barriers to Achieving the Goal 3

- Students did not receive enough exposure targeting the correlation between Science and Mathematics.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Apryle Kirnes

Schedule

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

Evidence of Completion

The data from the Interim assessments and the FCAT 2.0 for Science.

G2. To increase parental involvement. Note: See Title 1 PIP for this goal. 1a

G050724

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G3. To increase student achievement by improving core instruction in all content areas. 1a

G050454

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Reading - African American	60.0
AMO Reading - ED	63.0
AMO Reading - ELL	53.0

Resources Available to Support the Goal 2

- Reading: McGraw Hill Reading Wonders/WonderWorks, Supplemental: I-Ready, MyOnReader, and Promethean Boards.

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of ELA Florida Standards during planning and instruction.

Plan to Monitor Progress Toward G3. 8

Data will be collected for interim assessments, unit assessments, and I-Ready

Person Responsible

Natre Key

Schedule

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

Evidence of Completion

Data from interim assessments and the Florida Standards Assessment.

G4. To increase student achievement by improving core instruction in all content areas. 1a

G050453

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Math - African American	61.0
AMO Math - ED	69.0
AMO Math - ELL	64.0

Resources Available to Support the Goal 2

- Math: Core: GoMath Teacher Edition: GoMath (online), GoMath (paper based), Promethean Boards, Supplemental: Gizmos (Grades 3-5), I-Ready, Ready Common Core Books, and Additional 30 minute intervention.

Targeted Barriers to Achieving the Goal 3

- Need rigor in lesson planning and delivery.

Plan to Monitor Progress Toward G4. 8

Data from fall interim, topic assessments

Person Responsible

Valerie Williams-Allen

Schedule

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

Evidence of Completion

Data debriefing and evidence of data used to plan lessons and differentiated instruction. Interim assessments and the Florida Standards Assessment.

G5. To increase student achievement by improving core instruction in all content areas. 1a

G047213

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Science: Scott Foresman Grades K-5 (textbooks and leveled readers), Supplemental: J&J Speedbag, Discover Education (K-5), and NBC Learn (K-5)

Targeted Barriers to Achieving the Goal 3

- Limited hands on activities/investigations using higher order thinking to connect to real life.

Plan to Monitor Progress Toward G5. 8

Data from by-weekly benchmark assessments will also be analyzed to monitor effectiveness of Science labs and student progress.

Person Responsible

Apryle Kirnes

Schedule

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

Evidence of Completion

Formative: GIZMO Mini-Assessments; Lab Reports Summative: Interim Assessments; 2015 FCAT

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase students achieving proficiency in Math and Science by increasing the number of students participating in project based learning in STEM. **1**

 G050725

G1.B1 Students did not receive enough exposure targeting the correlation between Science and Mathematics. **2**

 B127153

G1.B1.S1 Provide opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing hypotheses, data analysis, explanation of variable, and experimental design. **4**

 S139175

Strategy Rationale

Expose students to the correlation between Science and Mathematics.

Action Step 1 **5**

Utilize differentiated instruction strategies in all grade levels from K-5 and participate in the school-wide Science Fair.

Person Responsible

Apryle Kirnes

Schedule

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

Evidence of Completion

Monthly assessment review, Science Liaison will review lab journals and science lab write-ups biweekly.

Action Step 2 5

Conduct weekly classroom walkthroughs using the % Dimensions of Teaching and Learning 4.0 (Curriculum and Pedagogy) to ensure implementation of effective science instruction.

Person Responsible

Apryle Kirnes

Schedule

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

Evidence of Completion

Walkthrough notes

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

Science Fair projects, science lab projects, and lesson plans.

Person Responsible

Apryle Kirnes

Schedule

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

Evidence of Completion

Gizmo mini-assessments, lab reports summative reports, interim assessment, and 2015 FCAT results.

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

Science Fair projects, student work, lesson plans, and data chats.

Person Responsible

Apryle Kirnes

Schedule

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

Evidence of Completion

Gizmo mini-assessments, lab reports summative reports, interim assessment, and 2015 FCAT results.

G3. To increase student achievement by improving core instruction in all content areas. 1

G050454

G3.B1 Inconsistent use of ELA Florida Standards during planning and instruction. 2

B126374

G3.B1.S1 Plan for and deliver instruction that is based on standards and/or specific benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. 4

S138444

Strategy Rationale

Effective planning and instructional delivery.

