

Miami Park Elementary School



2014-15 School Improvement Plan

Miami Park Elementary School

2225 NW 103RD ST, Miami, FL 33147

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

97%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

D

C

D

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Miami Park Elementary School, staff, parents and community believe that by creating a hands-on minds-on learning environment using real-world experiences all students will be prepared to make lifelong contributions to the multicultural community in which they live.

Provide the school's vision statement

Miami Park Elementary School envisions an environment based on student centered learning, in which all stakeholders facilitate the development of higher order thinking skills and provide opportunities for inquiry-based learning for all modalities.

School Environment

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

The staff at Miami Park Elementary School is committed to ensuring that every student who enters the building receives a quality education, demonstrating academic growth and social skills. Students are greeted every morning by at least one administrator and security personnel that understand the importance of greeting students and having them feel welcome when they enter the school building. We strive to highlight the potential of our students by teaching them responsibility, manners, and overall the knowledge they'll need to be role model students now and in the future. Our teachers share common visions of what effective teaching looks like, expectations in our classrooms are clearly defined, and daily lessons consist of clear learning targets and objectives.

The students at Miami Park Elementary School receive a variety of programs and activities that enhance their learning experiences and overall development. Some of the activities students participate are: Hispanic Heritage Month (Gallery Walk and Presentations), Career Day, Science Fair, Black History Month, Walk Safe, Say No To Drugs (Red Ribbon Week), October Breast Cancer Awareness Month, Anti-bullying, Character Education and Core Values. Participation in these programs affords our students an opportunity to better adapt to their social surroundings and conduct themselves appropriately in real-world situations.

Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math and Science. We promote parental and community involvement in order to prepare students to live more effectively and be part of team building and team work activities. We promote our students to gain the knowledge and necessary critical-thinking skills to support them in meeting the challenges of the 21st century.

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

Miami Park Elementary prioritizes student safety at all times and has created a schedule in which more than one security monitor is on duty in the early morning as well as after dismissal on a daily basis. Students enter our building every morning and report straight to the cafeteria where they have breakfast and are grouped by grade levels in different tables. The population of our students come from diverse backgrounds and have a wide range of academic and social skills. We encourage our students to speak to any faculty and or staff member and communicate any problem they encounter at any time. We offer two different after school care programs that provide students with an opportunity for students to stay at school until 6:00 pm daily with proper adult supervision and support

with academics. Our goal is to meet each child's needs in order for him/her to be successful. We know our students can learn and we implement diverse strategies to ensure we meet the needs of our students at all times before the school day starts, throughout the day and after school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Miami Dade County Public School Code of Student Conduct is what Miami Park Elementary School utilizes to promote and maintain a safe learning environment. This is available to all students and parents via the new school website and was introduced and explained thoroughly during our Back to School Open House night. The school has set a school wide discipline plan that is aligned with the districts code of student conduct and ensures that students with behavior issues are addressed properly and fairly. We implement a progressive behavior system to ensure students are equally treated when consequences need to be set and have the same expectations for all students.

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

The social-emotional needs of all students are met with the use of a mentoring program we've implemented this school year. This consists of all faculty and staff members having students assigned to them which they meet with once a week. In addition, our school guidance counselor has created a weekly schedule where she is able to meet and deliver mini lessons to all grade levels. Additionally, she meets with small groups based on certain topics that students maybe facing at home. Alternative to Suspension plan is also implemented to reduce the amount of outdoor suspensions.

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

Miami Park Elementary School reviews a variety of Early Warning indicators. Academic progress is monitored with the use of Thinkgate Management System, Progress Monitoring and Reporting Network (PMRN), District Principal Portal Reports, Florida Comprehensive Assessment Test (FCAT) reports and Student Performance Indicators (SPI).

The following includes some, but not all, of the indicators reviewed:

- 1) Retention
- 2) Excessive Absences (Excused & Unexcused) *Students who miss more than 10% of instructional time
- 3) Excessive Tardies
- 4) Three (3) or more Disciplinary Referrals
- 5) D or F in a Core Subject.
- 6) ELL six semesters or more
- 7) FCAT Levels 1 or 2 (Reading or Math)
- 8) SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Math Subtest of the Stanford Achievement Test.
- 9) Students who are not proficient in Reading by 3rd grade

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	8	7	13	8	7	53
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	6	14	16	6	16	58
Level 1 on statewide assessment	0	0	0	41	27	38	106

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	6	8	2	10	27

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

In order to implement intervention strategies to improve the academic performance of students identified by the early warning systems, a collection of data is conducted over a set period of time. The Leadership Team meets on a weekly basis to debrief over student and teacher observations. Data based on students attendance and academic performance in the varied of assessments. We utilize all available information to look for patterns and identify school climate issues that may contribute to possible cause related to poor attendance and/or low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. The implementation of Response to Intervention with Tier 2 interventions are in place and then followed up with tier 3 interventions when needed. All students K-5 receive an additional hour of Reading Intervention and/or Enrichment based on their individual scores. Differentiated Instruction is provided at all grade levels for both Reading and Math. Truancy Intervention is addressed by the Attendance Review Committee to address students with five or more unexcused absences.

