

Campbell Drive K 8 Center



2014-15 School Improvement Plan

Campbell Drive K 8 Center

15790 SW 307TH ST, Homestead, FL 33033

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

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

97%

Alternative/ESE Center

No

Charter School

No

Minority

97%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

C

B

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 |
|-------------|-------------------|------------------------------|
| Not In DA | 5 | Gayle Sitter |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Campbell K-8 Center is to improve academic achievement for all learners at all grade levels through a shared responsibility of students, teachers, staff, parents, and community agencies.

Provide the school's vision statement

Campbell Drive K-8 Center enriches the community through the conveyance of multi-cultural heritage of our school population in providing the best possible educational experiences for our students and the surrounding community. We extend the services of the school to encompass the needs of the whole individual and to provide a center for a safe and nurturing environment.

School Environment

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

All stakeholders at Campbell Drive K-8 Center are encouraged to build relationships through daily activities that help us to know and understand the whole child. Teachers are encouraged to communicate with students and parents to not only promote success, but also to help to meet all of their needs both academically and emotionally. Through a student-driven approach to learning, teachers use differentiated instructions focusing on all learning modalities to meet the student's individual needs. Campbell Drive K-8 Center has an open-door policy where parents can be involved in decision making through EESAC as well as participate in school-wide activities aimed at fostering strong relationships.

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

Students feel safe and respected at Campbell Drive K-8 Center at all times. Clear behavioral expectations are established from the first day of school and are communicated and documented throughout the school year. By following the MDCPS Student Code of Conduct, students understand that their school will take appropriate actions to keep all students safe.

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

Every teacher at Campbell Drive K-8 Center is expected to set clear classroom expectations and utilize a behavior management plan with rules, consequences, and rewards. These classroom expectations are communicated to the parents and shared with all visitors and substitutes. Parents are encouraged to familiarize themselves with the MCPS Student Code of Conduct and we require that the students and parents sign and return Acknowledgement and Receipt and Review of the Student Code of Conduct.

Redirection is always the first option at CDK-8 and the use of a buddy teacher for a time away is utilized when appropriate. Teachers will use the MDCPs Student Code of Conduct to address student behavior before referral to administration.

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

Social-emotional needs of all students are being met in the following ways:

- *character education takes place in all grade levels
- * large group, small group, and individualized counseling is provided by Elementary and Middle School counselors
- *grade level activities provided by the counselors address the needs of the group.
- * Teachers volunteer to be mentors to students who are in need of individualized attention. Mentoring takes place during planning time or lunch time focusing on school issues, social issues or home-life problems.

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

The lowest 25% of Campbell Drive K-8 students are identified in order to provide targeted instruction. Truancy lists are populated and meetings are held by the school counselors with the parents. Behavioral meeting are held with teacher and parents, administrator, teacher, and parents, and if no progress is made a Functional Assessment of Behavior is carried out with Behavioral Modification Therapist, teacher, and parent.

- *Truancy Meetings
- *Functional Assessment of Behavior/Behavior Intervention Plan
- *Rtl/Referral Process
- *Ongoing Progress Monitoring

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 | 42 | 25 | 25 | 15 | 14 | 11 | 14 | 16 | 9 | 171 |
| One or more suspensions | 5 | 2 | 5 | 2 | 3 | 12 | 9 | 6 | 15 | 59 |
| Course failure in ELA or Math | 36 | 35 | 37 | 64 | 48 | 24 | 8 | 24 | 13 | 289 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 68 | 54 | 49 | 29 | 26 | 42 | 268 |

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 | 83 | 62 | 67 | 149 | 119 | 96 | 60 | 72 | 79 | 787 |

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

Implementation of identified strategies to monitor Early Warning Systems to identify at-risk students occur as follows:

- * develop individual student attendance plans,
- *provide subject specific intervention with fidelity,

- * implementation of the student code of conduct and school site developed alternative to suspension plan,
- *identification of students demonstrating academic and/or behavioral issues
- *development of individual student plans for behavior and/or academics in alignments with Response to Intervention strategies.

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/50953>.

Description

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

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

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|-------------------|---------------------|
| Fornell, Thelma | Principal |
| Coleman, Lanee | Assistant Principal |
| Nuhfer, Julie | Instructional Coach |
| Snyder, Amy | Instructional Coach |
| Tobiczyk, Valerie | Instructional Coach |

Duties

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

The School Leadership team consists of the Thelma Fornell, Principal; Lanee Coleman, Assistant Principal; ; Julie Nuhfer-Gonzalez, Reading Coach; Amy Snyder, Science Coach; and Valerie Tobiczyk, Math Coach. The function and responsibilities of the members of the team will be to disaggregate and analyze student performance data to develop and monitor the implementation of programs to address deficient areas and to develop enrichment programs for identified benchmarks.

The leadership team will also evaluate student performance data to determine the need for development of individual intervention plans for reading, mathematics, and/or science. The team will inform members of instructional staff of plans developed to improve overall student achievement in core instructional areas, and individual plans developed based on student need. Identified members of the team will participate in SST and/or Rtl meetings as needed to inform parents of intervention plans, and to assess students response to intervention to make a determination as to a need for additional student testing in order to develop a plan for 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

Members of the Leadership Team meet with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

The Leadership Team will meet monthly to review the effectiveness of the developed strategies, make adjustments or revisions as needed to the programs, interventions and initiatives to ensure the effective application of school-developed and district-developed programs for improving student achievement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHEADS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

HIV/AIDS Curriculum: AIDS Get the Facts!

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

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Thelma Fornell | Principal |
| Tracy Cameron | Teacher |
| Vanessa Alvarado | Teacher |
| Julie Nuhfer | Education Support Employee |
| Arbee Bernstein | Education Support Employee |
| Eily Reinoso | Student |
| Shakeva Cordy | Teacher |
| Olga Castro | Business/Community |
| Mary Davis | Teacher |
| Ronald Morales | Teacher |
| Gladys Chirinos | Parent |
| Lorena Vasquez | Parent |
| Lexi Fabacher | Parent |
| Melissa Vicente | Parent |
| Lydia Garcia | Parent |
| Keia Purdy | Parent |

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

At the close of the 2013-2014 school year, the EESAC committee reviewed the available data and existing SIP to establish goals for the 2014-2015 school year. The committee offered feedback on strategies and goals that would contribute to the development of the School Improvement Plan in 2014-2015

Development of this school improvement plan

The SAC reviews the previous year's SIP to provide recommendations for the upcoming year. The SAC will help to prioritize student and school needs and make recommendations. Members will then discuss and agree upon recommendations for changes and additions provided by SAC members as well as faculty. Members review data and discuss and approve changes/additions throughout the year.