Action Step 1 5

Plan with gradesK-5 to effectively incorporate the rigor that is required by the Florida Standards. Provide support to teachers using the coaching cycle. Use interim data to guide whole group and small group instruction.

Person Responsible

Natre Key

Schedule

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

Evidence of Completion

Reflected in lesson plans, student journals, artifacts, and classroom observations.

Action Step 2 5

Provide professional development to dissect the Reading Standards and Item Specifications to identify specific instructional implications.

Person Responsible

Natre Key

Schedule

On 10/8/2014

Evidence of Completion

Reflected in lesson plans, student journals, artifacts, and classroom observations.

Action Step 3 5

Plan for the implementation of effective instructional strategies such as selective highlighting/underlining, note-taking, paraphrasing to improve academic writing.

Person Responsible

Natre Key

Schedule

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

Evidence of Completion

Reflected in lesson plans, student journals, artifacts, and classroom observations.

Action Step 4 5

Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guide.

Person Responsible

Natre Key

Schedule

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

Evidence of Completion

Lesson plans and student artifacts.

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

Weekly common planning sessions working collaboratively to create lesson plans and higher order thinking questions aligned to the standards.

Person Responsible

Natre Key

Schedule

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

Evidence of Completion

Lesson plans, agendas, sign-in sheets

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

Conduct weekly classroom walkthroughs.

Person Responsible

Apryle Kirnes

Schedule

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

Evidence of Completion

Student journals, artifacts, and classroom observations.

G4. To increase student achievement by improving core instruction in all content areas. 1

 G050453

G4.B1 Need rigor in lesson planning and delivery. 2

 B126870

G4.B1.S1 Infuse a variety of high order thinking strategies in the delivery of instruction in Mathematics.

4

 S138858

Strategy Rationale

Increase rigor and higher order thinking skills.

Action Step 1 5

Conduct weekly grade level collaborative planning sessions to develop lessons that focus on accountable talk and higher order questioning strategies to probe deeper understanding.

Person Responsible

Valerie Williams-Allen

Schedule

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

Evidence of Completion

Agendas, lesson plans, classroom/student data.

Action Step 2 5

Provide professional development during early release on effectively planning lessons that infuse rigor into the delivery of instruction.

Person Responsible

Valerie Williams-Allen

Schedule

On 10/1/2014

Evidence of Completion

Agenda, sign-in sheets, and handouts.

Action Step 3 5

Utilize the coaching cycle to model effective rigorous activities and higher order questioning during the instructional delivery.

Person Responsible

Valerie Williams-Allen

Schedule

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

Evidence of Completion

Coaches calendar, coaches log, lesson plans, and student work.

Action Step 4 5

Support teacher in analyzing data and discuss results in order to adjust instruction.

Person Responsible

Valerie Williams-Allen

Schedule

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

Evidence of Completion

Data from the interim assessments, data debriefing agendas, and lesson plans.

Action Step 5 5

Conduct classroom walkthroughs and support selected teachers on a bi-weekly basis.

Person Responsible

Valerie Williams-Allen

Schedule

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

Evidence of Completion

Walkthrough checklist, lesson plans, and student work.

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

Conduct classroom walkthroughs to monitor the implementation of strategies.

Person Responsible

Apryle Kirnes

Schedule

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

Evidence of Completion

Walkthrough logs and notes.

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

Conduct walkthroughs

Person Responsible

Valerie Williams-Allen

Schedule

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

Evidence of Completion

Student data scores, effective DI, and intervention.

G5. To increase student achievement by improving core instruction in all content areas. 1

G047213

G5.B1 Limited hands on activities/investigations using higher order thinking to connect to real life. 2

B126875

G5.B1.S1 Infuse a variety of higher order thinking strategies into planning and delivery of science instruction. 4

S138872

Strategy Rationale

Increase rigor and higher order thinking skills.

Action Step 1 5

Provide profession development on collaborative planning on using Pacing Guides, instructional resources, hand on activities, higher order questioning and interactive science journals to K-5 teachers.

Person Responsible

Apryle Kirnes

Schedule

On 10/2/2014

Evidence of Completion

Meeting agenda and sign-in sheet

Action Step 2 5

Disaggregate and analyze assessment data to drive instruction and monitor student progress.

Person Responsible

Apryle Kirnes

Schedule

Monthly, from 9/9/2014 to 11/14/2014

Evidence of Completion

Data binder and data chats

Action Step 3 5

Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific activities and increase the participation in Science competitions.

