

# Ernest R. Graham K 8 Academy



2014-15 School Improvement Plan

## Ernest R. Graham K 8 Academy

7330 W 32ND AVE, Hialeah, FL 33018

<http://erg.dadeschools.net>

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

86%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

98%

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A       | A       | A       | 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**

At Ernest R Graham K-8 Academy, we provide high quality education so that all students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

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

We, the faculty and staff at Ernest R Graham K-8 Academy, are committed to provide educational excellence for all students.

#### School Environment

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

Students complete the School Climate Survey on a yearly basis in order to identify the needs of the students and addressed them accordingly. Character Education/Culture class room lessons are conducted by school counselors and teachers in order to assist students in developing positive self image. There is an array of school wide activities through out the year that encourages teachers and students to build their relationships. Classroom lessons in conflict resolution are conducted by counselors and teachers to resolve issues.

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

There is a student/teacher assessment system in place to identify student needs for counseling services, teaching prevention support curriculum in Bullying, HIV/AIDS Education, Homeless Education, Combating Student Sexting, To Reach Ultimate Success Together (TRUST) Curriculum, and G.R.E.A.T gang resistance education and training for sixth grade students. Mandatory morning announcements are conducted to provide schools with the Healthy Relationships and Youth Empowerment. The announcements support many of the nine core character education values adopted by the District. The Literacy's Teen Trendsetters Program has been implemented as an afterschool program in which teens are the mentors. Parent education is also offered by the school for additional support. School counselors work together with community involvement specialist, teachers, and administrators to implement a clearly defined systematic process to guarantee the safety of all students by having security personnel as well as an array of support systems.

##### **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**

Ernest R Graham K-8 Academy implements the Code of Student Conduct to ensure a safe learning environment and the academic success of all students. There is a school wide alternative to suspension plan with an array of strategies to support teachers and parents. Teachers have in place an effective behavior management plan for minor classroom infractions. School counselors are available to support our students, teachers and parents with behavior modification plans 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**

School personnel implements a clearly defined process to determine the physical, social, and emotional needs of each student. School personnel assure that reliable measures of program effectiveness are in place. Use of data from these measures is used to evaluate all programs as evident by list of support services available to students, and agreements with school community agencies for student-family support.

Title I, Part A

Ernest R Graham K-8 Academy is a Title I school.

Ernest R Graham is a Title I school and receives additional funding for numerous support services such

as two reading coaches, a math/science facilitator, and two Community Involvement Specialist (CIS). School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through homevisits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage

parental participation in the decision making processes at the school site. Ernest R Graham K-8 Academy has one Voluntary Pre-kindergarten (VPK) class. Staff in this class assists preschool children to make the transition into our elementary school program through the implementation of a Pre-School Transition Plan, also funded by the Title I Grant.

Title I, Part C-Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Funds from Title III will be utilized to implement tutoring for the English Language Learner students. Before and after school tutoring will be provided to students with awarded funds.

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 Up-Start, Homeless Education 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 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 Up-Start provides a homeless sensitivity and 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 Up-Start 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.

Supplemental Academic Instruction (SAI)

Not Applicable

Violence Prevention Programs

•The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention

services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

G.R.E.A.T gang resistance education and training offered by Miami Dade School Police to sixth grade students.

Nutrition Programs

- The school 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.

Housing Programs

Not Applicable

Head Start

Ernest R Graham K-8 Academy has one Voluntary Pre-kindergarten (VPK) class funded by Title I.

Adult Education

Not Applicable

Career and Technical Education

By promoting Career Pathways, students will become academy program completers and have a better

understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Job Training

Not Applicable

Other

Health Connect

- 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.
- HCiOS services will 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 will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Parental Involvement

Involves parents in school events in order to continue to link the home and school connection and extend an open invitation to our school's parent resource center; which contains literature on various topics and available seminars. Increase parental involvement through Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. Facilitate greater interest in workshops by presenting stimulating themes based on informal parent surveys, which determine the specific needs of our parents.

### 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**

- \*Students who missed 10 percent or more of available instructional time.
- \*Students who failed a mathematics course.
- \*Students who failed an English Language Arts course.
- \*Students who failed two or more courses in any subject.
- \*Students who received two or more behavioral referrals.
- \*Students who received one or more behavior referrals that lead to suspension.

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

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

| Indicator                       | Grade Level |   |    |    |    |    |    |    |    | Total |
|---------------------------------|-------------|---|----|----|----|----|----|----|----|-------|
|                                 | K           | 1 | 2  | 3  | 4  | 5  | 6  | 7  | 8  |       |
| Attendance below 90 percent     | 10          | 9 | 11 | 11 | 11 | 9  | 5  | 4  | 3  | 73    |
| One or more suspensions         | 0           | 0 | 0  | 0  | 0  | 0  | 0  | 1  | 3  | 4     |
| Course failure in ELA or Math   | 10          | 4 | 10 | 18 | 14 | 7  | 1  | 2  | 0  | 66    |
| Level 1 on statewide assessment | 0           | 0 | 0  | 39 | 39 | 27 | 18 | 18 | 10 | 151   |

