Earlington Heights Elementary School

2014-15 School Improvement Plan

Earlington Heights Elementary School

4750 NW 22ND AVE, Miami, FL 33142

http://earlingtonheightselem.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	100%

Alternative/ESE Center	Charter School	Minority
No	No	100%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	[Gayle Sitter](#)

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The staff, parents and community of Earlington Heights Elementary School believe all students have the right and ability to learn. We are committed to providing a solid educational foundation for our students so they may achieve their highest academic potential, while maintaining steady, positive growth.

Provide the school's vision statement

All stakeholders of Earlington Heights Elementary School envision a learning environment that nurtures and encourages students to achieve their full potential as life-long learners who become productive citizens and leaders.

School Environment

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

At Earlington Heights Elementary, our teachers build relationships with the our students and their families through monthly meetings, parent contacts for both positive and negative, as well as, events like literacy night, open house, and other events throughout the year. Through our IB program, we are able to create activities and classroom discussions in regards to the students' culture, identity, and their family's beliefs and values.

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

Earlington Heights Elementary has implemented a positive behavior system, also known as PBS, which rewards students for their positive behavior. Through this program, we are able to create role models and encourage all of our students to replicate these positive behaviors. We have also provided all instructional and non-instructional staff with professional development in regards to our PBS expectations so this program is carried out with fidelity by all members of our team, whether they are interacting with our students before school, after school, or during school.

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

As a school, we have identified disciplinary incidents and the appropriate way to handle these infractions. Each teacher has been provided a professional development on behavior management, expectations, as well as, the process that needs to be followed in order to ensure that our system is fairly and consistently enforced.
We are using a school-wide positive behavior management system and we are using a program called DOJO to track the students' positive behavior points. With these points, we are celebrating positive behavior through a series of events and allowing students to use their points to buy items at our school store.

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

Our school is ensuring the social-emotional needs of all students are being met through a number of different programs and systems. We are also partnering with the Miami Children's Initiative, which strives to improve educational outcomes and build a culture of achievement in Liberty City to ensure all youth graduate from high school college-ready, without the need for remediation. Big Brother, Big Sister is also a program we are working with in order to get individual students the support they need from community members to ensure they are have positive mentors.

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

N/A

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 1	Total
Attendance below 90 percent	0	
One or more suspensions	1	1
Course failure in ELA or Math	0	
Level 1 on statewide assessment	0	

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

Earlington Heights Elementary has an extra hour where we provide all students with additional reading intervention. We also have an after-school program, SECME, which is avaliable for the lowest 25% of our students to provide additional support in all content areas.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

Earlington Heights develops and and sustains partnerships with the local community through its parental outreach program and partnership with SECME, the school's after-school provider. These entities secure and utilize resources to support the school and student achievement.
Earlington Heights' parent outreach program connects parents to academic and socially enriched programs within the community. The parent outreach center is designed to expose students and families to programs that develop academic foundations, cultural, career, and health and wellness needs for students and families to succeed in school and in life.Earlington Heights' outreach and partnerships will connect families with experiences that help students and their families build the academic skills and love for learning and life.
SECME is a national strategic alliance to renew and strengthen the professional capacity of K-12 educators, motivate and mentor students, and empower parents so that all students can learn and achieve at higher levels.

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
Almaguer, Angela	Assistant Principal
Tellez, Linette	Principal
Harrell, Mary	Instructional Coach
Montano, Kadie	Instructional Coach
Stone, Allison	Instructional Coach

Duties

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

Linette Tellez-Principal, Angela Almaguer-Assistant Principal:
- Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.
Kadie Montano, Allison Stone, Mary Harrell-Instructional Coaches (Reading): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of

professional development; and provides support for assessment and implementation monitoring.
Ngina Parks-School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Samantha Rambali-Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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 met with the School Advisory Council (SAC) and Principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures in the School Improvement Plan.
Title I, Part A
Earlington Heights will provide services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III ensuring staff development needs are provided. Curriculum Coaches assist in the development, and evaluation of school core content standards/ programs; identifying and analyzing existing literature on scientifically based curriculum assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with 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 Educational Service (SES); and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.
Title I, Part C- Migrant
Earlington Heights provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.
Title I, Part D
Earlington Heights receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
Earlington Heights uses supplemental funds for improving basic education as follows:
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III
Earlington Heights will provide services through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners

Title VI, Part B - NA
Title X- Homeless
Earlington Heights will utilize the Homeless Social Worker to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
Earlington Heights will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers
Violence Prevention Programs
Earlington Heights offers a non-violence and anti-drug program that provides students with information, services available within the community, and counseling.
Nutrition Programs
1) Earlington Heights adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Earlington Heights provide nutrition education, as per state statute, is taught through Physical Education.
3) The Earlington Heights Food Service Program, breakfast, lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs - N/A
Head Start-N/A
Adult Education-N/A
Career and Technical Education-N/A
Job Training-N/A
Other
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact ; our school's Title I Parental Involvement Plan; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, and Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.
In addition, Title I schools must: complete the Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.
Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Linette Tellez	Principal
Christine Merendi	Teacher
Kymari Dalrymple	Student
Lynette Toledo	Teacher
Consuelo Saleh	Teacher
Marlon Greig	Parent
Gloria Williams	Teacher
Supria Marcia	Teacher
Zina Tillman	Education Support Employee
Alizia Williams	Education Support Employee
Lena Troutman	Education Support Employee
Rhona Dalrymple	Parent
Aurora Greenberg	Parent
Rena Wilcox	Parent
Stephen Alves	Parent
Elvia Salmeron	Parent
Traci Boykins	Parent
Cynthia McAlister	Parent
Melissa Cox	Parent
Abel Trujillo	Business/Community
Angela Almaguer	Principal
Ruth Vilberg	Teacher

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 EESAC team assisted in the development in the actual plan, as well as, read through and approved the plan. Throughout the year, the School Advisory Council also assisted in the implementation of the plan.

Development of this school improvement plan

The main objective of the School Advisory Council (SAC) is to ensure improved and ongoing student achievement. One way the Council will do this is by preparing, monitoring, reviewing and evaluating the School Improvement Plan (SIP) as required by FSS 1001.452, comprehensive revision of Florida's System of School Improvement and Education Accountability.

Preparation of the school's annual budget and plan

The EESAC team assisted in the preparation and development of the school's annual budget and plan.

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

The projected use of funds are as follows; Media /Technology-books, resources, replacement hardware, software Student/Parent/Teacher-awards, rewards, incentives, materials/resources for workshops, in-services, and science labs.

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
Tellez, Linette	Principal
Harrell, Mary	Instructional Coach
Almaguer, Angela	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and guide the implementation of literacy at the school site. The implementation of this model is critical in helping the school to understand individual student's needs. The team will provide professional development in the areas of; creating and implementing a school-based literacy plan of action using researched –based curriculum and assessments and analyze data to improve instruction based on students' deficiencies.

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

Weekly common planning sessions are available for each grade level and content area. Through common planning we are able to facilitate professional development, as well as, collaboration between teachers who are teaching similar, if not the same, content areas and/or grade levels.

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

We look for highly qualified teachers by screening and interviewing all possible candidates who will be able to address the needs of our students. We provide support, through our instructional coaches, to all teachers.

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

The instructional coaches provide support to new teachers. Coaches and teachers are paired depending on content areas. New teachers are able to meet with their coaches for common planning, as well as, individual planning sessions if necessary.

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

We use the pacing guides to plan, as well as,using the instructional materials, textbooks, and supplement resources provided by the district that are aligned to the Florida standards.

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

In each content area, teachers and instructional coaches analyze data to plan for differentiated instruction. Teachers create instructional focus calendars to target the needs of individual students. During differentiated instruction, the teacher meets with small groups to reinforce and/or reteach skills that were previously taught and not mastered.

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: Extended School Day

Minutes added to school year: 12,800

Earlington Heights will have an extended school day. The additional hour will be utilized to provide students with intervention/ enrichment. The school will use Foundational Skills/Saxon as the intervention for the students who do not meet grade level standards. Wonderworks will be utilized to provide students that are on level with additional support. Literature Circles will be utilized to provide above level students with enrichment. The Science, Engineering, Communication, Mathematics, and Enrichment (SECME) program will provide students in grades K-5 with additional instructional time in the areas of reading, writing, math and science.