Person Responsible

Apryle Kirnes

Schedule

Weekly, from 10/8/2014 to 11/26/2014

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Common planning sessions and observations.

Person Responsible

Apryle Kirnes

Schedule

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

Evidence of Completion

Walkthroughs and observation logs.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Student data and observation

Person Responsible

Apryle Kirnes

Schedule

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

Evidence of Completion

Unit assessments and interim assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Dade - 3241 - Miami Gardens Elementary Schl - 2014-15 SIP
Miami Gardens Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Plan with gradesK-5 to effectively incorporate the rigor that is required by the Florida Standards. Provide support to teachers using the coaching cycle. Use interim data to guide whole group and small group instruction.	Key, Natre	9/9/2014	Reflected in lesson plans, student journals, artifacts, and classroom observations.	11/26/2014 weekly
G4.B1.S1.A1	Conduct weekly grade level collaborative planning sessions to develop lessons that focus on accountable talk and higher order questioning strategies to probe deeper understanding.	Williams-Allen, Valerie	9/9/2014	Agendas, lesson plans, classroom/ student data.	11/26/2014 weekly
G5.B1.S1.A1	Provide profession development on collaborative planning on using Pacing Guides, instructional resources, hand on activities, higher order questioning and interactive science journals to K-5 teachers.	Kirnes, Apryle	10/2/2014	Meeting agenda and sign-in sheet	10/2/2014 one-time
G1.B1.S1.A1	Utilize differentiated instruction strategies in all grade levels from K-5 and participate in the school-wide Science Fair.	Kirnes, Apryle	9/26/2014	Monthly assessment review, Science Liaison will review lab journals and science lab write-ups biweekly.	11/26/2014 biweekly
G3.B1.S1.A2	Provide professional development to dissect the Reading Standards and Item Specifications to identify specific instructional implications.	Key, Natre	10/8/2014	Reflected in lesson plans, student journals, artifacts, and classroom observations.	10/8/2014 one-time
G4.B1.S1.A2	Provide professional development during early release on effectively planning lessons that infuse rigor into the delivery of instruction.	Williams-Allen, Valerie	10/1/2014	Agenda, sign-in sheets, and handouts.	10/1/2014 one-time
G5.B1.S1.A2	Disaggregate and analyze assessment data to drive instruction and monitor student progress.	Kirnes, Apryle	9/9/2014	Data binder and data chats	11/14/2014 monthly
G1.B1.S1.A2	Conduct weekly classroom walkthroughs using the % Dimensions of Teaching and Learning 4.0 (Curriculum and Pedagogy) to ensure implementation of effective science instruction.	Kirnes, Apryle	9/9/2014	Walkthrough notes	11/26/2014 weekly
G3.B1.S1.A3	Plan for the implementation of effective instructional strategies such as selective highlighting/underlining, note-taking, paraphrasing to improve academic writing.	Key, Natre	9/9/2014	Reflected in lesson plans, student journals, artifacts, and classroom observations.	11/26/2014 weekly
G4.B1.S1.A3	Utilize the coaching cycle to model effective rigorous activities and higher order questioning during the instructional delivery.	Williams-Allen, Valerie	9/9/2014	Coaches calendar, coaches log, lesson plans, and student work.	11/26/2014 weekly
G5.B1.S1.A3	Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific activities and increase the participation in Science competitions.	Kirnes, Apryle	10/8/2014	Timeline for schedule of assignments for Science Fair and completion of steps.	11/26/2014 weekly
G3.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guide.	Key, Natre	9/9/2014	Lesson plans and student artifacts.	11/26/2014 weekly
G4.B1.S1.A4	Support teacher in analyzing data and discuss results in order to adjust instruction.	Williams-Allen, Valerie	9/9/2014	Data from the interim assessments, data debriefing agendas, and lesson plans.	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
G4.B1.S1.A5	Conduct classroom walkthroughs and support selected teachers on a bi-weekly basis.	Williams-Allen, Valerie	9/9/2014	Walkthrough checklist, lesson plans, and student work.	11/26/2014 weekly
G1.MA1	Disaggregate and analyze assessment (interim, QSBA, etc.) data to drive instruction and monitor student progress, including data chats between the administration, teachers and students.	Kirnes, Apryle	9/9/2014	The data from the Interim assessments and the FCAT 2.0 for Science.	11/26/2014 monthly
G1.B1.S1.MA1	Science Fair projects, student work, lesson plans, and data chats.	Kirnes, Apryle	9/9/2014	Gizmo mini-assessments, lab reports summative reports, interim assessment, and 2015 FCAT results.	11/26/2014 weekly
G1.B1.S1.MA1	Science Fair projects, science lab projects, and lesson plans.	Kirnes, Apryle	9/22/2014	Gizmo mini-assessments, lab reports summative reports, interim assessment, and 2015 FCAT results.	11/26/2014 weekly
G3.MA1	Data will be collected for interim assessments, unit assessments, and I-Ready	Key, Natre	9/22/2014	Data from interim assessments and the Florida Standards Assessment.	11/26/2014 weekly
G3.B1.S1.MA1	Conduct weekly classroom walkthroughs.	Kirnes, Apryle	9/22/2014	Student journals, artifacts, and classroom observations.	11/26/2014 weekly
G3.B1.S1.MA1	Weekly common planning sessions working collaboratively to create lesson plans and higher order thinking questions aligned to the standards.	Key, Natre	9/9/2014	Lesson plans, agendas, sign-in sheets	11/26/2014 weekly
G4.MA1	Data from fall interim, topic assessments	Williams-Allen, Valerie	9/9/2014	Data debriefing and evidence of data used to plan lessons and differentiated instruction. Interim assessments and the Florida Standards Assessment.	11/26/2014 weekly
G4.B1.S1.MA1	Conduct walkthroughs	Williams-Allen, Valerie	9/9/2014	Student data scores, effective DI, and intervention.	11/26/2014 weekly
G4.B1.S1.MA1	Conduct classroom walkthroughs to monitor the implementation of strategies.	Kirnes, Apryle	9/9/2014	Walkthrough logs and notes.	11/26/2014 weekly
G5.MA1	Data from by-weekly benchmark assessments will also be analyzed to monitor effectiveness of Science labs and student progress.	Kirnes, Apryle	9/9/2014	Formative: GIZMO Mini-Assessments; Lab Reports Summative: Interim Assessments; 2015 FCAT	11/26/2014 biweekly
G5.B1.S1.MA1	Student data and observation	Kirnes, Apryle	9/9/2014	Unit assessments and interim assessments	11/26/2014 monthly
G5.B1.S1.MA1	Common planning sessions and observations.	Kirnes, Apryle	9/9/2014	Walkthroughs and observation logs.	11/26/2014 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.

