

Bunche Park Elementary School

16001 BUNCHE PARK DR, Miami Gardens, FL 33054

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

97%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	46
Appendix 2: Professional Development and Technical Assistance Outlines	50
Professional Development Opportunities	51
Technical Assistance Items	58
Appendix 3: Budget to Support Goals	59

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

Bunche Park Elementary's mission is to provide a structured, data-driven and rigorous instruction curriculum that ensures that all students share in the ownership of their learning and demonstrate improvement in academic and social performance annually.

Bunche Park Elementary's core values include:

Excellence: all students can be successful learners,

Equity: professional staff development enhances a quality school,

Citizenship: parent and community involvement enables students achievement, and

Integrity: a safe and secure environment is essential.

Provide the school's vision statement

The vision of Bunche Park Elementary is to become a community of learners where student embrace every opportunity to learn in a safe, nurturing environment, utilizing creative, innovative instructional strategies, by highly-qualified teachers. Bunche Park student will become resourceful, self-assured individual who possess strong academic skills, problem-solving abilities and communication skills necessary to face the future challenges of our society.

School Environment

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

The instructional staff, leadership team, support staff and student services team work collaboratively with the school community to learn about the community's cultures/ needs and builds a rapport to establish a relationship. School site representatives participate monthly in Parent Advisory Council and District 1 Citizen Advisory Council meetings in order to learn about the concerns of the community and establish relationships. Student support is provided at the school site through RtI Leadership Team, Student Services departments, and Title I services such as a Community Involvement Specialist and a Parent Resource Center. Additionally, the instructional staff implements lessons on diverse cultures in order to raise cultural awareness. The school incorporates a Character Education program to promote a positive school culture.

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

Bunche Park Elementary's top priority is providing and maintaining a safe and orderly learning environment for all students at all times. Students are greeted in the morning by a school staff. Students remain in the school cafeteria during the morning. In the cafeteria there are several of staff members to ensure proper supervision. During the school day, school security monitors are visible and vigilant, monitoring the school's hallways and surrounding areas. All guests and/or parents are greeted upon entering the building by a security monitor who escorts them to the main office and provides them with a visitors' pass. Visitors are not allowed into a classroom without notifying the office and being escorted by a school staff. Additionally, fire and lock down drills procedures are conducted periodically. Teachers are provided with a "Red Emergency" folder that delineates the procedures that are to take place during an emergency and contains a list of all students enrolled in their class. At dismissal, all students are escorted to their dismissal areas and school staff remains with students until they are picked up or are sent to the main office. Furthermore, there are

afterschool programs available for the students at Bunche Park Elementary. One program is free of charge and offers a structured program until 6:00 PM and the other program is for a nominal fee.

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

Bunche Park Elementary follows and enforces the MDCPS-Code of Student Conduct. To ensure that all students are aware of the Student Code of Conduct, behavioral expectations and consequences, the school counselor conducted class presentations throughout the beginning of the school year for the entire student body. Teachers are required to establish and submit a Disciplinary Plan which must be utilized and implemented with fidelity. Additionally, Bunche Park Elementary has a established a school wide incentive program, in which students earn "Eagle Bucks" from faculty and staff for displaying appropriate behaviors in and outside of the classroom. Students are then afforded the opportunity to purchase items with their earned "Eagle Bucks" at the "Eagle Store" once a week. Furthermore, Bunche Park Elementary implements a Character Education program monthly highlighting character traits that build strong and positive characters. A professional development for teachers on Functional Assessment of Behaviors and Behavioral Intervention Plan was offered to assist them with identifying antecedents and providing strategies to minimize disruptive student behaviors.

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

Teachers request assistance from the Student Support Team for students with social emotional needs. The Student Support team is composed of school site administrators, school counselor, school social worker and other key members of the school's leadership team. At times, the students service department refers students to local community agencies which provide therapeutic services for the students and their families. The school counselor also provides individualized and group sessions to address the social emotional needs of students. Additionally, the school provides mentoring to our students through a partnership with a local university and an after-school club. The student service department is responsible for identifying students for such programs. Moreover, the school counselor implements the district's Anti-Bullying curriculum in all the classrooms.

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

- * Attendance: Students who miss more than 10% of instructional time.
- * Performance: Students score at FCAT (FSA) Level 1 in either ELA or Math.
- * Performance: Students who are retained

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16	10	16	12	6	3	63
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	9	13	39
Level 1 on Math Statewide Assessment	0	0	0	12	6	6	24
Students who are Retained	2	2	3	13	0	0	20

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

Bunche Park Elementary strives to address and minimize early warning systems through intervention strategies. Daily attendance is monitored. The tracking of classes with 100% daily attendance is displayed in the school's hallway with a fish in a fish bowl. The class that earns the most fish for the month is rewarded with an incentive such as popcorn/ice cream gathering. Furthermore, those students that accrue 5 absences or more are contacted via school letter or by the Community Involvement Specialist and scheduled for a parent conference. Additionally, those students that scored a Level 1 on statewide assessment in reading or math and have been previously retained are monitored closely. These students are provided with an additional 30 minutes of reading/math intervention, participate in the school's tutorial services and are progress monitored through the Rtl process.

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/196134>.

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

Bunche Park Elementary establishes partnerships with local community organizations in order to provide our students with additional resources. The school has a partnership with local churches, that donate school supplies for selected students at the beginning of the year. DaVita also has established a partnership with Bunche Park Elementary and Shoes that Fit provides 50 students with a new pair of shoes. Furthermore, Bunche Park is a PASS school therefore receiving monetary support through out partner to enhance our technology and educational programs. Walgreens and Bunche Park Elementary have been partners for a couple of years. Walgreens provides surplus items to use as incentives in our School Eagle Store. Florida Memorial University has partnered with Bunche Park to provide mentoring services to selected group of students. Through these partnerships Bunche Park can assist students in being better prepared for school and build a positive culture within the school building.

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
Aponte, Yesenia	Principal
Dugas, Marie	Assistant Principal
Negrón, Kimberly	Instructional Coach
Osteen, Yusimi	Instructional Coach
Matta-Ortega, Maria	Instructional Coach

Duties

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

Tier 1

Mrs. Yesenia M. Aponte, Principal and/or Mrs. Marie Dugas, assistant principal, will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school administrator(s) and the school's Leadership Team will carry out SIP planning and MTSS problem solving. In addition to Tier 1 problem solving, the Leadership Team members will meet periodically, every 6 weeks, to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Mrs. Yesenia M. Aponte, Principal and/or Mrs. Marie Dugas, Assistant Principal, Mrs. Kimberly Negrón, Reading Coach, Mrs. Yusimi Osteen, Science Coach, Mrs. Ruby Sheffield, School Guidance Counselor, Mrs. Jo-Ann Levy, School psychologist and Mrs. Alexa Alvarado, School Social Worker, and members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3

Mrs. Marie Dugas, assistant principal, Mrs. Kimberly Negrón, Reading Coach, Mrs. Yusimi Osteen, Science Coach, Mrs. Ruby Sheffield, School guidance counselor, and Mrs. Jo-Ann Levy, School psychologist, members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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 uses 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:

*Holding regular team meetings where problem solving is the sole focus.

*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.

*Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)

*Responding when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)

*Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

*Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

*Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.

*Gathering on-going 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:

*Review OPM data for intervention groups to evaluate group and individual student response.

*Support interventions where there is not an overall positive group response

*Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the Bunche Park'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

Title I funds will be used to supplement and enhance instruction at Bunche Park Elementary. Title I funds have been allocated to be used toward purchase of an hourly interventionist/teaching position, supplemental instructional resources/materials, and a Curriculum Involvement Specialist (CIS) position to strengthen our partnership with parents and the community. Bunche Park Elementary offers services that ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are

provided. 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for 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. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Education Services; and special support services to special needs populations such as homeless, migrant and neglected and delinquent students.