Strategy Rationale

By providing a variety of professional development activities, teachers will be more knowledgeable in the curriculum. Teachers have the opportunity to participate in common planning time will be scheduled to address best practices in the area of reading, math and science. As a result, teachers will be able to make a positive impact on student academic achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Almaguer, Angela, almaguer@dadeschools.net

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

After each interim assessment, teachers are provided with custom group reports from THINKGATE delineating the progress of all students. This practice has allowed the teacher and support staff to identify and target specific deficiencies and determine appropriate remediation strategies.
In addition, data will be collected on a monthly basis. The LLT and teachers will analyze data utilizing a benchmark ranking system. Instruction of the benchmarks will be provided to students during differentiated instruction or as part of the whole group lesson. Students will be assessed on the benchmark to determine mastery.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida Voluntary Prekindergarten Program (VPK.) Funds are utilized for extended educational support through a full-time, highly qualified teacher and paraprofessional. This enables young children to experience a variety of meaningful learning activities within an environment offering opportunities to explore, create, develop, extend and nurture knowledge through initiatives shared with supportive adults. The Florida VPK Assessment, 2nd Edition, is administered to all pre-kindergarten learners as an initial, mid-year and final diagnostic to guide learning and kindergarten readiness. Once identified,

the certified teacher and highly qualified paraprofessional work with low performing students using Scholastic Big Day Curriculum and high/scope strategies, as well as, the Florida Early Learning and Developmental Standards for Four-Year-Olds (2011). Funding to sustain the remediation and diagnostic instruments come from a District Grant. Earlington Heights Elementary School offers all families of pre-kindergarten children activities, registration materials and transitional workshops/meetings offering information and guidance for parent assistance with transition to kindergarten.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

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

G2.   Decrease the number of student tardies by 10% and increase attendance by 2%.

G3.   Increase the use of STEM activities across all grade levels.

G4.   See Title I PIP

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement by improving core instruction in all content areas. [1a]

🔍 G047598

Targets Supported [1b]

Indicator	Annual Target
AMO Reading - All Students	55.0
AMO Math - All Students	63.0
FCAT 2.0 Science Proficiency	20.0

Resources Available to Support the Goal [2]

- Interventionist and an extended school day. Intervention program (Foundational Skills/SAXON/ Wonderworks ACT) will be implemented school-wide. Instructional Coaches, Professional Development, Educational Transformation Office Support Team, I-Ready, MyONReader, GIZMOS, Imagine Learning, Accelerated Reader, Lesson Plans, Common Planning, I-Ready, Reflex Math and Administrative Support.Mathematics Florida Standards (MAFS) Item Specifications, Miami-Dade County Public Schools Pacing Guide, Promethean Boards, Promethean Planet, GO Math Florida Teachers Edition, Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks; Saxon

Targeted Barriers to Achieving the Goal [3]

- There is a limited evidence and understanding of effective planning and instruction delivery aligned to the Language Arts Florida Standards (LAFS) and Math Florida Standards (MAFS).

- Lack of evidence that students consistently generate authentic work products aligned to the cognitive complexity of the standards in science.

- There is limited evidence of the students have the opportunity to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks.

Plan to Monitor Progress Toward G1. [8]

Increase student reading proficiency across all content areas and grade levels.

Person Responsible
Mary Harrell

Schedule
Biweekly, from 9/25/2014 to 11/26/2014

Evidence of Completion
Star Reports, weekly/monthly assessments, student work, early star literacy

G2. Decrease the number of student tardies by 10% and increase attendance by 2%. `1a`

G047596

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	95.0

Resources Available to Support the Goal `2`
- Community Involvement Specialist, Community Partners

Targeted Barriers to Achieving the Goal `3`
- Inconsistent notification/communication with parents regarding number and effects of student tardiness and attendance.

Plan to Monitor Progress Toward G2. `8`

Decrease the number of student tardies by 10% and increase attendance by 2%.

