

# Dr. Henry W. Mack/West Little River K 8 Center



2014-15 School Improvement Plan

## Dr. Henry W. Mack/West Little River K 8 Center

2450 NW 84TH ST, Miami, FL 33147

<http://wlre.dadeschools.net>

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Combination	Yes	98%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	99%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

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

## DA Turnaround and Monitoring Statuses

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

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

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The staff and community of Dr. Henry W. Mack / West Little River K - 8 Center believe that all students can accomplish a high level of academic achievement, while building positive self-esteem. We accept the challenge to guide our students toward academic and social success through education.

##### **Provide the school's vision statement**

Dr. Henry W. Mack/West Little River K – 8 Center is committed to providing educational excellence for all students. We believe that every student will reach their highest academic potential with the support of all stakeholders, including staff, parents and community and business partners.

#### School Environment

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

The faculty and staff at Dr. Henry W. Mack/ West Little River K-8 Center value our students' cultures. In doing so, we make opportunities at various points of the school year to encourage students to share their culture. Students participate in various cultural activities with their classmates and teachers which help build the relationships between teachers and students. Students participate in Hispanic Heritage activities, Black History activities as well as Haitian/ Creole activities. Teachers have to opportunity to expose students to many other cultures through class discussions and Social Science lessons.

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

Dr. Henry W. Mack/ West Little River K-8 Center students feel safe and respected before, during and after school. Through our Positive Behavior System (PBS) and school counseling initiatives, students feel comfortable with reporting any issues regarding bullying, issues at home and much more. Students also know of the contact people that are available to them regarding their safety and respect.

In addition, students are being exposed to and participating in a host of activities and programs throughout the year such as: STEM activities and competitions, Magnet School Fairs, National Junior Honor Society, service clubs, 500 Role Models, Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Performing Arts field trips, Anti-bullying and Character Education. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations.

##### **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**

The schoolwide behavioral system is implemented through the Positive Behavior System (PBS). Our school's PBS Coach works with teachers to minimize distractions and keep students engaged during



instructional time by collaborating with the teachers. The PBS Coach and teachers have established a plan for promoting positive behavior which include utilizing Class Dojo, alternatives to suspension and parental communication. Involved PBS school personnel attend planning and implementation meetings throughout the school year and attend professional development sessions.

**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**

Dr. Henry W. Mack/ West Little River K-8 Center provides an variety of counseling services to ensure the social-emotional needs of all students are being met. Depending on the student need, students can receive individual and group counseling which includes peer mediation. Outside agency referrals and community based agency presentations are also provided to students in need.

**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**

Dr. Henry W. Mack/West Little River K-8 Center early warning system indicators are:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**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	6	7	8	
Attendance below 90 percent	16	7	11	7	5	8	10	9	6	79
One or more suspensions	0	0	0	3	3	2	7	3	4	22
Course failure in ELA or Math	14	22	15	31	4	29	0	5	0	120
Level 1 on statewide assessment	0	0	0	32	14	24	13	14	9	106

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	14	7	11	31	5	24	10	9	4	115

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

Dr. Henry W. Mack/West Little River K-8 Center provide intervention strategies for students identified by the early warning system that include:  
 Provide opportunities for students to work collaboratively with classmates.  
 Implementation of Tier 2 and Tier 3 intervention for Reading through Wonderworks.

Differentiated instruction is implemented during instructional time.  
Technology programs are used that identify specific deficiencies in students.  
Individual and Group Counseling for students.  
Referral to community based organizations for emotional/psychological needs.  
Use of the alternative to suspension plan for students with behavioral issues.  
School attendance plan include incentives provided to students for meeting attendance goals.

## 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/197415>.

#### **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**

Dr. Henry W. Mack/West Little River K-8 Center strives to involve all families and Community Partners. The entire staff builds strong external relationships.

The staff at Dr. Henry W. Mack/West Little River K-8 Center:

- Sees parents and Community Businesses as partners in helping students learn,
- Values parents' input and participation in advancing the school's mission and vision, and
- Supports efforts to strengthen its students' community resources.

Dr. Henry W. Mack/West Little River K-8 Center creates a welcoming and communicative environment for all parents and Community Business Leaders. Parents and visitors are greeted warmly when they call or visit the school. Dr. Henry W. Mack/West Little River K-8 Center regularly communicates with parents about how they can help their children learn.

