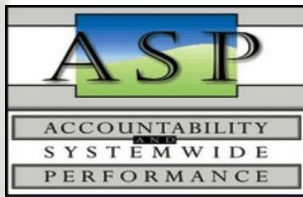
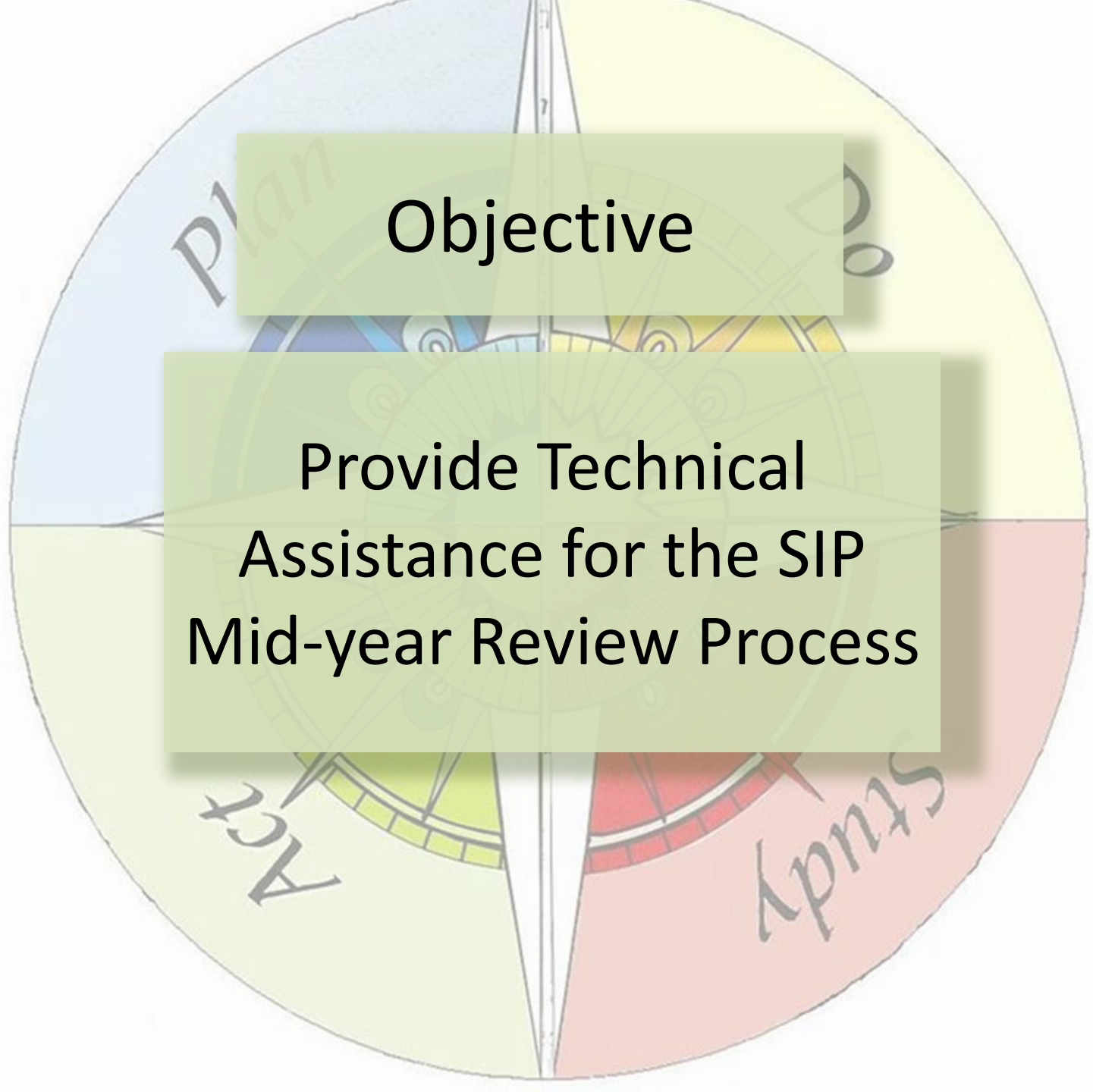


