



## Henry E.S. Reeves Elementary School

2005 NW 111TH ST, Miami, FL 33167

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
95%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
99%

### School Grades History

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

### 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our goal at Henry E. S. Reeves Elementary is to create a school where high motivation, technological sophistication and creativity contribute to strong student academic performance. Our school will serve the diverse needs of students and foster an environment enriching the quality of life for every member of our school community. Henry E. S. Reeves Elementary School is a state-of-the-art school in terms of technology, educator accountability and incentives for teaching success.

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

Henry E. S. Reeves is to be a model for quality public education. In being that model, we will provide a rigorous academic environment that targets literacy in reading, writing and math across all content areas. As a result, our students will perform at a high academic level throughout their educational career. We believe, in order to achieve this end, we must develop the whole child by including ethical decisions and appropriate interactions in a social context as a life - long learner. Finally, we have an expectation for all members of our community to be actively involved in the development of our children.

#### School Environment

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

The staff here at Henry E.S. Reeves Elementary School is committed to ensuring that every student receives a quality education, demonstrating academic growth and social development. Henry E.S. Reeves Elementary services general education students and students with exceptionalities, to include gifted students and students with learning disabilities. Although students come from diverse backgrounds and possess a wide range of academic and social skills, it is our goal to meet each child's need in order for him/her to flourish and experience success. It is believed that every child can learn, despite his/her socioeconomic condition, and it is expected that every child will become proficient and maximize his/her potential through a sound work ethic and collaborative efforts by the teacher, student and parent.

Students at Henry E.S. Reeves Elementary are provided a variety of culturally based programs and activities to enhance their learning experiences and overall development. Being exposed to and participating in a host of activities throughout the year such as Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Performing Arts field trips, the DARE Program, Art Club, Anti-bullying and Character Education, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, tap into and explore their interests, and increase self-awareness and confidence.

Achieving excellence, maximizing potential, and becoming lifelong learners are not concepts that apply only to students at Henry E.S. Reeves Elementary. Teachers and Administration recognize the importance of refining their pedagogical and leadership skills and are proactive in seeking out professional

development. Participating in an assortment of educational trainings and courses contribute greatly to implementing the most effective and current research-based educational strategy within the classroom and creates a solid foundation on which everyone can build.



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

Through the implementation of Character Education, our students and staff feel respected at all times. Students and parents are taught the expectations and therefore this contributes to creating a safe, family community that families value so much. Additionally Henry E.S. Reeves Elementary School incorporated the following to ensure a safe and respected environment for all:

- Teacher, administrative, and guidance presence during all transition times throughout the day
- Character Education
- Administrative and guidance presence daily during lunch
- Opportunity to model school-wide expectations
- Community and Parental Involvement
- Behavior and concerns are addressed immediately
- Anti Bullying Policy
- PTA/EESAC parent meetings
- Fundamental expectations for behavior and academics
- Students are offered the opportunity to problem solve

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

The primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance each student's potential for learning and to foster positive interpersonal relationships. M-DCPS supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Established protocols such as defined classroom rules and consequences, implementation of the Elementary Code of Conduct, and the school-wide discipline plan will help to promote and maintain a positive learning environment free from disruptions of the teaching and learning process. Henry E.S. Reeves Elementary School also incorporates all of the District Core Values: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility. A different core value is highlighted every month through morning announcements. In addition, expectations of classroom behaviors, rewards and consequences are a collaborative effort within grade levels. These expectations are expressed to students with the anticipation that classroom management is consistently and effectively implemented in each classroom.

At present, teachers are required to seek immediate assistance from another teacher or contact the office for security if the behavioral situation warrants immediate removal of a student. A referral form is used to detail specific incidents and behaviors that resulted in the student's removal. Parents are contacted by the teacher to discuss the details of the incident, and the counselor follows-up with individual counseling, as needed.

**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**

Henry E.S. Reeves Elementary School ensures the social-emotional needs of students are being met by the implementation of a school-wide corrective action plan. This plan encompasses the entire learning community of Henry E.S. Reeves Elementary School. It ensures that the student suspension rate will be reduced during the 2014-2015 school year. All teachers, leadership team members, school counselor and administration will provide the necessary leadership to ensure that the corrective action plan is effectively implemented and every effort is made to ensure students are in school.

The counselor and administration will serve as the liaison between students, teachers, and parents. It is the responsibility of the counselor to provide the appropriate character education, conflict

resolution, and anti-bully curriculum to all students. The counselor will also facilitate counseling throughout the year to targeted students who have displayed ongoing behavior problems. In addition, the school counselor provides academic support, individual and group sessions on topics including conflict resolution, anger management, parent conferences, crisis counseling, and grief counseling to aid in the academic, social, and emotional growth of every student. Our school psychologist has been assigned to assess students, collect and analyze data, recommend academic, mental, and behavioral interventions, and monitor progress.