Teachers and parents are partners in improving student learning. Every effort is made to ensure parents are active participants in their child's schooling. Teachers work closely with parents to meet the students' needs. Teachers listen to parents and try to understand parent's problems and concerns through parent-teacher conferences. Parents are encouraged to volunteer their time to support the school (e.g. volunteer in the classroom, attend field trips, and participate in school-wide events).

## 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
Oce, Kimula	Principal
Lillie-Johnson, Kamila	Assistant Principal
Miller, Ashley	Instructional Coach
Diaz, Daniel	Instructional Coach

## Duties

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

Leadership is an extension of the Dr. Henry W. Mack/West Little River K – 8 Center’s Instructional Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The Principal provides a common vision for the use of data-based decision-making and ensures that the team is implementing RtI. The principal conducts assessments of RtI skills of staff and ensures implementation of intervention support and documentation. The principal also ensures that necessary professional development is provided to all staff to support implementation. The General Education Teachers (Primary and Intermediate) provide information about core instruction and participate in student data collection. They also deliver Tier 1 instruction/intervention and collaborate with Coaches and other teachers to implement Tier 2 interventions. They ensure that Tier 1 materials and instruction are integrated with Tier 2 and 3 activities. The Special Education (SPED) Teacher participates in student data collection and collaborate with general education teachers through such activities as consultation and collaboration. They also function as a resource in the area of intervention and provide General Education teachers with additional intervention assistance as needed to ensure the success of all students. The Reading Coaches develop, lead, and evaluate Language Arts and Reading standards and programs. The Coaches work with the Language Arts and Reading teachers to implement scientifically based curriculum and intervention approaches. They analyze assessment data and identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. The Coaches assist with whole school screening programs and analyze the data to ensure that interventions and assistance is provided to students and teachers as needed. They also assist in the design and implementation for progress monitoring, data collection, and data analysis. Professional development design and delivery is implemented and modeled by them. The coaches provide additional support for assessment and implementation monitoring as well.

The Mathematics Coach develops, leads, and evaluates Mathematics content standards and programs. The

Coach will identify and ensure implementation of scientifically based curriculum and intervention approaches.

Additionally, the Coach will identify systematic patterns of student need and implement appropriate, evidence-based intervention strategies. Professional development and support will be provided to teachers

based on their assessment results.

The Science Coach develops, leads, and evaluates Science content standards and programs. The Coach will

identify and ensure implementation of scientifically based curriculum and intervention approaches.

Additionally, the Coach will identify systematic patterns of student need and implement appropriate, evidence-based intervention strategies. Professional development and support will be provided to teachers

based on their assessment results. The Science Coach will ensure that all students receive laboratory and

hands-on experiences both in the classroom and the Science Lab.

The School Psychologist participates in the collection, interpretation, and analysis of data. The Psychologist also

facilitates development of intervention plans and provides support for intervention fidelity and documentation. Professional development and technical assistance for problem-solving activities including

data collection, data analysis, intervention planning, and program evaluation are provided as needed. The

Psychologist is an integral part of the data-based decision making activities.

The Speech Language Pathologist (SLP) (as needed) educates the team in the role language plays in

curriculum, assessment, and instruction, as a basis for appropriate program design. The SLP also assists in

the selection of screening measures and helps identify systemic patterns of student need with respect to

language skills.

The School Counselor and School Social Worker provide quality services and expertise on issues ranging

from program design to assessment and intervention with individual students. In addition to providing interventions, the school social worker continues to link child-serving and community agencies to the schools

and families to support the child's academic, emotional, behavioral, and social success.

***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 Leadership Team in collaboration with the designated RtI team members will meet Mondays to focus on

student achievement and the utilization of data to ensure that the students progress and continue to excel

academically. The team meets on Thursdays to engage in the following activities:

- Review universal screening data and link to instructional decisions.
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

- Based on the data, the team will identify professional development and curriculum resources.
- The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

-Title I Part A

At Dr. Henry W. Mack/West Little River K – 8 Center services are provided to ensure students requiring additional remediation are assisted through before and after school tutorial programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Subject area coaches (Reading/Math/Science) develop, lead, and evaluate school core content standards/ programs. The subject area coaches also identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They work with district personnel to identify systematic patterns of student need and identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk.” They also 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 Services; and special support services to special needs populations such as homeless and neglected and delinquent students.

-Title I Part C Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

-Title I Part D

Dr. Henry W. Mack/West Little River K – 8 Center receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.