M-DCPS School Improvement Plan (SIP) Mid-Year Review 2007-2008



Welcome and Introductions





Objective

Provide Technical Assistance for the SIP Mid-year Review Process

Accessing the SIP

Dadeschools.net - Windows Internet Explorer

http://opi.dadeschools.net/products/

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Page

Tools

Miami-Dade County Public Schools
giving our students the world

Performance Improvement

Wednesday, October 3, 2007

STUDENTS PARENTS EMPLOYEES COMMUNITY

ASP Home

Products

Supporting Units

Staff

PERFORMANCE IMPROVEMENT

Get Acrobat Reader

Portions of this web site require [Adobe Acrobat Reader](#)

Online Information Entry Applications

SAIL
Site Accessibility
via Interactive Links

- Organizational Performance Improvement Snapshot (OPIS) assessment (To Be Completed By All Employees)
- 2005-2006 OPIS results
- EESAC (Minutes, bylaws, roster)
- School Improvement Plan
- SC - Version 1

OFFICE OF PERFORMANCE IMPROVEMENT

Additional Units

SCHOOL IMPROVEMENT

PERFORMANCE DEVELOPMENT

Local intranet 100%

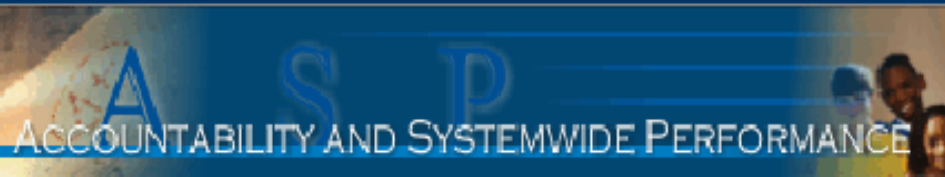
ASP Home

Products

Supporting Units

Directories

Staff



Portions of this web site require [Adobe Acrobat Reader](#)

Online Information Entry Applications

- Key Performance Indicators (KPIs) - Dashboard **NEW!**
- MEP Incentive Scorecard Prototypes **NEW!**
- MEP Incentive Scorecards **NEW!**
- 2007-08 Board Approved School Improvement Plans (SIPs) **NEW!**
- Access your School's SIP Applications **NEW!**
- EESAC (*Minutes, bylaws, roster*)

ASP Resources

Lessons Learned: Remarkable Transformation Stories

Terms of Engagement: Student Centered Exemplars of Secondary



Supporting Units



Accessing the SIP Mid-year Review

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2007-2008 School Improvement Plan

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MY SCHOOLS
2241 - Gragny Elem Schl

School Information

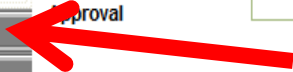
Home
[Executive Summary](#)
[Vision/Mission](#)
[School Demographics](#)
[School Foundation](#)
[O.P.I.S.](#)
[Schools Graded C or Below](#)
[Schools Offering Grades 6-12](#)
[EESAC Compliance](#)

School Name: Gragny Elementary School
District: [Dade](#)
Principal Name: Aaron Enteen, Ed.D. [\(update through EESAC software\)](#)
EESAC Chair: Iris Sanders [\(update through EESAC software\)](#)
Superintendent: Rudolph F. Crew, Ed.D.

School Performance

School Performance Scale									NCLB AYP Reports		
2007	2006	2005	2004	2003	2002	2001	2000	1999	AYP Status 2007	AYP Status 2006	AYP Status 2005
B	A	B	C	C	C	D	D	D	NO	PRO	YES

Date of School Board Approval:

Goal Areas 

Reporting
District Initiatives

PL 107-110 Sec 116(b)(3)(A)

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PL 107-110 Sec 116(b)(3)(A)

School Information

Goal Areas

Reading

Mathematics

Writing

Science

Parental Involvement

Discipline & Safety

Technology

Health & Physical Fitness

Electives & Special Areas

Return On Investment

Graduation

Other

Reporting

District Initiatives

School Name: Gragny Elementary School

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Principal Name: Aaron Enteen, Ed.D. [\(update through EESAC software\)](#)