### 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

Excessive Absences (Excused and Unexcused)  
Excessive Tardies  
Three (3) or more Disciplinary Referrals  
Retention

#### 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	21	23	11	25	11	9	100
One or more suspensions	0	0	10	20	25	26	81
Course failure in ELA or Math	7	18	9	18	5	4	61
Level 1 on statewide assessment	0	0	0	60	19	34	113

*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	
Students exhibiting two or more indicators	3	10	10	15	10	5	53

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

Intervention strategies employed by Henry E.S. Reeves Elementary School to improve academic performance of students identified by the EWS are:

- Provide parents with information to assist them in improving student attendance.
- A reward system will be established to recognize students for perfect attendance.
- Provide parents health information, resources and literature through the Health Connect services.
- The MTSS/RtI Team will monitor students who receive one or more suspensions providing students with counseling and encourage parental involvement in this process.
- Recognize students for outstanding citizenship through "Do the Right Thing" program.
- Peer mediation teams will be developed as a means of assisting with conflict resolution.
- Provide interventions to address students' areas of deficiencies who are Level 1 on statewide assessments

- Implement Reading Works interventions to ensure students are receiving targeted intensive instruction.
- Henry E.S. Reeves Elementary School hosts eight sessions of Saturday Academy from January to March each year. The program is funded through Title I and FCAT level 1 and 2 students are identified as students who require additional interventions for participation in the program.

## 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/189857>.

#### **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**

The Community Involvement Specialist in conjunction with the Guidance Counselor makes contact with local business, parents, local colleges and universities to secure and utilize resources to support the school and student achievement. The companies and organizations are as follows:

Shoes That Fit: Donates shoes to students in need.

Phi Beta Sigma: Gift cards to be used at Publix provide Thanksgiving baskets for the families of students in need.

Heiken Optical: Provides eye exams and glasses for students who do not have vision insurance.

Barry University (School of Education): Interns to provide additional assistance to the classroom teacher.

Miami Dade College: Interns to provide additional assistance to the classroom teacher.

## 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
Gibbs, Julian	Principal
Jones, Tania	Assistant Principal
Martinez, Selines	Instructional Coach
Andre, Juliette	Guidance Counselor
Dieudonne, Carole	Psychologist

## Duties

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

Team Members and their responsibilities:

Mr. Julian E. Gibbs, Ms. Tania L. Jones (Principal/Assistant Principal): Serving in the capacity of governing agent, the principal and assistant principal bears the responsibility of the overall operation of the MTSS/Rtl and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making; evaluate the MTSS/Rtl skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS/Rtl implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS/Rtl functions, plans and projects.

Ms. Selines Martinez, Ms. Barbara Rhodes, Ms. Alice Morning, Ms. Monique Bryant, Ms. Keishaunda Blanding, Ms. Laura Chan, Ms. Nancy Rubin, Ms. Kamasia Wright, and Ms. Rose Mont'Ros (Grade Level Chairpersons, ELL Instructor/Bilingual Instructors and ESE Instructor): Share data and information pertinent to the instructional curriculum that accentuates the basic skills and core area subjects; retrieve and disseminate student data; administer assessments; provide the necessary instruction or intervention for Tier 1 students; consult with selected personnel for the purpose of providing assistance in the implementation of interventions for Tier 2 students; compile and infuse Tier 1 materials/instruction with Tier 2/3 activities; confer with and maintain regular articulation with general education teachers in order to closely monitor student progress.

Ms. Selines Martinez (Reading Coach): Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the reading, mathematics and science programs; co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Ms. Nina Cambridge (Guidance Counselor): Prepares and submits reports, records, files and all other information and data; encourages teacher/parent communication and community involvement; assists students in conflict resolution, peer mediation and helps students develop life management skills; manages crises; assists in the identification of students with special needs; refers students to intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being; reviews school data frequently to ensure that the school counseling program is meeting the academic and social development needs of the students; shares all available information with MTSS/Rtl.

Ms. Robin Fisher (School Psychologist): Conducts assessment of students; consults with teachers, parents and MTSS/Rtl to facilitate student educational growth; participates in School Support Team and makes recommendations; suggests appropriate assessments to be administered; works collaboratively with Student Services and other staff; sponsors and participates in professional

development activities; participates in the collection and interpretation of data.

Ms. Jerlyn Murphy (Speech/Language Pathologist): Develops and implements individual education programs; establishes and maintains effective relationships with students, teachers, and parents; reads, analyzes, and interprets data; administers diagnostic evaluations for speech, voice, and language disorders; communicates assessment findings and recommendations; and conducts professional development workshops.

***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***

MTSS/Rtl is an extension of the school's Leadership Team. It has been 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.