Title I, Part C- Migrant

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

Title II

The Miami Dade County 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 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 program for English Language Learner (ELL) by providing to implement and/or provide:

tutorial programs (K-5) This service will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application

Title X- Homeless

Bunche Park Elementary participates in the Homeless Assistance Program.

- 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.

Bunche Park Elementary 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.

Violence Prevention Programs

Supplemental Academic Instruction (SAI)

Bunche Park Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

- 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 school teachers, administrators, and counselors, is also a component of this program.

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.

Nutrition Programs

- 1) Bunche Park Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. In addition, Bunche Park Elementary will continue to take part in the Fresh Fruit and Vegetable Program (FFVP), a federally assisted program providing free fresh fruit and vegetable snacks to elementary students during the school day.

Head Start

Head Start programs are co-located on the property of Bunche Park Elementary, a Title I school. Joint activities, including professional development and transition processes are shared.

Parental Involvement Program Description

Bunche Park Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind (NCLB) and other referral services.

Bunche Park Elementary increases parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents.

Bunche Park Elementary conducts informal parent surveys to determine specific needs of our parents, schedule workshops, and Parent Academy Courses, etc. with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. School Improve Grant Fund/School Improvement Grant Initiative

Bunche Park Elementary receives funding under the School Improvement Grant/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, differentiated instruction/intervention, classroom libraries and Project CRISS.

Bunche Park Elementary participates in the 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 Statue 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 Handbook, and Control of Communicable Disease in School Guidebook for School Personnel.

- HIV/AIDS curriculum content is also in alignment with the Florida Sunshine State Standards.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Yesenia M. Aponte	Principal
Dayna Jatib	Teacher
Deborah Nuriddin	Teacher
George Gayle	Teacher
Marcia McDaniels	Teacher
Adria Watson	Teacher
Deborah Baldwin	Teacher
Doris Smith	Education Support Employee
Deshaun L. Humes	Parent
Aeisha Sellers	Parent
Conelia Atkinson	Parent
Trinity Johnson	Student
A. Miyara	Business/Community
Dr. Gerald Glass	Business/Community
David Stahl	Business/Community
Bertha Darlington-Crawford	Education Support Employee
Jolene Louis	Parent
Carnealya Lee	Parent
Destiny Semprit	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC met on March 12, 2014 to conduct a Mid Year Reflection on the School Improvement plan. A representative from the Leadership team reported that they had reviewed the SIP goals and determined whether goals had been achieved or progress had been made towards achieving the goal. Additionally, the SAC met again on May 14, 2014 to conduct an End of Year Feedback. The school principal reported the outcome of the faculty small group review of the goals and recommendations for the upcoming school year. The SAC reviewed the goals and agreed with the faculty's recommendations.

Development of this school improvement plan

SAC analyzes recent data, identifies data trends and instructional implications. In addition, SAC members assist in the identifying barriers and developing appropriate strategies. The SAC monitors the School Improvement Plan throughout the school year.

Preparation of the school's annual budget and plan

The principal plans for the annual budget with the school needs in mind. The budget addresses concerns with class sizes, the need for hourly teachers and supplemental instructional resources. The budget is shared with SAC members.

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

EESAC funds of \$1,302.00 were allocated to the principal for monthly student achievement incentives including refreshments for the Seventy's Bunche, SAT Mock Incentives, and to purchase awards for End of the Year Award Ceremonies.

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
Aponte, Yesenia	Principal
Dugas, Marie	Assistant Principal
Negron, Kimberly	Instructional Coach
Osteen, Yusimi	Instructional Coach
Sheffield, Ruby	Guidance Counselor
Levy, Jo-Ann	Psychologist

Duties

Describe how the LLT promotes literacy within the school

Bunche Park Elementary has 3 major initiatives for this school year:

1. Implementation of the New Florida State Standards

As the result of the adoption of new state standards, it is imperative for instructional staff to become familiar with the standards in ELA. Additionally, teachers will also have to embrace and familiarize themselves with the new Item Specifications.

2. Implementation of Collaborative Strategies

Collaborative Strategies will be pivotal in the continuous increase in student performance.

Collaborative

strategies fosters problem solving/critical thinking skills and interpersonal relationships among students.

3. Differentiated Instruction

Differentiated instruction is essential in ensuring students' literacy needs are addressed. The implementation

and fidelity of differentiated instruction during reading instruction will be monitored consistently. Instructional coach will assist teachers with grouping students and identifying appropriate supplemental resources to use.

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

Collaborative planning is the key to a successful lesson. Therefore, Bunche Park Elementary teachers participate in weekly collaborative planning with the instructional coaches for an hour. During this planning session, teachers and coaches review the district's pacing guide, the item specifications related to the standard being introduced/developed throughout the week, identify the differentiated instruction lessons/groups and gather resources for an effective planning.

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

Collaborate and extend internship opportunities to prospective educators attending local colleges and Universities in an effort to recruit highly qualified teacher. Provide professional development opportunities such as Lesson Studies and/or Professional Learning Communities. Participate in weekly common planning time and data chats. Provide support assistance by the instructional coaches of the school. Bunche Park Elementary will continue partnerships with local universities and colleges in providing field experience and professional internships to aspiring educators.

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

Pairings of instructional staff will be done by pairing novice teachers with experienced teachers and teachers new to the school with a grade level/subject specific teachers. These partnerships will provide new teachers to the field and/or school site with opportunities for mentoring teams to meet, observe each other, model best instructional practices. The mentors will provide structure guidance and regular, ongoing support for mentees.

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

Bunche Park Elementary ensures that core instructional programs and materials are aligned to Florida's standards through the use of the district's pacing guide. Additionally, during weekly collaborative planning sessions, the instructional coaches support the teachers with unwrapping the item specification and the standard for the week. Instructional materials utilized are those provided through the core instructional program or supplemental resources recommended in the district's pacing guide.

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

Bunche Park Elementary uses current and relevant data to identify students' areas of needs and proficiency levels. Students are grouped accordingly in fluid differentiated instruction groups for small group instruction. Differentiated instruction takes place in all reading and math classrooms. Differentiated instruction provides teachers with an opportunity to reteach a skill/concept that students may be struggling with. Instruction is supplemented with resources that allow teachers to scaffold the concept further and support student learning in order to reaching proficiency.

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: 60

The After-School program will be provided to ELL students to increase their English acquisition skills. Additionally, Bunche Park Elementary will offer a Literacy Computer Course to all 5th graders. The purpose of this program is to enhance students' computer awareness, keyboarding fluency and word processing skills.

Strategy Rationale

ELL students would benefit from additional instruction in English acquisition skills in order to increase student performance. Students would work in small groups on specific literacy skills, vocabulary development and oral language skills.

The Literacy Computer Course will develop 5th grades fluency with the keyboard skills, word processing skills and computer knowledge in order to increase their skills for their Computer Based Assessments. This will ease students and establish a level of comfort when participating in Computer Based Assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Negron, Kimberly, knegron@dadeschools.net

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

Bunche Park Elementary will conduct on-going progress monitoring throughout the school year in order to collect data on students' progress. The data is analyzed and the tutorial groups (which are fluid based on the improvement or lack of according to the data collected) are adjusted as needed. Students will have a series of tasks that mirror Computer Based Assessments to complete.

Strategy: Weekend Program

Minutes added to school year: 120

Saturday school will be offered to selected students in grades 3-5 in the areas of math, reading and science. Saturday school will target students in the lowest 25% and/or students that are not making adequate progress. The purpose of this program is to reteach standards that are heavily tested and challenging for students. Saturday school provides small group instruction.