***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 | 7 |    |       |
| Students exhibiting two or more indicators | 17          | 3 | 22 | 24 | 8 | 8 | 1 | 83 |       |

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

- Connect Ed Messaging System
- Technology
- Counselors
- Community Involvement Specialist
- Monthly News Letter

**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/51601>.

**Description**

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

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

## Effective Leadership

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

### School Leadership Team

#### Membership

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

| Name             | Title               |
|------------------|---------------------|
| Alfaro, Mayra    | Principal           |
| Urbanik, Erika   | Assistant Principal |
| Rodriguez, Rita  | Assistant Principal |
| Valdes, Mildred  | Instructional Coach |
| Mckenzie, Andrew | Instructional Coach |
| Julia, Yailen    | Instructional Coach |
| Sanchez, Rosa    | Instructional Coach |
| Reyes, Marlene   | Instructional Coach |

#### Duties

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

Ernest R Graham K-8 Academy Leadership Team is comprised of administrators and teachers. The team members work to build staff support, internal capacity and sustainability over time. The team discusses students academic progress and data. In addition. the team also creates school related activities, recruitment, professional development and needs assessment of each core subject.

***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/RTI is an extension of the school'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 goal of impacting student achievement, school safety, school culture, literacy, and attendance. School resources are allocated in direct proportion to student needs. MTSS/RTI uses increasingly in- depth instruction and interventions. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The second level of support consists of supplemental instruction and interventions provided in addition to and alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. The MTSS/RTI Leadership Team meets with the principal and Educational Excellence School Advisory Council (EESAC) to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates

the development of a systematic approach to teaching (Gradual Release, Essential Questions, Interactive Strategies Teaching Strategies, Extending, Refining. and Summarizing); and processes and procedures.

### School Advisory Council (SAC)

#### Membership

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

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Mayra Alfaro     | Principal                  |
| Mayra Alfaro     | Principal                  |
| Sharon Barnett   | Teacher                    |
| A'Shonda Bivens  | Teacher                    |
| Rosa Sanchez     | Teacher                    |
| Maria Sarduy     | Teacher                    |
| Soraya Cibran    | Education Support Employee |
| Monica Tazioli   | Parent                     |
| Eldrys Fernandez | Parent                     |
| Ania Gonzalez    | Parent                     |
| Kenia Milian     | Parent                     |
| Mideilys Teran   | Parent                     |
| Lucia Chang      | Student                    |
| Kristi Gomez     | Business/Community         |
| Brenda Perez     | Business/Community         |
| Noah Kahn        | Business/Community         |
|                  | Student                    |

#### 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*

Members of the SAC partake in the evaluation of last year school improvement plan. The SAC committee met during the month of May during last school year to review and recommend changes to the SIP. Committee members were organized into groups of three to four. Each group was provided a copy of the school's data and a copy of the SIP. The groups worked collaboratively and analyzed the data for the development of the current School Improvement Plan.

##### *Development of this school improvement plan*

Members of the SAC partake in the School Improvement Plan Writing Committee. Therefore, they collaboratively develop the framework with input from all stakeholders. The School Advisory Council monitors and approves all goals and initiatives included on the plan. The School Advisory Council is the sole body responsible for the final decision making at the school relating to the implementation of SIP goals and strategies. The school annual budget is also reviewed by the SAC bi-annually. Furthermore, the School Advisory Council reviews programs and concerns to provide support for the

academic achievement of the student body and approves any adjustments necessary throughout the school year.

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

Members of the SAC partake in the annual budget and plan accordingly. The school annual budget is also reviewed by the SAC bi-annually. The SAC committee will meet during the next EESAC meeting in November to discuss the annual budget and plan for distribution of the funds. Once the plan has been created, the committee will allocate the funds as approved by the committee.

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

The School Advisory Committee has recommended the allocation of funds to purchase additional library books to enhance our Accelerated Reader Program (AR) and any other supplemental materials that teachers may request that will assist and promote the overall academic achievement of the student body. The SAC fully supports academic programs provided by the district office. All instruction will be aligned to the Common Core State Standards and will be in compliance with all district and school benchmarks.

The School Advisory Council is the sole body responsible in the preparation of the school improvement plan and for the final decision making at the school relating to the implementation of SIP goals and strategies. The school annual budget is also reviewed by the SAC bi-annually. Furthermore, the School Advisory Council reviews programs and concerns to provide support for the academic achievement of the student body. Funds from the SAC will be requested to purchase library books and enhance the AR program.

There are \$7,212.00 dollars in the EESAC fund. Half of this amount (\$3,606.00) will be used to purchase supplemental materials and the other half (\$3,606.00) was allocated to purchase additional library books and enhance the Accelerated Reader Program.