Preparation of the school's annual budget and plan

During the EESAC Meetings, the committee will review the SIP to identify resources and materials needed to meet objectives and goals noted in the SIP for the 2014-2015 school year. Teachers, through their grade level representative, will make requests for supplies and materials necessary to carry out the SIP goals. The committee will vote to approve such requests and plan accordingly.

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

Technology to enable access to online materials such as document cameras, projectors: \$3,500
Academic clubs \$500
Student rewards/incentives \$500

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 |
|-------------------|---------------------|
| Fornell, Thelma | Principal |
| Coleman, Lanee | Assistant Principal |
| Nuhfer, Julie | Instructional Coach |
| Tobiczyk, Valerie | Instructional Coach |
| Snyder, Amy | Instructional Coach |

Duties

Describe how the LLT promotes literacy within the school

In order for the LLT to promote literacy within the school, it is imperative in this year of major changes in Florida Standards that the team has a full understanding of the latest research influencing reading, writing, and communicating. The LLT must have sound knowledge of the Florida Standards in order to be able to share best practices with the staff. The literacy initiatives are not limited to language arts in isolation, but are infused in all subject areas; the focus being on academic writing. The LLT will hold various professional development opportunities to instruct teachers on how to effectively plan for instruction using the Language Arts Florida Standards, Item Specifications, and District-provided pacing guides.

The major initiatives of the LLT will be the following:

- Collect and analyze assessment data continually to adjust instruction and intervention strategies.
 - Target low performing benchmarks and provide intervention strategies to support those students.
 - Provide support to staff through professional development based on needs and provide vertical articulation and collaboration opportunities.
 - Increase independent reading overall through use of computer-based programs such as iReady and MyON Reader and thereby implementing grade-level and school-wide contests and incentives based on program use.
 - Professional development in reading will be recommended as part of IPEGS goal development for teachers and encouraged and supported by administration.
 - Use of the Wonder Works and intervention programs by students will be encouraged and supported by administration and team members.
 - Focus on vocabulary development via vocabulary and reflection journals, games and technological resources in the content areas of math and science.
- * Focus on improvement of academic and reflective writing in all subject areas through the use of interactive journals.

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

Positive working relationships between teachers fosters excellence in the classroom. Teachers that are on the same grade level team have common planning time daily to collaboratively plan for instruction. During this time the teachers share best practices, their successes as well as their setbacks. This collaborative conversation allows times for reflection and propels the teacher towards excellence. Professional Learning Communities have been formed to allow for cross-curricular planning and professional development to take place. These PLC's meet monthly to work to enhance learning in all disciplines. The focus this year will be on rigorous instruction through the use of collaborative conversations and enhanced academic writing.

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

We provide opportunities for common planning and lesson studies, in addition to ongoing professional development. Professional Learning Communities are developed based on teachers requests in order to meet specific professional needs. Instructional coaches will provide continuous support and opportunities for professional development to help all teachers implement the strategies outlined in the School Improvement Plan. Professional Development will occur monthly to further provide teachers the opportunities to ask questions and gain clarifying answers. New teachers receive mentors, and second year teachers receive buddy teacher support. Ms. Coleman, the assistant principal oversees the common planning schedules, mentoring pairs and the school-wide professional development.

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

Campbell Drive K-8 Center does not have any first year teachers this academic year. Teachers with less than two years experience are paired with a mentor from their grade-level team. Instructional coaches share information and mentor any teacher in need as determined by official evaluations done by administration. The instructional coach provides support through weekly planning sessions, in-class modeling, and implementation of the full coaching cycle. General faculty meetings are used to review IPEGs, IPDP, Electronic Gradebook, Best Practices for Core Instructional Areas, Development of a Classroom Behavior Plan, and other topics as requested by members of the team. Teachers with less than two years experience are paired with a mentor from their grade-level team. As the year goes on, newly hired teachers will be paired with an experienced teacher who shows evidence of effective teaching and student achievement gains.

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

Campbell Drive K-8 Center ensures its core instructional programs and materials are aligned to Florida's standards. The District provided pacing guides aligns the Florida Standards to the learning material that the district provides. Middle school uses the following published materials for core instruction: McDougal Littell Literature for Language Arts, Inside Reading Program for Intensive Reading, Mc-Graw Hill Florida Math Course for Mathematics and Pearson Interactive for Science Instruction.

Elementary School students are instructed from the following published materials for core instruction: The Wonders reading series is used to meet the Language Arts Florida Standards and Go Math is used to meet the Mathematics Florida Standards. All of the resources that Campbell Drive K-8 Center uses are updated and aligned with the new 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

Campbell Drive K-8 Center uses data to provide and differentiate instruction to meet the diverse needs of students. Instruction is data driven and tailored to meet the needs of individual students. Teachers analyze the data secured from state, district, and school site assessments to determine the strengths and weakness of each student. Teachers then used the data to gear their instruction towards meeting the students academic needs. Remediation as well as enrichment activities are embedded in the instruction in an effort to help the student obtain proficiency on the required assessments and show mastery of the Florida Standards.

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: 1,350

Before School Technology Based Intervention will be implemented to increase student access to iReady, MyON Reader and/or Edgenuity to provide additional intervention and/or enrichment in reading, mathematics, and science.

Strategy Rationale

This strategy will be implemented to help the identified students achieve academic proficiency in state mandated assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Coleman, Lane, coleman5@dadeschools.net

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

Student usage reports and student performance growth will be monitored to manage student contact hours with the program and measurement and analysis of growth as a result of usage of the identified programs.

Strategy: After School Program

Minutes added to school year: 540

School site will establish "Professional Development Thursday" on the third Thursday of each month to provide opportunities for professional development and collegial conversations. Teachers will share best practices for instruction in the core instructional areas, effective utilization of the gradual release model, as an instructional tool, data disaggregation to drive instruction, differentiated instruction, professional learning communities will take place and additional topics based on school need will be addressed.