Strategy Rationale

Saturday school offers selected students with additional small and differentiated instruction in the areas of reading, math and science to ensure an increase in students' academic performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Aponte, Yesenia, pr0641@dadeschools.net

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

Bunche Park Elementary will conduct on-going progress monitoring throughout the school year in order to collect data on students' progress. The data is analyzed and the tutorial groups (which are fluid based on the improvement or lack of according to the data collected) are adjusted as needed.

Strategy: Before School Program

Minutes added to school year: 60

Bunche Park Elementary will offer a Math Breakfast Club in the school's math resource center for all students in grades 3-5. The purpose of this club is to encourage students to interact with one another while working on meaningful math performance tasks.

Strategy Rationale

The Math Breakfast Club will allow students to interact with manipulatives, collaborate with peers, and problem solve in a risk free learning environment. Students will explore the Florida Standards and Item Specifications in a fun and interactive manner. This will allow students to deepen their understanding of abstract math concepts.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Matta-Ortega, Maria, mariamo@dadeschools.net

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

The Math Breakfast Club will explore the Math standards students are struggling most with. Bunche Park Elementary will conduct on-going progress monitoring throughout the school year in order to collect data on students' progress. The data is analyzed and adjusted as needed.

Student Transition and Readiness

PreK-12 Transition

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

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

Title I Administration provides 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 initiative shared with supportive adults.

Bunche Park Elementary has a school-based Head Start Program and a Voluntary Pre-Kindergarten Classroom. The Voluntary Pre-Kindergarten class is funded by the VPK initiative and Title I funds. The effectiveness of the program is monitored throughout the year by classroom walkthroughs, assessments and site-visits from the Office of Early Childhood. Pre-Kindergarten teachers will use the Phonological and Early Literacy Inventory (PELI) to assess students' progress. Additionally, the Kindergarten teachers will use the FLKRS school readiness test to assess all students' readiness skills within the first thirty days of school. FLKRS includes measures of Letter Naming and Phonemic Awareness, which are included in the VPK Education Standards. Furthermore, the FAIR is also used school wide to monitor student progress in the basic literacy skills, mid-year and end of the year. The FAIR which also measures letter naming, phonemic awareness, letter sounds, comprehension and vocabulary in Kindergarten. These classrooms are participating in activities with the general education curriculum, such as breakfast and lunch sessions, and general assemblies. In addition,

these Pre-K teachers are invited to attend Kindergarten grade level meetings, in order to discuss and begin the articulation process from Pre-K to Kindergarten. All kindergarten parents are invited and encouraged to attend Open House on September 16, 2014.

During the latter months of the school year, May, Pre-K classes visit kindergarten classes and spend some time there to ease the transition process. Parents of preschoolers that attend nearby Early Learning centers were invited. The purpose of these meetings were to expose the new families to the curriculum and expectations of kindergarten and share strategies that they can implement at home during the summer to better prepare the children for kindergarten. Bunche Park Elementary also sent home to all Pre-K students a "Summer Learning Packet" in a Ziploc bag. These bags include books and a series of pre-requisite skills for kindergarteners that parents can review with their children prior to entering the new school year. Additionally, the READY School Miami Initiative enhances and ensures a successful transition from early childhood programs to kindergarten. Parent communication is a vital element in this program. Both, pre-kindergarten and kindergarten classes have a "Parent Communication Folder" that is sent home and returned daily with notes, flyers and/or essential information. Bunche Park's community involvement specialist is also instrumental in bridging parent communication with the school.

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.** Teachers will increase student achievement by improving core instruction in all content areas.
- G2.** Use the Early Warning systems indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.
- G3.** Increase 5th grade student proficiency percent in the area of science as evident by the 2015 Science FCAT.

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. Teachers will increase student achievement by improving core instruction in all content areas. 1a

G047475

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Reading - African American	63.0
AMO Reading - Hispanic	70.0
AMO Reading - ELL	62.0
AMO Reading - SWD	67.0
AMO Reading - ED	64.0
AMO Math - All Students	70.0
AMO Math - African American	67.0
AMO Math - Hispanic	76.0
AMO Math - ELL	76.0
AMO Math - SWD	69.0
AMO Math - ED	69.0

Resources Available to Support the Goal 2

- Core: McGraw Hill Reading Winders/Wonderworks, HMH Florida Go Math!, Go Math (On line Resources), Scott Foresman Grade K-5and Level Readers Supplemental: iReady -Reading & Math, MyOnReader, Accelerated Reader, Reading PPlus, Teach Town, Unique Learning, Ready Common Core Book, Gizmos Grade 3-, Brainpop Interactive, Math Resource Room, Reflex Program, J&J Bootcamp, Elementary Science Instructional Resources, Wsterford (K-2), Discovery Education (K-5), NBC Learn (K-5), PBS Learnign Media, and BBC StudyJams

Targeted Barriers to Achieving the Goal 3

- Limited evidence of the rigor required by the LAFS.
- Limited evidence of students engagement, accountable talk and collaborative strategies in the classrooms.
- Limited evidence of deep planning that incorporates higher order thinking skills to support rigor in instructional delivery.

Plan to Monitor Progress Toward G1. 8

Increase student achievement in all core subject areas.

Person Responsible

Yesenia Aponte

Schedule

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

Evidence of Completion

2015 ELA/Math FSA Results and 2015 FCAT 2.0- NGSS

G2. Use the Early Warning systems indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1a

G047476

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	21.0

Resources Available to Support the Goal 2

- Marlins Donation

Targeted Barriers to Achieving the Goal 3

- Students accruing excessive (18 or more absences) throughout the school year.

Plan to Monitor Progress Toward G2. 8

Students will increase academic achievement

Person Responsible

Yesenia Aponte

Schedule

On 11/26/2014

Evidence of Completion

2015 ELA and Math Florida State Assessment

G3. Increase 5th grade student proficiency percent in the area of science as evident by the 2015 Science FCAT. 1a

G047477

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	35.0

Resources Available to Support the Goal 2

- Core: Scott Foresman Grade K-5, Leveled Readers, Pearson Success net, Elementary Science Instructional Resources. Supplemental: J&J Bootcamp, Gizmos, Discovery Education, NBC Learn, PBS Learning Media, BBC Study Jams, BrainPop

Targeted Barriers to Achieving the Goal 3

- Limited evidence of inquiry-based projects in the science classrooms.

Plan to Monitor Progress Toward G3. 8

Increase 5th grades student achievement in all science.

Person Responsible

Yesenia Aponte

Schedule

On 11/26/2014

Evidence of Completion

2015 FCAT Science Results

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. Teachers will increase student achievement by improving core instruction in all content areas. **1**

 G047475

G1.B1 Limited evidence of the rigor required by the LAFS. **2**

 B118184

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a results of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths. **4**

 S131254

Strategy Rationale

Effective Planning and Instructional Delivery

Action Step 1 **5**

Provide a professional development on LAFS and Item Specifications identifying specific instructional implications.

Person Responsible

Yesenia Aponte

Schedule

On 10/16/2014

Evidence of Completion

PD rosters, lesson plans and student artifacts.

Action Step 2 5

Plan weekly with grades 2-5 (including ESE teachers) to effectively incorporate the District Constructed Response (DCR) to reach rigor required by the LAFS followed by the reading coach conducting the coaching cycle as needed.

Person Responsible

Yesenia Aponte

Schedule

Weekly, from 9/23/2014 to 10/30/2014

Evidence of Completion

Reflected in the lesson plans, students journal, and classroom observations.

Action Step 3 5

Provide a school site professional development on implementation of the technology provided by Wonders/WonderWorks.