***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               |
|-------------------|---------------------|
| Alfaro, Mayra     | Principal           |
| Urbanik, Erika    | Assistant Principal |
| Rodriguez, Rita   | Assistant Principal |
| Reyes, Marlene    | Teacher, K-12       |
| Sanchez, Rosa     | Instructional Coach |
| Mckenzie, Andrew  | Instructional Coach |
| Valdes, Mildred   | Instructional Coach |
| Julia, Yailen     | Teacher, K-12       |
| Hernandez, Rosa   | Teacher, K-12       |
| Bivens, Ashonda   | Teacher, K-12       |
| Bacallao, Marilyn | Teacher, K-12       |
| Wilson, Lovietta  | Teacher, K-12       |
| Pumar, Maria      | Teacher, K-12       |
| Mato, Nery        | Teacher, K-12       |
| Verdugo, Veronica | Teacher, K-12       |
| Miro, Maylin      | Teacher, K-12       |
| Solano, Yvette    | Teacher, K-12       |

## Duties

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

As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Leadership Literacy Team, students who consistently demonstrate academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/interventions. Students not making mastery will be offered tutorial assistance (before, after-school, or during the regular school day) from instructional coaches and personnel hired to provide tutorial services. Furthermore, students who scored in the lowest 25% on the 2014 FCAT (Reading and Math) will be monitored by the LLT to determine effectiveness of supplemental instruction. Students scoring a level 3 on the 2014 FCAT (Reading and Math) will be participating in the pull-out program for enrichment. Strategies that are unsuccessful will be discontinued and replaced with alternate interventions. All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed. These are the major initiatives of the LLT for the 2014-2015 school year.

Professional Development opportunities are also provided to align with literacy needs. These opportunities expand to all content areas and include topics such as effectively utilizing reading and writing strategies, differentiating instruction, using the Gradual Release of Responsibility Model, and various strategies to increase rigor and text complexity.

The LLT at Ernest R Graham K-8 Academy works to guarantee fidelity of the implementation of the K-12 CRRP. In an effort to achieve reading success, the administration team carries out classroom walkthroughs weekly and observes various elements of the CRRP such as print rich environment, classroom libraries, and differentiated instruction.

## 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**

Ernest R Graham K-8 Academy has resource teachers and grade levels meetings on a bi-weekly basis to determine areas of students' strengths and weaknesses as demonstrated by classwork assignments and assessment results. Teachers meet on a weekly basis to plan and collaborate together by grade levels and subject areas. Their meetings focus on the implementation of the Florida State Standards through explicit instruction and model lessons. A teacher has been designated to record notes from the meeting and submit them to the administrative staff. Teachers are encouraged to join the Professional Learning Communities that have been established within the various departments. Teachers are given the opportunity to observe and visit model classrooms. The meetings facilitated by the department chairperson and/or curriculum designee assigned to the grade level.

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

To hire and retain highly qualified, certified-in-field, and effective teachers Ernest R Graham will recruit from local State and Private Universities, carry out teacher interview from District Eligibility Candidate Roster, provide mentors for beginning teachers and veteran teachers, and if needed provide teachers with opportunities for professional growth. The person responsible for carrying out these strategies in the principal, Mayra Alfaro and assistant principals, Rita Rodriguez and Erika Urbanik. The district and the school uses Teacher Match.

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

Ernest R Graham K-8 Academy has implemented various programs to provide new teachers with the instructional tools needed to ensure student achievement. This plan is also utilized to assist low performing teachers that are identified by school administrators (according to a variety of data collected) as needing improvement. School administrators have established a Teacher Mentoring Program which pairs new teachers to the profession and teachers that need assistance with experienced and highly effective teachers. Through this partnership, the veteran teacher meets with the new teacher or any teacher in need of improvement on a weekly basis to ensure support is given through the creation of lesson plans, a classroom management plan, and the alignment of data and instruction. This partnership is created to foster collaboration between both teachers ensuring a smooth transition into the educational environment. Grade level planning is also implemented at the school site in grades K-8 monthly to facilitate teaching partnerships, encourage the exchange of ideas, and share best practices.

The school reading coach implements and oversees the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. The responsibilities of the reading coach include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data with all teachers. The math/science leader and technology teacher are also instrumental in providing professional development, aligning curricular needs with diagnostic and assessment data, and thereby ensuring that in-service training focuses aligned instructional strategies and practices.

The reading coach works to ensure high-fidelity implementation of reading instruction. The mentor level teachers will be utilized in each area of the professional development plan to help and support teachers. This will enable teachers to strengthen their teaching skills in reading and provide for the follow-up activities that extend the application of new knowledge to positively impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, the reading leader, and mentor level teachers will articulate and develop the plan for professional growth ensuring differentiation, as needed.

## **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***

Ernest R Graham K-8 Academy ensures that the instructional programs are aligned with the Florida Standards by encouraging that all teachers include the benchmarks that pertain to the subject being taught each day in their lesson plans. It is also suggested to include the District's Pacing Guides with weekly lesson plans. The school uses a variety of assessment tools to analyze student data. Prior to the start of the academic year, each faculty and staff member is provided with the previous year's data. Students' placement is determined by current FCAT reading and math levels. Specific assessment tools (school and district assessment, FAIR, CELLA, FCAT) are utilized to direct instruction and differentiate according to the student levels. Analysis of the student performance data determines instructional pacing and remediation strategies for math and reading. Also, data chats are conducted with faculty members and students for the purpose of modifying existing strategies to meet student needs.