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/196323>.

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

All of the faculty and staff of Miami Park Elementary School:

- Views 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.

Miami Park Elementary School 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. Miami Park communicates with parents and all stakeholders via the new school website regularly about how they can help their children learn and to make sure they keep up to date with everything taking place at school. Teachers work closely with parents to meet the students' needs. All parents are encouraged to volunteer their time to support the school (e.g., volunteer in the classroom, attend field trips, 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
Walker, Atunya	Principal
Almeida-Fernandez, Madelyn	Assistant Principal
Sands, Verdell	Instructional Coach
Thurston, Nathaniel	Instructional Coach
Payne, Donna	Guidance Counselor

Duties

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

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

Principal:

The principal will provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS/RtI, conduct assessment of MTSS/RtI skills of school staff, ensure implementation of intervention support MTSS/RtI implementation, and communicate with parents regarding school-based MTSS/RtI plans and activities.

Assistant Principal:

The assistant principal will provide a common vision, ensure commitment, implementation, and allocate resources.

Instructional Coaches Reading/Math:

The instructional coaches of reading and mathematics will ensure the common goal of improving instruction for all students, develop, lead and evaluate school core content standards/programs, and

identify and analyze assessments and intervention strategies. The coaches will identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with the entire school screening programs that provide early intervening services for student 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.

School Counselor:

The school counselor will ensure that quality student services are provided to students working with community agencies to support the student's academic, personal/social, career and community awareness, health and wellness needs. The school counselor will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Selected General Education Teachers (Primary and Intermediate):

General education teachers will provide information about core instruction, participate in student data collection, deliver Tier I instruction and intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier I materials and instruction with Tier 2/3 activities.

Exceptional Student Education (SPED) Teachers:

The SPED teachers will participate in student data collection, integrate core instructional activities and materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Special Education Chairperson:

The SPED chairperson (the Assistant Principal) will collaborate with general education teachers while participating in student data collection, school wide data, integrate core instructional activities and materials into Tier 3 instruction, and collaborate with general education teachers.

Grade Level Chairs (primary & intermediate):

The grade level chairs will ensure that core instruction and collaboration are implemented.

School Psychologist:

The school psychologist will participate in collection, interpretation and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

School Social Worker:

The school social worker will facilitate the link with the community including referrals to local agencies and assists with parental involvement.

Speech Language Pathologist:

The speech language pathologist will educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures.

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 members of the MTSS/RtI Leadership Team will met with the SIP writing team to review the end of the year input of the EESAC and the faculty, the data and available resources. Professional development will be reviewed as it relates to the goals and areas of need revealed in the data analysis. The MTSS/RtI Leadership Team will also monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The leadership team will monitor the

fidelity of the delivery of the instruction and interventions in the classroom and provide various levels of support and interventions to students based on data.

Title I, Part A

Miami Park Elementary School has programs with District, State, and Federal programs. Title I funds will be used in conjunction with district's funds to hire a Reading Coach for interventions. In addition, funds used will provide professional development that strengthens teacher's capacity in Reading, Mathematics, Writing, and Science. Furthermore, these funds will be used to provide low performing students with intervention strategies that will assist them in meeting high educational standards.

Miami Park Elementary will also use community donations to provide students with incentives for attendance, model behavior, and academic achievement. Incentives and positive reinforcement will motivate students to master high standards and demonstrate model behavior.

Miami Park Elementary offers services that are provided to ensure students requiring additional remediation are assisted through various intervention programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program, Supplemental Educational Services, which provide additional remediation, and special support services to special needs populations such as neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

We are a Title II District. The District uses supplemental funds for improving basic education as follows:

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

Title III

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

- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics and science, was purchased for Miami Park to be used by ELL and immigrant students

The above services will be provided should funds become available for the 2014-2015 school year and should the FLDOE approve the application.

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart,

Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and school counselors on the McKinney Beto Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools-each school is provided a video and curriculum manual a contest is sponsored by the homes trust-a community organization.

Supplemental Academic Instruction (SAI)

Miami Park Elementary 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. Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program. Miami Park offers the DARE program to all fifth grade students. This is a non-violence and anti-drug program that incorporate lesson plans, guest speakers and counseling.

Nutrition Programs

Miami Park Elementary adheres to and implements the nutrition requirements stated in 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's Wellness Policy. They provide workshop trainings to the school health leader with skills, tools, and resources to begin making healthy changes within their schools. The trainings also allow school wellness leaders to connect with local resources, share successes and challenges to identify solutions for making progressive healthy changes. Miami Park's Wellness Council Committee will provide staff with nutrition education, stress reduction techniques and chronic disease prevention.