-Title II

Dr. Henry W. Mack/West Little River K – 8 Center uses supplemental funds for improving basic education as follows:

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

Dr. Henry W. Mack/West Little River K – 8 Center has a trained PDL and PLC facilitator that will be utilized to provide professional development and facilitation throughout the school.

-Title III

Dr. Henry W. Mack/West Little River K – 8 Center Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs
- Parent outreach activities
- Coaching and mentoring for ESOL and content area teachers
- Professional development on best practices for ESOL and content area teachers
- Reading and supplementary instructional materials
- Hardware and software for the development of language and literacy skills in reading was purchased by the district to be used by ELL and immigrant students at our school

The above services will be provided should funds become available for the 2012-13 school year and should the FLDOE approve the application.

-Title X Homeless

- Dr. Henry W. Mack/West Little River K – 8 Center Homeless Social Worker provides 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. • The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act – ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

-Supplemental Academic Instruction (SAI)

Dr. Henry W. Mack/West Little River K – 8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

-Violence Prevention Programs

At Dr. Henry W. Mack/West Little River K – 8 Center the Safe and Drug-Free Schools Program addresses violence prevention and intervention services for students through curriculum implemented by classroom teachers and the counselor. The teachers and counselor work collaboratively to ensure that the curriculum is implemented in an effective manner. Training and technical assistance for school teachers, administrators, counselors, and Safe School Specialists is also a component of this program. Safe School Specialists provide training and follow-up activities to all school staff in the areas of violence prevention, stress management, and crisis management.

-Nutrition Programs

Dr. Henry W. Mack/West Little River K – 8 Center adheres to and implements the nutrition requirements stated on the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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 Wellness Policy.

-Housing Programs

- The Homeless Assistance Program at Dr. Henry W. Mack/West Little River K - 8 Center seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. • Project Upstart, Homeless Children & Youth Program assists Dr. Henry W. Mack/West Little River K – 8 Center with the identification, enrollment, attendance, and transportation of homeless students.

- The Homeless Liaison provides training for Dr. Henry W. Mack/West Little River K – 8 Center’s registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act. This ensures that homeless children and youth are not stigmatized, separated, segregated, or isolated based on their status as homeless and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity and awareness campaign that is used at Dr. Henry W. Mack/West Little River K – 8 Center and all schools. Dr. Henry W. Mack/West Little River K – 8 Center is provided a video and curriculum manual. A contest is also sponsored by the Homeless Trust - a community organization.

-Head Start

Head Start programs are located off campus in the community surrounding Dr. Henry W. Mack/West Little River K – 8 Center. Staff collaborates with them through a scheduled preview for their students in the spring to familiarize them with the Kindergarten program.

-Adult Education

Not applicable

-Career and Technical Education

Dr. Henry W. Mack/West Little River K – 8 Center provides a Career and Truck Day to present an in-depth understanding of the various facets of future career opportunities. In addition, career centered discussions are done within content areas.

-Job Training

Not applicable

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Kimula Oce	Principal
Dr. Kamila Lillie- Johnson	Principal
Katina Johnson	Teacher
Latricia Johnson-Smith	Teacher
Lourdes Tomas	Teacher
Richard Howard	Education Support Employee
Voncile Graham	Teacher
Ashley Miller	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 School Advisory Council reviewed the 2013-2014 school improvement plan at monthly meetings. Members of SAC also assisted in creating and writing the school improvement plan.

*Development of this school improvement plan*

The School Advisory Council plays an active role in the development of the school improvement plan by participating in writing committees, data analysis along with monthly reviews of the current school improvement plan.

*Preparation of the school's annual budget and plan*

The Principal discusses and reviews the school's annual budget and plan before and after budget conferences. The Principal keeps the SAC abreast to pertinent information and changes as it relates to the budget and plan.

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

The projected use of school improvement funds include:

End of the year awards incentives- \$800

Incentives for after school tutoring participation- \$200

School wide music interactive program (implemented in grades 2-8 through music classes)- \$300

***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
Oce, Kimula	Principal
Lillie-Johnson, Kamila	Assistant Principal
Miller, Ashley	Instructional Coach
Diaz, Daniel	Instructional Coach

## Duties

### ***Describe how the LLT promotes literacy within the school***

The LLT will create capacity of reading knowledge within the school building and focus on areas of literacy

concern across the school. The LLT will create periodic classroom assessments for teachers to administer.

