

Royal Palm Elementary School

1951 NW 56TH AVE, Lauderhill, FL 33313

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	F	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Royal Palm Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

RPE STEM Museum Magnet School's mission is to develop students to have a strong work ethic and build a network of higher-level critical thinkers. The purpose is to prepare and empower generations of leaders to compete and collaborate in our global society through motivation, mentoring, hands on inquiry, and creative problem solving.

b. Provide the school's vision statement.

RPE STEM Museum Magnet will strive to be a leader in STEM education by preparing students with integrated content that is rigorous and relevant for college and career readiness.

2. School Environment

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

Based on the demographic data of our student population, our school provides a variety of opportunities for teachers and students to participate in school-wide activities that allows them to learn about student's cultures. These activities includes but are not limited to ESOL parent night and Multi-Cultural History Showcase. The district also puts out a calendar of monthly heritage awareness activities where teachers have access to various resources in order for students to learn about the various cultures represented in Broward County Schools.

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

At the beginning of the school year, a positive behavior expectations assembly is held to inform students on the expectations that we have for each student on campus. During this school-wide positive expectations assembly, students are notified of the expectations for classroom behavior and academics. Each member of administration and support staff are presented and introduced to students so that students are aware of other personnel other than their classroom teachers they can reach out to if need be. Our school counselor has also gone into each class in grades K-5 to introduce herself and her role to students. Our school partakes and recognizes students who displays positive character traits every month. In addition, we have afterschool clubs that students can be a part of, in order to help students have a creative outlet pertaining to their interest.

c. 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.

At RPE we implement school-wide, CHAMPS, a behavioral classroom management system. Students are aware and recognize each element of the behavior system in terms of the voice level, if they need assistance, the activity that they should be working on, participation level, and the signal if we need to get their immediate attention. These are routinely reiterated in the classroom settings, cafeteria, as well as in specials so that there is continuity school-wide.

d. 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.

At RPE we have a full-time school guidance counselor which services the social-emotional needs of students through classroom guidance lessons, small group sessions, and individual counseling as needed. Our school also has a school social worker who provides outside resources available to the students and their families. We have mentors through the Mental Health Association who comes to the school on a weekly basis to provide self-esteem building activities for select students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

N/A

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

1. 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	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Our Response to Intervention (RtI) team meets biweekly to provide intervention and strategies to students identified with any academic and/or behavioral concerns.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/305941>.

2. Description

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

2. 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.

Parents will be invited to attend and actively participate in monthly School Advisory Council (SAC) meetings to plan and make decisions regarding student achievement and school improvement. At the SAC meetings, parents will be provided information regarding the school’s Title I allocation (inclusive of professional development and parent involvement allotments). Parents will be allowed to provide input in the development and decision-making process of all Title I activities related to the school. RPE STEM Museum Magnet School will schedule meetings to be held at various times during the day or evenings to better accommodate parents. Childcare will also be provided to make it easier for parents to attend and participate in meetings and activities. An annual evaluation will be conducted using surveys completed by parents, staff, and students. The results will be analyzed to evaluate the effectiveness of the school’s parent involvement program.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Augustin, Ducarmel	Principal
Elie, Priscille	Assistant Principal
Adams, Darlene	School Counselor
Temple, Jessica	Other
Thomas, Arlene	Instructional Coach

b. Duties

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

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions).

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing /RTI, conducts assessment of RTI skills of school staff, ensures implementation and communicates with parents regarding school-based RTI plans and activities.

General Education Teachers (Primary and Intermediate teachers): Provides information regarding core instruction, participates in student data collection, which is to include graphs and plots of student performance, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier I materials /instruction with Tier 2/3/activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities such as co-teaching.

Instructional Coach(es) Reading/Math/Science/STEM: their roles are to develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Their roles are also to model instructional delivery, whole group and small group lessons as well as go through the coaching cycle with teachers. The instructional coaches roles also consists of providing early intervention services for children considered to be “at risk” and place them into the RtI process. In addition, they are to design and deliver professional development and technical assistance to teachers regarding instructional planning and resources that supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, program evaluation and facilitates data-based decision making activities.

Reading Instructional Specialist: Provides guidance on K-5 Reading plan, facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding database instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

Speech and Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.

Student Services Personnel: Such as Guidance Counselor provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child’s academic, emotional, behavioral, and social success.

Technology Specialist: Develops technology necessary to manage and display data; provides professional development, and technical support to teachers and staff regarding data management and display.

2. 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 RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the School Improvement Plan (SIP). The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, and Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Tier 1 data is routinely inspected in the areas of reading, math, writing, science, and behavior. This data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. This data may also be used to screen for at-risk students that may be in need of Tier 2 or 3 interventions; all such students are referred to CPS team for consideration on how it is best to proceed.

Title I:

Funds are utilized for additional teachers, professional development, community liaison, and parent involvement activities, materials, and supplies.

Nutrition Programs:

Funds utilized to provide snacks for the students who participate in any after school tutorial programs and/or clubs.