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School Performance Scale										NCLB AYP Reports		
2007	2006	2005	2004	2003	2002	2001	2000	1999	AYP Status 2007	AYP Status 2006	AYP Status 2005	
B	A	B	C	C	C	D	D	D	NO	PRO	YES	

Date of School Board Approval:

Access each Mid-year strategy check and narrative through the "Goals Areas"

start Inbox - Microsoft Out... 07-08 M-DCPS School... SIP Reviews 07-08 (9... Desktop 2:24 PM

Accessing the SIP Mid-year Review



- MY SCHOOLS
- 2241 - Gratigny Elem Schl
- School Information
- Goal Areas
 - Reading
 - Mathematics
 - Writing
 - Science
 - Parental Involvement
 - Discipline & Safety
 - Technology
 - Health & Physical Fitness
 - Electives & Special Areas
 - Return On Investment
 - Graduation
 - Other
- Reporting
- District Initiatives

Reading Goal

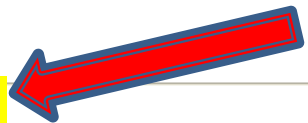
Goal Information Alignment Strategies **Mid-year Review**

School Goal Objective Needs Assessment Research-based Programs Professional Development Evaluation

School Goal

Gratigny's goal is to produce students who are fluent, critical, and capable readers who are able to decode and comprehend at or above grade level.

SAVE



Completing the SIP Mid-year Review

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MY SCHOOLS

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School Information

Goal Areas

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Mathematics

Writing

Science

Parental Involvement

Discipline & Safety

Technology

Health & Physical Fitness

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Graduation

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District Initiatives


Reading Goal

Goal Information Alignment Strategies Review

SIP Review

Strategy Progress Review Content

Strategy	Completed	Ongoing	Partial	No Progress	
Implement and monitor the District approved, uninterrupted ninety-minute reading block using Comprehensive Research-Based Reading Plan in Kindergarten through sixth grades to ensure growth in phonemic awareness, phonics, vocabulary, fluency, and comprehension skills.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Disaggregate and analyze data from the 2007 FCAT and SAT Reading subtests, in addition to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), to identify students' strengths and opportunities for improvement.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Utilize bi-weekly reading focus skill data to identify and remediate deficient skills.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Utilize and monitor through reports from computer-assisted instructional programs in reading such as Accelerated Reader, Learning Today, Riverdeep, Lexia, FCAT Explorer, Reading Plus, and Leaptrack to improve reading comprehension and to promote independent reading.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Facilitate Supplementary Educational Services (SES) small group tutoring after school. Target FCAT Level 1 and 2 students during January and February for after school tutoring twice weekly for 1.5 hours and 3 hours on Saturday. Provide approved reading interventions during the school day for Tier 1, 2 and 3 students using	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	



SIP Strategy Status Check

- Complete
- On-Going
- Partial
- No-Progress

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- Other

Reporting

District Initiatives

Goal Information Alignment Strategies **Review**

SIP Review

Strategy Progress **Review Content**

Reflect on the 'Needs Assessment' of the Goal. What does the data tell us regarding the status of the strategies?

Using the Continuous Improvement Model (CIM), teachers administered assessment instruments in order to group students for instruction to determine strengths and weaknesses, and to refine their instructional scope, sequence, and methodology. DIBELS assessments will be conducted with grades kindergarten through third for all students, and grades four and five for FCAT Levels 1 and 2 students. Six grade students who score a Level 1 or 2 on the FCAT will be screened by the Oral Reading Fluency instrument. By using the results of these assessments, specific skill deficiencies will be identified for students. Lexia, FCAT Explorer, River Deep and other computer-based instructional programs, will be used to enhance students' learning through continuous progress lessons in which the students work at their own pace. ESOL students in K-6 grade participate in the Internet-based program entitled Learning Today. Teacher and textbook assessments are used to gauge student progress and used for flexible groups. After school and Saturday Academy tutoring, in addition to Supplemental Educational Services (SES) and in-class tutoring are all designed to reinforce specific skills for selected students;

Strengths - (What's working? Why? And How?)