Person Responsible

Yesenia Aponte

Schedule

On 10/16/2014

Evidence of Completion

Lesson plans, student artifacts, and classroom observations

Action Step 4 5

Review FAIR data to plan for targeted DI instruction followed by the reading coach conducting the coaching cycle as needed.

Person Responsible

Yesenia Aponte

Schedule

On 11/7/2014

Evidence of Completion

Reflected in the Lesson plans, student journals, and classroom observations

Action Step 5 5

Plan with K-1 (including ESE) teachers to provide strategies to effectively release student learning for the purpose of developing independence in whole group instruction, followed by the reading coach conducting the coaching cycle with K-1 teachers as needed.

Person Responsible

Yesenia Aponte

Schedule

Weekly, from 9/23/2014 to 11/7/2014

Evidence of Completion

Lesson plans, students artifacts

Action Step 6 5

Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders, and releasing learning to students,

Person Responsible

Yesenia Aponte

Schedule

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

Evidence of Completion

Lesson plans and student artifacts

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

Ensure that reading teachers participate in professional development that focuses on technology integration, LAFS and Item Specifications.

Person Responsible

Yesenia Aponte

Schedule

On 10/16/2014

Evidence of Completion

Professional Development rosters and sign in sheets

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

Ensure that reading teachers participate in weekly common planning with the reading coach and/or ELA CSS to develop plans that includes activities that release learning to the students such as responding to the District Constructed Responses

Person Responsible

Yesenia Aponte

Schedule

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

Evidence of Completion

Lesson plans, student artifacts/journals and/or classroom observations

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

Ensure that FAIR data is analyzed and used to plan for targeted differentiated instruction.

Person Responsible

Yesenia Aponte

Schedule

Evidence of Completion

Lesson plans -identifying DI groups/focus, student artifacts and classroom observations

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

Teachers will create lesson plans that demonstrate an understanding of the LAFS/Item Specifications and Differentiated instruction using FAIR data. Instructional delivery will include technology and activities that ensure releasing the learning to the students.

Person Responsible

Yesenia Aponte


Schedule

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

Evidence of Completion

Lesson plans, students artifacts and journals

G1.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S131364

Strategy Rationale

Academic Writing

Action Step 1 5

Use data from the District Writing Pre-Test to effectively plan for student needs.

Person Responsible

Yesenia Aponte

Schedule

On 10/30/2014

Evidence of Completion

Student Artifacts

Action Step 2 5

Provide professional development to teachers in the new Writing Standards, Item Specifications, and genre specific rubric.

Person Responsible

Yesenia Aponte

Schedule

On 10/6/2014

Evidence of Completion

PD rosters, lesson plans, students writing journals

Action Step 3 5

Plan for mini lessons aligned to the data gathered from the PreTest and use Technology (Writer's Workshop) to meet student needs. The reading coach will conduct the coaching cycle in identified classrooms.

Person Responsible

Yesenia Aponte

Schedule

Weekly, from 8/18/2014 to 11/14/2014

Evidence of Completion

Student artifacts, lesson plans, and classroom observations

Action Step 4 5

Conduct weekly classroom walkthrough to ensure effective writing instruction aligned to LAFS and student needs, and consistent utilization of technology.

Person Responsible

Yesenia Aponte

Schedule

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

Evidence of Completion

Lesson plans and student artifacts

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

Ensure that teachers participate in professional development on the new Writing Standards, Item Specification and genre specific rubric and weekly common planning sessions to ensure instruction is differentiated and means of integrating technology are addressed.

Person Responsible

Yesenia Aponte

Schedule

Weekly, from 9/23/2014 to 10/21/2014

Evidence of Completion

PD sign in sheets, lesson plans, debriefing notes and DI grouping form

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

Teachers will create writing lesson plans that demonstrate an understanding of the Writing Standards/Item Specification and Differentiated instruction using pre-writing assessment data. Instructional delivery will include technology and activities that ensure appropriate genre specific writing.

Person Responsible


Yesenia Aponte

Schedule

Evidence of Completion

Lesson plans, student artifacts and journals

G1.B4 Limited evidence of students engagement, accountable talk and collaborative strategies in the classrooms. 2

 B119418

G1.B4.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self corrections. 4

 S131376

Strategy Rationale

Accountable Talk and Questioning Strategies

Action Step 1 5

Attend professional development facilitated by Mathematics Coach and/or District Mathematics Supervisor on Teacher Planning Day

Person Responsible

Yesenia Aponte

Schedule

On 9/25/2014

Evidence of Completion

Agenda, sign in sheet, handouts and teacher reflections

Action Step 2 5

Attend monthly iCADS meeting and debrief with Mathematics teachers.

Person Responsible

Yesenia Aponte

Schedule

Monthly, from 8/18/2014 to 9/29/2014

Evidence of Completion

Agenda, sign in sheet, handouts and teacher reflections

Action Step 3 5

Provide professional development on Accountable Talk and Effective Student Engagement during early release and collaborative grade level common planning.

Person Responsible

Yesenia Aponte

Schedule

Weekly, from 8/18/2014 to 9/30/2014

Evidence of Completion

PD agenda, sign in roster, handouts, and reflections

Action Step 4 5

Conduct weekly collaborative deep planning sessions to ensure the effective implementation of strategies that promote student engagement and accountable talk. Include SPED strategies and mathematical best practices during the collaborative planning process. Identify and select appropriate manipulative for each topic discussed.

Person Responsible

Yesenia Aponte

Schedule

Weekly, from 8/18/2014 to 10/21/2014

Evidence of Completion

Lesson plans, Item Specifications (Grade 3-5), Go Math TE, Problem-base Student Oriented Planning Template

Action Step 5 5

Conduct classroom walkthroughs and support selected teachers on a weekly basis utilizing the coaching cycle process. Math Coach will model/co-teach lesson that include accountable talk and effective student engagement in order to increase classroom rigor.

Person Responsible

Yesenia Aponte

Schedule

Weekly, from 8/18/2014 to 10/28/2014

Evidence of Completion

Classroom walkthrough logs, lesson plans, and student work

Action Step 6 5

Use Peer Observation Protocol as a vehicle for professional growth and learning, acknowledging the expertise of teachers and providing an opportunity to learn from each other., Effective use of manipulative, Smartboards, and the integration of technology through the digital software purchased by the district should be observed by peer teachers.

Person Responsible

Yesenia Aponte

Schedule

On 11/5/2014

Evidence of Completion

Peer Observation Schedules, Observation Protocol Framework, teacher reflections and debriefing notes.

Action Step 7 5

Support teachers in dis-aggregating data from Chapter and standard assessments, and the District Fall Interim Assessment. Discuss results, in order to adjust instruction, targeting students that fall in lowest quartile and/or show regression. Conduct data debriefs to determine adjustments to differentiated instruction throughout instructional time.

Person Responsible

Yesenia Aponte

Schedule

Monthly, from 8/18/2014 to 11/21/2014

Evidence of Completion

Data debriefing agenda, sign in sheets, data from classroom assessments and Fall Interim Assessment, instructional planning calendars to include primary and secondary standards for DI centers.

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

Ensure that teachers register and participate in various professional developments in the area of math instruction. Additionally, that teachers attend their weekly collaborative common planning session in order to increase accountable talk, student engagement and collaboration in their instructional plans.

Person Responsible

Yesenia Aponte

Schedule

Weekly, from 9/23/2014 to 10/28/2014

Evidence of Completion

PD and Common Panning Session Sign in logs, lesson plans and student work samples

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

Ensure that technology, accountable talk and effective student engagement are implemented during math instructional delivery.