1. MTSS/Rtl leadership is vital, therefore, in building our team we have considered the following:

- administrator(s) who will ensure commitment and allocate resources;
- teacher(s) and reading coach who share the common goal of improving instruction for all students;
- team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Instructional Coach
- School Guidance Counselor
- Special Education Personnel
- School Psychologist
- School Social Worker
- EESAC Chair
- Community Stakeholder

3. MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and support designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/Rtl four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Title I, Part A

Henry E.S. Reeves Elementary provides services to ensure that the needs of all students are identified and met. Students requiring additional remediation are assisted through extended learning opportunities. The district coordinated with the Title II and Title III work together in ensuring staff development needs is provided. Support services are provided to students. The Literacy Leadership

Team develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically based curriculum and behavior assessment as well as 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 considered “at risk;” assist in the design and implementation for progress monitoring, data collection and 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 involvement program.

#### Title I, Part C- Migrant

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

#### Title II

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, and 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 Learner (ELL) by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- 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)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL 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 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. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
  - The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
  - Project Upstart 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 twelve homeless shelters in the community.
  - The District Homeless Student 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 homeless coordinator to be trained on the McKinney-Vento

Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Henry E.S. Reeves Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Nutrition Programs

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

Head Start

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Julian E. Gibbs	Principal
Ryan Hamilton	Teacher
Keishunda Doe- Blanding	Teacher
Angel Maloy	Teacher
Barbara Rhodes	Teacher
Jocelyn Peterson	Teacher
Alice Morning	Teacher
Aaron Taylor	Teacher
Carlene Lopez	Teacher
Nicole Himphill	Teacher
Adrian Glasglow	Parent
Alexis Parker	Teacher
Dr. Norris Kelly	Business/Community
Earl Davis	Business/Community
Fred Mims	Business/Community
Azariel Burke	Student
Jamie Pickett	Parent
Jessica Jordan	Parent
Joseph Gillard	Business/Community
Landry Johnson	Business/Community
Meka Clinch	Education Support Employee
Michael Yearby	Business/Community
Odelin Garcia	Parent
Dorian Williams	Student
Santarvis Brown	Business/Community
Shereka Spires	Parent
Victoria White	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*

The school's Educational Excellence School Advisory Council (EESAC) met to evaluate the school's School Improvement Plan (SIP). They felt that most goals and items were highly effective and should remain in place. The committee suggested that more supplemental educational resources are needed and these resources would assist with enhancing instructional rigor.

*Development of this school improvement plan*

The EESAC Committee is involved in developing the goals and objectives for the School Improvement Plan based on the feedback provided by each grade level/department on the End of



Year SIP Recommendations/Review. Once the School Improvement Plan is drafted by the SIP Writing Team, the EESAC Committee carefully review the document and makes suggestions to the SIP Writing Team. The SIP is once again reviewed and approved by the EESAC Committee and implemented school-wide.

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

The Educational School Advisory Council (ESSAC) funds will be utilized to defray expenditures for student incentives, tutoring, food snacks and materials for the tutorial program.

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

The Educational School Advisory Council (EESAC) \$2999.00 funds was utilized to defray expenditures for student incentives, food snacks, tutoring and materials for tutoring program. Title 1 \$10,000 funds was utilized to purchase Reading Rehearsals and Accelerated Reader books to enhance students in grades K-5 fluency and reading comprehension skills. Also, \$4,000 Title 1 funds was utilized to purchase Writing Folio Express to improve process and procedures for quality writing.

***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
Gibbs, Julian	Principal
Jones, Tania	Assistant Principal
Martinez, Selines	Instructional Coach
Andre, Juliette	Guidance Counselor

**Duties**

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

Henry E.S. Reeves' Literacy Leadership Team will develop, lead, and evaluate school core content standards and programs. Provide support for the implementation of the Common Core State Standards, identify and analyze existing literature on scientifically based curriculum, behavior assessment and intervention approaches. Assist with whole school screening programs that provide early intervention services for children considered "at-risk" in reading, assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development and provide support for assessment and implementation monitoring.

**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**

Henry E.S. Reeves incorporates strategies to encourage positive working relationships between teachers

by providing:

Teachers schedules are structured to accommodate Collaborative Planning

Highlighting and sharing of "Best Practices" during faculty meetings

Professional Learning Communities are implemented to address areas of need across grade levels

Peer mentoring to observe and model best practices

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

Communicate with local universities to increase the number of internships at Henry E.S. Reeves Elementary and consequently increasing the amount of highly qualified candidates for employment.

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

Beginning teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their common planning time, before and after school to discuss classroom management strategies and share instructional tips with their mentees. In addition, time is allotted for peer classroom visits and observation. We continue to implement proven techniques and research based strategies for improving teacher morale which will consequently retain highly qualified teachers. We recognize and reward outstanding teacher performance throughout the school year.