Data from these assessments will be used to assist teachers with specific instruction and strategies to increase student achievement. The school-based LLT will meet monthly to discuss and analyze student data.

Data is comprised of Interim Assessments, FAIR results and previous FCAT scores, in addition to teacher generated formal and informal assessments. Data trends are identified and decisions will be made based on the most current data available. Adjustments are made to the instructional focus calendar to target areas identified by the data to be in need of improvement.

## 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**

Dr. Henry W. Mack/West Little River K-Center strives to ensure positive working relationships with teachers. All teachers collaborate to promote professional development and collaborative planning. The teachers are active participants in school improvement, committed to the school, and focused on professional development. Through the PD liaison in-house professional development activities are provided to the teachers. Teachers are supportive and respectful of one another. Through collaborative planning sessions teachers are afforded the opportunity to work with instructional coaches to ensure that the appropriate standards are taught.

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

The following strategies are utilized by Dr. Henry W. Mack/ West Little River K-8 Center to recruit and retain highly qualified, certified-in-field, effective teachers:

- Regular meetings of new teachers with Principal (Principal)
- Partnering new teachers with veteran staff (Assistant Principal)
- Job Fairs and Teach for America Events (Principal)
- Soliciting referrals from current employees (Principal)
- Open-door policy utilized by administrators to address individual or grade level concerns (Principal/Assistant Principal)
- Bi-weekly grade level meetings with all teachers (Principal/Assistant Principal)



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

The mentor and mentee will meet weekly to discuss evidence-based strategies. The mentor will observe the mentee and conduct modeling lessons. Time is given for feedback, coaching, modeling, and planning. The mentees are paired with mentors that have taught or are teaching the subject the mentee is teaching.

## **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***

At Dr. Henry W. Mack/ West Little River K-8 Center instruction is challenging and engaging. The instruction is clear, well-structured, rigorous, and encourages students to build and apply knowledge.

- Weekly collaborative planning sessions ensure core instructional programs and materials are aligned to the Florida Standards;
- Interactive lessons encourage students to build and apply knowledge
- Rigorous lessons encourage students to utilize higher order thinking skills
- Well-paced and planning with the end in mind
- Aligned across all grade levels

#### **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***

Dr. Henry W. Mack/ West Little River K-8 Center uses data-driven decision making in order to gather data to ensure the school, the classroom, and the student is meeting our purpose and vision to ensure that every student is a successful citizen.

The school's MTSS/Rtl Leadership Team collaborates monthly to analyze data, review progress monitoring data, and recognize students who are meeting and exceeding standards and/or benchmarks. Based on the information the team provides professional development and resources necessary to provide effective interventions. The team collaborates weekly to resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The roles and responsibilities are as follows: the principal, assistant principal, and instructional coaches provide a common vision for the use of data-driven decision making in order to establish interventions and support for the teachers. They collaborate with to verify the intervention plan created meets the needs of all students.

##### ***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**

Dr. Henry W. Mack/ West Little River K-8 Center will offer after school tutoring to all students. The tutoring services will be based on the students' individual needs. The programs utilized will be primarily computer-based, as well as lessons developed by the tutors. This additional hour will include both intervention and/or enrichment activities.

**Strategy Rationale**

The extra instruction the students at Dr. Henry W. Mack/ West Little River K-8 Center will receive will be at their instructional level. This extra hour will assist teachers in closing the learning gap and challenge students in the enrichment portion of the tutoring program .

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Oce, Kimula, pr5861@dadeschools.net

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

Students that participate in the tutoring programs are monitored for success on Baseline, interim, and quarterly assessments administered beginning August 2014 and analyzed by instructional teachers and the Leadership Team.

**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 Dr. Henry Mack/West Little River K – 8 Center by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I program further provides assistance for pre-school transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three and four year old children.

Preschool children and parents are assisted through the early childhood programs being offered at our school. The assessment tools utilized are:

- Learning Accomplishment Profile Diagnostic (LAP-D) which assesses four domains of development with two sub-scales in each domain: Fine Motor (Writing and Manipulation), Cognitive (Counting and Matching), Language (Naming and Comprehension, and Gross Motor (Body Movement and Object Movement)
- Phonological and Early Literacy Inventory (P.E.L.I.) which assesses word awareness, rhyme awareness,

segmenting, concept of print, alliteration, and blending

- Devereux Early Childhood Assessment (DECA) utilized to assess initiative, attachment, self-control, and

behavioral concerns

- FAIR

- FLKRS

The staff responsible for the implementation of the curriculum is the teacher and para-professional.