Person Responsible

Yesenia Aponte

Schedule

Daily, from 9/23/2014 to 10/28/2014

Evidence of Completion

Classroom walkthrough logs, reflections, lesson plans and students work samples

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

Provide support to teachers with analyzing their math data, identifying weaknesses and strengthens for DI and tracking students' progress.

Person Responsible

Yesenia Aponte

Schedule

Quarterly, from 9/23/2014 to 11/21/2014

Evidence of Completion

DI Grouping form, Data Debriefing agendas. lesson plans and classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Teachers will create lesson plans that demonstrates an understanding of the Mathematical Practices/Item Specification and Differentiated Instruction using math data points. Instructional delivery will include technology and student engagement and high order questioning strategies such as accountable talk.

Person Responsible

Yesenia Aponte


Schedule

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

Evidence of Completion

Lesson plans, students work samples/journals

G1.B7 Limited evidence of deep planning that incorporates higher order thinking skills to support rigor in instructional delivery. **2**

 B119421

G1.B7.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. **4**

 S131473

Strategy Rationale

Effective Planning

Action Step 1 **5**

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

Person Responsible

Yesenia Aponte

Schedule

Monthly, from 8/18/2014 to 10/2/2014

Evidence of Completion

Registration document and completion of professional development follow up action plan

Action Step 2 **5**

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

Person Responsible

Yesenia Aponte

Schedule

Weekly, from 8/18/2014 to 10/23/2014

Evidence of Completion

Attendance sheet of planning sessions, lesson plans, science journals and students work folders

Action Step 3 5

Increase the rigor through the use of CE/CER strategy in the conclusion section of lab activities and journal entries which will include appropriate corrective feedback.

Person Responsible

Yesenia Aponte

Schedule

Biweekly, from 8/18/2014 to 10/23/2014

Evidence of Completion

Lesson plans, student lab write -ups

Action Step 4 5

Implement and monitor the use of core and supplemental technological resources to reinforce and enrich the core curriculum (District Instructional Resources, BrainPop, GIZMOS, Discovery Education)

Person Responsible

Yesenia Aponte

Schedule

Daily, from 8/18/2014 to 10/23/2014

Evidence of Completion

Lesson Plans with technology incorporated

Action Step 5 5

Attend quarterly content and pacing professional development that will focus on proper utilization of the NGSS and Item Specifications in developing lesson plans.

Person Responsible

Yesenia Aponte

Schedule

Quarterly, from 8/18/2014 to 11/4/2014

Evidence of Completion

Registration document and completion of the professional development follow up action plan

Action Step 6 5

Disaggregate and analyze assessment (interim, QSBA, etc.) data to drive planning and instruction. Data chats will take place between students and teachers, teachers and administration, and teacher, administration and district support staff.

Person Responsible

Yesenia Aponte

Schedule

Quarterly, from 8/18/2014 to 11/14/2014

Evidence of Completion

Data binder with appropriate data reports, student data chat sheets

Action Step 7 5

Conduct coaching cycle with identified teachers to help with the planning and delivery of instruction.

Person Responsible

Yesenia Aponte

Schedule

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

Evidence of Completion

Coaching logs and coaching calendar

Action Step 8 5

Conduct weekly classroom walkthroughs using The 5 Dimensions of Teaching and Learning 4.0 (Curriculum and Pedagogy) to ensure implementation of effective science planning and delivery of instruction aligned to Pacing Guide and NGSSS (hands-on inquiry, use of interactive journals with corrective feedback, etc.

Person Responsible

Yesenia Aponte

Schedule

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

Evidence of Completion

Walkthrough Notes

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Ensure that science teachers participate in professional development that focuses strategies, proper utilization of the NGSS and Item Specification while developing lesson plans.

Person Responsible

Yesenia Aponte

Schedule

On 11/21/2014

Evidence of Completion

Professional Development rosters and sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Ensure that science teachers participate in weekly common plan with the science coach and/or Science CSS to develop plans that includes routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics, including essential labs.

Person Responsible

Yesenia Aponte

Schedule

Weekly, from 9/23/2014 to 11/21/2014

Evidence of Completion

Lesson plans, science journals and student work folders

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Provide support to teachers with analyzing their science data, identifying weaknesses and strengthens for DI and tracking students' progress.

Person Responsible

Yesenia Aponte

Schedule

Quarterly, from 9/23/2014 to 11/21/2014

Evidence of Completion

DI Grouping form, Data Debriefing agendas. lesson plans and classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Teachers will create lesson plans that demonstrate an understanding for the Science NGSS Standards/ Item Specifications and Differentiated instruction using Science Data. Instructional delivery will include inquiry based, hands-on activities relevant to the objectives of the specific grade level topics, including essential labs.

Person Responsible

Yesenia Aponte

Schedule

Weekly, from 9/23/2014 to 11/21/2014


Evidence of Completion

Lesson plans, students science journals, and students work folders

G2. Use the Early Warning systems indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1

 G047476

G2.B1 Students accruing excessive (18 or more absences) throughout the school year. 2

 B127469

G2.B1.S1 Praise and recognize students with perfect attendance. Additionally, recognize classes with 100% attendance daily and monthly. Daily recognition assist in building a positive school culture with all of our students, as they are consistently reminded of the importance to be in attendance and how it relates to their academic success. 4

 S139586

Strategy Rationale

Student attendance plays a vital role in students' academic success.

Action Step 1 5

Daily the classes with 100% attendance will be recognized with a fish in the Marlin's school-wide Attendance Showcase. Additionally, those classes will also be announced each morning.

Person Responsible

Marie Dugas

Schedule

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

Evidence of Completion

Daily Attendance Bulletin and Marlins Showcase

Action Step 2 5

Introduce and review school wide attendance program.

Person Responsible

Yesenia Aponte

Schedule

On 6/4/2015

Evidence of Completion

Sign in Open House Sheet, Faculty Meeting and Student Parent Handbook

Action Step 3 5

Recognize students with perfect attendance at the Quarterly Award Assembly.

Person Responsible

Marie Dugas

Schedule

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

Evidence of Completion

Action Step 4 5

Monitor and schedule parent conferences for students that accrue 3-5 absences.

Person Responsible

Marie Dugas

Schedule

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

Evidence of Completion

Documents SCAMS completed for those students that accrue 5 absences

Action Step 5 5

Each month host a celebration for the classes that have had the most 100% attendance.

Person Responsible

Schedule

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

Evidence of Completion

Attendance Bulletin & Marlins Showcase

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

Monitor the Attendance Bulletin daily and individual student attendance.

Person Responsible

Marie Dugas

Schedule

Quarterly, from 8/25/2015 to 8/25/2015

Evidence of Completion

Amount of classes having 100% attendance and the number of students with 100% attendance

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

Monitor the Attendance Bulletin daily and individual student attendance

Person Responsible

Marie Dugas

Schedule

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

Evidence of Completion

Amount of classes having 100% attendance and the number of students with 100% attendance.

G3. Increase 5th grade student proficiency percent in the area of science as evident by the 2015 Science FCAT. 1

G047477

G3.B2 Limited evidence of inquiry-based projects in the science classrooms. 2

B123023

G3.B2.S1 Plan for a school wide science fair with a given timeline to ensure that students follow the scientific method. 4

S134926

Strategy Rationale

It is evident that students are limited in making the connection between science inquiries/ investigation and application to real world situations.

Action Step 1 5

Create a Science Fair Student/Parent Packet with detailed information, timelines, step by step samples and resources available.

Person Responsible

Yusimi Osteen

Schedule

On 11/26/2014

Evidence of Completion

Student Outline -Sample

Action Step 2 5

Plan and provide Parent Science Night Workshop to educate parent on the scientific process and requirement of the students projects.