Housing Programs - N/A

Head Start

Miami Park currently has a Head Start Program on campus. Joint activities, including professional development and transition processes are shared.

Adult Education- N/A

Career and Technical Education- N/A

Job Training- N/A

Other

Miami Park Elementary School is fortunate to have the Health Connect in Our Schools Program (HCiOS). HCiOS offers a coordinated level of school-based healthcare which integrates education, medical, and/or social and human services on school grounds. Their services reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral interventions in a timely manner. HCiOS also enhances the health education activities provided by the school and by the health department. This assures that all students receive health education. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality health care program.

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

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Goree, Stephanie	Principal
Siler, Edna	Teacher
Johnson, Shara H.	Teacher
Cook, Benjamin	Student
Head, Katrice	Parent
Davis, Herman	Parent
Martinez, Sonya	Parent
Thompson, James	Parent
Muhummud, Aijalon	Education Support Employee
Rains, Ellis	Business/Community
Lee, Ronald	Business/Community
Payne, Donna	Education Support Employee
Cruz, Mery Jean	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 (SAC) members engage in the problem-solving process by reviewing the previous year's data and provide suggested strategies that address the educational needs of the current student population. Achieving learning gains and increasing the number of students meeting high standards/proficiency is the main focus. This collaboration includes a continuous analysis of the data

throughout the academic year resulting in the adjustment of strategies as needed.

The School Advisory Council (SAC) is the sole governing body responsible for the final decision making

at the school relative to the School Improvement Plan (SIP). The SAC also analyzes data and utilizes it for developing school wide objectives to meet the educational needs of all students for academic achievement. The SIP is approved by unanimous consensus before implementation. At regularly scheduled monthly meetings, the SIP is reviewed utilizing the school's SIP checklist of objectives and strategies. The SAC takes into consideration demographics, school budget, and the results of the FCAT 2.0 when developing these strategies. The council schedules meetings monthly, notifies its members, and creates agendas in accordance with district and state guidelines.

Development of this school improvement plan

The School Advisory Council (SAC) is the sole body responsible for final decision-making at the school relating to the implementation of school improvement. Elections and appointments of advisory

council members are conducted by the council chairperson at a designated meeting of a new school year. Members are elected by secret ballot. The term of office for elected council members except parents and students is for four years. The School Advisory Council (SAC) has an important function at Miami Park Elementary School.

Preparation of the school's annual budget and plan

The Principal shares information regarding the School's Budget with the SAC. The SAC then reviews instructional strategies suggested to be implemented by each grade level. Members can make their own suggestions in reference to curriculum changes and use of available funds.

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

Allocated funds will be utilized for incentives, supplemental resources in reading, mathematics and science and end of the year awards. The SAC funds that were utilized last school year were a total of \$1,715.00. These funds were utilized for the following:

- student incentives
- end of the year trophies
- electric sharpeners
- folders
- pocket charts
- math journals
- text exemplar collection (literature)
- chapter books
- math and science manipulatives
- interactive projection camera
- sporting goods (sports balls)

The funds tentatively being allocated for this current school year are a total of \$1,4990.00

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
Walker, Atunya	Principal
Almeida-Fernandez, Madelyn	Assistant Principal
Dunbar, Monica	Teacher, K-12
Sands, Verdell	Instructional Coach
Singleton, Shaneen	Teacher, K-12
Adrien, Sherley	Teacher, K-12
Cruz, Mery Jean	Teacher, K-12
Johnson, Shara	Teacher, K-12
Remelus, Daphney	Teacher, K-12
Collins, Vernita	Teacher, K-12
Thurston, Nathaniel	Instructional Coach
Payne, Donna	Guidance Counselor
Abreu, Dulce	Other

Duties

Describe how the LLT promotes literacy within the school

A major initiative of the LLT this year will be to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team and will meet monthly. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities.

The principal will promote the RLT as an integral part of the school literacy reform to promote a culture of reading by:

1. Selecting team members from all curricular areas who are skilled and committed to improving literacy
2. Offering professional growth opportunities for team members
3. Creating a collaborative environment that fosters sharing and learning
4. Developing a school-wide organizational model that supports literacy instruction in all classes
5. Encouraging the use of data to improve teaching and student achievement

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

During faculty meetings and common planning sessions, teachers collaborate among themselves, with the Instructional Coaches and the Administration. During this time ideas and best practices are shared with a clear focus on instructional planning and delivery. The main focus used when planning is to create lesson plans and assessments with using the backward planning method of thinking with the end in mind.