Strategy Rationale

Professional Development Thursdays will be implemented to help keep the teachers of Campbell Drive K-8 informed of the best practices in education as we strive to become masters of the Florida Standards

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nuhfer, Julie, jnuhfer@dadeschools.net

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

Professional development agendas, attendance logs, and survey completed at completion of the professional development will be utilized to monitor participation in the identified program.

Strategy: Extended School Day

Minutes added to school year: 1,350

After School tutoring will be provided to students in third through eighth grade providing instructional support and intervention based on student performance data to improve student achievement on district, state and school site developed assessments in reading, mathematics and writing.

Strategy Rationale

Students who need additional academic support will receive instruction in a small group setting in an effort to help students achieve academic proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Coleman, Lanee, coleman5@dadeschools.net

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

Students performance on pre-,post- and OPM assessments will be monitored of students who participate in after school tutoring in the instructional areas of reading, mathematics and writing. Interim performance data will also be disaggregated to determine student response to provided intervention.

Strategy: Extended School Day

Minutes added to school year: 1,350

Science Clubs will be developed with focus on fifth and eighth grade students to provide increased exposure to the scientific process, science writing, test taking strategies, and appropriate responses to higher order thinking questions through projects and exploration opportunities.

Strategy Rationale

Participation in science club will further the students understanding of FCAT 2.0 benchmarks while preparing them for careers of the future.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Snyder, Amy, a.yanes-snyder@dadeschools.net

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

Student attendance logs will be monitored to ensure student participation in the identified program, student completion of developed projects and completion of identified activities will be assessed, student performance on school site developed and interim assessments will be monitored to assess student response to provided enrichment programs.

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 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 preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Parents are encouraged to meet with the teachers three times during the school year. At Campbell Drive K-8 Center, all incoming kindergarten students are assessed in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing using Florida Kindergarten Readiness Screener (FLKRS). Additionally, the Kindergarten Readiness Test will be re-administered four times throughout the year to determine student learning gains so that changes to the instructional/intervention programs can be made if applicable. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent

practice of all academic and/or social emotional skills identified by screening data.

The following initiatives will continue in order to maintain the high levels of success seen in Campbell Drive K-8 Center's Kindergarten program:

- Expand the current kindergarten orientation to build partnership with local early education programs, including the in-school Pre-kindergarten 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.
- Maintain a working relationship and a culture of exchange and mutual respect between school site Pre-Kindergarten and Kindergarten teachers in order to facilitate discussion focusing on student performance, effective instructional methods, and developmental expectations.
- Provide parental workshops to inform parents on how to prepare their Pre-Kindergarten children for a smooth transition into Kindergarten.

The middle school counselor provides support to 6th grade students transitioning into the upper academy. Introduction to the upper academy workshops are provided to the students. During these sessions, the counselor helps the students with study skills, organizational practices, and addresses peer relations in order to help the students adjust to middle school life.

The middle school counselor provides support to 8th grade students to prepare them for high school. Magnet schools are visited and magnet school staff visits Campbell Drive k-8 Center to provide the students with schools of choice and advanced academic options. High School study skills and organizational practices are infused into the 8th grade curriculum to help ensure high school success. Grade level teams meet to vertically align expectations focusing on student performance and effective instructional methods in order to ensure successful transitions to the next grade level.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Campbell Drive K-8 Center will increase the rigor of instruction due to a deeper understanding of the Florida Standards.
- G2.** Campbell Drive K-8 Center will use Early Warning Systems (EWS) to identify at-risk students in order to provide support and intervention to increase achievement.
- G3.** Campbell Drive K-8 Center will prepare students to be college and career ready in Science and Mathematics thorough use of STEM initiatives and programs.
- 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. Campbell Drive K-8 Center will increase the rigor of instruction due to a deeper understanding of the Florida Standards. 1a

G048077

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 55.0 |
| FAA Writing Proficiency | 70.0 |
| AMO Math - SWD | 51.0 |

Resources Available to Support the Goal 2

- District Personnel, Coaches, Technology (Promethean Board and Laptops)
- CPALMS/FLDOE Website
- District Provided Pacing Guides

Targeted Barriers to Achieving the Goal 3

- Limited understanding of the new Florida Standards
- Limited evidence among staff on the process of implementing rigorous instruction

Plan to Monitor Progress Toward G1. 8

FAIR Assessment, Teacher Assessment, State Assessment, and iReady Reports, MyOn Reader Reports

Person Responsible

Julie Nuhfer

Schedule

Monthly, from 9/3/2014 to 6/5/2015

Evidence of Completion

FAIR Assessment Reports, Teacher Evaluations, and State Assessment Scores

Plan to Monitor Progress Toward G1. 8

Math Baseline, Math Interims, State Assessment, and iReady Reports

Person Responsible

Valerie Tobiczky

Schedule

Monthly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Assessment Results and Reports

Plan to Monitor Progress Toward G1. 8

Science Baseline Data, Quarterly assessments, Unit assessments, and Interim assessments

Person Responsible

Amy Snyder

Schedule

Monthly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Assessment Results and reports

G2. Campbell Drive K-8 Center will use Early Warning Systems (EWS) to identify at-risk students in order to provide support and intervention to increase achievement. 1a

 G050380

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------------|---------------|
| Attendance Below 90% | 15.0 |
| One or More Suspensions | 5.0 |
| Non-proficient Reading by Grade 03 | 25.0 |
| 2+ Course Failures - Middle Grades | 10.0 |

Resources Available to Support the Goal 2

- Hourly teachers will be hired to be used as interventionists in reading and math
- Web-based programs such as iReady, MyON Reader, and Edgenuity will help at-risk students learn remedial skills.
- America Reads tutors are provided by Miami-Dade College and Florida International University to tutor Kindergarten and First grade students.

Targeted Barriers to Achieving the Goal 3

- Consistent Ongoing progress monitoring
- Limited motivation. Students rely on extrinsic motivation provided by teachers.

Plan to Monitor Progress Toward G2. 8

Students who have a stable attendance record show greater academic achievement.

Person Responsible

Lanee Coleman

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Data from school-wide assessments will reflect improvement from students who showed early warning signs due to attendance barriers.