Person Responsible

Yusimi Osteen

Schedule

On 10/14/2014

Evidence of Completion

Sing in Sheet, Agenda, and Powerpoint

Action Step 3 5

Plan collaboratively with science teachers on how to implement inquiry base learning following the scientific method in order to deepen students' understanding of the Nature of Science and produce valid science projects.

Person Responsible

Yusimi Osteen

Schedule

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

Evidence of Completion

Lesson plans, student science projects, interactive journals

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

Monitor students progress on their science projects through the use of school-based timeline and completed Student Outline forms.

Person Responsible

Kimberly Negron

Schedule

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

Evidence of Completion

Completed Outline Forms

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

Science coach will provide support to teachers, students and parents through modeling, coaching and planning the scientific method during inquiry based activities.

Person Responsible

Yusimi Osteen

Schedule

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

Evidence of Completion

Lesson plans, student journals, inquiry based learning activity

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	Provide a professional development on LAFS and Item Specifications identifying specific instructional implications.	Aponte, Yesenia	9/23/2014	PD rosters, lesson plans and student artifacts.	10/16/2014 one-time
G1.B1.S2.A1	Use data from the District Writing Pre-Test to effectively plan for student needs.	Aponte, Yesenia	8/18/2014	Student Artifacts	10/30/2014 one-time
G1.B4.S1.A1	Attend professional development facilitated by Mathematics Coach and/or District Mathematics Supervisor on Teacher Planning Day	Aponte, Yesenia	8/18/2014	Agenda, sign in sheet, handouts and teacher reflections	9/25/2014 one-time
G1.B7.S1.A1	Attend iCad meetings that will focus on identified strategies in action plan.	Aponte, Yesenia	8/18/2014	Registration document and completion of professional development follow up action plan	10/2/2014 monthly
G3.B2.S1.A1	Create a Science Fair Student/Parent Packet with detailed information, timelines, step by step samples and resources available.	Osteen, Yusimi	10/1/2014	Student Outline -Sample	11/26/2014 one-time
G2.B1.S1.A1	Daily the classes with 100% attendance will be recognized with a fish in the Marlin's school-wide Attendance Showcase. Additionally, those classes will also be announced each morning.	Dugas, Marie	8/25/2014	Daily Attendance Bulletin and Marlins Showcase	6/4/2015 daily
G1.B1.S1.A2	Plan weekly with grades 2-5 (including ESE teachers) to effectively incorporate the District Constructed Response (DCR) to reach rigor required by the LAFS followed by the reading coach conducting the coaching cycle as needed.	Aponte, Yesenia	9/23/2014	Reflected in the lesson plans, students journal, and classroom observations.	10/30/2014 weekly
G1.B1.S2.A2	Provide professional development to teachers in the new Writing Standards, Item Specifications, and genre specific rubric.	Aponte, Yesenia	8/18/2014	PD rosters, lesson plans, students writing journals	10/6/2014 one-time
G1.B4.S1.A2	Attend monthly iCADS meeting and debrief with Mathematics teachers.	Aponte, Yesenia	8/18/2014	Agenda, sign in sheet, handouts and teacher reflections	9/29/2014 monthly
G1.B7.S1.A2	Plan collaboratively with science teachers on a weekly basis using District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs)	Aponte, Yesenia	8/18/2014	Attendance sheet of planning sessions, lesson plans, science journals and students work folders	10/23/2014 weekly
G3.B2.S1.A2	Plan and provide Parent Science Night Workshop to educate parent on the scientific process and requirement of the students projects.	Osteen, Yusimi	10/14/2014	Sign in Sheet, Agenda, and Powerpoint	10/14/2014 one-time
G2.B1.S1.A2	Introduce and review school wide attendance program.	Aponte, Yesenia	8/25/2014	Sign in Open House Sheet, Faculty Meeting and Student Parent Handbook	6/4/2015 one-time
G1.B1.S1.A3	Provide a school site professional development on implementation of the technology provided by Wonders/ WonderWorks.	Aponte, Yesenia	9/23/2014	Lesson plans, student artifacts, and classroom observations	10/16/2014 one-time
G1.B1.S2.A3	Plan for mini lessons aligned to the data gathered from the PreTest and use Technology (Writer's Workshop) to meet student needs. The reading coach will	Aponte, Yesenia	8/18/2014	Student artifacts, lesson plans, and classroom observations	11/14/2014 weekly

Dade - 0641 - Bunche Park Elementary School - 2014-15 SIP
Bunche Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	conduct the coaching cycle in identified classrooms.				
G1.B4.S1.A3	Provide professional development on Accountable Talk and Effective Student Engagement during early release and collaborative grade level common planning.	Aponte, Yesenia	8/18/2014	PD agenda, sign in roster, handouts, and reflections	9/30/2014 weekly
G1.B7.S1.A3	Increase the rigor through the use of CE/CER strategy in the conclusion section of lab activities and journal entries which will include appropriate corrective feedback.	Aponte, Yesenia	8/18/2014	Lesson plans, student lab write -ups	10/23/2014 biweekly
G3.B2.S1.A3	Plan collaboratively with science teachers on how to implement inquiry base learning following the scientific method in order to deepen students' understanding of the Nature of Science and produce valid science projects.	Osteen, Yusimi	9/23/2014	Lesson plans, student science projects, interactive journals	11/26/2014 biweekly
G2.B1.S1.A3	Recognize students with perfect attendance at the Quarterly Award Assembly.	Dugas, Marie	8/25/2014		6/4/2015 quarterly
G1.B1.S1.A4	Review FAIR data to plan for targeted DI instruction followed by the reading coach conducting the coaching cycle as needed.	Aponte, Yesenia	9/23/2014	Reflected in the Lesson plans, student journals, and classroom observations	11/7/2014 one-time
G1.B1.S2.A4	Conduct weekly classroom walkthrough to ensure effective writing instruction aligned to LAFS and student needs, and consistent utilization of technology.	Aponte, Yesenia	8/18/2014	Lesson plans and student artifacts	11/26/2014 weekly
G1.B4.S1.A4	Conduct weekly collaborative deep planning sessions to ensure the effective implementation of strategies that promote student engagement and accountable talk. Include SPED strategies and mathematical best practices during the collaborative planning process. Identify and select appropriate manipulative for each topic discussed.	Aponte, Yesenia	8/18/2014	Lesson plans, Item Specifications (Grade 3-5), Go Math TE, Problem-base Student Oriented Planning Template	10/21/2014 weekly
G1.B7.S1.A4	Implement and monitor the use of core and supplemental technological resources to reinforce and enrich the core curriculum (District Instructional Resources, BrainPop, GIZMOS, Discovery Education)	Aponte, Yesenia	8/18/2014	Lesson Plans with technology incorporated	10/23/2014 daily
G2.B1.S1.A4	Monitor and schedule parent conferences for students that accrue 3-5 absences.	Dugas, Marie	8/25/2014	Documents SCAMS completed for those students that accrue 5 absences	6/4/2015 quarterly
G1.B1.S1.A5	Plan with K-1 (including ESE) teachers to provide strategies to effectively release student learning for the purpose of developing independence in whole group instruction, followed by the reading coach conducting the coaching cycle with K-1 teachers as needed.	Aponte, Yesenia	9/23/2014	Lesson plans, students artifacts	11/7/2014 weekly
G1.B4.S1.A5	Conduct classroom walkthroughs and support selected teachers on a weekly basis utilizing the coaching cycle process. Math Coach will model/co-teach lesson that include accountable talk and effective student engagement in order to increase classroom rigor.	Aponte, Yesenia	8/18/2014	Classroom walkthrough logs, lesson plans, and student work	10/28/2014 weekly