### 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***

At the beginning of the school year the administrative team presents a school wide data desegregation activity to review and analyze the previous year's FCAT data results in order to target specific instructional goals and objectives for curriculum planning outlined in the SIP. The Florida Continuous Improvement Model is (FCIM) and Eight-Step Process are utilized in correlation with student data chats specifically designed to familiarize students individually about their progress. Results of the interim assessments are visually displayed throughout the school so that students, parents, visitors, and all stakeholders are able to continuously monitor the upward mobility of the school's progress. Teachers participate in data chats as department individually and with administration. Data is disaggregate and integrated in order to better create lesson that focus on specific learning targets. The language arts and Mathematics classes are scheduled into the computer lab on a rotational basis to infuse technology in the learning process. Faculty members will be participating in professional development that is centered on differentiated instruction and the Gradual Release Model in order to better embed instructional strategies.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 1,400**

The student population at Ernest R Graham K-8 Academy is offered continued assistance by way of supplemental programs throughout the school year. Students who need additional academic assistance are provided the opportunity to receive intensified small group instruction, pull-out tutoring during the school day or after school. Selected teachers will provide students with one hour of tutoring (before or after school) through Title III funds. The focus will be to provide one-on-one or small group instruction to the students who show significant difficulty in learning concepts in mathematics and Language arts who are currently in the ESOL program. The Teen Trendsetters mentor program will also provide additional after school support to students with reading deficiencies.

**Tutoring programs**

**Before/After School/ Saturday School:** To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom and subject area teacher(s) on a weekly basis using the students' assessment data or Individual Educational Plan (IEP). The assessment data or IEP will be utilized when selecting the appropriate instructional support/ intervention that is needed to meet the desired level of performance. Instructional materials and/ or software utilized in tutorial programs are scientifically research-based and address the identified area(s) of need.

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (tier 3), as well as opportunities in before/after school programs. The assessment data or IEP will be utilized when selecting appropriate interventions. Ernest R Graham K-8 Academy will use Wonderworks, Inside, Reading Plus, iReady and Riverdeep for reading tutorials. In addition, scientifically researched-based instructional materials and software will be utilized for the mathematics and science tutorial programs implemented.

**Strategy Rationale**

Targeted subgroups and level 1 and 2 students are provided an opportunity to participate in before/after tutorials provided by volunteer teachers. Additionally, school resource coaches target level students for pullout support. Targeted strategies include:

- \* Enrichment activities in Mathematics and reading
- \* Using Reading Plus, Wonderworks, and iReady to address reading deficiencies
- \* Using Achieve 3000 for ELL students

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Alfaro, Mayra, pr5051@dadeschools.net

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

The use of custom groups through Thinkgate will allow the Literacy Leadership Team to analyze the ongoing process for Level 1, Level 2, AMO subgroups and students participating in tutorial programs. Data will be used to realign the instructional focus of tutorial programs. Furthermore, Ernest R Graham K-8 Academy will continue to have high academic expectations to meet AMO requirements. In addition, district assessments including Fall and Winter will determine the

effectiveness of these strategies being implemented. Classroom teachers will also monitor effectiveness by using classroom assessments and student-work samples.

## 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***

Ernest R Graham K-8 Academy has one Voluntary Pre-kindergarten (VPK) class. Staff in this class assists preschool children to make the transition into our elementary school program through the implementation of a Pre-School Transition Plan. Articulation meetings are held monthly between the pre-kindergarten teacher and the kindergarten teachers in order to ensure that academic goals are implemented. In addition, the teachers share information about Florida Kindergarten Readiness Screener (FLKRS), which is used to determine student readiness rates, and identify specific skills and knowledge needed so that pre-kindergarten students will receive exposure to these skills and be better prepared for kindergarten. This plan diminishes the low readiness rate factor for all students and increases their chances for success in kindergarten. In addition, the Early Growth Indicator Formal Assessment by Houghton Mifflin will be administered as a pre-test, mid-year, and post-test to measure phonological awareness and reading growth. Test results will be monitored and data will be compiled in order to plan instruction and interventions. The Sing and Share Kit will be used to assess the social/emotional development of each child. Moreover, instructional strategies like role playing and storytelling will be used to explore problems and solutions using auditory and visual learning modalities to promote successful social and emotional behaviors.

At the end of the school year, and again prior to the opening of school, our kindergarten teachers provide workshop for the parents of all new kindergarten students registered. During these sessions, teachers discuss grade level expectations and other pertinent information to ensure a smooth transition.

A successful transition of students at Ernest R Graham K-8 Academy from fifth grade to the middle grades is made possible by providing students with grade level orientations at the beginning of the school year. The student services team also assist students in their transition from one grade to another. They meet with each grade level at the end of the school year to discuss subject selection and available courses.