G3. Campbell Drive K-8 Center will prepare students to be college and career ready in Science and Mathematics thorough use of STEM initiatives and programs. 1a

 G050381

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 70.0 |
| FSA - Mathematics - Proficiency Rate | 70.0 |

Resources Available to Support the Goal 2

- District Provided resources, district personnel as Instructional Support, and support from science instructional coach.
- District Provided Mobile Fieldtrip: Weather on Wheels
- District Provided Fieldtrip: Biscayne Nature Center
- Participation in District Science Fair

Targeted Barriers to Achieving the Goal 3

- Limited use of appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement in STEM related activities.

Plan to Monitor Progress Toward G3. 8

District provided quarterly assessments and/or Topic Assessments will be administered and data will be followed to provide evidence of mastery of benchmarks taught in grades K-8. Interim Assessments will be provided in grades 3-8 in Mathematics and grades 5 and 8 in Science.

Person Responsible

Amy Snyder

Schedule

Quarterly, from 10/7/2014 to 6/4/2015

Evidence of Completion

Data will be obtained from Thinkgate, the district purchased platform for Assessment, and analyzed to determine learning trends and guide instruction.

G4. See Title I PIP 1a

 G050384

Targets Supported 1b

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

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

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. Campbell Drive K-8 Center will increase the rigor of instruction due to a deeper understanding of the Florida Standards. **1**

 **G048077**

G1.B1 Limited understanding of the new Florida Standards **2**

 **B119793**

G1.B1.S1 Implement questioning strategies and activities in Reading and Writing to encourage rigorous reader interactions with text to deepen understanding. **4**

 **S131614**

Strategy Rationale

Guide students to independently formulate and comprehend higher order thinking skills.

Action Step 1 **5**

Provide professional development during faculty meetings on the component of rigorous instruction and Florida Standards

Person Responsible

Thelma Fornell

Schedule

Monthly, from 9/3/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation will be sign-in sheets, agendas, and PD follow-up work.

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

Walk throughs, observations, and grade level meetings

Person Responsible

Julie Nuhfer

Schedule

Weekly, from 9/3/2014 to 11/26/2014

Evidence of Completion

Coaching Logs

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

Conduct Leadership Team Meetings

Person Responsible

Thelma Fornell


Schedule

Weekly, from 9/3/2014 to 11/26/2014

Evidence of Completion

Leadership Team Meeting Minutes

G1.B1.S2 Infuse a variety of higher order thinking strategies into the instruction in Mathematics. 4

 S131615

Strategy Rationale

Guide students to independently formulate an answer real world problem using mathematical strategies.

Action Step 1 5

Teachers will show an understanding of the Florida Standards evident by rigorous instruction in the classroom throughout the Math Block.

Person Responsible

Valerie Tobiczky

Schedule

Weekly, from 9/3/2014 to 11/26/2014

Evidence of Completion

Evidence of implementation of action step will be lesson plans, walk throughs, and observations.

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

Grade Level Meetings and walk throughs

Person Responsible

Valerie Tobiczky

Schedule

Weekly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Coaching Logs and Grade Level Meeting Minutes

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

Walk throughs and observations

Person Responsible

Valerie Tobczyk


Schedule

Weekly, from 9/3/2014 to 11/26/2014

Evidence of Completion

Leadership Team Meeting Minutes

G1.B1.S3 Infuse a variety of higher order thinking strategies into the planning and delivery of Science instruction. 4

 S131627

Strategy Rationale

Guide students to comprehend, and explain their understanding of Science content.

Action Step 1 5

Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction by infusing Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS)

Person Responsible

Amy Snyder

Schedule

Weekly, from 9/3/2014 to 11/26/2014

Evidence of Completion

Walk throughs and observations

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Common Planning, walk throughs, and observations

Person Responsible

Amy Snyder

Schedule

Weekly, from 9/3/2014 to 11/26/2014

Evidence of Completion

Debriefing and Leadership Team Minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Debriefing, Common Planning, Leadership Team Meeting

Person Responsible

Amy Snyder


Schedule

Weekly, from 9/3/2014 to 11/26/2014

Evidence of Completion

Coaching Logs and Leadership Team Meeting minutes

G1.B1.S4 Implement questioning strategies in Reading, and Writing to encourage rigorous reader interactions with complex informational text to deepen understanding. 4

 S131631

Strategy Rationale

Guide students to independently formulate and comprehend higher order thinking skills.

Action Step 1 5

Provide professional development during professional development faculty meetings and grade level planning meetings on how academic writing in Language Arts Florida Standards (LAFS) ties into rigorous instruction.

Person Responsible

Julie Nuhfer

Schedule

Monthly, from 9/3/2014 to 12/19/2014

Evidence of Completion

Sign-in sheets from professional development faculty meetings and minutes taken from grade level planning meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Walk throughs, observations, and Common Planning

Person Responsible

Julie Nuhfer

Schedule

Weekly, from 9/3/2014 to 11/26/2014

Evidence of Completion

Coaching Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Common Planning, and Leadership Team Meeting

Person Responsible

Julie Nuhfer


Schedule

Weekly, from 9/3/2014 to 11/26/2014

Evidence of Completion

Coaching Logs, and Leadership Team Meeting Minutes

G1.B1.S5 Plan for opportunities for Collaborative conversations in order to deepen understanding of content knowledge 4

 S138845

Strategy Rationale

Students will increase their depth of knowledge when asked to verbalize or discuss subject matter

Action Step 1 5

Introduce protocols that can be used to promote conversation in content classrooms. Faculty meetings and/or professional development meeting will include a protocol done with the teachers that can be used with students in the classroom

Person Responsible

Amy Snyder

Schedule

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

Evidence of Completion

Faculty meetings and/or professional development sign-in sheets.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Protocols are planned for and incorporated into lesson plans each week to promote academic conversations

Person Responsible

Amy Snyder

Schedule

Weekly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Use of Protocols will be evident by the administration and instructional coaches during walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Content knowledge and classroom rigor will improve

Person Responsible

Amy Snyder


Schedule

Weekly, from 9/9/2014 to 6/5/2015

Evidence of Completion

Assessment data will show learning gains. Rigorous learning will take place daily as instructional release is given to the students.

