

Pinewood Elementary School



2014-15 School Improvement Plan

Pinewood Elementary School

1600 SW 83RD AVE, North Lauderdale, FL 33068

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
83%

Alternative/ESE Center
No

Charter School
No

Minority
95%

School Grades History

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

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	19
Appendix 2: Professional Development and Technical Assistance Outlines	20
Professional Development Opportunities	21
Technical Assistance Items	22
Appendix 3: Budget to Support Goals	23

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
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

N/A

Provide the school's vision statement

To teach and equip all students to navigate the path from pre-kindergarten through 5th grade in order to develop critical thinkers who are able to respectfully collaborate and communicate effectively using 21st century tools.

School Environment

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

The school learns about students' cultures and builds relationships between teachers and students through student interests surveys, parent conferences, sharing traditions during the holidays about different cultures Limited English Proficiency Student meeting with parents.

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

Pinewood creates an environment where students feel safe and respected before, during and after school in many ways. One way is by providing anti-bully training for all students and staff. Through this training, students are made aware of the anti-bullying process, which includes the safe zone listeners, anonymous bully reporting box, online and telephone resources. Also, the guidance counselor is available for peer mediations and individual student concerns in every classroom duty. In addition to ensure a safe school environment, support staff have morning and afternoon post. Lastly, there are school-wide rules and expectations and teacher classroom rules and procedures are posted and reviewed daily to enforce safety on the school campus.

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

PAX Intervention will be implemented school-wide; PAX is the Good Behavior Game from John Hopkins University. The purpose of the game was created to change the way children's brains are developing. Teachers will be provided with a district training in order to implement this program in their classrooms. In addition, CHAMPS will be utilized school-wide in the classrooms. Teams will watch the Brainshark trainings, discuss, and implement new findings within their classrooms. Another behavior program that will be implemented school-wide is Class DOJO. This is a web based behavior management program in which students gain or lose points for choices made throughout the day. It also captures and generates data on behavior that teachers can share with parents and administrators.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures that the social-emotional needs of all students are being met students have access to self-referrals for counseling at any time. Additionally, teachers refer students who would benefit from counseling services provided by the school's guidance counselor or listeners from the mental health association. In addition, guidance lessons are provided to all classes.

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

Attendance data is monitored through the BTIP process, students that have five or more unexcused absences are required to meet with an administrator to justify these absences. Attendance is also monitored through the CPST process. The Discipline Matrix allows us to sort by student and determine those who have an excessive number of out of school suspensions. BASIS is a program whereby we are able to sort students by level with regard to standardized assessments.

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	7	12	9	7	8	7	50
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	78	37	66	181

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

For those students who display two or more of these warning indicators recommendations are to first establish contact between teacher and parents with assistance if necessary by the social worker. These students may then be referred for MTSS. The team meets twice monthly to make decisions for the best interventions in order to best meet the needs of the students.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parents will be invited and encouraged to join and serve as active members of the School Advisory Council (SAC). Through Title I allocation (professional development and parental involvement allotments) of funds information will be provided to parents at regularly scheduled SAC meetings. Parents will be allowed to provide input in the development and decision-making process of all Title I activities. Parents, staff, and students will complete a survey each year in order to evaluate the effectiveness of the Title I activities. The results will be evaluated and used to create the school's parent activities for the following year. Pinewood Elementary School schedules meetings to be conducted at times conducive to working parents. Our school holds Open House(s) and SAC/PTA meetings to inform parents about the Title I Program and invites them to become active members of the school-wide community, while assisting the school in reviewing and revising the school's Parent Involvement Plan. Also, each grade-level will hold a Conference Night for parents to attend conferences in the evening. Pinewood Elementary School will provide information about Title I programs and Title I activities to parents in a timely manner using various methods of communication, such as newsletters, parent link, school website, school marquee and flyers. Academic programs, grade level expectations, progress monitoring plans, and school-wide discipline plans will be shared. Pinewood will conduct its annual Title I Open House Public Meeting. Teachers will explain grade-level curriculum goals, the Title I program, and opportunities for parent trainings. Parents will be provided the opportunity to ask questions to help in their understanding of all items discussed at Title I Public Meetings. Standardized/Assessment data will be shared along with the status of learning goals through the Public Meeting, school newsletter, and school website. Pinewood will provide the Parental Involvement Plan (PIP) in English, Spanish, and Haitian Creole. Parents will be provided with notification of the plan through the school's newsletter, website, and distribution from the front office. In order to increase participation, all correspondence regarding parent meetings will be created in English, Spanish, and Haitian Creole. As needed, translators will be present at parent meetings. Parents will attend the annual Title I Parent Seminar and Parent Orientation.