## **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***

Henry E.S. Reeves Elementary ensures its core instructional programs and materials are aligned to Florida's standards by:

- Teacher created lesson plans aligned to Florida Standards
- Professional Development is provided to know how to use standards properly
- Textbooks and instructional materials aligned to Florida Standards
- Administrative and district walk-through/classroom visitations to ensure use of Florida Standards
- District pacing guides by content areas

#### **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***

Henry E.S. Reeves Elementary School establishes and maintains a student assessment system as well

as uses systematic processes and procedures to collect data, analyze data, and improve student learning. Teachers and support staff are trained in the evaluation, interpretation and use of data. A process exists for analyzing data, and policies and procedures are clearly defined. The Literacy Leadership Team (LLT) monitors student learning and regularly communicates results to all stakeholders.

Teachers modify instruction through DI (Differentiated Instruction) to assist students having difficulty meeting proficiency on state assessments. Students meeting proficiency on State Assessments are provided enrichment opportunities during DI. Additionally, students deemed as having difficulty grasping concepts during DI receive additional Tier II Intervention utilizing the Wonder Works Intervention program.

**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:** 960

Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners. Title I funds are used to supplement and enhance the programs for students by providing funds to implement Saturday tutorial programs. In addition, we offer Saturday Academy for students 8 weeks prior to the administration of the Florida Standards Assessment. Also, all grade levels have common planning time allotted to facilitate collaborative planning across the curriculum.

### **Strategy Rationale**

To give students opportunities to reach their highest potential.  
To give staff opportunities to collaborate and become highly effective.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

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

Gibbs, Julian, pr4491@dadeschools.net

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

Data collected to ensure the effectiveness of the strategies discussed above include the administration of a pre and post test to determine student academic growth, web-based research program reports are generated by the instructional coach and assistant principal monthly. Data chats take place to discuss student progress. Instructional strategies are then aligned to drive instruction.

## **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**

The school staff has met with some of the local preschool center directors and given suggestions on how they can better prepare their students for kindergarten. All in-coming kindergarten students are screened upon their initial arrival to assess basic knowledge of colors, shapes, letter recognition, and letter sound identification. Kindergarten students are also screened on their English Language skills utilizing the Oral Language Proficiency Scale – Revised. Throughout the school year, Kindergarten students are closely monitored for progress using FLKRS, i-Ready and FAIR Assessments. Based on

the results of these assessments, instructional strategies are modified to meet the individual needs of the students. Each year school tours for incoming kindergartens are conducted for students and their parents. Kindergarten transition packets are distributed at the conclusion of the tour. Orientation sessions are also held in order to share expectations for the upcoming school year so students and parents are prepared.

### 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

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

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To use the Early Warning Systems to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.
- G3.** Emphasize and engage students in the problem solving process to increase the number of students participating in Project Based Learning in STEM.
- G4.** See the Title I Parental Involvement Plan (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. To increase student achievement by improving core instruction in all content areas.** 1a

G050081

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	59.0
AMO Reading - African American	59.0
AMO Reading - Hispanic	60.0
AMO Reading - ELL	51.0
AMO Reading - SWD	47.0
AMO Reading - ED	59.0
CELLA Listening/Speaking Proficiency	43.0
CELLA Reading Proficiency	32.0
CELLA Writing Proficiency	16.0
AMO Math - All Students	70.0
AMO Math - African American	70.0
AMO Math - Hispanic	69.0
AMO Math - ELL	54.0
AMO Math - SWD	52.0
AMO Math - ED	69.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	76.0
Math Gains	57.0
Math Lowest 25% Gains	61.0
FCAT 2.0 Science Proficiency	20.0

**Resources Available to Support the Goal** 2

- Literacy Resources: District Pacing Guides, ELA District website, ELA Test Item Specifications, McGraw-Hill Reading Wonders Series, Wonderworks Intervention Series, Three computer labs, SmartBoard technology, Reading Curriculum Leader, Six computers per classroom, wireless lab, Media Center, Accelerated Reader, Reading Plus, i- Ready, and Model Classrooms
- Mathematics Resources: District Pacing Guide, Math Item Specifications, Model Classrooms, Smartboard technology, 6 computers in each classroom, 4 computer labs, 200 laptops, Grab and Go Kits, IXL, Go Math Series, Think Central, Math Manipulative kits
- Science Resources: District Pacing Guide, Science Item Specifications, Model Classrooms, Smartboard technology, 6 computers in each classroom, 4 computer labs, 200 laptops, Discovery Education, Gizmo, Essential Labs and Science Journals

**Targeted Barriers to Achieving the Goal** 3

- Limited evidence of effective planning (horizontal) aligned to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards(MFS), and Science Next Generation Sunshine Standards with the use of the instructional resources highlighted in the District Pacing Guides.