G1.B2 Limited evidence among staff on the process of implementing rigorous instruction **2**

 B127283

G1.B2.S1 Teachers will implement questioning strategies and activities in reading, writing, and Social Sciences to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate, and interpret topics while reading. **4**

 S139335

Strategy Rationale

Academic rigor will occur when teachers implement questioning strategies in reading, writing and social sciences

Action Step 1 **5**

Provide professional development during faculty meetings on the components of rigorous instruction

Person Responsible

Thelma Fornell

Schedule

On 9/3/2014

Evidence of Completion

Evidence of implementation of action step will be sign-in sheets, agendas, and PD follow-up work

Action Step 2 **5**

Teachers will implement rigorous instruction in the classroom through out the reading, writing, and social science block

Person Responsible

Thelma Fornell

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Evidence of implementation of action step will be lesson plans, walk throughs, and observations

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

Principal will look for evidence of rigor during weekly walk throughs

Person Responsible

Thelma Fornell

Schedule

Weekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Evidence will be demonstrated during walk throughs, formal observations, and in lesson plans

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

After principal's observations, Coaches will be directed to begin the coaching cycle with teachers who need additional support

Person Responsible

Thelma Fornell


Schedule

Weekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Evidence will occur from observations, improved lesson plans, and student data

G1.B2.S2 Teachers will infuse a variety of Higher Order Thinking Strategies into the delivery of instruction in Mathematics and Science 4

 S139336

Strategy Rationale

Academic rigor will occur when students are exposed to Higher Order Thinking opportunities

Action Step 1 5

Provide Professional Development during faculty meetings on the components of rigorous instruction

Person Responsible

Thelma Fornell

Schedule

On 9/3/2014

Evidence of Completion

Evidence of Implementation of action steps will be sign-in sheets, agendas, and PD follow-up work

Action Step 2 5

Teachers will implement rigorous instruction in the classroom throughout the Mathematics and Science blocks.

Person Responsible

Thelma Fornell

Schedule

Weekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Evidence of implementation of action steps will be lesson plans, walk throughs, and observations

Action Step 3 **5**

Department chairs and coaches will follow up by debriefing during scheduled grade level meetings and provide instructional support

Person Responsible

Valerie Tobczyk

Schedule

Weekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

evidence of implementation of action steps will be grade level team meeting minutes.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

Principal, assistant principal, and instructional coaches will look for evidence of higher order thinking during classroom visits

Person Responsible

Valerie Tobczyk

Schedule

On 6/4/2015

Evidence of Completion

Evidence will be demonstrated by teacher questioning techniques, student responses, and collaborative conversations as witnessed during classroom visits. Lesson plans will also reflect the rigor occurring due to Higher Order Questioning.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 **7**

Higher Order Thinking questions are used in student journals, classroom conversations , and teacher questioning techniques.

Person Responsible

Valerie Tobczyk

Schedule

On 6/4/2015


Evidence of Completion

student work samples, journals, and assessment data will reflect an new understanding of the process of rigorous instruction

G2. Campbell Drive K-8 Center will use Early Warning Systems (EWS) to identify at-risk students in order to provide support and intervention to increase achievement. 1

 G050380

G2.B1 Consistent Ongoing progress monitoring 2

 B126198

G2.B1.S1 Teachers can utilize one planning period per week to pull reports from interventions being used and analyze the data. 4

 S138882

Strategy Rationale

Data drives instruction. The data obtained will help teachers to plan for differentiated instruction.

Action Step 1 5

Instructional coaches meet with grade level teams to disaggregate the data determining the effectiveness of the intervention provided; provided by the interventionist as well as web-based intervention.

Person Responsible

Julie Nuhfer

Schedule

Monthly, from 10/15/2014 to 6/4/2015

Evidence of Completion

Data matrices, work samples collected during DI, and/or computer generated reports

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

With the guidance of the instructional coaches, grade level teams will analyze data from district assessments or classroom data generated from differentiated instruction

Person Responsible

Julie Nuhfer

Schedule

Weekly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Differentiated Instruction is driven from the data analysis and fluid groups are formed based on the findings

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

Monitoring of intervention data, district assessment data and data from differentiated instruction will be done with fidelity

Person Responsible

Julie Nuhfer

Schedule

Weekly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Wonderworks and Inside data will be collected and monitored. Data from District assessments will be monitored with Thinkgate reports and grouping charts will be reflected up after differentiated instruction.

G2.B1.S2 Classroom teachers will follow-up with parents when their student is absent. School counselors will provide follow-up assistance when the student is chronically absent. 4

 S138929

Strategy Rationale

Students who are not in school fall behind their peers. Limited attendance hinders learning.

Action Step 1 5

Counselors will monitor students who are truant and provide parents with information correlating attendance with academic success

Person Responsible

Lanee Coleman

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Attendance reports will be secured from attendance clerk and a log will be kept by the counselors indicating communication with the parent

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Attendance logs will be kept by the counselors indicating communication with the parent in regards to school attendance record

Person Responsible

Lanee Coleman

Schedule

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

Evidence of Completion

Assistant principal will meet with counselors monthly to receive attendance updates

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Grade levels will be monitored for improvement in attendance.

Person Responsible

Lanee Coleman


Schedule

Monthly, from 9/1/2014 to 6/4/2015


Evidence of Completion

Attendance percentages will rise school-wide

G2.B2 Limited motivation. Students rely on extrinsic motivation provided by teachers. 2

 B126199

G2.B2.S1 Motivation to make academic gains is difficult. Providing opportunities where the student can be successful during intervention. 4

 S138921

Strategy Rationale

Success breeds success. Incentives will be offered by the classroom teachers and instructional coaches for successful completion of intervention goals as determined by the intervention type.

Action Step 1 5

Prizes will be offered to those students successfully reaching intervention goals.

Person Responsible

Julie Nuhfer

Schedule

Monthly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Ongoing progress monitoring will take place and prizes will be awarded to students making gains. Interim assessment results will be the first indicator as to which students will receive and incentive.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Progress monitoring will take place. Students showing learning gains will receive an incentive.

Person Responsible

Julie Nuhfer

Schedule

Monthly, from 10/6/2014 to 6/4/2015

Evidence of Completion

ongoing progress monitoring sheets, Thinkgate Data,

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Learning gains will be monitored by looking at growth in data from one administration to the next.

Person Responsible

Julie Nuhfer

Schedule

Monthly, from 10/6/2014 to 6/4/2015


Evidence of Completion

Thinkgate Data and Ongoing progress monitoring data

G3. Campbell Drive K-8 Center will prepare students to be college and career ready in Science and Mathematics thorough use of STEM initiatives and programs. 1

 G050381

G3.B1 Limited use of appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement in STEM related activities. 2

 B126418

G3.B1.S1 Campbell Drive K-8 Center will focus on incorporating STEM related activities into daily lessons and in afterschool science club. 4

 S139253

Strategy Rationale

To provide students with enriching activities that integrate science, technology, engineering, and Math in order to ensure that they are prepared for the careers of the future.