The school implements:

- team building activities
- common planning
- opportunities for professional development

- committed to the school and share the same vision and mission
- teacher support with instructional coaches

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

Administration will provide opportunities for teachers to take on leadership roles and take the lead on certain tasks. Overall allow teachers to have leadership opportunities and provide mentors to new teachers in the field and to the school itself. Some strategies to recruit will be to provide information about the school system and the benefits of working at Miami Park Elementary and information regarding incentives program, such as the Core Initiative that pays for attending Professional Developments, and students academic achievement. We will continue to retain highly qualified, in-field certified and effective teachers by recognizing and showcasing teachers on a monthly basis, provide motivational incentives and most importantly ensure ongoing and consistent support with academics and behavior challenges.

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

New teachers to the district or in need of support will be provided a school mentor teacher and support from the Instructional Coaches in their specific areas of needs with a structured plan. The mentoring plan includes modeling, coaching, and professional development in various areas. For example, subject area knowledge, Florida Standards, NGSSS and curriculum goals, testing strategies, school and district initiatives, professional development opportunities, classroom management, data disaggregation, etc. when possible. The goal of our mentoring program is to provide opportunities for staff members to strengthen and reinforce effective instructional practices by pairing less experienced or struggling teachers with more experienced teachers. Our school also promotes the Mentoring and Induction for New Teachers (MINT) program. MINT is aligned with the Florida Educators Accomplished Practices (FEAP) and provides sustained support.

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

Instruction throughout the school follows the district pacing guides with additional support resources provided by the region and support of common planning led by our Instructional Coaches. The use of the new item specifications and planning cards for the new Florida Standards are also an important tool used to plan with an alignment of activities. During common planning the Instructional Coaches facilitate and support our teachers with unwrapping the benchmark to clearly identify exactly what students need to already know in order to clearly understand and master the new objective. Overall we at Miami Park have:

- clear expectations for student success
- encourage students to build and apply knowledge, interact with course materials and one another, and build and apply critical reading and writing skills that support the active in class discussions that build their critical thinking skills.

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

Miami Park Elementary School uses data-driven decision making in order to gather data to ensure the school, the classes, and the students are meeting our purpose and vision to ensure that every student learns and is successful.

The school's MTSS/RtI Leadership Team collaborates monthly to: Analyze data such as Thinkgate, PMRN Reports and iREADY data and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to recognize students who are meeting/exceeding benchmarks and or the new Florida Standards.

The team collaborates regularly to resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team also supports the process of building consensus, increasing communications, and managing decisions about implementation. Overall the data review process supports the team to identify the secondary benchmarks that teachers should be addressing with certain students in differentiated instruction groups. The development of instructional focus calendars will guide teachers based on their individualized student data. The teachers will be provided with training on how to implement technology programs such as iREADY Math, iREADY Reading and Reflex Math to help reinforce and practice foundational skills and concepts that may need remediation or enrichment.

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: Weekend Program

Minutes added to school year: 1,440

Our school will implement a Saturday School program that will consist of eight Saturdays with three hours of instruction. The eight Saturdays with three instructional hours totals an additional 1,440 minutes of instructional time being offered to our students.

- Intervention and Enrichment Resources
- Wonder Works by McGraw Hill
- Train teachers to utilize the programs effectively
- Implementation of Reflex Math, iREADY Math and iREADY Reading
- Assess students through the program

Strategy Rationale

The implementation of the program will help strengthen student foundational skills and increase their fluency levels in both Reading and Mathematics.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Almeida-Fernandez, Madelyn, malmeida@dadeschools.net

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

Classroom teachers and Instructional Coaches will provide students with ongoing progress monitoring and monthly/interim assessments. The technology programs implemented also provide a progress monitoring report that indicates the area where a student needs to focus on in order to achieve continued progress. Students that do not demonstrate growth will then be referred to the schools Rtl team for further support.

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

Miami Park offers a Voluntary Pre-Kindergarten (VPK) program with Head Start. The Early Screen Inventory for Kindergarten Readiness (ESI-K) is administered to all Pre-K students as a pre-test and post-test. The low performing students are targeted early for further assessment and interventions once they reach Kindergarten. During the last few months of the school year our Head Start teachers, teacher assistants and students will visit our kindergarten classes and engage in activities that will expose the students to activities they'll be part of the following year.

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.

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

N/A

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

N/A

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

N/A

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

N/A

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.** Miami Park Elementary School will strive to organize, develop and implement a school PTA in which has not been in place for over four years and have a the new school website with weekly updated news for all staff members, students and stakeholders. This will support our parental involvement by better informing parents with all areas both academic and behavior, and all stakeholders of our school wide goals and barriers in which with their support we can attempt to accomplish and achieve.
- G2.** Miami Park Elementary school will closely monitor tier 2 interventions and implement with fidelity to those who require tier 3 interventions in order to decrease the number of students failing in Mathematics and Reading.
- G3.** Miami Park Elementary will strive to increase student achievement and proficiency by improving core instruction in all content areas and in all grade levels.
- G4.** Miami Park Elementary will increase STEM related hands on labs with the implementation of manipulatives, and research based computer programs which will support our students increase knowledge of STEM.