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

Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

**Person Responsible**

Julian Gibbs

**Schedule**

Weekly, from 9/22/2014 to 4/17/2015

**Evidence of Completion**

2015 Florida Standards Reading Assessment

**G2.** To use the Early Warning Systems to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. 1a

G050085

**Targets Supported 1b**

Indicator	Annual Target
Attendance Below 90%	12.0
One or More Suspensions	9.0
Level 1 - All Grades	24.0
Retained Students	15.0

**Resources Available to Support the Goal 2**

- Connect Ed Reports, Intervention Logs, Attendance Bulletin, Wonder Works Tier II Intervention, iReady (Reading/Math) Intervention, Teachers, and Guidance Counselor .

**Targeted Barriers to Achieving the Goal 3**

- Inconsistent use of the attendance bulletin for targeting and providing interventions for students deemed as developing attendance and suspension patterns.
- Establish intensive interventions for retained students and students with a Level 1 or equivalent on statewide assessments in ELA or Mathematics to address students' areas of weakness.
- Students developing a pattern of receiving two or more behavior referrals will be referred to the MTSS/Rtl team.

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

Monitor Student suspension report

**Person Responsible**

Tania Jones

**Schedule**

On 6/5/2015

**Evidence of Completion**

Florida Standard Assessment results will be used to determine the effectiveness of strategies and interventions.

**G3.** Emphasize and engage students in the problem solving process to increase the number of students participating in Project Based Learning in STEM. 1a

G050086

**Targets Supported** 1b

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

**Resources Available to Support the Goal** 2

- Monthly assessments, District Interim Assessment data, Science labs and journals

**Targeted Barriers to Achieving the Goal** 3

- In order to emphasize/engage students in the problem solving process, we need to increase the number of experiences students are afforded opportunities to participate in Project Based Learning in STEM.

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

Monthly Science Assessments and Thinkgate data reports

**Person Responsible**

Julian Gibbs

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

2015 Florida Standards Assessment Mathematics and Science results will be used to determine the effectiveness of strategies.

**G4.** See the Title I Parental Involvement Plan (PIP). 1a

G051532

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

 G050081

**G1.B6** Limited evidence of effective planning (horizontal) aligned to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MFS), and Science Next Generation Sunshine Standards with the use of the instructional resources highlighted in the District Pacing Guides. **2**

 B127046

**G1.B6.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 S139077

### Strategy Rationale

#### Action Step 1 **5**

Provide professional development on the components of an effective lesson plan and delivery aligned to the Language Arts Florida Standards (LAFS,) Mathematics Florida Standards (MAFS), Science Next Generation Sunshine Standards and Test Item Specifications during lesson planning.

#### Person Responsible

Selines Martinez

#### Schedule

Biweekly, from 9/22/2014 to 9/25/2014

#### Evidence of Completion

Agenda, Sign-In Sheet, Handouts

## Action Step 2 5

Develop and implement lesson plans aligned to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards, Science Next Generation Sunshine State Standards. Teachers will implement developed lesson plans with fidelity utilizing the District Pacing Guide Instructional Resources (including the District-Developed Constructed Response Item).

### **Person Responsible**

Julian Gibbs

### **Schedule**

Weekly, from 9/22/2014 to 11/26/2014

### **Evidence of Completion**

Lesson Plans, Reading Response Journals, student discourse, student work

## Action Step 3 5

Conduct coaching cycles to model different components of an instructional framework based on teacher need.

### **Person Responsible**

Selines Martinez

### **Schedule**

Weekly, from 9/22/2014 to 11/26/2014

### **Evidence of Completion**

Walkthrough logs, Coaching logs, coaching schedule, debriefing conferencing

## Action Step 4 5

Identify and utilize model classrooms to demonstrate effective instructional practices.

### **Person Responsible**

Julian Gibbs

### **Schedule**

Weekly, from 9/22/2014 to 11/26/2014

### **Evidence of Completion**

Walkthrough Logs, Debriefing conferencing, Informal Observation Notes

**Action Step 5** 5

Professional Development: active participation by teachers, interaction with training resources, teachers arrive with recommended resources. Implementation: Observations focused on lesson plans and delivery aligned to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MFS), Science Next Generation Sunshine State Standards.

**Person Responsible**

Julian Gibbs

**Schedule**

Weekly, from 9/22/2014 to 11/26/2014

***Evidence of Completion***

Agenda, Sign-In Sheet, Handouts, Observation notes, Lesson Plans, Reading Response Journals and student work

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Consistently monitor the delivery with fidelity of developed lessons aligned to the Standards (LAFS/MAFS/Science NGSSS)

**Person Responsible**

Julian Gibbs

**Schedule**

Weekly, from 9/22/2014 to 11/26/2014

***Evidence of Completion***

Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Informal Observation Notes.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7**

Consistently monitor the effective delivery of developed lessons aligned to the Standards (LAFS/MAFS/Science NGSSS)

**Person Responsible**

Julian Gibbs

**Schedule**

Weekly, from 9/22/2014 to 11/26/2014

**Evidence of Completion**

Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Informal Observation Notes.