Action Step 1 5

The Science Instructional Coach will focus on developing engaging STEM activities when planning with classroom teachers.

Person Responsible

Amy Snyder

Schedule

Weekly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Lesson plans will show evidence of STEM related activities, sign-in sheets from planning meetings

Action Step 2 5

Students will participate in the district science fair

Person Responsible

Amy Snyder

Schedule

On 12/12/2014

Evidence of Completion

Projects will be submitted and participation in the fair will take place

Action Step 3 5

Students will complete web-based activities related to STEM projects.

Person Responsible

Amy Snyder

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Completed activities reflected in science journals or on GIZMOS handouts. Project-based learning that is derived from web-based directions.

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

Students will complete STEM related activities in class and during science club. Teacher responsible for implementing these STEM activities will report to the science coach information regarding student progress; successes or setbacks.

Person Responsible

Amy Snyder

Schedule

Weekly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Lesson Plan sheets, meeting sign-in forms, Evidence in students' interactive journal or lab sheets, increased achievement on District provided assessments.

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

Classroom teachers and science coach will monitor student data and science interactive journals for evidence of progress in STEM related activities and benchmarks.

Person Responsible

Amy Snyder

Schedule

On 6/4/2015

Evidence of Completion

Completed STEM activities

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 during faculty meetings on the component of rigorous instruction and Florida Standards | Fornell, Thelma | 9/3/2014 | Evidence of implementation will be sign-in sheets, agendas, and PD follow-up work. | 11/26/2014 monthly |
| G1.B1.S2.A1 | Teachers will show an understanding of the Florida Standards evident by rigorous instruction in the classroom throughout the Math Block. | Tobiczyk, Valerie | 9/3/2014 | Evidence of implementation of action step will be lesson plans, walk throughs, and observations. | 11/26/2014 weekly |
| G1.B1.S3.A1 | Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction by infusing Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) | Snyder, Amy | 9/3/2014 | Walk throughs and observations | 11/26/2014 weekly |
| G1.B1.S4.A1 | Provide professional development during professional development faculty meetings and grade level planning meetings on how academic writing in Language Arts Florida Standards (LAFS) ties into rigorous instruction. | Nuhfer, Julie | 9/3/2014 | Sign-in sheets from professional development faculty meetings and minutes taken from grade level planning meetings. | 12/19/2014 monthly |
| G1.B1.S5.A1 | Introduce protocols that can be used to promote conversation in content classrooms. Faculty meetings and/or professional development meeting will include a protocol done with the teachers that can be used with students in the classroom | Snyder, Amy | 9/6/2014 | Faculty meetings and/or professional development sign-in sheets. | 6/4/2015 monthly |
| G2.B1.S1.A1 | Instructional coaches meet with grade level teams to disaggregate the data determining the effectiveness of the intervention provided; provided by the interventionist as well as web-based intervention. | Nuhfer, Julie | 10/15/2014 | Data matrices, work samples collected during DI, and/or computer generated reports | 6/4/2015 monthly |
| G2.B2.S1.A1 | Prizes will be offered to those students successfully reaching intervention goals. | Nuhfer, Julie | 10/8/2014 | Ongoing progress monitoring will take place and prizes will be awarded to students making gains. Interim assessment results will be the first | 6/4/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|-------------------|-------------------------------|---|---------------------|
| | | | | indicator as to which students will receive and incentive. | |
| G3.B1.S1.A1 | The Science Instructional Coach will focus on developing engaging STEM activities when planning with classroom teachers. | Snyder, Amy | 10/13/2014 | Lesson plans will show evidence of STEM related activities, sign-in sheets from planning meetings | 5/29/2015 weekly |
| G1.B2.S1.A1 | Provide professional development during faculty meetings on the components of rigorous instruction | Fornell, Thelma | 9/3/2014 | Evidence of implementation of action step will be sign-in sheets, agendas, and PD follow-up work | 9/3/2014 one-time |
| G1.B2.S2.A1 | Provide Professional Development during faculty meetings on the components of rigorous instruction | Fornell, Thelma | 9/3/2014 | Evidence of Implementation of action steps will be sign-in sheets, agendas, and PD follow-up work | 9/3/2014 one-time |
| G2.B1.S2.A1 | Counselors will monitor students who are truant and provide parents with information correlating attendance with academic success | Coleman, Lanee | 9/1/2014 | Attendance reports will be secured from attendance clerk and a log will be kept by the counselors indicating communication with the parent | 6/4/2015 monthly |
| G1.B2.S1.A2 | Teachers will implement rigorous instruction in the classroom through out the reading, writing, and social science block | Fornell, Thelma | 9/1/2014 | Evidence of implementation of action step will be lesson plans, walk throughs, and observations | 6/4/2015 weekly |
| G1.B2.S2.A2 | Teachers will implement rigorous instruction in the classroom throughout the Mathematics and Science blocks. | Fornell, Thelma | 10/6/2014 | Evidence of implementation of action steps will be lesson plans, walk throughs, and observations | 6/4/2015 weekly |
| G3.B1.S1.A2 | Students will participate in the district science fair | Snyder, Amy | 10/1/2014 | Projects will be submitted and participation in the fair will take place | 12/12/2014 one-time |
| G1.B2.S2.A3 | Department chairs and coaches will follow up by debriefing during scheduled grade level meetings and provide instructional support | Tobiczyk, Valerie | 10/6/2014 | evidence of implementation of action steps will be grade level team meeting minutes. | 6/4/2015 weekly |
| G3.B1.S1.A3 | Students will complete web-based activities related to STEM projects. | Snyder, Amy | 9/1/2014 | Completed activities reflected in science journals or on GIZMOS handouts. Project-based learning that is derived from web-based directions. | 6/4/2015 weekly |
| G1.MA1 | FAIR Assessment, Teacher Assessment, State Assessment, and iReady Reports, MyOn Reader Reports | Nuhfer, Julie | 9/3/2014 | FAIR Assessment Reports, Teacher Evaluations, and State Assessment Scores | 6/5/2015 monthly |