Person Responsible
Denver Dixon

Schedule
On 6/5/2015

Evidence of Completion
Attendance bulletin

G3. Increase the use of STEM activities across all grade levels. 1a

🔍 G048334

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Instructional Coaches, STEM education resources, district resources, promethean, promethean planet website, SECME program, fairchild

Targeted Barriers to Achieving the Goal 3

- Lack of opportunities provided to students to apply science and math content and skills.

Plan to Monitor Progress Toward G3. 8

Increase the use of stem activities across all grade levels.

Person Responsible
Angela Almaguer

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

Evidence of Completion
STEM activity logs

G4. See Title I PIP 1a

🔍 G048333

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

School Climate Survey

Person Responsible
Angela Almaguer

Schedule
On 2/1/2015

Evidence of Completion
School climate survey in February will give a clear picture of whether our monthly meetings with parents have improved parent's feelings of being welcomed and supported by the school.

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. Increase student achievement by improving core instruction in all content areas. 1

🔑 G047598

G1.B1 There is a limited evidence and understanding of effective planning and instruction delivery aligned to the Language Arts Florida Standards (LAFS) and Math Florida Standards (MAFS). 2

🔑 B118507

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 result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

🔑 S130261

Strategy Rationale

If teachers are not planning for explicit instruction based on the standards, the students are not being exposed to grade level work.

Action Step 1 5

Work collaboratively to unwrap the standards and create lesson plans using backward planning during common planning.

Person Responsible

Mary Harrell

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Agendas, Common Planning Schedule, lesson plans, observations

Action Step 2 5

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

Person Responsible

Mary Harrell

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Coaching Log and Calendar

Action Step 3 5

Provide opportunities to review student work products during planning to ensure that work products met the expectations that were planned for. Increase descriptive and corrective feedback on student work products.

Person Responsible

Mary Harrell

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Lesson Plans. Planning Agenda

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

Utilizing Common Planning to build content knowledge, backwards plan, unwrap the standards, and review students work.

Person Responsible

Angela Almaguer

Schedule

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

Evidence of Completion

District Support Document, Administration visits to Common Planning Sessions, Weekly Leadership Team Meetings, classroom observations, lesson plans

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

An increase in the teachers' content knowledge, understanding of the new standards, and the use of instructional strategies to deliver instruction.

Person Responsible

Angela Almaguer

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Instructional Coaches' Logs, Classroom Walk-Throughs Documentations, student work, weekly assessments, District Interim Assessments, lesson plans, observations

G1.B1.S2 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. `4`

S132346

Strategy Rationale

We must increase teachers' knowledge of using data to drive instruction, as well as, using data to make instructional decisions.

Action Step 1 `5`

Develop a plan for differentiated instruction based off of relevant and current data that includes a focus and aligns instructional resources to the students' specific needs.

Person Responsible

Mary Harrell

Schedule

Biweekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Planning Agenda, Lesson Plans, DI Plans

Action Step 2 5

Develop and implement an instructional framework to utilize during the Teacher Led Center

Person Responsible

Mary Harrell

Schedule

On 11/26/2014

Evidence of Completion

Instructional frameworks, observation of teacher led center, Agenda, Lesson Plans

Action Step 3 5

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

Person Responsible

Mary Harrell

Schedule

On 11/26/2014

Evidence of Completion

Planning Agenda, Lesson Plans

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

Teachers are using data to drive instruction.

Person Responsible

Angela Almaguer

Schedule

Biweekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Walkthrough Monitoring Tool, Lesson Plans for DI

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

Students are mastering secondary benchmarks.

Person Responsible

Angela Almaguer

Schedule

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

Evidence of Completion

Assessments and student work

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

B118510

G1.B2.S1 Implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition. 4

S130264

Strategy Rationale

Using the gradual release of responsibility model will provide a framework for explicit instruction.

Action Step 1 5

Provide targeted teachers with job-embedded professional development, during common planning and monthly professional development, on the use of The Gradual Release Model of Responsibility with an emphasis on the "I Do / We Do" portion of the lesson.