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. Miami Park Elementary School will strive to organize, develop and implement a school PTA in which has not been in place for over four years and have a the new school website with weekly updated news for all staff members, students and stakeholders. This will support our parental involvement by better informing parents with all areas both academic and behavior, and all stakeholders of our school wide goals and barriers in which with their support we can attempt to accomplish and achieve. 1a

Targets Supported

1b

G050331

Indicator	Annual Target
Students in second grade exhibiting two or more EWS indicators	
Students in third grade exhibiting two or more EWS indicators	

Resources Available to Support the Goal 2

- New school website, implementation of a new PTA, Connect Ed Messages, Showcase displays in the main entrance of the school

Targeted Barriers to Achieving the Goal 3

- Parents at times are not available to come out to the school site, if they are, the times are not exactly convenient to discuss academic and behavior issues. Many contact numbers are not updated or if they are they are frequently changed without advise from the parent/guardian.

Plan to Monitor Progress Toward G1. 8

Connect Ed logs, Parental Involvement logs and sign ins, Parental/Guardianship feedback and/or suggestions.

Person Responsible

Donna Payne

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

The School Guidance Counselor will ensure there are biweekly and or monthly parental meetings and that any district wide parental workshops that are available are being communicate at all times.

G2. Miami Park Elementary school will closely monitor tier 2 interventions and implement with fidelity to those who require tier 3 interventions in order to decrease the number of students failing in Mathematics and Reading. 1a

 G050324

Targets Supported 1b

Indicator	Annual Target
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Level 1 - All Grades

Resources Available to Support the Goal 2

- Response to Intervention, Tier 2 and Tier 3 Interventions, School Student Support Services Team, Progress Monitoring Reports of Tier 2 and Tier 3 Interventions provided by our Reading Coach.

Targeted Barriers to Achieving the Goal 3

- Interventionists have not yet been hired .

Plan to Monitor Progress Toward G2. 8

Progress Monitoring Reports will be closely reviewed and analyzed biweekly and then reviewed monthly with the Response to Intervention Team.

Person Responsible

Verdell Sands

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Intervention schedules, data and student work will be monitored and in result decisions will be made to continue with the Tier 2 interventions, adapt and or modify work and recommend to Tier 3 Intervention if necessary.

G3. Miami Park Elementary will strive to increase student achievement and proficiency by improving core instruction in all content areas and in all grade levels. 1a

G048323

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	55.0
AMO Reading - All Students	50.0
FCAT 2.0 Science Proficiency	32.0
CELLA Writing Proficiency	41.0

Resources Available to Support the Goal 2

- Language Arts Florida Standards (LAFS) Item Specifications, Planning Cards, Daily Learning Targets, McGraw -Hill Wonders and WonderWorks, iREADY Reading, Instructional Framework, Data Chats, Accelerated Reader and Interactive Journals
- Mathematics Florida Standards (MAFS) Item Specifications, Go Math Textbook, Data Reports, Instructional Framework, Data Chats, iReady Math, Reflex Math, Interactive Journals and CER's
- Pacing Guides, FCAT 2.0 Item Specifications, Scope and Sequence, Essential Labs, AIMS, Bell Ringers, FCAT Explorer, Interactive Journals and CER's

Targeted Barriers to Achieving the Goal 3

- There are discrepancies across the board with the effective development of appropriate on grade level lesson plans that incorporate rigorous tasks and questioning. This is currently affecting pacing and the instructional delivery which is not being aligned to the new Reading, Math Florida Standards and effective implementation of essential hands on labs for Science.

Plan to Monitor Progress Toward G3. 8

The Leadership Team will discuss and review current data as students participate in ongoing progress monitoring throughout the year with the use of regular classroom assessments, intervention data and data reports from research based programs being utilized with fidelity.

Person Responsible

Atunya Walker

Schedule

Weekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

The evidence that will be collected to demonstrate the goal is being monitored and whether progress has been made are the following: Agendas from our Leadership Team Meetings, RtI Agendas, iREADY Math and Reading reports, FAIR-FS reports, and ThinkGate reports.

G4. Miami Park Elementary will increase STEM related hands on labs with the implementation of manipulatives, and research based computer programs which will support our students increase knowledge of STEM. 1a

G048322

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	55.0
FCAT 2.0 Science Proficiency	
AMO Reading - All Students	50.0

Resources Available to Support the Goal 2

- Project Based Learning, Pacing Guides, ETO Created Resources, FCAT 2.0 Item Specs, FCAT Explorer, iREADY Math, Reflex Math, Common Planning, Essential Labs and ETO Curriculum Support

Targeted Barriers to Achieving the Goal 3

- Lack of STEM based activities together with the implementation of the technology programs.