| G1.MA2 | Math Baseline, Math Interims, State Assessment, and iReady Reports | Tobiczyk, Valerie | 9/3/2014 | Assessment Results and Reports | 6/5/2015 monthly |
| G1.MA3 | Science Baseline Data, Quarterly assessments, Unit assessments, and Interim assessments | Snyder, Amy | 9/3/2014 | Assessment Results and reports | 6/5/2015 monthly |
| G1.B1.S1.MA1 | Conduct Leadership Team Meetings | Fornell, Thelma | 9/3/2014 | Leadership Team Meeting Minutes | 11/26/2014 weekly |
| G1.B1.S1.MA1 | Walk throughs, observations, and grade level meetings | Nuhfer, Julie | 9/3/2014 | Coaching Logs | 11/26/2014 weekly |
| G1.B2.S1.MA1 | After principal's observations, Coaches will be directed to begin the coaching cycle with teachers who need additional support | Fornell, Thelma | 10/6/2014 | Evidence will occur from observations, improved lesson plans, and student data | 6/4/2015 weekly |
| G1.B2.S1.MA1 | Principal will look for evidence of rigor during weekly walk throughs | Fornell, Thelma | 10/6/2014 | Evidence will be demonstrated during walk throughs, formal observations, and in lesson plans | 6/4/2015 weekly |
| G1.B1.S2.MA1 | Walk throughs and observations | Tobiczyk, Valerie | 9/3/2014 | Leadership Team Meeting Minutes | 11/26/2014 weekly |
| G1.B1.S2.MA1 | Grade Level Meetings and walk throughs | Tobiczyk, Valerie | 9/3/2014 | Coaching Logs and Grade Level Meeting Minutes | 6/4/2015 weekly |
| G1.B2.S2.MA1 | Higher Order Thinking questions are used in student journals, classroom conversations , and teacher questioning techniques. | Tobiczyk, Valerie | 10/6/2014 | student work samples, journals, and assessment data will reflect an new understanding of the process of rigorous instruction | 6/4/2015 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|-------------------|-------------------------------|---|--------------------|
| G1.B2.S2.MA1 | Principal, assistant principal, and instructional coaches will look for evidence of higher order thinking during classroom visits | Tobiczyk, Valerie | 10/6/2014 | Evidence will be demonstrated by teacher questioning techniques, student responses, and collaborative conversations as witnessed during classroom visits. Lesson plans will also reflect the rigor occurring due to Higher Order Questioning. | 6/4/2015 one-time |
| G1.B1.S3.MA1 | Debriefing, Common Planning, Leadership Team Meeting | Snyder, Amy | 9/3/2014 | Coaching Logs and Leadership Team Meeting minutes | 11/26/2014 weekly |
| G1.B1.S3.MA1 | Common Planning, walk throughs, and observations | Snyder, Amy | 9/3/2014 | Debriefing and Leadership Team Minutes | 11/26/2014 weekly |
| G1.B1.S4.MA1 | Common Planning, and Leadership Team Meeting | Nuhfer, Julie | 9/3/2014 | Coaching Logs, and Leadership Team Meeting Minutes | 11/26/2014 weekly |
| G1.B1.S4.MA1 | Walk throughs, observations, and Common Planning | Nuhfer, Julie | 9/3/2014 | Coaching Logs | 11/26/2014 weekly |
| G1.B1.S5.MA1 | Content knowledge and classroom rigor will improve | Snyder, Amy | 9/9/2014 | Assessment data will show learning gains. Rigorous learning will take place daily as instructional release is given to the students. | 6/5/2015 weekly |
| G1.B1.S5.MA1 | Protocols are planned for and incorporated into lesson plans each week to promote academic conversations | Snyder, Amy | 9/3/2014 | Use of Protocols will be evident by the administration and instructional coaches during walkthroughs | 6/4/2015 weekly |
| G2.MA1 | Students who have a stable attendance record show greater academic achievement. | Coleman, Lanee | 9/1/2014 | Data from school-wide assessments will reflect improvement from students who showed early warning signs due to attendance barriers. | 6/4/2015 monthly |
| G2.B1.S1.MA1 | Monitoring of intervention data, district assessment data and data from differentiated instruction will be done with fidelity | Nuhfer, Julie | 9/3/2014 | Wonderworks and Inside data will be collected and monitored. Data from District assessments will be monitored with Thinkgate reports and grouping charts will be reflected up after differentiated instruction. | 6/4/2015 weekly |
| G2.B1.S1.MA1 | With the guidance of the instructional coaches, grade level teams will analyze data from district assessments or classroom data generated from differentiated instruction | Nuhfer, Julie | 9/3/2014 | Differentiated Instruction is driven from the data analysis and fluid groups are formed based on the findings | 6/4/2015 weekly |
| G2.B2.S1.MA1 | Learning gains will be monitored by looking at growth in data from one administration to the next. | Nuhfer, Julie | 10/6/2014 | Thinkgate Data and Ongoing progress monitoring data | 6/4/2015 monthly |
| G2.B2.S1.MA1 | Progress monitoring will take place. Students showing learning gains will receive an incentive. | Nuhfer, Julie | 10/6/2014 | ongoing progress monitoring sheets, Thinkgate Data, | 6/4/2015 monthly |
| G2.B1.S2.MA1 | Grade levels will be monitored for improvement in attendance. | Coleman, Lanee | 9/1/2014 | Attendance percentages will rise school-wide | 6/4/2015 monthly |
| G2.B1.S2.MA1 | Attendance logs will be kept by the counselors indicating communication with the parent in regards to school attendance record | Coleman, Lanee | 8/18/2014 | Assistant principal will meet with counselors monthly to receive attendance updates | 6/4/2015 monthly |
| G3.MA1 | District provided quarterly assessments and/or Topic Assessments will be administered and data will be followed to provide evidence of mastery of benchmarks taught in grades K-8. Interim Assessments will be provided in grades 3-8 in Mathematics and grades 5 and 8 in Science. | Snyder, Amy | 10/7/2014 | Data will be obtained from Thinkgate, the district purchased platform for Assessment, and analyzed to determine learning trends and guide instruction. | 6/4/2015 quarterly |
| G3.B1.S1.MA1 | Classroom teachers and science coach will monitor student data and science interactive journals for evidence of | Snyder, Amy | 10/13/2014 | Completed STEM activities | 6/4/2015 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|-------------|-------------------------------|---|--------------------|
| | progress in STEM related activities and benchmarks. | | | | |
| G3.B1.S1.MA1 | Students will complete STEM related activities in class and during science club. Teacher responsible for implementing these STEM activities will report to the science coach information regarding student progress; successes or setbacks. | Snyder, Amy | 10/13/2014 | Lesson Plan sheets, meeting sign-in forms, Evidence in students' interactive journal or lab sheets, increased achievement on District provided assessments. | 6/4/2015 weekly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Campbell Drive K-8 Center will increase the rigor of instruction due to a deeper understanding of the Florida Standards.