**G2.** To use the Early Warning Systems to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. 1

 G050085

**G2.B1** Inconsistent use of the attendance bulletin for targeting and providing interventions for students deemed as developing attendance and suspension patterns. 2

 B127391

**G2.B1.S1** Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. 4

 S139489

**Strategy Rationale**

Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.

**Action Step 1 5**

Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.

**Person Responsible**

Juliette Andre

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student Attendance Reports

### Action Step 2 5

Provide parents with information and professional development to assist them in improving student attendance.

**Person Responsible**

Juliette Andre

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Connect Ed messages, Parent Communication Log

### Action Step 3 5

Establish an award system to recognize students with perfect attendance.

**Person Responsible**

Juliette Andre

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Quarterly Attendance Logs

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

Administrators and MTSS/RtI team will monitor this strategy for fidelity of implementation through weekly updates by the TCST and students intervention logs.

**Person Responsible**

Juliette Andre

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Intervention Logs

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

Administrators and MTSS/RtI team will monitor for effectiveness through weekly updates by the TCST and intervention logs.

**Person Responsible**

Juliette Andre


**Schedule**

On 6/5/2015

**Evidence of Completion**

Intervention Logs

**G2.B2** Establish intensive interventions for retained students and students with a Level 1 or equivalent on statewide assessments in ELA or Mathematics to address students' areas of weakness. 2

 B127392

**G2.B2.S1** Intensive Interventions will be established for retained students to address each students' areas of deficiency. 4

 S139491

**Strategy Rationale**

**Action Step 1** 5

Interventions (Wonder Works/iReady) will be established based on Florida Assessment for Instruction in Reading (FAIR Assessment) and District Assessment data to address students' areas of need.

**Person Responsible**

Selines Martinez

**Schedule**

Quarterly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Intervention Rosters, teacher schedules, student intervention folders

### Action Step 2 5

A reward system will be established to recognize students who show progress on the FAIR Assessment and District Interim Assessments.

**Person Responsible**

Tania Jones

**Schedule**

On 6/5/2015

***Evidence of Completion***

FAIR Assessment and District Interim Assessment data

### Action Step 3 5

Provide parents with information and strategies to assist them in improving students' progress.

**Person Responsible**

Tania Jones

**Schedule**

Semiannually, from 9/22/2014 to 6/5/2015

***Evidence of Completion***

Parent sign-in sheets

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

The MTSS/RtI team will monitor for fidelity of implementation through Wonder Works intervention logs, iReady Data and District Assessment Data to ensure the fidelity of the interventions and progress of students.

**Person Responsible**

Tania Jones

**Schedule**

Biweekly, from 9/22/2014 to 6/5/2015

***Evidence of Completion***

Wonder Works Intervention Data, iReady Data, District Assessment Data

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

The MTSS/RtI team will monitor for effectiveness through Wonder Works intervention logs, iReady Data and District Assessment Data to ensure the fidelity of the interventions and progress of students.

**Person Responsible**

Tania Jones

**Schedule**

Biweekly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Wonder Works Intervention Data, iReady Data, District Assessment Data

**G2.B3** Students developing a pattern of receiving two or more behavior referrals will be referred to the MTSS/RtI team. 2

 B127396

**G2.B3.S1** The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process. 4

 S139497

**Strategy Rationale**

**Action Step 1** 5

A reward system will be established to recognize students for outstanding citizenship through the Outstanding Citizens Recognition Program.

**Person Responsible**

Juliette Andre

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Do The Right Thing Program, Teacher Nominations



**Action Step 2** 5

Mediation with the school counselor as a means of assisting with conflict resolution.

**Person Responsible**

Juliette Andre

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Counselor's Log, SCM and Teacher's Parent Contact logs

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

The MTSS/RtI team will monitor for fidelity of implementation by meeting monthly to monitor the progress of students' behavior.

**Person Responsible**

Tania Jones

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Meeting Agendas and Sign-In Sheets

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

The MTSS/RtI team will monitor for effectiveness by meeting monthly to monitor the progress of students' behavior and discuss the strategies implemented.

**Person Responsible**

Tania Jones

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

MTSS/RtI Meeting Agenda/Minutes

**G3.** Emphasize and engage students in the problem solving process to increase the number of students participating in Project Based Learning in STEM. 1

G050086

**G3.B1** In order to emphasize/engage students in the problem solving process, we need to increase the number of experiences students are afforded opportunities to participate in Project Based Learning in STEM. 2

B125432

**G3.B1.S1** Provide opportunities for students to experience the scientific method by participating in the school's Science Fair and Field Trips related to STEM. 4

S137320

### Strategy Rationale

#### Action Step 1 5

Using the Florida Continuous Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly to collectively desegregate data and determine the most effective strategy and appropriate use of STEM project based learning .