Person Responsible

Allison Stone

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Teachers participate in Professional Learning Communities and/or common planning in order to strengthen knowledge of the Gradual Release Model.

Action Step 2 `5`

Model effective instructional delivery that targets the cognitive complexity of the standard during the "I Do" and "We Do" portion of the Gradual Release Model of Responsibility for targeted teachers

Person Responsible

Allison Stone

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Coaching logs, CSS support logs

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

Looking for the gradual release process during the delivery of instruction.

Person Responsible

Angela Almaguer

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Classroom observations and walk-throughs, lesson plans, coaching logs

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

Students' ability to work independently.

Person Responsible

Angela Almaguer

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Student work and/or classroom observations

G1.B3 There is limited evidence of the students have the opportunity to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks. 2

B120419

G1.B3.S1 Implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition. 4

S132301

Strategy Rationale

Teachers participate in monthly Professional Learning Communities and/or common planning sessions in order to strengthen knowledge of the Gradual Release Model.

Action Step 1 5

Implement and monitor an instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) (teacher think-aloud, multiple guided practice sessions with corrective feedback, student collaborative learning and individual practice).

Person Responsible

Kadie Montano

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Planning Agenda, Lesson Plans

Action Step 2 5

Conduct coaching cycles and model the Gradual Release of Responsibility Model based on teacher need.

Person Responsible

Kadie Montano

Schedule

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

Evidence of Completion

Coaching and Support Logs

Action Step 3 `5`

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.

Person Responsible

Kadie Montano

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, observations, student work.

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

Looking for the gradual release process during the delivery of instruction.

Person Responsible

Angela Almaguer

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Classroom observations and walk-throughs, lesson plans, coaching logs

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

Students' ability to work independently

Person Responsible

Angela Almaguer

Schedule

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

Evidence of Completion

Assessments and student work.

Dade - 1561 - Earlington Heights Elem. Schl - 2014-15 SIP

Earlington Heights Elementary School

G2. Decrease the number of student tardies by 10% and increase attendance by 2%. 1

G047596

G2.B1 Inconsistent notification/communication with parents regarding number and effects of student tardiness and attendance. 2

B118505

G2.B1.S1 Identify and refer students who have been absent 3 or more times in one month. 4

S130259

Strategy Rationale

We can be proactive by communicating with the parents early on in regards to their child's tardiness and/or absences.

Action Step 1 5

Identify students with 3 or more tardies or absences in a month and contact parents.

Person Responsible

Denver Dixon

Schedule

Monthly, from 10/1/2014 to 5/31/2015

Evidence of Completion

Student attendance log

Action Step 2 5

Use attendance incentive program to encourage students to be at school everyday and on time.

Person Responsible

Denver Dixon

Schedule

Monthly, from 10/13/2014 to 5/31/2015

Evidence of Completion

Student attendance log, referrals, scams

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

Parent conference or home visit is being made for students' parents who have been tardy/absent three or more times in a month period.

Person Responsible

Angela Almaguer

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Conference and home visit logs, SCAMS, referrals

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

Review monthly attendance report to compare attendance trends.

Person Responsible

Angela Almaguer

Schedule

On 6/5/2015

Evidence of Completion

Monthly Attendance Report, Scams, Referrals

G3. Increase the use of STEM activities across all grade levels. 1

G048334

G3.B1 Lack of opportunities provided to students to apply science and math content and skills. 2

B120531

G3.B1.S1 Increase the use of STEM activities and enhance the knowledge of STEM in our student and faculty. 4

S132412

Strategy Rationale

There will always be a crunch for time, but if we plan with the STEM activities in mind, then we can select the ones that best fit and will support our current instructional goals.

Action Step 1 5

Work collaboratively during common planning to identify a monthly STEM activity for each grade level.

Person Responsible

Kadie Montano

Schedule

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

Evidence of Completion

lesson plans, classroom observations, coaching logs

Action Step 2 5

Host a career day event for students to get more information about STEM careers.

Person Responsible

Denver Dixon

Schedule

On 6/5/2015

Evidence of Completion

Career day agenda, career day schedule, career day response letters from those invited

Action Step 3 `5`

Plan for STEM during the SECME after-school program.