### College and Career Readiness

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Increase the effectiveness of identifying students who are at-risk in order to provide appropriate interventions and support.
- G3.** Increase the percentage of students participating in STEM related activities, that involve inquiry based learning, project based learning, and participation in advanced academic programs.

## 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**

G045234

**Targets Supported 1b**

| Indicator  | Annual Target |
|--|---------------|
| Middle School Performance in EOC and Industry Certifications | 100.0         |
| AMO Math - All Students                                      | 84.0          |
| AMO Math - African American                                  | 55.0          |
| AMO Math - Hispanic  | 83.0          |
| AMO Math - ELL   | 79.0          |
| AMO Math - SWD   | 59.0          |
| AMO Math - ED  | 82.0          |
| AMO Reading - All Students                                   | 77.0          |
| AMO Reading - African American                               | 63.0          |
| AMO Reading - Hispanic                                       | 77.0          |
| AMO Reading - ELL  | 69.0          |
| AMO Reading - SWD  | 58.0          |
| AMO Reading - ED   | 76.0          |
| FCAT 2.0 Science Proficiency                                 | 60.0          |
| CELLA Writing Proficiency                                    | 37.0          |

**Resources Available to Support the Goal 2**

- Instructional coaches, supplemental instructional materials targeting reading, computer based instructional programs, computer labs, classroom computers, laptop carts, student tablets, common planning, professional development

**Targeted Barriers to Achieving the Goal 3**

- Limited effective planning designed to enhance rigorous schoolwide academic achievement in all content areas.

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

Progress will be monitored using student interim, topic, quarterly, and remedial assessment data outcomes to determine effectiveness of planning and instructional delivery in all content areas.

**Person Responsible**

Mayra Alfaro

**Schedule**

Biweekly, from 10/10/2014 to 6/1/2015

**Evidence of Completion**

District Assessments, topic assessments, quarterly assessments, lesson plans, student folders, data binders (reports and assessment data).

**G2.** Increase the effectiveness of identifying students who are at-risk in order to provide appropriate interventions and support. **1a**

G045245

**Targets Supported** **1b**

| Indicator       | Annual Target |
|-----------------|---------------|
| Attendance rate | 5.0           |

**Resources Available to Support the Goal** **2**

- Connect Ed Messaging System, Technology, Counselors, Community Involvement Specialist, Monthly news letter, handbooks

**Targeted Barriers to Achieving the Goal** **3**

- Based on 2013-2014 data, 75 students missed more than 10% of available instructional time.

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

Early identification, monitoring, and support of at-risk students to improve school-wide attendance.

**Person Responsible**

Mayra Alfaro

**Schedule**

Weekly, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

Attendance reports, attendance bulletin, referrals, parent contact log, counselor logs, administrative logs

**G3.** Increase the percentage of students participating in STEM related activities, that involve inquiry based learning, project based learning, and participation in advanced academic programs. 1a

G045242

**Targets Supported** 1b

| Indicator  | Annual Target |
|--|---------------|
| Middle School Participation in EOC and Industry Certifications | 35.0          |

**Resources Available to Support the Goal** 2

- Regional Science and Engineering Fair, school Science Fair, Advanced Academic Programs, Cambridge International Program, Discovery Science, District CTE Curriculum, Thinkgate, Science Field Trips, Science Presentations.

**Targeted Barriers to Achieving the Goal** 3

- Increase student exposure in STEM related experiences.

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

Assessment data reports from District Interim Assessments, quarterly assessments, and science fair student participation at the school and regional level, will be reviewed and instruction will be adjusted if needed.

**Person Responsible**

Mayra Alfaro

**Schedule**

Monthly, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

Registered student competition participation, assessment reports, interactive notebooks, advanced academics participation and performance.



## 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**

 G045234

**G1.B4** Limited effective planning designed to enhance rigorous schoolwide academic achievement in all content areas. **2**

 B111614

**G1.B4.S1** Increase effective collaborative planning and instructional delivery across all content areas.

**4**

 S123051

### Strategy Rationale

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.

### Action Step 1 **5**

Conduct professional development during common planning to create rigorous lessons and align instructional strategies that target critical thinking skills, higher order questioning, and seamless technology integration.

#### Person Responsible

Mayra Alfaro

#### Schedule

Biweekly, from 10/10/2014 to 6/1/2015

#### Evidence of Completion

Agenda, attendance sign-in deliverables.

## Action Step 2 5

Instructors will plan lessons that target critical thinking skills, higher order questioning, and seamless technology integration rigor and technology infusion.

### **Person Responsible**

Mayra Alfaro

### **Schedule**

Biweekly, from 10/10/2014 to 6/1/2015

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

Lesson plans, reports, and student work folders.

## Action Step 3 5

Implementation of lessons that target critical thinking skills, higher order questioning, and seamless technology integration.

### **Person Responsible**

Mayra Alfaro

### **Schedule**

Biweekly, from 10/10/2014 to 6/1/2015

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

Lesson plans, student work, computer program generated reports, and assessment data.

## Action Step 4 5

Instructional coaches will support implementation of effective planning and delivery as needed.