#### Person Responsible

Julian Gibbs

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

2015 Florida Standards Assessments results will be used to determine the effectiveness of strategies.

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

Teachers progress monitoring reports; Classroom Walk Throughs (CWT); District assessments, collaborative planning and HES Reeves monthly science assessments and Thinkgate data reports

#### Person Responsible

Julian Gibbs

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

2015 Florida Standards Assessments results will be used to determine the effectiveness of strategies.

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

District assessments and HES Reeves monthly science assessments and Thinkgate data reports

**Person Responsible**

Julian Gibbs

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

2015 Florida Standards Assessment results will be used to determine the effectiveness of strategies.

**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	Using the Florida Continuous Improvement Model of Plan-Do-Check-Act, the Administration Team and the classroom teacher will meet monthly to collectively desegregate data and determine the most effective strategy and appropriate use of STEM project based learning .	Gibbs, Julian	8/18/2014	2015 Florida Standards Assessments results will be used to determine the effectiveness of strategies.	6/5/2015 weekly
G1.B6.S1.A1	Provide professional development on the components of an effective lesson plan and delivery aligned to the Language Arts Florida Standards (LAFS,) Mathematics Florida Standards (MAFS), Science Next Generation Sunshine Standards and Test Item Specifications during lesson planning.	Martinez, Selines	9/22/2014	Agenda, Sign-In Sheet, Handouts	9/25/2014 biweekly
G2.B1.S1.A1	Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.	Andre, Juliette	8/18/2014	Student Attendance Reports	6/5/2015 daily
G2.B2.S1.A1	Interventions (Wonder Works/iReady) will be established based on Florida Assessment for Instruction in Reading (FAIR Assessment) and District Assessment data to address students' areas of need.	Martinez, Selines	9/22/2014	Intervention Rosters, teacher schedules, student intervention folders	6/5/2015 quarterly
G2.B3.S1.A1	A reward system will be established to recognize students for outstanding citizenship through the Outstanding Citizens Recognition Program.	Andre, Juliette	8/18/2014	Do The Right Thing Program, Teacher Nominations	6/5/2015 quarterly
G1.B6.S1.A2	Develop and implement lesson plans aligned to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards, Science Next Generation Sunshine State Standards. Teachers will implement developed lesson plans with fidelity utilizing the District Pacing	Gibbs, Julian	9/22/2014	Lesson Plans, Reading Response Journals, student discourse, student work	11/26/2014 weekly