The para

-professional implements the high scope curriculum with a small group of students, as well as facilitates the

plan-to-do review portion of high scope. Parental involvement is maintained by the parents completing the

district volunteer application, and encouraged to volunteer in the classroom. VPK is the program offered at

our school. The funding resources for these programs are Title I. Students' readiness for Kindergarten is assessed through articulation between Pre Kindergarten and Kindergarten teachers.

Parents are provided

with an orientation meeting.

Expand the "Welcome to Kindergarten" program to build partnership with local early education programs,

including the in school prekindergarten program. Through this joint venture, parents and children will gain

familiarity with kindergarten as well as receive information relative to the matriculation of students at the

school. The principal will also meet with the center directors of neighborhood centers.

Direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents

to interested parents throughout the year.

### 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***

Not Applicable

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

Not Applicable

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

Not Applicable

***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***

Not Applicable

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To increase the number of students participating in Project-Based Learning in STEM in order to emphasize and engage students in the problem solving process.
- G3.** To decrease the total number of students exhibiting two or more Early Warning System (EWS) Indicators.
- G4.** To increase teacher understanding of the Florida Standards.

## Strategic Goals Detail

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

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

G047771

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	53.0
AMO Math - All Students	64.0
FCAT 2.0 Science Proficiency	40.0

**Resources Available to Support the Goal 2**

- Literacy - Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill Wonderworks; McDougal Litell, Inside Mathematics - Go Math Textbooks, FI Ready Common Core Textbooks, McGraw Hill, Computers (iReady), CER Bellringers, Scheduled Planning Times K-8 Science - Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos

**Targeted Barriers to Achieving the Goal 3**

- There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards and the NGSSS. The implementation of data guided instruction is limited across grade levels.

**Plan to Monitor Progress Toward G1. 8**

The interim assessments will reviewed throughout the year to determine the progress toward the goal.

**Person Responsible**

Kimula Oce

**Schedule**

Quarterly, from 9/1/2014 to 11/26/2014

**Evidence of Completion**

Work folders, Weekly Assessment data, Interim Data

**G2.** To increase the number of students participating in Project-Based Learning in STEM in order to emphasize and engage students in the problem solving process. 1a

G048317

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0

**Resources Available to Support the Goal** 2

- Science Coach -Math Coach -Science Lab -Essential Labs -Gizmos

**Targeted Barriers to Achieving the Goal** 3

- Limited amount of opportunities that include Project-Based Learning in STEM for students to participate in.

**Plan to Monitor Progress Toward G2.** 8

Classroom walkthroughs to ensure that the science fair projects and essential labs are being conducted.

**Person Responsible**

Kimula Oce

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

**Evidence of Completion**

Classroom walkthrough log, Participation in Science Fair, Lesson Plans

**G3. To decrease the total number of students exhibiting two or more Early Warning System (EWS) Indicators.** 1a

G048318

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

Attendance rate

**Resources Available to Support the Goal** 2

- Counselor -Social Worker -Community Involvement Specialist

**Targeted Barriers to Achieving the Goal** 3

- There are more than 100 students that exhibit two or more EWS indicators.

**Plan to Monitor Progress Toward G3.** 8

The Early Warning System (EWS) Indicators will be reviewed and determined ones that have increased and/or decreased.

**Person Responsible**

Kamila Lillie-Johnson

**Schedule**

Weekly, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Retention list, Attendance list, Early Warning System Findings, SST Meeting Logs

**G4. To increase teacher understanding of the Florida Standards.** 1a

G048319

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- -PD Liaison -Instructional Coaches -McGraw Hill Wonders (reading program) -Intervention (Wonderworks) -Planning Cards -Supplemental Instructional Guide (SIG) -Daily Learning Targets, Webb's DOK chart -Houghton Mifflin Go Math Resources -Unwrapping the Standards template -Backwards Planning Document -CER Model

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding of the new Florida Standards.

**Plan to Monitor Progress Toward G4.** 8

Conduct classroom walkthroughs to monitor the implementation of the Florida Standards using explicit instruction and appropriate pacing.