### **Person Responsible**

Mayra Alfaro

### **Schedule**

On 6/1/2015

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

Coaching logs, coaches calendars, and data debriefing.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Monitor implementation of effective planning in the classroom instruction incorporating rigor and technology infusion as evidenced by walkthroughs. Review instructional planning and delivery using 8-Step planning and Problem Solving Process for Continuous Improvement.

**Person Responsible**

Mayra Alfaro

**Schedule**

Biweekly, from 10/10/2014 to 6/1/2015

***Evidence of Completion***

Lesson plans, student work, computer program generated reports, data binders, grade level meeting minutes and sign-in, formal and informal assessment data

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

The leadership team will evaluate the implementation of effective planning and instructional delivery through careful monitoring topic, quarterly, interim assessment outcomes, data chats, and thinkgate reports, .

**Person Responsible**

Mayra Alfaro

**Schedule**

Biweekly, from 10/10/2014 to 6/1/2015

***Evidence of Completion***

Coaching logs, coaches calendars, lesson plans, student work, assessment data and debriefing,

**G2.** Increase the effectiveness of identifying students who are at-risk in order to provide appropriate interventions and support. 1

G045245

**G2.B1** Based on 2013-2014 data, 75 students missed more than 10% of available instructional time. 2

B111640

**G2.B1.S1** Increase parent contact and attendance communication via Connect Ed, parent notification letters, monthly newsletter, and parent meetings. 4

S123077

### Strategy Rationale

Promote attendance and participation in school related activities through the use of incentives and positive reinforcement model. Clear and effective communication between teachers and Community Involvement Specialist (CIS) to ensure prevention and early identification of at-risk students.

### Action Step 1 5

Provide comprehensive attendance procedural plan involving all stakeholders.

#### Person Responsible

Mayra Alfaro

#### Schedule

On 6/1/2015

#### Evidence of Completion

Sign-in log, school website, Student/Parent Handbook, Teacher Handbook, and teacher logs.

### Action Step 2 5

Monitor Attendance reports and contact parents regarding absences.

#### Person Responsible

Mayra Alfaro

#### Schedule

Daily, from 10/10/2014 to 6/1/2015

#### Evidence of Completion

Daily attendance bulletin, 2013-2014 Attendance rosters and Cognos reports.

### Action Step 3 5

Provide support and intervention through home visits by Community Involvement Specialist.

**Person Responsible**

Mayra Alfaro

**Schedule**

Weekly, from 10/10/2014 to 6/1/2015

***Evidence of Completion***

### Action Step 4 5

Conduct character development lessons which align with the nine core character education values adopted by MDCPS with a focus on respect and responsibility to promote student attendance.

**Person Responsible**

Mayra Alfaro

**Schedule**

Biweekly, from 10/10/2014 to 6/1/2015

***Evidence of Completion***

A reduction in the number of Student Case Management Referrals.

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

Will monitor by reviewing attendance rate and Truancy Reports, CIS visitation logs, teacher referrals

**Person Responsible**

Mayra Alfaro

**Schedule**

Biweekly, from 10/10/2014 to 1/1/2015

***Evidence of Completion***

Daily attendance bulletin, 2013-2014 Attendance rosters and Cognos reports.

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

Will monitor by reviewing decrease in attendance bulletin, attendance rate and Truancy Reports.

**Person Responsible**

Mayra Alfaro

**Schedule**

On 6/1/2015


**Evidence of Completion**

Daily attendance bulletin, 2013-2014 Attendance rosters and Cognos reports.

**G3.** Increase the percentage of students participating in STEM related activities, that involve inquiry based learning, project based learning, and participation in advanced academic programs. 1

 G045242

**G3.B1** Increase student exposure in STEM related experiences. 2

 B111633

**G3.B1.S1** Promote scientific thinking, experimental design, and scientific investigations through the use of STEM related 21 st century skills to prepare students for college and career readiness. 4

 S123070

**Strategy Rationale**

Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement and assist in mastering CTE/STEM course content and skills.

**Action Step 1 5**

Conduct professional development on Discovery Education during common planning to create effective lessons and align instructional strategies that target critical thinking skills, higher order questioning, and seamless technology integration.

**Person Responsible**

Mayra Alfaro

**Schedule**

On 11/25/2014

**Evidence of Completion**

Student work and participation in the School-wide and Regional Science and Engineering Fair.

## Action Step 2 5

Expose students to hands-on experiences and technology enhanced science resources.

### **Person Responsible**

Mayra Alfaro

### **Schedule**

Biweekly, from 8/18/2014 to 6/1/2015

### **Evidence of Completion**

Lab reports from Discovery Ed, Gizmos, NBC Learn, and Interactive notebooks

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

Classroom walkthroughs to ensure effective implementation

### **Person Responsible**

Mayra Alfaro

### **Schedule**

Biweekly, from 8/18/2014 to 6/1/2015

### **Evidence of Completion**

Student work, projects, various assessments, lab notebooks, program reports

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

Conduct classroom visits to monitor effectiveness and participation in STEM related activities.