Utilizing data from formal and informal assessments to drive instruction and formulate guided reading as well as skill groups, and to determine which students are in need of interventions has increased students reading scores.

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Data Analysis

- **DO'S**

- **Qualitative and/or Quantitative**

- Utilize raw scores, rubrics, percents, percentage of students at a specific score, etc.
- Disaggregate data by subgroups (e.g., SWD, LEP...)
- Compare data trends
- Drill down to specific skills (content clusters)
- Analyze strategies

- **DON'TS**

- Restate data
- Use only one method of assessment
- Use broad analysis
- Concentrate on FCAT test results **ONLY**
- Look at goals, objectives, and strategies in isolation (All elements are interrelated and affect the continuous improvement of the total school.)



Data Analysis

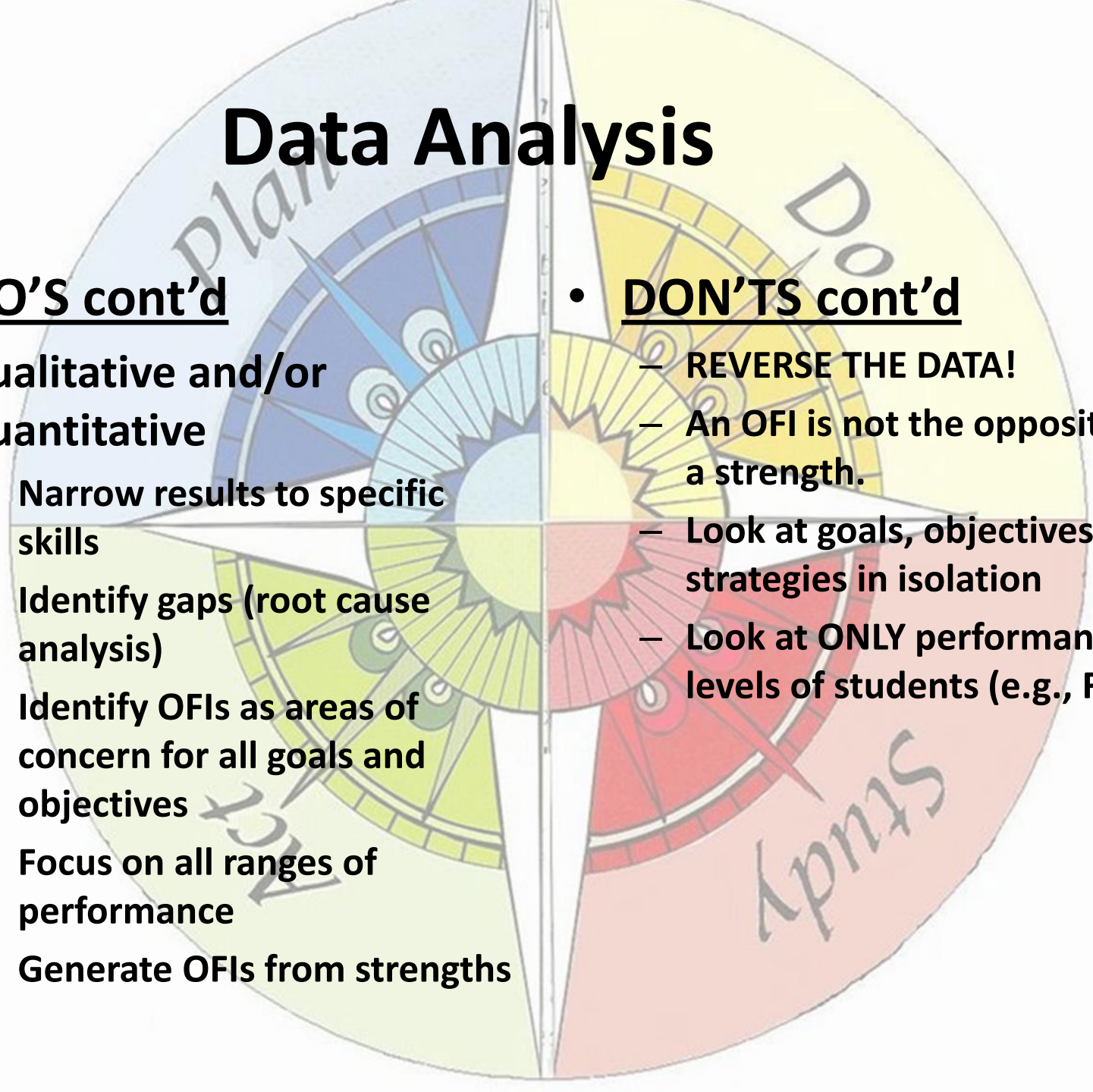
- DO'S cont'd

- Qualitative and/or Quantitative

- Narrow results to specific skills
- Identify gaps (root cause analysis)
- Identify OFIs as areas of concern for all goals and objectives
- Focus on all ranges of performance
- Generate OFIs from strengths

- DON'TS cont'd

- REVERSE THE DATA!
- An OFI is not the opposite of a strength.
- Look at goals, objectives, and strategies in isolation
- Look at ONLY performance levels of students (e.g., FCAT)



Data Analysis

- **AREAS OF STRENGTHS**

- areas that met or exceed targeted levels
- Based on your review, data analysis, and major findings at the end of the cycle, which areas are identified as impacting positive student achievement?
- These are identified as your strengths!

- **OPPORTUNITIES FOR IMPROVEMENT**

- areas that fall below the targeted levels
- Based on your review of the data, what barriers and gaps exist that will negatively impact student achievement?
- These are identified as opportunities for improvement! (OFIs)



Completing the SIP Review

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School Improvement Plan Mid-year Review 2007-2008