Head Start:

To ensure school readiness, the Head Start (HS) Program has implemented new literacy, math, and science curricula in the 119 Head Start classrooms. The program has aligned the literacy and math standards with the K3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepared students to succeed in kindergarten. At the 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 Head Start students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The Head Start family services support team and the teachers provide ongoing guidance to the families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ducarmel Augustin	Principal
Jessica Temple	Teacher
Holly Bowen	Teacher
Jacquelyn Box	Business/Community
Mary Holmes-Smith	Teacher
Jessica Glass	Teacher
Darlene Adams	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC Committee will meet with all stakeholders in September to discuss the previous year's School Improvement Plan and gather additional input for improvement.

b. Development of this school improvement plan

The SAC Committee will be meeting with all stakeholders in September to discuss the 2016-17 school year's School Improvement Plan and gather additional input for the current year. Performance data and accountability funds will be discussed.

c. Preparation of the school's annual budget and plan

During the initial September SAC Meeting, all stakeholders will collaborate to discuss School Improvement Funds. Members will ensure that all funds are utilized to support student learning.

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

School Improvement funds were utilized to promote student learning. Funds were used to provide students with additional reading materials as well as improvement on student technology.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Elie, Priscille	Assistant Principal
Thomas, Arlene	Instructional Coach
Augustin, Ducarmel	Principal
Adams, Darlene	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team at Royal Palm Elementary (RPE) promotes literacy within the school by focusing on the integration of multiple disciplines within the literacy block. Multiple disciplines within the literacy block will include Social Studies, Science, and Writing. The purpose is to ensure that students are not learning in isolation, rather through meaningful, engaging, and relevant content. Teachers will provide students with the opportunity to enhance their literacy skills through differentiated instruction, a variety of rigorous complex questioning, and differentiated literacy centers. Students will gain exposure through a variety of texts in multiple genres. Student outcomes will be in the form of authentic projects, as well as written and oral discussions, and assignments.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Throughout the 2016-2017 school year, RPE STEM Museum Magnet theme will be "Mission Possible: On a Mission to Excellence." RPE will develop positive working relationships by encouraging teacher participation in weekly professional learning communities. The learning communities will foster team building skills, utilize best practices, and ensure collaborative planning amongst teachers. As the year continues, the theme will allow RPE to build morale and celebrate success.

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

When a position becomes available, administration will follow Broward County procedures and contractual policies to hire new staff members. Administration will conduct classroom observations and provide immediate feedback to improve teaching. Administrators will also have an open-door policy to ensure all teachers are being heard and supported. The Media Specialist at the school will update and

maintain the school websites to recruit new teachers. Weekly team meetings will occur to support all teachers. Support staff members are assigned to the faculty as a resource. Instructional coaches will support instruction in the classroom and provide professional development opportunities for the staff. Instructional coaches will also work closely with teachers to effectively implement the Florida Standards for each grade level. Professional Learning Communities will occur weekly as another support system provided to the staff on the CARE. The T.I.E.R. Liaison, along with the I3 mentors will be in place to support all new teachers.

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

The T.I.E.R. Liaison will coordinate the teacher mentoring program. The program will pair new teachers with a highly experienced educator to support the teacher throughout the year. The T.I.E.R. Liaison will conduct monthly meetings with the new educators to help orient new teachers to the schools' procedures and provide support/mentoring in areas such as classroom management (class rules, routines, procedures, etc.), behavior management, and instructional delivery. Mentors will also attend monthly T.I.E.R. support group meetings with their new educators and staff members new to RPE.

New Educator: Mentor Assigned:
Belinda Marini Samantha Abelard
Viadlyn Linton Jessica Glass
Uphiffani Cammon Berline Joseph
Marie Macena Darlene Adams
Claudine Findlay Latoya Hamilton
Manoucheka Michel Sindy Berrios
Sanchetta Pinder Luz Augustin
Karen Hannold Olitha Brunson
Madeline Dumercy Mirielle Alexis
Bernice Durozeau Marlon Greenwood
Vicky Philistin Jessica Szalay
Raquel Willis Felicia Calloway

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

RPE will ensure that the use of instructional programs and materials are aligned to Florida Standards by developing rigorous lesson plans that integrate all content areas. Teachers will have opportunities to plan collaboratively, to share best practices, and select efficient/effective resources to deliver instruction. Administration and support will provide teachers consistent and immediate feedback to enhance instructional practices. Some of the core instructional programs to be used that are aligned to the Florida Standards will include but not limited to i-Ready reading and math programs, Journey's Comprehension Core Curriculum which will be used as a resource, Scholastics books, guided reading, small teacher led literacy and math groups, Go Math resources, and differentiated literacy and math centers.

b. Instructional Strategies

1. 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.

RPE Administration and support staff host monthly data chats with grade level teachers to discuss student outcomes and progressive steps. Based on student data, differentiated centers and small group instruction will reinforce student learning by remediation and enrichment. Teachers on a weekly basis will plan collaboratively to plan their lessons based on the CARE plan which focuses on the grade level curriculum. Students are then assessed using their grade level created common assessments, then the results are used to plan students remediation and enrichment lessons and activities. Those students needing reteaching and remediation uses specific literacy and math interventions by the classroom teacher to remediate their deficiencies or enrich their strengths. The literacy teachers will track students reading skills progression through assessing them using running records every quarter.