Plan to Monitor Progress Toward G4. 8

Monitor and review data reports from ThinkGate, FCAT Explorer and iREADY Math.

Person Responsible

Atunya Walker

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Student work folders, graded assignments, data reports from assessments and teacher generated assignments that are aligned to the objectives being taught.

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. Miami Park Elementary School will strive to organize, develop and implement a school PTA in which has not been in place for over four years and have a the new school website with weekly updated news for all staff members, students and stakeholders. This will support our parental involvement by better informing parents with all areas both academic and behavior, and all stakeholders of our school wide goals and barriers in which with their support we can attempt to accomplish and achieve. **1**

 **G050331**

G1.B1 Parents at times are not available to come out to the school site, if they are, the times are not exactly convenient to discuss academic and behavior issues. Many contact numbers are not updated or if they are they are frequently changed without advise from the parent/guardian. **2**

 **B126056**

G1.B1.S1 Administration will ensure the new school website is updated weekly with important school wide news and district wide initiatives and opportunities for parents/guardians. The implementation of the PTA will help motivate our parents to participate and be more involved in school wide activities. **4**

 **S137974**

Strategy Rationale

In implementing our new website that also has a mobile version to view, our parents and all stakeholders will be better informed at all times. The PTA will guarantee the right message to our parents/guardians that our need for parental involvement is essential and needed.

Action Step 1 **5**

Our Community Involvement Specialist will ensure parental contact is made and that information is being sent at all times.

Person Responsible

Atunya Walker

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Parental Involvement meeting agendas and sign ins and Volunteer logs

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

Our Community Involvement Specialist will communicate biweekly with the school guidance counselor and the Assistant Principal.

Person Responsible

Madelyn Almeida-Fernandez

Schedule

Biweekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Home visit logs/evidence, parental involvement meeting logs and sign ins, volunteer logs

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

The Assistant Principal along with the Principal will ensure the strategy is in place and being properly implemented with fidelity.

Person Responsible

Atunya Walker

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Active Parental Involvement

G2. Miami Park Elementary school will closely monitor tier 2 interventions and implement with fidelity to those who require tier 3 interventions in order to decrease the number of students failing in Mathematics and Reading. 1

 G050324

G2.B1 Interventionists have not yet been hired . 2

 B126067

G2.B1.S1 Highly qualified interventionists will be hired and provided with a schedule to implement Tier 2 Interventions for grades 1st through 5th. 4

 S137987

Strategy Rationale

Our interventionists will serve as pull out during the intervention 30 minute block to provide small group remediation to targeted students.

Action Step 1 5

Intervention plan will be developed with the assistance of the Coaches and students data reports will be used to guarantee students are properly targeted.

Person Responsible

Verdell Sands

Schedule

Biweekly, from 10/20/2014 to 3/20/2015

Evidence of Completion

Progress Monitoring Reports (for both tier 2 and 3 interventions), Rtl recommendations, student data.

Action Step 2 5

Intervention plan will be developed with the assistance of the Coaches and students data reports will be used to guarantee students are properly targeted.

Person Responsible

Verdell Sands

Schedule

Biweekly, from 10/20/2014 to 3/20/2015

Evidence of Completion

Progress Monitoring Reports (for both tier 2 and 3 interventions), Rtl recommendations, student data.

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

Administrative walkthroughs during Intervention blocks and Teacher and Interventionists feedback.

Person Responsible

Madelyn Almeida-Fernandez

Schedule

Biweekly, from 10/20/2014 to 3/20/2015

Evidence of Completion

Tier 2 and Tier 3 Interventionists Logs, Progress Monitoring Reports. Intervention Student Work Folders, Student Data

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

Interventionists will meet with the Coaches for effective planning.

Person Responsible

Verdell Sands

Schedule

Biweekly, from 10/20/2014 to 3/20/2015

Evidence of Completion

Intervention student work folders, progress monitoring reports for tier 2 and tier 3 students, overall iREADY and AR reports will also be a data tool to analyze.

G3. Miami Park Elementary will strive to increase student achievement and proficiency by improving core instruction in all content areas and in all grade levels. 1

 G048323

G3.B1 There are discrepancies across the board with the effective development of appropriate on grade level lesson plans that incorporate rigorous tasks and questioning. This is currently affecting pacing and the instructional delivery which is not being aligned to the new Reading, Math Florida Standards and effective implementation of essential hands on labs for Science. 2

 B120497

G3.B1.S1 During Common Planning teachers will unwrap the benchmark together with the Instructional Coaches. With the use of the planning cards and item specifications the Coaches will guide the teachers on how to create their lesson plans explicitly. 4

 S132417

Strategy Rationale

This strategy will support our teachers in delivering their daily instruction and ensuring that the content they are teaching is aligned to the new Florida Standards.