### **Person Responsible**

Mayra Alfaro

### **Schedule**

Biweekly, from 8/18/2014 to 6/1/2015

### **Evidence of Completion**

Interactive Journals, Lab Notebooks, and assessment data. Summative: 2014 FCAT Assessment data.

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

**Dade - 5051 - Ernest R. Graham K 8 Academy - 2014-15 SIP**  
*Ernest R. Graham K 8 Academy*

| Source       | Task, Action Step or Monitoring Activity   | Who           | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|--------------|--|---------------|-------------------------------|--|---------------------|
| G1.B4.S1.A1  | Conduct professional development during common planning to create rigorous lessons and align instructional strategies that target critical thinking skills, higher order questioning, and seamless technology integration.   | Alfaro, Mayra | 10/10/2014                    | Agenda, attendance sign-in deliverables.   | 6/1/2015 biweekly   |
| G3.B1.S1.A1  | Conduct professional development on Discovery Education during common planning to create effective lessons and align instructional strategies that target critical thinking skills, higher order questioning, and seamless technology integration.                           | Alfaro, Mayra | 10/10/2014                    | Student work and participation in the School-wide and Regional Science and Engineering Fair.   | 11/25/2014 one-time |
| G2.B1.S1.A1  | Provide comprehensive attendance procedural plan involving all stakeholders.   | Alfaro, Mayra | 10/10/2014                    | Sign-in log, school website, Student/ Parent Handbook, Teacher Handbook, and teacher logs.   | 6/1/2015 one-time   |
| G2.B1.S1.A2  | Monitor Attendance reports and contact parents regarding absences.   | Alfaro, Mayra | 10/10/2014                    | Daily attendance bulletin, 2013-2014 Attendance rosters and Cognos reports.  | 6/1/2015 daily      |
| G1.B4.S1.A2  | Instructors will plan lessons that target critical thinking skills, higher order questioning, and seamless technology integration rigor and technology infusion.   | Alfaro, Mayra | 10/10/2014                    | Lesson plans, reports, and student work folders.   | 6/1/2015 biweekly   |
| G3.B1.S1.A2  | Expose students to hands-on experiences and technology enhanced science resources.   | Alfaro, Mayra | 8/18/2014                     | Lab reports from Discovery Ed, Gizmos, NBC Learn, and Interactive notebooks  | 6/1/2015 biweekly   |
| G1.B4.S1.A3  | Implementation of lessons that target critical thinking skills, higher order questioning, and seamless technology integration.   | Alfaro, Mayra | 10/10/2014                    | Lesson plans, student work, computer program generated reports, and assessment data.   | 6/1/2015 biweekly   |
| G2.B1.S1.A3  | Provide support and intervention through home visits by Community Involvement Specialist.  | Alfaro, Mayra | 10/10/2014                    |  | 6/1/2015 weekly     |
| G1.B4.S1.A4  | Instructional coaches will support implementation of effective planning and delivery as needed.  | Alfaro, Mayra | 10/10/2014                    | Coaching logs, coaches calendars, and data debriefing.   | 6/1/2015 one-time   |
| G2.B1.S1.A4  | Conduct character development lessons which align with the nine core character education values adopted by MDCPS with a focus on respect and responsibility to promote student attendance.   | Alfaro, Mayra | 10/10/2014                    | A reduction in the number of Student Case Management Referrals.  | 6/1/2015 biweekly   |
| G1.MA1       | Progress will be monitored using student interim, topic, quarterly, and remedial assessment data outcomes to determine effectiveness of planning and instructional delivery in all content areas.  | Alfaro, Mayra | 10/10/2014                    | District Assessments, topic assessments, quarterly assessments, lesson plans, student folders, data binders (reports and assessment data).                 | 6/1/2015 biweekly   |
| G1.B4.S1.MA1 | The leadership team will evaluate the implementation of effective planning and instructional delivery through careful monitoring topic, quarterly, interim assessment outcomes, data chats, and thinkgate reports, .   | Alfaro, Mayra | 10/10/2014                    | Coaching logs, coaches calendars, lesson plans, student work, assessment data and debriefing,  | 6/1/2015 biweekly   |
| G1.B4.S1.MA1 | Monitor implementation of effective planning in the classroom instruction incorporating rigor and technology infusion as evidenced by walkthroughs. Review instructional planning and delivery using 8-Step planning and Problem Solving Process for Continuous Improvement. | Alfaro, Mayra | 10/10/2014                    | Lesson plans, student work, computer program generated reports, data binders, grade level meeting minutes and sign-in, formal and informal assessment data | 6/1/2015 biweekly   |