**Person Responsible**

Kimula Oce

**Schedule**

Weekly, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Classroom Walkthroughs



## Action Plan for Improvement


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

### Problem Solving Key


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

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


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

 G047771

**G1.B1** There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards and the NGSSS. The implementation of data guided instruction is limited across grade levels. **2**

 B119011

**G1.B1.S1** Effective Planning and Instructional Delivery - 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**

 S130799

### Strategy Rationale

The use of the Reading Florida Standards when planning will ensure that the appropriate standards are being taught.

### Action Step 1 **5**

Provide professional development on the Language Arts Florida Standards (LAFS) and how those standards translate into comprehensive lesson plans that include explicit instruction.

#### Person Responsible

Ashley Miller

#### Schedule

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

#### Evidence of Completion

PD agenda and sign- In sheet, Professional development deliverables (PD presentation, handouts), DI schedules,

## Action Step 2 5

Implement and monitor an instructional framework that encompasses explicit instruction and the effective use of small group instruction to target students' needs.

### **Person Responsible**

Ashley Miller

### **Schedule**

### ***Evidence of Completion***

Lesson Plans, Student work samples, DI student work samples

## Action Step 3 5

Work collaboratively during common planning to create lesson plans that include scaffold Daily Learning Targets using backward planning as well as small group instruction.

- Unwrap the LAFS using the item specifications, ETO planning cards, Webb's DOK during common planning to ensure instruction is aligned to the LAFS.
- Plan for and develop end products that require students to write in response to texts aligned to the LAFS and Daily Learning Targets.

### **Person Responsible**

Ashley Miller

### **Schedule**

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

### ***Evidence of Completion***

Common planning agenda, Lesson plans, Student work samples, ETO feedback and reflection on support document, Implementation Plan

#### Action Step 4 5

Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development.

**Person Responsible**

Kamila Lillie-Johnson

**Schedule**

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

**Evidence of Completion**

Common planning agenda, Lesson plans, Student work samples, ETO feedback and reflection on support document, Implementation Plan

#### Action Step 5 5

Collaborate with SPED Resource teacher to guide instruction based on grade level priority standards and infuse appropriate IEP accommodations into lesson plans and instructional delivery.

**Person Responsible**

Ashley Miller

**Schedule**

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

**Evidence of Completion**

Lesson Plans, Student work samples, DI student work samples

#### Action Step 6 5

Conduct full coaching cycles to include modeling, co-teaching and debriefing on how the lessons created during common planning are translated into the instructional delivery.

**Person Responsible**

Ashley Miller

**Schedule**

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

**Evidence of Completion**

Coaching logs and Calendars, Documentation of debrief following modeling session, Note Taking/Note Making Documentation

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

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include scaffolded Daily Learning Targets and small group instruction of the Florida Standards and NGSSS and rigorous end products that require students to respond to texts.

#### **Person Responsible**

Kimula Oce

#### **Schedule**

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

#### ***Evidence of Completion***

Walkthrough documentation, Administrative feedback and reflection on coaching logs

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

Consistently monitor common planning and the implementation of lesson planning and delivery to include scaffolded Daily Learning Targets and small group instruction of the Florida Standards and NGSSS and rigorous end products that require students to respond to texts.

#### **Person Responsible**

Kimula Oce

#### **Schedule**

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

#### ***Evidence of Completion***

Common planning agenda, Lesson plans, Student work samples

**G2.** To increase the number of students participating in Project-Based Learning in STEM in order to emphasize and engage students in the problem solving process. 1

G048317

**G2.B1** Limited amount of opportunities that include Project-Based Learning in STEM for students to participate in. 2

B120486

**G2.B1.S1** Create a plan and calendar with activities for development of student projects and increase participation in STEM competitions; include hands-on activities and essential labs that encourage the integration of science, mathematics and literacy. 4

S132369

### Strategy Rationale

There are limited opportunities of the STEM activities and limited evidence student projects in STEM.

### Action Step 1 5

Collaborative planning sessions that will provide teachers with the Claims, Evidence, and Reasoning (CER) process and essential labs that follow the scientific method.

#### Person Responsible

#### Schedule

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

#### Evidence of Completion

Sign-in Sheets, Agendas, Coaching Logs, Lesson Plans

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

The science coach will spearhead the school Science Fair and the implementation of essential labs to include the integration of science, mathematics, and literacy.

#### Person Responsible

#### Schedule

Weekly, from 9/15/2014 to 11/26/2014

#### Evidence of Completion

Science Fair packets, Coaching Logs, Lesson plans

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

Actively participate in collaborative planning sessions and monitor the planning of the Science Fair and other STEM competitions.