Dade - 0641 - Bunche Park Elementary School - 2014-15 SIP
Bunche 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.B7.S1.A5	Attend quarterly content and pacing professional development that will focus on proper utilization of the NGSS and Item Specifications in developing lesson plans.	Aponte, Yesenia	8/18/2014	Registration document and completion of the professional development follow up action plan	11/4/2014 quarterly
G2.B1.S1.A5	Each month host a celebration for the classes that have had the most 100% attendance.		8/25/2014	Attendance Bulletin & Marlins Showcase	6/4/2015 monthly
G1.B1.S1.A6	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders, and releasing learning to students,	Aponte, Yesenia	9/23/2014	Lesson plans and student artifacts	11/26/2014 weekly
G1.B4.S1.A6	Use Peer Observation Protocol as a vehicle for professional growth and learning, acknowledging the expertise of teachers and providing an opportunity to learn from each other., Effective use of manipulative, Smartboards, and the integration of technology through the digital software purchased by the district should be observed by peer teachers.	Aponte, Yesenia	8/18/2014	Peer Observation Schedules, Observation Protocol Framework, teacher reflections and debriefing notes.	11/5/2014 one-time
G1.B7.S1.A6	Disaggregate and analyze assessment (interim, QSBA, etc.) data to drive planning and instruction. Data chats will take place between students and teachers, teachers and administration, and teacher, administration and district support staff.	Aponte, Yesenia	8/18/2014	Data binder with appropriate data reports, student data chat sheets	11/14/2014 quarterly
G1.B4.S1.A7	Support teachers in dis-aggregating data from Chapter and standard assessments, and the District Fall Interim Assessment. Discuss results, in order to adjust instruction, targeting students that fall in lowest quartile and/ or show regression. Conduct data debriefs to determine adjustments to differentiated instruction throughout instructional time.	Aponte, Yesenia	8/18/2014	Data debriefing agenda, sign in sheets, data from classroom assessments and Fall Interim Assessment, instructional planning calendars to include primary and secondary standards for DI centers.	11/21/2014 monthly
G1.B7.S1.A7	Conduct coaching cycle with identified teachers to help with the planning and delivery of instruction.	Aponte, Yesenia	8/18/2014	Coaching logs and coaching calendar	11/26/2014 weekly
G1.B7.S1.A8	Conduct weekly classroom walkthroughs using The 5 Dimensions of Teaching and Learning 4.0 (Curriculum and Pedagogy) to ensure implementation of effective science planning and delivery of instruction aligned to Pacing Guide and NGSSS (hands-on inquiry, use of interactive journals with corrective feedback, etc.	Aponte, Yesenia	8/18/2014	Walkthrough Notes	11/26/2014 weekly
G1.MA1	Increase student achievement in all core subject areas.	Aponte, Yesenia	9/23/2014	2015 ELA/Math FSA Results and 2015 FCAT 2.0- NGSS	11/26/2014 annually
G1.B1.S1.MA1	Teachers will create lesson plans that demonstrate an understanding of the LAFS/Item Specifications and Differentiated instruction using FAIR data. Instructional delivery will include technology and activities that ensure releasing the learning to the students.	Aponte, Yesenia	9/23/2014	Lesson plans, students artifacts and journals	11/26/2014 weekly
G1.B1.S1.MA1	Ensure that reading teachers participate in professional development that	Aponte, Yesenia	9/26/2014	Professional Development rosters and sign in sheets	10/16/2014 one-time

Dade - 0641 - Bunche Park Elementary School - 2014-15 SIP
Bunche Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	focuses on technology integration, LAFS and Item Specifications.				
G1.B1.S1.MA2	Ensure that reading teachers participate in weekly common planning with the reading coach and/or ELA CSS to develop plans that includes activities that release learning to the students such as responding to the District Constructed Responses	Aponte, Yesenia	9/23/2014	Lesson plans, student artifacts/journals and/or classroom observations	11/26/2014 weekly
G1.B1.S1.MA3	Ensure that FAIR data is analyzed and used to plan for targeted differentiated instruction.	Aponte, Yesenia		Lesson plans - identifying DI groups/ focus, student artifacts and classroom observations	quarterly
G1.B4.S1.MA1	Teachers will create lesson plans that demonstrates an understanding of the Mathematical Practices/Item Specification and Differentiated Instruction using math data points. Instructional delivery will include technology and student engagement and high order questioning strategies such as accountable talk.	Aponte, Yesenia	9/23/2014	Lesson plans, students work samples/ journals	11/26/2014 weekly
G1.B4.S1.MA1	Ensure that teachers register and participate in various professional developments in the area of math instruction. Additionally, that teachers attend their weekly collaborative common planning session in order to increase accountable talk, student engagement and collaboration in their instructional plans.	Aponte, Yesenia	9/23/2014	PD and Common Planning Session Sign in logs, lesson plans and student work samples	10/28/2014 weekly
G1.B4.S1.MA2	Ensure that technology, accountable talk and effective student engagement are implemented during math instructional delivery.	Aponte, Yesenia	9/23/2014	Classroom walkthrough logs, reflections, lesson plans and students work samples	10/28/2014 daily
G1.B4.S1.MA4	Provide support to teachers with analyzing their math data, identifying weaknesses and strengthens for DI and tracking students' progress.	Aponte, Yesenia	9/23/2014	DI Grouping form, Data Debriefing agendas. lesson plans and classroom walkthroughs	11/21/2014 quarterly
G1.B7.S1.MA1	Teachers will create lesson plans that demonstrate an understanding for the Science NGSS Standards/ Item Specifications and Differentiated instruction using Science Data. Instructional delivery will include inquiry based, hands-on activities relevant to the objectives of the specific grade level topics, including essential labs.	Aponte, Yesenia	9/23/2014	Lesson plans, students science journals, and students work folders	11/21/2014 weekly
G1.B7.S1.MA1	Ensure that science teachers participate in professional development that focuses strategies, proper utilization of the NGSS and Item Specification while developing lesson plans.	Aponte, Yesenia	9/23/2014	Professional Development rosters and sign in sheets	11/21/2014 one-time
G1.B7.S1.MA2	Ensure that science teachers participate in weekly common plan with the science coach and/or Science CSS to develop plans that includes routine of inquiry based, hands-on activities relevant to	Aponte, Yesenia	9/23/2014	Lesson plans, science journals and student work folders	11/21/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	the objectives of the specific grade level topics, including essential labs.				
G1.B7.S1.MA3	Provide support to teachers with analyzing their science data, identifying weaknesses and strengthens for DI and tracking students' progress.	Aponte, Yesenia	9/23/2014	DI Grouping form, Data Debriefing agendas. lesson plans and classroom walkthroughs	11/21/2014 quarterly
G1.B1.S2.MA1	Teachers will create writing lesson plans that demonstrate an understanding of the Writing Standards/ Item Specification and Differentiated instruction using pre-writing assessment data. Instructional delivery will include technology and activities that ensure appropriate genre specofic writing.	Aponte, Yesenia	9/23/2014	Lesson plans, student artifacts and journals	weekly
G1.B1.S2.MA1	Ensure that teachers participate in professional development on the new Writing Standards, Item Specification and genre specific rubric and weekly common planning sessions to ensure instruction is differentiated and means of integrating technology are addressed.	Aponte, Yesenia	9/23/2014	PD sign in sheets, lesson plans, debriefing notes and DI grouping form	10/21/2014 weekly
G2.MA1	Students will increase academic achievement	Aponte, Yesenia	9/23/2014	2015 ELA and Math Florida State Assessment	11/26/2014 one-time
G2.B1.S1.MA1	Monitor the Attendance Bulletin daily and individual student attendance	Dugas, Marie	8/25/2014	Amount of classes having 100% attendance and the number of students with 100% attendance.	6/4/2015 quarterly
G2.B1.S1.MA1	Monitor the Attendance Bulletin daily and individual student attendance.	Dugas, Marie	8/25/2015	Amount of classes having 100% attendance and the number of students with 100% attendance	8/25/2015 quarterly
G3.MA1	Increase 5th grades student achievement in all science.	Aponte, Yesenia	9/23/2014	2015 FCAT Science Results	11/26/2014 one-time
G3.B2.S1.MA1	Science coach will provide support to teachers, students and parents through modeling, coaching and planning the scientific method during inquiry based activities.	Osteen, Yusimi	10/1/2014	Lesson plans, student journals, inquiry based learning activity	11/26/2014 biweekly
G3.B2.S1.MA1	Monitor students progress on their science projects through the use of school-based timeline and completed Student Outline forms.	Negron, Kimberly	10/1/2014	Completed Outline Forms	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.