PLAN	GOAL	Strategy #	Completed	On-going	Partial	No Progress
DO	<u>“Status Check of Strategies”</u>		Mark one status category per strategy.			
STUDY	What evidence do you have that certain strategies are affecting student achievement? <ul style="list-style-type: none"> After reviewing all the available data pertinent to this goal, what data points stand out as indicators of progress towards goal? Consider this section as a reflective piece of ongoing data chats 					
	<p style="text-align: center;">Strengths (What's working? Why? And How?)</p> <p><u>You don't need a "1 to 1" correlation of Strengths and OFIs.</u></p> <p style="text-align: center;">OFIs (What needs adjusting? Why? And How?)</p>	<ul style="list-style-type: none"> Approach this section from a global perspective and not a strategy by strategy approach. Strengths are specific data points that indicate success towards your goal. There is no need to refer to the strategy, next steps or explanations in this statement. Again, approach this section from a global perspective and not a strategy by strategy approach. OFIs are specific data points that indicate poor progress, no progress or a decline in data. OFIs are data statements that indicate that further attention is needed to positively impact a particular goal. An OFI is NOT the opposite of strength. It could however, be a further disaggregation of a data element. 				
ACT	What adjustments do you need to make?					
	<p style="text-align: center;">Instructional Focus</p>	<ul style="list-style-type: none"> Based on your identified strengths and OFIs, what needs to be done differently? What needs to be modified, expanded, enhanced, deleted, etc. to acquire better results? What are your next steps, based on the information acquired, to assure student achievement? 				
	<p style="text-align: center;">Professional Development</p>	<ul style="list-style-type: none"> Align the adjustments to the School Improvement Plan Professional Development activities. Do you need to add/delete PD items from the SIP? 				