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

Pinewood builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement through inviting local businesses and organizations to partner with the school. These businesses are invited to be a part of SAC meetings and the school events. Partnerships are sustained through the implementation of Family nights held on location at the sites of these businesses. By participating in these family nights, the school helps supports the business partners through patronage and in turn the business partners support the school with donations to help improve the school.

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
Orange, Karla	Principal
Milner, Darlene	Assistant Principal
Flournoy, LaToya	Instructional Coach
Joseph, Lynnel	Teacher, ESE
Spellman, Donna	Guidance Counselor
Appelbaum, Michelle	Other

Duties

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

The function and responsibility of each school-based team member as related to MTSS and the SIP are listed below.

The Principal and Assistant Principal are present to oversee the process and monitor the fidelity. The Guidance Counselor coordinates and facilitates meetings, tracks data, keeps schedule, communicates with parents, provides teachers with necessary materials (ex. Intervention documentation), records intervention plans, provides knowledge of behavioral intervention plans, provides knowledge of LEP students classification and learning strategies. The Reading/Instructional Coach is the reading content area representative that provides knowledge of expected performance, provides knowledge of research based interventions, and is the integral in creating plans. The ESE Specialist provides knowledge of exceptional student education, provides support and interventions for the plan. The ESE Support Facilitator provides support and is active in providing interventions for students. The School Psychologist and the School Social Worker is present at all meetings.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The problem solving process for the implementation of MTSS and its alignment with the SIP first addresses the effectiveness of the curriculum with baseline data compared to ongoing assessments. When 75-80% of students are showing expected levels of progress, tier 1 is evaluated as effective. Individual student needs are addressed when a gap is evident. The teacher meets with the MTSS leadership team to look at evidence of the student not meeting grade level standards. The team creates a tier 2 targeted intervention plan, and provides support. Intervention plans may include teacher support, small group and individual targeted strategies. Progress is monitored and evaluated every two weeks. The data is used to determine if the plan is effective. The intervention evaluation dictates the need to increase intensity of the intervention to the next tier, to continue the intervention, or fade when progress is evidenced.

The Title I program is to support our school's efforts that all children meet challenging academic standards and have a fair, equitable, and significant opportunity to obtain a high-quality education. Title I funds are used to provide supplementary instruction to raise achievement of students who are failing, or at-risk of failing. This is accomplished at our school by providing the following: affording parents meaningful opportunities to participate in the education of their child, improving and strengthening accountability and teaching and learning, and by meeting the educational needs of low-achieving children in our school. Title I funds are also utilized for teacher salaries through Parent Involvement and Professional Development activities, and to distribute resources sufficiently to make a difference where the needs are greatest.

MTSS is monitored by the Guidance Counselor, Donna Spellman; the Collaborative problem-solving team meets the second and fourth Tuesday of every month. Resources are distributed to classroom teachers to use with students, in the reading resource room and available online. Teachers discuss resources and interventions used to meet the students best needs at initial meetings.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lynnel Joseph	Teacher
Karla Gary-Orange	Principal
Lynnel Joseph	Teacher
Latoya Flournoy-Brown	Teacher
Lindsay Bosch	Teacher
Nadine Petri-Waymyers	Parent
Tony Espinosa	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

During the the SAC meetings, the school improvement plan was presented and discussed with all members. Members were given the opportunity to give input on the the School improvement plan and to discuss the effectiveness of the plan.

Development of this school improvement plan

A member of the School Advisory Council (SAC) is appointed to chair a committee for each academic area and all other areas of need (parental involvement). Each committee is comprised of SAC members (including parents and members of the community) as well as members of the faculty who have expertise in the specific area. The committee develops School Improvement objectives, including strategies and recommendations for staff development and budget. Once the plan is approved, it is shared with faculty, staff, parents, and community members. The plan is posted on the school's website after it is School Board approved. SAC sub-committees oversee implementation of action steps and monitors student achievement data. Meetings are held once monthly to accommodate the needs of the parents.