**Person Responsible**

Kimula Oce

**Schedule**


On 11/26/2014

**Evidence of Completion**


Sign-in Sheets, Agendas, Science Fair packets, Lesson plans

**G3.** To decrease the total number of students exhibiting two or more Early Warning System (EWS) Indicators.

1

 G048318

**G3.B1** There are more than 100 students that exhibit two or more EWS indicators. 2

 B120487

**G3.B1.S1** Students identified with two or more early warning signs will be considered "At-Risk" and addressed in SST and Rtl meetings. 4

 S132370

**Strategy Rationale**

The student exhibiting these indicators are possibly struggling academically.

**Action Step 1 5**

The Attendance Committee and Student Services Team will review Early Warning System (EWS) indicators and identify students meeting the criteria.

**Person Responsible**

Kamila Lillie-Johnson

**Schedule**

Weekly, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Retention list, Attendance list, Early Warning System Findings

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

.SST meetings will be scheduled in order to develop individualized plans for identified students, as needed.

**Person Responsible**

Kamila Lillie-Johnson

**Schedule**

Weekly, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Retention list, Attendance list, Early Warning System Findings, SST Meeting Logs

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

Ongoing student progress monitoring will be conducted on identified students and plans created, as needed.

**Person Responsible**

Kamila Lillie-Johnson


**Schedule**

Weekly, from 9/8/2014 to 6/3/2015


**Evidence of Completion**

Retention list, Attendance list, Early Warning System Findings, SST Meeting Logs

**G4. To increase teacher understanding of the Florida Standards. 1**

 G048319

**G4.B1 Lack of understanding of the new Florida Standards. 2**

 B120488

**G4.B1.S1 Plan and create PD opportunities and collaborative planning sessions that focus on the Florida Standards. 4**

 S132375

**Strategy Rationale**

Teachers need opportunities to dig deeper into the standards.

**Action Step 1 5**

Create PD opportunities and collaborative planning sessions that include the Florida Standards.

**Person Responsible**

Kamila Lillie-Johnson

**Schedule**

Biweekly, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Sign-in sheets, Agendas, Lesson Plans

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

The administration we be active participants in PDs and collaborative sessions.

**Person Responsible**

Kimula Oce

**Schedule**

Biweekly, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Sign-in sheets, Agendas, Lesson Plans



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

Conduct coaching cycles to ensure that that information in PDs and collaborative sessions are being transferred into the classroom.

**Person Responsible**

Ashley Miller

**Schedule**

Biweekly, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Coaching Logs, Lesson Plansd

**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 professional development on the Language Arts Florida Standards (LAFS) and how those standards translate into comprehensive lesson plans that include explicit instruction.	Miller, Ashley	10/1/2014	PD agenda and sign- In sheet, Professional development deliverables (PD presentation, handouts), DI schedules,	11/26/2014 monthly
G2.B1.S1.A1	Collaborative planning sessions that will provide teachers with the Claims, Evidence, and Reasoning (CER) process and essential labs that follow the scientific method.		8/18/2014	Sign-in Sheets, Agendas, Coaching Logs, Lesson Plans	11/26/2014 weekly
G3.B1.S1.A1	The Attendance Committee and Student Services Team will review Early Warning System (EWS) indicators and identify students meeting the criteria.	Lillie-Johnson, Kamila	9/8/2014	Retention list, Attendance list, Early Warning System Findings	6/3/2015 weekly
G4.B1.S1.A1	Create PD opportunities and collaborative planning sessions that include the Florida Standards.	Lillie-Johnson, Kamila	9/8/2014	Sign-in sheets, Agendas, Lesson Plans	6/3/2015 biweekly
G1.B1.S1.A2	Implement and monitor an instructional framework that encompasses explicit instruction and the effective use of small group instruction to target students' needs.	Miller, Ashley	10/1/2014	Lesson Plans, Student work samples, DI student work samples	one-time
G1.B1.S1.A3	Work collaboratively during common planning to create lesson plans that include scaffold Daily Learning Targets using backward planning as well as small group instruction. • Unwrap the LAFS using the item specifications, ETO planning cards, Webb's DOK during common planning to ensure instruction is aligned to the LAFS. • Plan for and develop end products that require students to write in response to texts aligned to the LAFS and Daily Learning Targets.	Miller, Ashley	10/1/2014	Common planning agenda, Lesson plans, Student work samples, ETO feedback and reflection on support document, Implementation Plan	11/26/2014 weekly
G1.B1.S1.A4	Follow-up on the implementation of the LAFS and comprehensive lesson	Lillie-Johnson, Kamila	10/1/2014	Common planning agenda, Lesson plans, Student work samples, ETO	11/26/2014 weekly