Person Responsible

Kadie Montano

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Secme lesson plans, SECME observations, instructional focus calendars

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

Instructional coaches will keep logs of STEM activities being done in the school.

Person Responsible

Angela Almaguer

Schedule

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

Evidence of Completion

STEM logs, observations, lesson plans, common planning logs, coaching logs

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

Increase in critical thinking and problem solving skills in students

Person Responsible

Angela Almaguer

Schedule

Quarterly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Interim assessments, student work, classroom observations

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
G2.B1.S1.A1	Identify students with 3 or more tardies or absences in a month and contact parents.	Dixon, Denver	10/1/2014	Student attendance log	5/31/2015 monthly
G1.B1.S1.A1	Work collaboratively to unwrap the standards and create lesson plans using backward planning during common planning.	Harrell, Mary	9/25/2014	Agendas, Common Planning Schedule, lesson plans, observations	11/26/2014 weekly
G1.B2.S1.A1	Provide targeted teachers with job-embedded professional development, during common planning and monthly professional development, on the use of The Gradual Release Model of Responsibility with an emphasis on the "I Do / We Do" portion of the lesson.	Stone, Allison	9/25/2014	Teachers participate in Professional Learning Communities and/or common planning in order to strengthen knowledge of the Gradual Release Model.	11/26/2014 weekly
G1.B3.S1.A1	Implement and monitor an instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) (teacher think-aloud, multiple guided practice sessions with corrective feedback, student collaborative learning and individual practice).	Montano, Kadie	9/25/2014	Planning Agenda, Lesson Plans	11/26/2014 weekly
G1.B1.S2.A1	Develop a plan for differentiated instruction based off of relevant and current data that includes a focus and aligns instructional resources to the students' specific needs.	Harrell, Mary	9/25/2014	Planning Agenda, Lesson Plans, DI Plans	11/26/2014 biweekly
G3.B1.S1.A1	Work collaboratively during common planning to identify a monthly STEM activity for each grade level.	Montano, Kadie	9/26/2014	lesson plans, classroom observations, coaching logs	11/26/2014 monthly
G1.B3.S1.A2	Conduct coaching cycles and model the Gradual Release of Responsibility Model based on teacher need.	Montano, Kadie	9/26/2014	Coaching and Support Logs	11/26/2014 weekly
G1.B1.S1.A2	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Harrell, Mary	9/25/2014	Coaching Log and Calendar	11/26/2014 weekly
G1.B1.S2.A2	Develop and implement an instructional framework to utilize during the Teacher Led Center	Harrell, Mary	9/25/2014	Instructional frameworks, observation of teacher led center, Agenda, Lesson Plans	11/26/2014 one-time
G1.B2.S1.A2	Model effective instructional delivery that targets the cognitive complexity of the standard during the "I Do" and "We Do" portion of the Gradual Release Model of Responsibility for targeted teachers	Stone, Allison	9/25/2014	Coaching logs, CSS support logs	11/26/2014 weekly
G2.B1.S1.A2	Use attendance incentive program to encourage students to be at school everyday and on time.	Dixon, Denver	10/13/2014	Student attendance log, referrals, scams	5/31/2015 monthly
G3.B1.S1.A2	Host a career day event for students to get more information about STEM careers.	Dixon, Denver	10/9/2014	Career day agenda, career day schedule, career day response letters from those invited	6/5/2015 one-time
G1.B1.S1.A3	Provide opportunities to review student work products during planning to ensure that work products met the expectations that were planned for. Increase descriptive and corrective feedback on student work products.	Harrell, Mary	9/25/2014	Lesson Plans. Planning Agenda	11/26/2014 weekly
G1.B1.S2.A3	Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.	Harrell, Mary	9/25/2014	Planning Agenda, Lesson Plans	11/26/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A3	Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.	Montano, Kadie	9/25/2014	Lesson Plans, observations, student work.	11/26/2014 weekly