Preparation of the school's annual budget and plan

The principal explained the process of creating the school's budget to SAC members by walking them through a year in the budget of an elementary school; topics included the twenty-day count, FTE, various budget items, and how FTE projections are used to make the projections for the upcoming school year.

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

With the budget of \$2695.00, Pinewood developed a plan to implement a before school tutoring program targeting 3-5 grade students scoring below 50%. The students participated Math and ELA activities 3 times per week for 30 minutes.

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
Orange, Karla	Principal
Milner, Darlene	Assistant Principal
Parra, Nicole	Teacher, K-12
Waymyers, Nadine	Teacher, K-12
Flournoy, LaToya	Instructional Coach
Joseph, Lynnel	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

All LLT members have been trained in Depths of Knowledge (DOK) and the Florida State Standards. Teachers will use higher order thinking comprehension questions to help students gain a greater understanding of material learned in class. The LLT team will guide grade level teams in developing rubric-based focused-units of study, and enhancing student learning through creating questions in the DOK levels three and four. This team will serve as a school-wide data team to compile, analyze and assist teachers in utilizing data to drive instruction. In addition, the LLT will assist in providing and presenting professional development on effective 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

To encourage positive working relationships between teachers, including collaborative planning and instruction, Pinewood uses several strategies. One strategy is ensure that the teachers have a common planning period by scheduling each grade levels specials classes at the same time. In addition, a plan has been developed for each team to have one hour of collaborative planning on a seven day rotation. Another strategy is the implementation of Professional Learning Communities (PLCs). Through the PLCs teachers develop positive parking relationships by sharing best practices, supporting each other and planning together.

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

The district's Human Resources and Staff Development departments, as well as a district level Teacher Recruitment Committee work collaboratively to retain and recruit effective teachers. The district also has a website used to attract teachers to the district based upon regional perks, "Teach Near the Beach" and opportunities to receive benefits beyond a paycheck. Pinewood's collaboration with the district is evidenced by participation in Broward Teacher Recruitment Fairs. Vacancies are filled with candidates interviewed at the recruitment fair and referred by the district's instructional staffing department. Retention of teachers is a top priority of our school. Teachers are cultivated and nurtured at Pinewood to grow professionally. We retain highly qualified, certified-in-field, effective teachers in our school by utilizing the New Educator Support System (NESS Liaison), Professional Learning Communities (Reading Coach), District Trainings (District Personnel), School-Based Professional Development (Leadership Team / Team Leaders), Teacher Recognition and Incentives (Administration).

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

The assigned mentor/mentee will schedule meetings before and after school or during selected planning periods. They will debrief after weekly scheduled team meetings to collaborate on grade level planning and academic and behavioral strategies. The mentor will provide support during team planning and review the mentee's lesson plans to ensure alignment with state standards and grade level curriculum. Both mentor/mentee will attend Professional Learning Communities and on-site professional developments. Opportunities will be provided for mentoring and modeling of specific academic and behavioral strategies as identified by the mentor / mentee. The mentor will teach and monitor organizational skills of the mentee and provide assistance to the mentee in the following areas: creation and maintenance of lesson planning and grading system, review required paperwork prior to submitting the requirements to administration, and assisting with the implementation of the NGSSS /Common Core State Standards.

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

Pinewood Elementary ensures its core instructional programs and materials are aligned to Florida's standards using the standards to drive instruction, not the materials. All programs and materials used are chosen because they align to the Florida standards. Trainings have been provided on the Depth Of Knowledge and the Florida standards to inform teachers of the expectation to teach to the standard. As a result, teachers were given collaborative planning time to build lessons based on Florida standards and only utilize core instructional programs and materials that are directly aligned to the Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Based on the results of the data, students are placed in instructional groups to meet their individual academic needs. As a result, instruction is modified or supplemented to assist students having difficulty attaining proficiency. This is done through by using the materials from the Struggling Readers Chart to instruct the students that are not meeting proficiency. On the other had, students

who have performed on an advanced level are challenged with supplemental activities such as novel studies, focus units of study and project-based learning.