Action Step 1 5

This action will be completed with the support of the Instructional Coaches.

Person Responsible

Verdell Sands

Schedule

Weekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Evidence for this action will be common planning agendas, sign in sheets, coaches logs, and administrative walkthroughs.

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

The school Principal and Assistant Principal will conduct walkthroughs to ensure that there is evidence of the action and strategies taking place.

Person Responsible

Madelyn Almeida-Fernandez

Schedule

Weekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

The evidence to support this monitoring implementation will consist of administrative walkthrough logs/notes as well as student work.

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

The leadership team will meet weekly to discuss observations and engage in conversations that will discuss what classrooms have more evidence of instructional delivery being aligned with the new standards and where it is not evident. This will determine where the Coaches will focus their work the following week with their coaching cycles.

Person Responsible

Atunya Walker

Schedule

Weekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

The evidence collected will be the Leadership Team meeting agendas and sign in sheets.

G4. Miami Park Elementary will increase STEM related hands on labs with the implementation of manipulatives, and research based computer programs which will support our students increase knowledge of STEM. 1

 G048322

G4.B1 Lack of STEM based activities together with the implementation of the technology programs. 2

 B120535

G4.B1.S1 Instructional Coach will assist teachers in creating and finding aligned essential labs and monitor the use of the technology programs being implemented. 4

 S132416

Strategy Rationale

This strategy supports our teachers which in turn will help them feel they are not expected to do everything alone and know they have consistent support.

Action Step 1 5

The Instructional Coach will assist in the finding, creating and providing the necessary materials for essential hands on labs and assist teachers with pulling data from the technology programs being implemented.

Person Responsible

Nathaniel Thurston

Schedule

Biweekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

The evidence that will be collected will be student lab end products, teacher lesson plans, and lab schedule.

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

Administrators will conduct walkthroughs during assigned Science Lab and Technology assigned schedules.

Person Responsible

Madelyn Almeida-Fernandez

Schedule

Biweekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

The evidence that will be collected will be the administrators walkthrough observation logs and notes.

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

To monitor the effectiveness of this step data reports will be reviewed and student comprehension on assessments will also be analyzed.

Person Responsible

Madelyn Almeida-Fernandez

Schedule

Biweekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

In reviewing the student reports and students results in assessments we will be able to determine if the essential hands on labs and the technology programs are in fact supporting and adding effective supplemental assistance for student comprehension.