G3.B1.S1.A3	Plan for STEM during the SECME after-school program.	Montano, Kadie	9/25/2014	Secme lesson plans, SECME observations, instructional focus calendars	6/5/2015 monthly
G1.MA1	Increase student reading proficiency across all content areas and grade levels.	Harrell, Mary	9/25/2014	Star Reports, weekly/monthly assessments, student work, early star literacy	11/26/2014 biweekly
G1.B1.S1.MA1	An increase in the teachers' content knowledge, understanding of the new standards, and the use of instructional strategies to deliver instruction.	Almaguer, Angela	9/25/2014	Instructional Coaches' Logs, Classroom Walk-Throughs Documentations, student work, weekly assessments, District Interim Assessments, lesson plans, observations	11/26/2014 weekly
G1.B1.S1.MA1	Utilizing Common Planning to build content knowledge, backwards plan, unwrap the standards, and review students work.	Almaguer, Angela	9/26/2014	District Support Document, Administration visits to Common Planning Sessions, Weekly Leadership Team Meetings, classroom observations, lesson plans	11/26/2014 weekly
G1.B2.S1.MA1	Students' ability to work independently.	Almaguer, Angela	9/25/2014	Student work and/or classroom observations	11/26/2014 weekly
G1.B2.S1.MA1	Looking for the gradual release process during the delivery of instruction.	Almaguer, Angela	9/25/2014	Classroom observations and walk-throughs, lesson plans, coaching logs	11/26/2014 weekly
G1.B3.S1.MA1	Students' ability to work independently	Almaguer, Angela	9/26/2014	Assessments and student work.	11/26/2014 biweekly
G1.B3.S1.MA1	Looking for the gradual release process during the delivery of instruction.	Almaguer, Angela	9/25/2014	Classroom observations and walk-throughs, lesson plans, coaching logs	11/26/2014 weekly
G1.B1.S2.MA1	Students are mastering secondary benchmarks.	Almaguer, Angela	9/26/2014	Assessments and student work	11/26/2014 weekly
G1.B1.S2.MA1	Teachers are using data to drive instruction.	Almaguer, Angela	9/25/2014	Walkthrough Monitoring Tool, Lesson Plans for DI	11/26/2014 biweekly
G2.MA1	Decrease the number of student tardies by 10% and increase attendance by 2%.	Dixon, Denver	9/25/2014	Attendance bulletin	6/5/2015 one-time
G2.B1.S1.MA1	Review monthly attendance report to compare attendance trends.	Almaguer, Angela	9/25/2014	Monthly Attendance Report, Scams, Referrals	6/5/2015 one-time
G2.B1.S1.MA1	Parent conference or home visit is being made for students' parents who have been tardy/absent three or more times in a month period.	Almaguer, Angela	9/25/2014	Conference and home visit logs, SCAMS, referrals	6/5/2015 monthly
G3.MA1	Increase the use of stem activities across all grade levels.	Almaguer, Angela	9/26/2014	STEM activity logs	11/26/2014 monthly
G3.B1.S1.MA1	Increase in critical thinking and problem solving skills in students	Almaguer, Angela	9/26/2014	Interim assessments, student work, classroom observations	6/5/2015 quarterly
G3.B1.S1.MA1	Instructional coaches will keep logs of STEM activities being done in the school.	Almaguer, Angela	9/26/2014	STEM logs, observations, lesson plans, common planning logs, coaching logs	11/26/2014 monthly
G4.MA1	School Climate Survey	Almaguer, Angela	2/1/2015	School climate survey in February will give a clear picture of whether our monthly meetings with parents have improved parent's feelings of being welcomed and supported by the school.	2/1/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

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

G1.B1 There is a limited evidence and understanding of effective planning and instruction delivery aligned to the Language Arts Florida Standards (LAFS) and Math Florida Standards (MAFS).

G1.B1.S2 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Develop a plan for differentiated instruction based off of relevant and current data that includes a focus and aligns instructional resources to the students' specific needs.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Biweekly, from 9/25/2014 to 11/26/2014

G1.B3 There is limited evidence of the students have the opportunity to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks.

G1.B3.S1 Implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition.

PD Opportunity 1

Implement and monitor an instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) (teacher think-aloud, multiple guided practice sessions with corrective feedback, student collaborative learning and individual practice).

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**