G1.B1 Limited understanding of the new Florida Standards

G1.B1.S1 Implement questioning strategies and activities in Reading and Writing to encourage rigorous reader interactions with text to deepen understanding.

PD Opportunity 1

Provide professional development during faculty meetings on the component of rigorous instruction and Florida Standards

Facilitator

Julie Nuhfer

Participants

Instructional Staff

Schedule

Monthly, from 9/3/2014 to 11/26/2014

G1.B1.S2 Infuse a variety of higher order thinking strategies into the instruction in Mathematics.

PD Opportunity 1

Teachers will show an understanding of the Florida Standards evident by rigorous instruction in the classroom throughout the Math Block.

Facilitator

Valerie Tobiczky

Participants

Teachers of Mathematics K-8

Schedule

Weekly, from 9/3/2014 to 11/26/2014

G1.B1.S3 Infuse a variety of higher order thinking strategies into the planning and delivery of Science instruction.

PD Opportunity 1

Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction by infusing Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS)

Facilitator

Amy Snyder

Participants

Science Teachers

Schedule

Weekly, from 9/3/2014 to 11/26/2014

G1.B1.S4 Implement questioning strategies in Reading, and Writing to encourage rigorous reader interactions with complex informational text to deepen understanding.

PD Opportunity 1

Provide professional development during professional development faculty meetings and grade level planning meetings on how academic writing in Language Arts Florida Standards (LAFS) ties into rigorous instruction.

Facilitator

Julie Nuhfer

Participants

Instructional Staff

Schedule

Monthly, from 9/3/2014 to 12/19/2014

G1.B1.S5 Plan for opportunities for Collaborative conversations in order to deepen understanding of content knowledge

PD Opportunity 1

Introduce protocols that can be used to promote conversation in content classrooms. Faculty meetings and/or professional development meeting will include a protocol done with the teachers that can be used with students in the classroom

Facilitator

Amy Snyder

Participants

Instructional Staff

Schedule

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

G1.B2 Limited evidence among staff on the process of implementing rigorous instruction

G1.B2.S1 Teachers will implement questioning strategies and activities in reading, writing, and Social Sciences to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate, and interpret topics while reading.

PD Opportunity 1

Provide professional development during faculty meetings on the components of rigorous instruction

Facilitator

Julie Nuhfer

Participants

Instructional staff

Schedule

On 9/3/2014

G1.B2.S2 Teachers will infuse a variety of Higher Order Thinking Strategies into the delivery of instruction in Mathematics and Science

PD Opportunity 1

Provide Professional Development during faculty meetings on the components of rigorous instruction

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

On 9/3/2014

Technical Assistance Items

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

G1. Campbell Drive K-8 Center will increase the rigor of instruction due to a deeper understanding of the Florida Standards.

G1.B2 Limited evidence among staff on the process of implementing rigorous instruction

G1.B2.S1 Teachers will implement questioning strategies and activities in reading, writing, and Social Sciences to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate, and interpret topics while reading.

PD Opportunity 1

Teachers will implement rigorous instruction in the classroom through out the reading, writing, and social science block

Facilitator

Thelma Fornell

Participants

Instructional Staff

Schedule

Weekly, from 9/1/2014 to 6/4/2015

G2. Campbell Drive K-8 Center will use Early Warning Systems (EWS) to identify at-risk students in order to provide support and intervention to increase achievement.

G2.B2 Limited motivation. Students rely on extrinsic motivation provided by teachers.

G2.B2.S1 Motivation to make academic gains is difficult. Providing opportunities where the student can be successful during intervention.

PD Opportunity 1

Prizes will be offered to those students successfully reaching intervention goals.

Facilitator

Julie Nuhfer

Participants

Students receiving intervention and showing improvement on specific assessments.

Schedule

Monthly, from 10/8/2014 to 6/4/2015

G3. Campbell Drive K-8 Center will prepare students to be college and career ready in Science and Mathematics thorough use of STEM initiatives and programs.

G3.B1 Limited use of appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement in STEM related activities.

G3.B1.S1 Campbell Drive K-8 Center will focus on incorporating STEM related activities into daily lessons and in afterschool science club.

PD Opportunity 1

The Science Instructional Coach will focus on developing engaging STEM activities when planning with classroom teachers.

Facilitator

Amy Snyder

Participants

Science Teachers

Schedule

Weekly, from 10/13/2014 to 5/29/2015

Budget Rollup

Summary

| Description | Total |
|---|---------------|
| Goal 1: Campbell Drive K-8 Center will increase the rigor of instruction due to a deeper understanding of the Florida Standards. | 4,500 |
| Goal 2: Campbell Drive K-8 Center will use Early Warning Systems (EWS) to identify at-risk students in order to provide support and intervention to increase achievement. | 50,000 |
| Grand Total | 54,500 |

Goal 1: Campbell Drive K-8 Center will increase the rigor of instruction due to a deeper understanding of the Florida Standards.

| Description | Source | Total |
|--|-------------------|--------------|
| B1.S1.A1 - Weekly Reader to enhance rigorous instruction of Florida Standards | Title I Part A | 4,000 |
| B1.S2.A1 - Notes Headphones purchased to use with iReady for Mathematics and Reflex Math for Mathematics instruction. | Title I Part A | 500 |
| Total Goal 1 | | 4,500 |

Goal 2: Campbell Drive K-8 Center will use Early Warning Systems (EWS) to identify at-risk students in order to provide support and intervention to increase achievement.

| Description | Source | Total |
|---|----------------|---------------|
| B1.S1.A1 | | 0 |
| B2.S1.A1 - Hiring of hourly teachers to provide intervention | Title I Part A | 50,000 |
| Total Goal 2 | | 50,000 |