G3. To increase student achievement by improving core instruction in all content areas.

G3.B1 Inconsistent use of ELA Florida Standards during planning and instruction.

G3.B1.S1 Plan for and deliver instruction that is based on standards and/or specific benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

PD Opportunity 1

Provide professional development to dissect the Reading Standards and Item Specifications to identify specific instructional implications.

Facilitator

Ms. Natre Key, Instructional Coach

Participants

Teachers (Grades 2-5)

Schedule

On 10/8/2014

G4. To increase student achievement by improving core instruction in all content areas.

G4.B1 Need rigor in lesson planning and delivery.

G4.B1.S1 Infuse a variety of high order thinking strategies in the delivery of instruction in Mathematics.

PD Opportunity 1

Provide professional development during early release on effectively planning lessons that infuse rigor into the delivery of instruction.

Facilitator

Ms. Valerie Allen, Instructional Coach

Participants

Teachers K-5

Schedule

On 10/1/2014

G5. To increase student achievement by improving core instruction in all content areas.

G5.B1 Limited hands on activities/investigations using higher order thinking to connect to real life.

G5.B1.S1 Infuse a variety of higher order thinking strategies into planning and delivery of science instruction.

PD Opportunity 1

Provide profession development on collaborative planning on using Pacing Guides, instructional resources, hand on activities, higher order questioning and interactive science journals to K-5 teachers.

Facilitator

Ms. Noreyda Casnas, Science CSS

Participants

K-5 Teachers

Schedule

On 10/2/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: To increase students achieving proficiency in Math and Science by increasing the number of students participating in project based learning in STEM.	1,000
Goal 3: To increase student achievement by improving core instruction in all content areas.	1,500
Grand Total	2,500

Goal 1: To increase students achieving proficiency in Math and Science by increasing the number of students participating in project based learning in STEM.

Description	Source	Total
B1.S1.A1 - B1:S1.A1- SAC Funds	Other	1,000
Total Goal 1		1,000

Goal 3: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
B1.S1.A1 - B1.S1.A1- SAC	Other	1,500
Total Goal 3		1,500