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
G3.B1.S1.A1	This action will be completed with the support of the Instructional Coaches.	Sands, Verdell	10/20/2014	Evidence for this action will be common planning agendas, sign in sheets, coaches logs, and administrative walkthroughs.	5/29/2015 weekly
G4.B1.S1.A1	The Instructional Coach will assist in the finding, creating and providing the necessary materials for essential hands on labs and assist teachers with pulling data from the technology programs being implemented.	Thurston, Nathaniel	10/20/2014	The evidence that will be collected will be student lab end products, teacher lesson plans, and lab schedule.	5/29/2015 biweekly
G1.B1.S1.A1	Our Community Involvement Specialist will ensure parental contact is made and that information is being sent at all times.	Walker, Atunya	10/20/2014	Parental Involvement meeting agendas and sign ins and Volunteer logs	5/29/2015 monthly
G2.B1.S1.A1	Intervention plan will be developed with the assistance of the Coaches and students data reports will be used to guarantee students are properly targeted.	Sands, Verdell	10/20/2014	Progress Monitoring Reports (for both tier 2 and 3 interventions), Rtl recommendations, student data.	3/20/2015 biweekly
G2.B1.S1.A2	Intervention plan will be developed with the assistance of the Coaches and students data reports will be used to guarantee students are properly targeted.	Sands, Verdell	10/20/2014	Progress Monitoring Reports (for both tier 2 and 3 interventions), Rtl recommendations, student data.	3/20/2015 biweekly
G1.MA1	Connect Ed logs, Parental Involvement logs and sign ins, Parental/ Guardianship feedback and/or suggestions.	Payne, Donna	10/20/2014	The School Guidance Counselor will ensure there are biweekly and or monthly parental meetings and that any district wide parental workshops that are available are being communicate at all times.	5/29/2015 monthly
G1.B1.S1.MA1	The Assistant Principal along with the Principal will ensure the strategy is in place and being properly implemented with fidelity.	Walker, Atunya	10/20/2014	Active Parental Involvement	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Our Community Involvement Specialist will communicate biweekly with the school guidance counselor and the Assistant Principal.	Almeida-Fernandez, Madelyn	10/20/2014	Home visit logs/evidence, parental involvement meeting logs and sign ins, volunteer logs	5/29/2015 biweekly
G2.MA1	Progress Monitoring Reports will be closely reviewed and analyzed biweekly and then reviewed monthly with the Response to Intervention Team.	Sands, Verdell	10/20/2014	Intervention schedules, data and student work will be monitored and in result decisions will be made to continue with the Tier 2 interventions, adapt and or modify work and recommend to Tier 3 Intervention if necessary.	5/29/2015 monthly
G2.B1.S1.MA1	Interventionists will meet with the Coaches for effective planning.	Sands, Verdell	10/20/2014	Intervention student work folders, progress monitoring reports for tier 2 and tier 3 students, overall iREADY and AR reports will also be a data tool to analyze.	3/20/2015 biweekly
G2.B1.S1.MA1	Administrative walkthroughs during Intervention blocks and Teacher and Interventionists feedback.	Almeida-Fernandez, Madelyn	10/20/2014	Tier 2 and Tier 3 Interventionists Logs, Progress Monitoring Reports, Intervention Student Work Folders, Student Data	3/20/2015 biweekly
G3.MA1	The Leadership Team will discuss and review current data as students participate in ongoing progress monitoring throughout the year with the use of regular classroom assessments, intervention data and data reports from research based programs being utilized with fidelity.	Walker, Atunya	10/20/2014	The evidence that will be collected to demonstrate the goal is being monitored and whether progress has been made are the following: Agendas from our Leadership Team Meetings, RtI Agendas, iREADY Math and Reading reports, FAIR-FS reports, and ThinkGate reports.	5/29/2015 weekly
G3.B1.S1.MA1	The leadership team will meet weekly to discuss observations and engage in conversations that will discuss what classrooms have more evidence of instructional delivery being aligned with the new standards and where it is not evident. This will determine where the Coaches will focus their work the following week with their coaching cycles.	Walker, Atunya	10/20/2014	The evidence collected will be the Leadership Team meeting agendas and sign in sheets.	5/29/2015 weekly
G3.B1.S1.MA1	The school Principal and Assistant Principal will conduct walkthroughs to ensure that there is evidence of the action and strategies taking place.	Almeida-Fernandez, Madelyn	10/20/2014	The evidence to support this monitoring implementation will consist of administrative walkthrough logs/notes as well as student work.	5/29/2015 weekly
G4.MA1	Monitor and review data reports from ThinkGate, FCAT Explorer and iREADY Math.	Walker, Atunya	10/20/2014	Student work folders, graded assignments, data reports from assessments and teacher generated assignments that are aligned to the objectives being taught.	5/29/2015 monthly
G4.B1.S1.MA1	To monitor the effectiveness of this step data reports will be reviewed and student comprehension on assessments will also be analyzed.	Almeida-Fernandez, Madelyn	10/20/2014	In reviewing the student reports and students results in assessments we will be able to determine if the essential hands on labs and the technology programs are in fact supporting and adding effective supplemental assistance for student comprehension.	5/29/2015 biweekly
G4.B1.S1.MA1	Administrators will conduct walkthroughs during assigned Science Lab and Technology assigned schedules.	Almeida-Fernandez, Madelyn	10/20/2014	The evidence that will be collected will be the administrators walkthrough observation logs and notes.	5/29/2015 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.

G3. Miami Park Elementary will strive to increase student achievement and proficiency by improving core instruction in all content areas and in all grade levels.

G3.B1 There are discrepancies across the board with the effective development of appropriate on grade level lesson plans that incorporate rigorous tasks and questioning. This is currently affecting pacing and the instructional delivery which is not being aligned to the new Reading, Math Florida Standards and effective implementation of essential hands on labs for Science.

G3.B1.S1 During Common Planning teachers will unwrap the benchmark together with the Instructional Coaches. With the use of the planning cards and item specifications the Coaches will guide the teachers on how to create their lesson plans explicitly.

PD Opportunity 1

This action will be completed with the support of the Instructional Coaches.

Facilitator

Verdell Sands-Hollis and Nathaniel Thurston

Participants

All teachers in grades Kindergarten through 5th grade

Schedule

Weekly, from 10/20/2014 to 5/29/2015

G4. Miami Park Elementary will increase STEM related hands on labs with the implementation of manipulatives, and research based computer programs which will support our students increase knowledge of STEM.

G4.B1 Lack of STEM based activities together with the implementation of the technology programs.

G4.B1.S1 Instructional Coach will assist teachers in creating and finding aligned essential labs and monitor the use of the technology programs being implemented.

PD Opportunity 1

The Instructional Coach will assist in the finding, creating and providing the necessary materials for essential hands on labs and assist teachers with pulling data from the technology programs being implemented.

Facilitator

Nathaniel Thurston

Participants

All teachers in grades Kindergarten through 5th grade will be eligible participants.

Schedule

Biweekly, from 10/20/2014 to 5/29/2015

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