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

G1.B1 Limited evidence of the rigor required by the LAFS.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a results of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengthens and weakness to identity clear and accessible future instructional paths.

PD Opportunity 1

Provide a professional development on LAFS and Item Specifications identifying specific instructional implications.

Facilitator

Kimberly Negron, Reading Coach and Ivette Padron-Rojas, ELA CSS

Participants

Reading Teachers, Grades 2-5

Schedule

On 10/16/2014

PD Opportunity 2

Plan weekly with grades 2-5 (including ESE teachers) to effectively incorporate the District Constructed Response (DCR) to reach rigor required by the LAFS followed by the reading coach conducting the coaching cycle as needed.

Facilitator

Kimberly Negron, Reading Coach and Ivette Padron-Rojas, ELA CSS

Participants

Reading Teachers, Grades 2-5

Schedule

Weekly, from 9/23/2014 to 10/30/2014

PD Opportunity 3

Provide a school site professional development on implementation of the technology provided by Wonders/WonderWorks.

Facilitator

Kimberly Negron, Reading Coach and Ivette Padron-Rojas, ELA CSS

Participants

Reading Teachers, Grades 2-5

Schedule

On 10/16/2014

PD Opportunity 4

Review FAIR data to plan for targeted DI instruction followed by the reading coach conducting the coaching cycle as needed.

Facilitator

Kimberly Negron, Reading Coach and Ivette Padron-Rojas, ELA CSS

Participants

Reading Teachers, Grade 2-5

Schedule

On 11/7/2014

PD Opportunity 5

Plan with K-1 (including ESE) teachers to provide strategies to effectively release student learning for the purpose of developing independence in whole group instruction, followed by the reading coach conducting the coaching cycle with K-1 teachers as needed.

Facilitator

Kimberly Negron, Reading Coach and Ivette Padron-Rojas, ELA CSS

Participants

Reading Teachers, Grades K-1

Schedule

Weekly, from 9/23/2014 to 11/7/2014

G1.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Provide professional development to teachers in the new Writing Standards, Item Specifications, and genre specific rubric.

Facilitator

Kimberly Negron, Reading Coach and Ivette Padron-Rojas, ELA CSS

Participants

Teachers Grades 3-5

Schedule

On 10/6/2014

PD Opportunity 2

Plan for mini lessons aligned to the data gathered from the PreTest and use Technology (Writer's Workshop) to meet student needs. The reading coach will conduct the coaching cycle in identified classrooms.

Facilitator

Kimberly Negron, Reading Coach and Ivette Padron-Rojas, ELA CSS

Participants

Teachers, Grades 3-5

Schedule

Weekly, from 8/18/2014 to 11/14/2014

G1.B4 Limited evidence of students engagement, accountable talk and collaborative strategies in the classrooms.

G1.B4.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self corrections.

PD Opportunity 1

Attend professional development facilitated by Mathematics Coach and/or District Mathematics Supervisor on Teacher Planning Day

Facilitator

Maria Matta-Ortega, Math Coach, Maria T. Diaz Gonzalez, Math IS; and Maria Trujillo, Math CSS

Participants

Math Teachers, Grades K-5

Schedule

On 9/25/2014

PD Opportunity 2

Attend monthly iCADS meeting and debrief with Mathematics teachers.

Facilitator

Maria T. Diaz Gonzalez, Math IS; and Maria Trujillo, Math CSS

Participants

Maria Matta-Ortega, Math Coach

Schedule

Monthly, from 8/18/2014 to 9/29/2014

PD Opportunity 3

Provide professional development on Accountable Talk and Effective Student Engagement during early release and collaborative grade level common planning.

Facilitator

Maria Matta-Ortega, Math Coach, Maria T. Diaz Gonzalez, Math IS; and Maria Trujillo, Math CSS

Participants

Math Teachers, Grades K-5

Schedule

Weekly, from 8/18/2014 to 9/30/2014

PD Opportunity 4

Conduct weekly collaborative deep planning sessions to ensure the effective implementation of strategies that promote student engagement and accountable talk. Include SPED strategies and mathematical best practices during the collaborative planning process. Identify and select appropriate manipulative for each topic discussed.

Facilitator

Maria Matta-Ortega, Math Coach and Maria Trujillo, Math CSS

Participants

Math Teachers, Grade 3-5

Schedule

Weekly, from 8/18/2014 to 10/21/2014

PD Opportunity 5

Conduct classroom walkthroughs and support selected teachers on a weekly basis utilizing the coaching cycle process. Math Coach will model/co-teach lesson that include accountable talk and effective student engagement in order to increase classroom rigor.

Facilitator

Maria Matta-Ortega, Math Coach and Maria Trujillo, Math CSS

Participants

Math Teachers, Grades K-5

Schedule

Weekly, from 8/18/2014 to 10/28/2014

PD Opportunity 6

Use Peer Observation Protocol as a vehicle for professional growth and learning, acknowledging the expertise of teachers and providing an opportunity to learn from each other., Effective use of manipulative, Smartboards, and the integration of technology through the digital software purchased by the district should be observed by peer teachers.

Facilitator

Maria Matta-Ortega, Math Coach and Maria Trujillo, Math CSS

Participants

Math Teachers, Grades K-5

Schedule

On 11/5/2014

G1.B7 Limited evidence of deep planning that incorporates higher order thinking skills to support rigor in instructional delivery.

G1.B7.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

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

Facilitator

Dr. Millard Lightburn, Science IS and Dael Gangeri, Science CSS

Participants

Yusimi Osteen, Science Coach

Schedule

Monthly, from 8/18/2014 to 10/2/2014

PD Opportunity 2

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

Facilitator

Daniel Gangeri, Science CSS and Yusimi Osteen, Science Coach

Participants

Science Teachers, Grades K-5

Schedule

Weekly, from 8/18/2014 to 10/23/2014

PD Opportunity 3

Attend quarterly content and pacing professional development that will focus on proper utilization of the NGSS and Item Specifications in developing lesson plans.

Facilitator

Dr. Millard Lightburn, Science IS and Daiei Gangeri, Science CSS

Participants

Yusimi Osteen, Science Coach

Schedule

Quarterly, from 8/18/2014 to 11/4/2014

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: Teachers will increase student achievement by improving core instruction in all content areas.	400
Goal 2: Use the Early Warning systems indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.	250
Grand Total	650

Goal 1: Teachers will increase student achievement by improving core instruction in all content areas.

Description	Source	Total
B1.S2.A3 - Composition Notebooks- Writers Notebook	General Fund	200
B7.S1.A3 - Composition Notebooks for Interactive Journals	General Fund	200
Total Goal 1		400

Goal 2: Use the Early Warning systems indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.

Description	Source	Total
B1.S1.A5 - Marlins Donation	Other	250
Total Goal 2		250