**Dade - 4491 - Henry E.S. Reeves Elem. School - 2014-15 SIP**  
*Henry E.S. Reeves Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Guide Instructional Resources (including the District-Developed Constructed Response Item).				
G2.B1.S1.A2	Provide parents with information and professional development to assist them in improving student attendance.	Andre, Juliette	8/18/2014	Connect Ed messages, Parent Communication Log	6/5/2015 quarterly
G2.B2.S1.A2	A reward system will be established to recognize students who show progress on the FAIR Assessment and District Interim Assessments.	Jones, Tania	9/22/2014	FAIR Assessment and District Interim Assessment data	6/5/2015 one-time
G2.B3.S1.A2	Mediation with the school counselor as a means of assisting with conflict resolution.	Andre, Juliette	8/18/2014	Counselor's Log, SCM and Teacher's Parent Contact logs	6/5/2015 weekly
G1.B6.S1.A3	Conduct coaching cycles to model different components of an instructional framework based on teacher need.	Martinez, Selines	9/22/2014	Walkthrough logs, Coaching logs, coaching schedule, debriefing conferencing	11/26/2014 weekly
G2.B1.S1.A3	Establish an award system to recognize students with perfect attendance.	Andre, Juliette	8/18/2014	Quarterly Attendance Logs	6/5/2015 quarterly
G2.B2.S1.A3	Provide parents with information and strategies to assist them in improving students' progress.	Jones, Tania	9/22/2014	Parent sign-in sheets	6/5/2015 semiannually
G1.B6.S1.A4	Identify and utilize model classrooms to demonstrate effective instructional practices.	Gibbs, Julian	9/22/2014	Walkthrough Logs, Debriefing conferencing, Informal Observation Notes	11/26/2014 weekly
G1.B6.S1.A5	Professional Development: active participation by teachers, interaction with training resources, teachers arrive with recommended resources. Implementation: Observations focused on lesson plans and delivery aligned to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MFS), Science Next Generation Sunshine State Standards.	Gibbs, Julian	9/22/2014	Agenda, Sign-In Sheet, Handouts, Observation notes, Lesson Plans, Reading Response Journals and student work	11/26/2014 weekly
G1.MA1	Ongoing classroom assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.	Gibbs, Julian	9/22/2014	2015 Florida Standards Reading Assessment	4/17/2015 weekly
G1.B6.S1.MA1	Consistently monitor the effective delivery of developed lessons aligned to the Standards (LAFS/MAFS/Science NGSSS)	Gibbs, Julian	9/22/2014	Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Informal Observation Notes.	11/26/2014 weekly
G1.B6.S1.MA1	Consistently monitor the delivery with fidelity of developed lessons aligned to the Standards (LAFS/MAFS/Science NGSSS)	Gibbs, Julian	9/22/2014	Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Student Discourse, Informal Observation Notes.	11/26/2014 weekly
G2.MA1	Monitor Student suspension report	Jones, Tania	8/18/2014	Florida Standard Assessment results will be used to determine the effectiveness of strategies and interventions.	6/5/2015 one-time
G2.B1.S1.MA1	Administrators and MTSS/RtI team will monitor for effectiveness through weekly updates by the TCST and intervention logs.	Andre, Juliette	8/18/2014	Intervention Logs	6/5/2015 one-time
G2.B1.S1.MA1	Administrators and MTSS/RtI team will monitor this strategy for fidelity of implementation through weekly updates by the TCST and students intervention logs.	Andre, Juliette	8/18/2014	Intervention Logs	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	The MTSS/RtI team will monitor for effectiveness through Wonder Works intervention logs, iReady Data and District Assessment Data to ensure the fidelity of the interventions and progress of students.	Jones, Tania	9/22/2014	Wonder Works Intervention Data, iReady Data, District Assessment Data	6/5/2015 biweekly
G2.B2.S1.MA1	The MTSS/RtI team will monitor for fidelity of implementation through Wonder Works intervention logs, iReady Data and District Assessment Data to ensure the fidelity of the interventions and progress of students.	Jones, Tania	9/22/2014	Wonder Works Intervention Data, iReady Data, District Assessment Data	6/5/2015 biweekly
G2.B3.S1.MA1	The MTSS/RtI team will monitor for effectiveness by meeting monthly to monitor the progress of students' behavior and discuss the strategies implemented.	Jones, Tania	8/18/2014	MTSS/RtI Meeting Agenda/Minutes	6/5/2015 monthly
G2.B3.S1.MA1	The MTSS/RtI team will monitor for fidelity of implementation by meeting monthly to monitor the progress of students' behavior.	Jones, Tania	8/18/2014	Meeting Agendas and Sign-In Sheets	6/5/2015 monthly
G3.MA1	Monthly Science Assessments and Thinkgate data reports	Gibbs, Julian	8/18/2014	2015 Florida Standards Assessment Mathematics and Science results will be used to determine the effectiveness of strategies.	6/5/2015 monthly
G3.B1.S1.MA1	District assessments and HES Reeves monthly science assessments and Thinkgate data reports	Gibbs, Julian	8/18/2014	2015 Florida Standards Assessment results will be used to determine the effectiveness of strategies.	6/5/2015 monthly
G3.B1.S1.MA1	Teachers progress monitoring reports; Classroom Walk Throughs (CWT); District assessments, collaborative planning and HES Reeves monthly science assessments and Thinkgate data reports	Gibbs, Julian	8/18/2014	2015 Florida Standards Assessments results will be used to determine the effectiveness of strategies.	6/5/2015 monthly

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

**G1.B6** Limited evidence of effective planning (horizontal) aligned to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MFS), and Science Next Generation Sunshine Standards with the use of the instructional resources highlighted in the District Pacing Guides.

**G1.B6.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### PD Opportunity 1

Provide professional development on the components of an effective lesson plan and delivery aligned to the Language Arts Florida Standards (LAFS,) Mathematics Florida Standards (MAFS), Science Next Generation Sunshine Standards and Test Item Specifications during lesson planning.

#### Facilitator

Selines Martinez, Ivette Kaige and Annette Garcia- Acosta

#### Participants

Teachers

#### Schedule

Biweekly, from 9/22/2014 to 9/25/2014

### PD Opportunity 2

Professional Development: active participation by teachers, interaction with training resources, teachers arrive with recommended resources. Implementation: Observations focused on lesson plans and delivery aligned to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MFS), Science Next Generation Sunshine State Standards.

#### Facilitator

Selines Martinez, Ivette Kaige and Annette Garcia- Acosta

#### Participants

Teachers

#### Schedule

Weekly, from 9/22/2014 to 11/26/2014

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To increase student achievement by improving core instruction in all content areas.	13,000
<b>Goal 2:</b> To use the Early Warning Systems to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.	500
<b>Grand Total</b>	<b>13,500</b>

### Goal 1: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
<b>B6.S1.A2</b> - Support Personnel	Title I Part A	10,000
<b>B6.S1.A2</b> - Tutoring	Title III	3,000
<b>Total Goal 1</b>		<b>13,000</b>

### Goal 2: To use the Early Warning Systems to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.

Description	Source	Total
<b>B1.S1.A3</b> - Attendance Student Incentives and Awards	Title I Part A	500
<b>Total Goal 2</b>		<b>500</b>