| Source       | Task, Action Step or Monitoring Activity  | Who           | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|--------------|---|---------------|-------------------------------|--|--------------------|
| G2.MA1       | Early identification, monitoring, and support of at-risk students to improve school-wide attendance.  | Alfaro, Mayra | 8/18/2014                     | Attendance reports, attendance bulletin, referrals, parent contact log, counselor logs, administrative logs                                | 6/1/2015 weekly    |
| G2.B1.S1.MA1 | Will monitor by reviewing decrease in attendance bulletin, attendance rate and Truancy Reports.   | Alfaro, Mayra | 8/15/2014                     | Daily attendance bulletin, 2013-2014 Attendance rosters and Cognos reports.  | 6/1/2015 one-time  |
| G2.B1.S1.MA1 | Will monitor by reviewing attendance rate and Truancy Reports, CIS visitation logs, teacher referrals   | Alfaro, Mayra | 10/10/2014                    | Daily attendance bulletin, 2013-2014 Attendance rosters and Cognos reports.  | 1/1/2015 biweekly  |
| G3.MA1       | Assessment data reports from District Interim Assessments, quarterly assessments, and science fair student participation at the school and regional level, will be reviewed and instruction will be adjusted if needed. | Alfaro, Mayra | 8/18/2014                     | Registered student competition participation, assessment reports, interactive notebooks, advanced academics participation and performance. | 6/1/2015 monthly   |
| G3.B1.S1.MA1 | Conduct classroom visits to monitor effectiveness and participation in STEM related activities.   | Alfaro, Mayra | 8/18/2014                     | Interactive Journals, Lab Notebooks, and assessment data. Summative: 2014 FCAT Assessment data.  | 6/1/2015 biweekly  |
| G3.B1.S1.MA1 | Classroom walkthroughs to ensure effective implementation   | Alfaro, Mayra | 8/18/2014                     | Student work, projects, various assessments, lab notebooks, program reports  | 6/1/2015 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.

**G2.** Increase the effectiveness of identifying students who are at-risk in order to provide appropriate interventions and support.

**G2.B1** Based on 2013-2014 data, 75 students missed more than 10% of available instructional time.

**G2.B1.S1** Increase parent contact and attendance communication via Connect Ed, parent notification letters, monthly newsletter, and parent meetings.

### PD Opportunity 1

Provide comprehensive attendance procedural plan involving all stakeholders.

#### Facilitator

Community Involvement Specialist

#### Participants

Parents

#### Schedule

On 6/1/2015

**G3.** Increase the percentage of students participating in STEM related activities, that involve inquiry based learning, project based learning, and participation in advanced academic programs.

**G3.B1** Increase student exposure in STEM related experiences.

**G3.B1.S1** Promote scientific thinking, experimental design, and scientific investigations through the use of STEM related 21 st century skills to prepare students for college and career readiness.

### PD Opportunity 1

Conduct professional development on Discovery Education during common planning to create effective lessons and align instructional strategies that target critical thinking skills, higher order questioning, and seamless technology integration.

#### Facilitator

CTE teacher, Instructional Coach, Counselor

#### Participants

CTE Teachers

#### Schedule

On 11/25/2014

## Technical Assistance Items

*Technical Assistance 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.B4** Limited effective planning designed to enhance rigorous schoolwide academic achievement in all content areas.

**G1.B4.S1** Increase effective collaborative planning and instructional delivery across all content areas.

### PD Opportunity 1

Conduct professional development during common planning to create rigorous lessons and align instructional strategies that target critical thinking skills, higher order questioning, and seamless technology integration.

#### Facilitator

Instructional Coaches (Sanchez, Valdes, McKenzie, Julia)

#### Participants

Teachers in grades K-8/Content Area Teachers

#### Schedule

Biweekly, from 10/10/2014 to 6/1/2015

### PD Opportunity 2

Instructors will plan lessons that target critical thinking skills, higher order questioning, and seamless technology integration rigor and technology infusion.

#### Facilitator

Instructional Coaches (Sanchez, Valdes, McKenzie, Julia)

#### Participants

Teachers in grades K-8

#### Schedule

Biweekly, from 10/10/2014 to 6/1/2015

### **PD Opportunity 3**

Implementation of lessons that target critical thinking skills, higher order questioning, and seamless technology integration.

#### **Facilitator**

Instructional Coaches (Sanchez, Valdes, McKenzie, Julia)

#### **Participants**

Teachers in grades K-8

#### **Schedule**

Biweekly, from 10/10/2014 to 6/1/2015

## Budget Rollup

### Summary

| Description  | Total         |
|--|---------------|
| <b>Goal 1:</b> To increase student achievement by improving core instruction in all content areas. | 14,765        |
| <b>Grand Total</b>   | <b>14,765</b> |

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

| Description  | Source       | Total         |
|--|--------------|---------------|
| <b>B4.S1.A2</b> - ESSAC                                      | Other        | 2,480         |
| <b>B4.S1.A3</b> - Florida Forward Mathematics Grades 3 and 4 | General Fund | 3,380         |
| <b>B4.S1.A3</b> - Common Core ELA (Reading) Grades 5 and 6   | General Fund | 3,652         |
| <b>B4.S1.A3</b> - Common Core Coach ELA Grades 7 and 8       | General Fund | 4,032         |
| <b>B4.S1.A3</b> - Wordly Wise 3000 Grade 2                   | General Fund | 1,221         |
| <b>Total Goal 1</b>  |              | <b>14,765</b> |