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

Strategy: Extended School Day

Minutes added to school year: 1,800

All students in kindergarten through fifth grade will have an additional hour of intensive reading.

Strategy Rationale

During the intensive reading hour teachers are remediating deficient skills using programs such as the Journeys Tool Kit, LLI kits, Words Their Way, and other programs as noted by the Struggling Reader's Chart. Students performing above level are being provided enrichment through project-based activities and novel studies.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Orange, Karla, karla.orange@browardschools.com

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

Based on baseline ELA data specific standards will be taught in clusters with monthly assessments to determine strategic effectiveness and student achievement growth.

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 preschool program has implemented a literacy, math, and science curricula in the preschool classrooms to ensure school readiness. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the preschool students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the preschool program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and time lines to all families participating in the program. The preschool family services support teams and the preschool teachers provide ongoing guidance to the preschool families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools. The school offers tours to potential kindergarten families and hosts a spring round-up of incoming kindergarten students. Additionally, we sponsor a day where preschool students visit kindergarten classes and have lunch in the cafeteria.

Throughout the school year the teachers continuously learn about the expectations and requirements of their preschool students when they enter kindergarten. Team meetings are held a minimum of two times per month (or more frequently as needed). Also, the kindergarten and the ESE Team Leader is available to assist and support the preschool teachers as needed.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. All teachers will utilize data to increase student achievement by implementing effective differentiated instructional practices.

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. All teachers will utilize data to increase student achievement by implementing effective differentiated instructional practices. **1a**

 G058620

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	67.0

Resources Available to Support the Goal **2**

- Title 1 Funds, Literacy Coach, Leveled Literacy Intervention (LLI), Digital 5, Extended Day, Smart Boards, District Support, State Support, Administration, Media Center

Targeted Barriers to Achieving the Goal **3**

- Utilization of differentiated instructional strategies to increase student progress on all achievement levels.

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

Formal and informal assessments, Broward Assessment of Florida Standards (BAFS)

Person Responsible

Darlene Milner

Schedule

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

Evidence of Completion

Assessment scores

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. All teachers will utilize data to increase student achievement by implementing effective differentiated instructional practices. **1**

 G058620

G1.B1 Utilization of differentiated instructional strategies to increase student progress on all achievement levels. **2**

 B149229

G1.B1.S1 We will provide all teachers with professional development that is focused on differentiated instruction. **4**

 S161056

Strategy Rationale

Action Step 1 **5**

Professional Development will be provided on effective differentiated instruction.

Person Responsible

Karla Orange

Schedule

On 9/24/2014

Evidence of Completion

Sign-in sheets, Follow-up activity with a lesson plan attached, and student samples

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

Our goal will be monitored through classroom walkthroughs.

Person Responsible

Karla Orange

Schedule

On 6/5/2015

Evidence of Completion

Evidence of implementation will be seen through lesson plans, student samples, journals and portfolios.

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

Professional development addressing effective differentiated instruction will take place during Professional Learning Communities.

Person Responsible

LaToya Flournoy

Schedule

Monthly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Observations, journals, RTI strategies, student work samples, and lesson plans

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Development will be provided on effective differentiated instruction.	Orange, Karla	9/10/2014	Sign-in sheets, Follow-up activity with a lesson plan attached, and student samples	9/24/2014 one-time
G1.MA1	Formal and informal assessments, Broward Assessment of Florida Standards (BAFS)	Milner, Darlene	9/3/2014	Assessment scores	6/5/2015 monthly
G1.B1.S1.MA1	Professional development addressing effective differentiated instruction will take place during Professional Learning Communities.	Flournoy, LaToya	9/18/2014	Observations, journals, RTI strategies, student work samples, and lesson plans	6/5/2015 monthly
G1.B1.S1.MA1	Our goal will be monitored through classroom walkthroughs.	Orange, Karla	9/3/2014	Evidence of implementation will be seen through lesson plans, student samples, journals and portfolios.	6/5/2015 one-time

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.

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will utilize data to increase student achievement by implementing effective differentiated instructional practices.	3,068
Grand Total	3,068

Goal 1: All teachers will utilize data to increase student achievement by implementing effective differentiated instructional practices.

Description	Source	Total
B1.S1.A1	School Improvement Funds	3,068
Total Goal 1		3,068