School Improvement Plan Mid-year Review 2007-2008



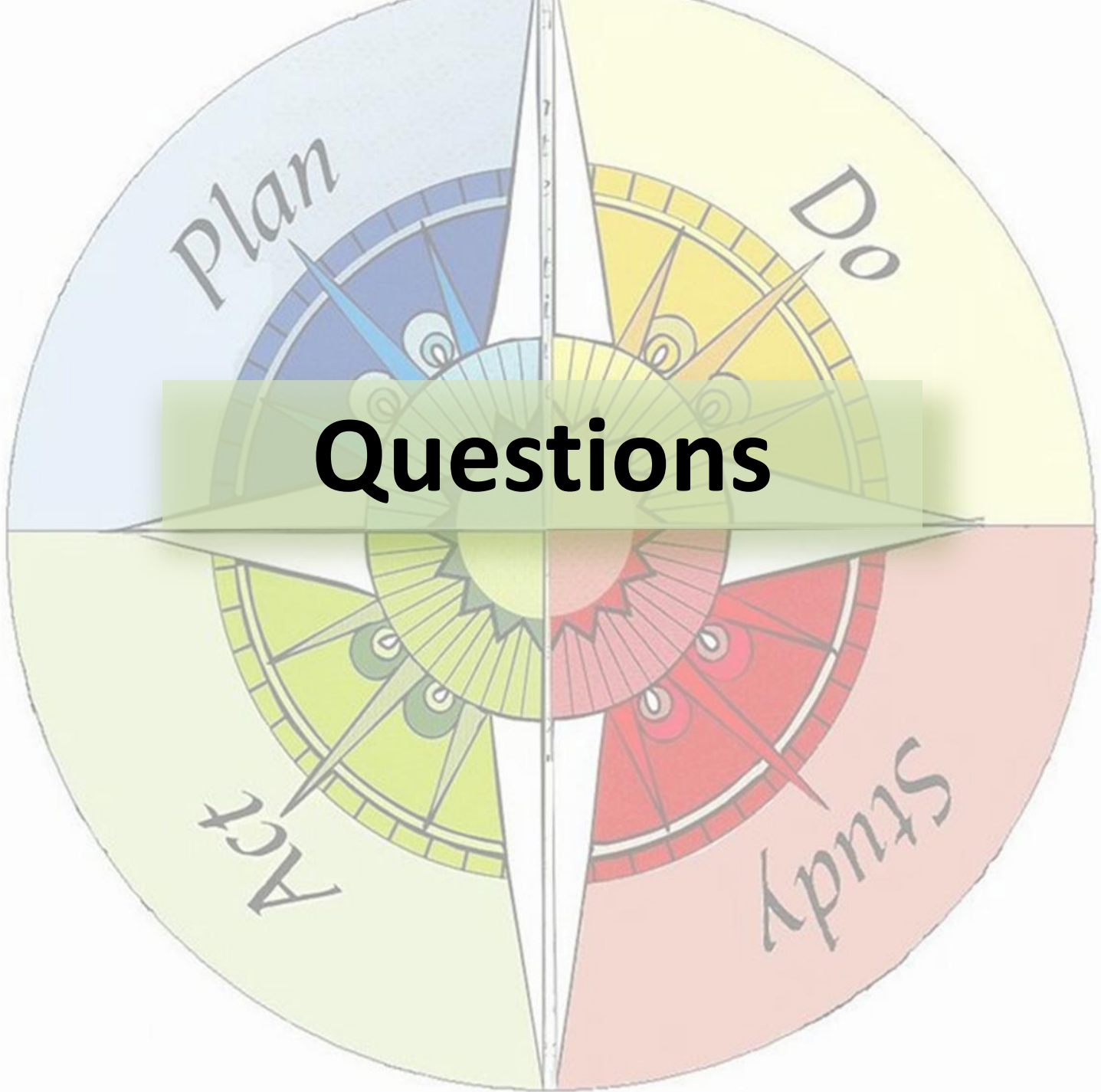
PLAN	GOAL	Strategy #	Completed	On-going	Partial	No Progress
DO						
STUDY	What evidence do you have that certain strategies are affecting student achievement?					
	Strengths (What's working? Why? And How?)					
	OFIs (What needs adjusting? Why? And How?)					
ACT	What adjustments do you need to make?					
	Instructional Focus					
	Professional Development					



TIMELINES-----

- School teams organize to gather and analyze data to complete the SIP Mid-year Review
- Schedule an EESAC Meeting to get input for the SIP Mid-year Review and an additional meeting to get final signatures for submission to the Regional Center office.
- Transfer outcomes to the online School Improvement Plan Review Section for 2007-2008, <http://opi.dadeschools.net/products>
- Region review **January 11, 2008**.
- Online deadline is **January 17, 2008**.





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