**Dade - 5861 - Dr. Henry W Mack/West Little River K 8 Center - 2014-15 SIP**  
*Dr. Henry W. Mack/West Little River K 8 Center*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	planning provided during the professional development.			feedback and reflection on support document, Implementation Plan	
G1.B1.S1.A5	Collaborate with SPED Resource teacher to guide instruction based on grade level priority standards and infuse appropriate IEP accommodations into lesson plans and instructional delivery.	Miller, Ashley	10/1/2014	Lesson Plans, Student work samples, DI student work samples	11/26/2014 weekly
G1.B1.S1.A6	Conduct full coaching cycles to include modeling, co-teaching and debriefing on how the lessons created during common planning are translated into the instructional delivery.	Miller, Ashley	10/1/2014	Coaching logs and Calendars, Documentation of debrief following modeling session, Note Taking/Note Making Documentation	11/26/2014 weekly
G1.MA1	The interim assessments will reviewed throughout the year to determine the progress toward the goal.	Oce, Kimula	9/1/2014	Work folders, Weekly Assessment data, Interim Data	11/26/2014 quarterly
G1.B1.S1.MA1	Consistently monitor common planning and the implementation of lesson planning and delivery to include scaffolded Daily Learning Targets and small group instruction of the Florida Standards and NGSSS and rigorous end products that require students to respond to texts.	Oce, Kimula	10/1/2014	Common planning agenda, Lesson plans, Student work samples	11/26/2014 weekly
G1.B1.S1.MA1	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include scaffolded Daily Learning Targets and small group instruction of the Florida Standards and NGSSS and rigorous end products that require students to respond to texts.	Oce, Kimula	10/1/2014	Walkthrough documentation, Administrative feedback and reflection on coaching logs	11/26/2014 daily
G2.MA1	Classroom walkthroughs to ensure that the science fair projects and essential labs are being conducted.	Oce, Kimula	9/8/2014	Classroom walkthrough log, Participation in Science Fair, Lesson Plans	11/26/2014 weekly
G2.B1.S1.MA1	Actively participate in collaborative planning sessions and monitor the planning of the Science Fair and other STEM competitions.	Oce, Kimula	9/8/2014	Sign-in Sheets, Agendas, Science Fair packets, Lesson plans	11/26/2014 one-time
G2.B1.S1.MA1	The science coach will spearhead the school Science Fair and the implementation of essential labs to include the integration of science, mathematics, and literacy.		9/15/2014	Science Fair packets, Coaching Logs, Lesson plans	11/26/2014 weekly
G3.MA1	The Early Warning System (EWS) Indicators will be reviewed and determined ones that have increased and/or decreased.	Lillie-Johnson, Kamila	9/8/2014	Retention list, Attendance list, Early Warning System Findings, SST Meeting Logs	6/3/2015 weekly
G3.B1.S1.MA1	Ongoing student progress monitoring will be conducted on identified students and plans created, as needed.	Lillie-Johnson, Kamila	9/8/2014	Retention list, Attendance list, Early Warning System Findings, SST Meeting Logs	6/3/2015 weekly
G3.B1.S1.MA1	.SST meetings will be scheduled in order to develop individualized plans for identified students, as needed.	Lillie-Johnson, Kamila	9/8/2014	Retention list, Attendance list, Early Warning System Findings, SST Meeting Logs	6/3/2015 weekly
G4.MA1	Conduct classroom walkthroughs to monitor the implementation of the Florida Standards using explicit instruction and appropriate pacing.	Oce, Kimula	9/8/2014	Classroom Walkthroughs	6/3/2015 weekly
G4.B1.S1.MA1	Conduct coaching cycles to ensure that that information in PDs and collaborative sessions are being transferred into the classroom.	Miller, Ashley	9/8/2014	Coaching Logs, Lesson Plansd	6/3/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	The administration we be active participants in PDs and collaborative sessions.	Oce, Kimula	9/8/2014	Sign-in sheets, Agendas, Lesson Plans	6/3/2015 biweekly

## 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.*

## 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