2. 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: 60

Students will receive differentiated literacy instruction for an additional 60 minutes per day. These targeted skill areas will be taught in conjunction with Florida State standards.

Strategy Rationale

Students will demonstrate mastery in Florida Standards.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Augustin, Ducarmel, ducarmel.augustin@browardschools.com

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

Data will be collected using common assessments. Monthly data chats and student portfolios will be used to determine the effectiveness of the strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Headstart provides comprehensive services to preschool children, 3-4 years old, and their families. Voluntary Pre Kindergarten (VPK) offers a preschool program that is open to all Florida resident children who will turn 4-years-old by September 1st. Other strategies for incoming kindergarteners

who were not in PreK will be to do a running record on them to see their current reading skills and level and remediate and/or enrich necessary deficient skills. In addition, teachers will also use i-Ready, Innovations for Learning, and other resources to help them instructionally with any lacking skills. In addition, strategies to assist with outgoing 5th graders transitioning to middle school will be to have 5th grade students technology ready where all assignments are on the computer through digital 5.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** If all teachers increase their knowledge and application of the Florida Standards, then the students will be able to engage with high quality instruction, resulting in an increase in literacy and mathematics proficiency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If all teachers increase their knowledge and application of the Florida Standards, then the students will be able to engage with high quality instruction, resulting in an increase in literacy and mathematics proficiency. 1a

G084533

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	33.0
ELA/Reading Lowest 25% Gains	69.0
ELA/Reading Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Limited connection between the planning process and delivery of instruction aligned to the Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Multi-Tiered System (MTSS)/RTI
- Elementary is Engineering (EIE) curriculum.
- Direct Instruction (Reading Mastery, Corrective Reading)
- Innovations for Learning
- Running Records (Rigby and DRA)
- CPALMS
- Broward County Unit of Studies
- Induction Coaches
- School-based coaches
- Digital 3, 4, and 5
- Extended Learning Day
- RPE Common Assessment
- Document Based Questioning (DQB)
- RPE Curriculum Maps
- Thinking Maps
- BAS
- Daily 5
- Performance Learning Goals and Scales

Plan to Monitor Progress Toward G1. 8

School-wide Formal/Informal Common Assessments, District Assessments, State Assessment

Person Responsible

Ducarmel Augustin

Schedule

Monthly, from 10/3/2016 to 4/28/2017

Evidence of Completion

Gradual improvement in various assessments. Student journals, teacher observations, common assessment data tracking form, data binders, and student rubrics/scales, school city, MAP.

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. If all teachers increase their knowledge and application of the Florida Standards, then the students will be able to engage with high quality instruction, resulting in an increase in literacy and mathematics proficiency. **1**

 G084533

G1.B1 Limited connection between the planning process and delivery of instruction aligned to the Florida Standards. **2**

 B224630

G1.B1.S1 Implementation of continuous coaching and support of effective planning and instructional delivery process. **4**

 S237041

Strategy Rationale

So that teachers can increase their instructional strategies through their knowledge and application of the Florida Standards.

Action Step 1 **5**

Provide coaching and support to teachers based on their needs.

Person Responsible

Ducarmel Augustin

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Coaching schedule of coaches modeling and going through the coaching cycle with teachers

Action Step 2 **5**

Analyze classroom walk-through data to determine individual teacher and/or school-wide needs

Person Responsible

Ducarmel Augustin

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

iObservation Data reports.

Action Step 3 5

Support staff will create a coaching and support calendar for all teachers based on needs generated from classroom walk-through data.

Person Responsible

Ducarmel Augustin

Schedule

Daily, from 8/29/2016 to 6/8/2017

Evidence of Completion

Coaching and Support Calendar

Action Step 4 5

Teachers will utilize the grade level curriculum map, which includes the instructional delivery of the writing process, integrated throughout all content areas.

Person Responsible

Priscille Elie

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Writing Common Assessment data

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

Discussion through weekly support staff meetings.

Person Responsible

Ducarmel Augustin

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Completed calendar from Instructional Coaches and iObservation reports. Weekly schedule of coaching support, walkthroughs, and lesson plan monitoring.

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

Teacher instructional lessons are deliberate and based on prior planning through the use of a lesson plan template.

Person Responsible

Ducarmel Augustin

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Teacher lesson plans are aligned with instruction taking place during the classroom walk-through.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M312278	School-wide Formal/Informal Common Assessments, District Assessments, State Assessment	Augustin, Ducarmel	10/3/2016	Gradual improvement in various assessments. Student journals, teacher observations, common assessment data tracking form, data binders, and student rubrics/scales, school city, MAP.	4/28/2017 monthly
G1.B1.S1.MA1 M312272	Teacher instructional lessons are deliberate and based on prior planning through the use of a...	Augustin, Ducarmel	8/22/2016	Teacher lesson plans are aligned with instruction taking place during the classroom walk-through.	6/8/2017 weekly
G1.B1.S1.MA1 M312273	Discussion through weekly support staff meetings.	Augustin, Ducarmel	8/22/2016	Completed calendar from Instructional Coaches and iObservation reports. Weekly schedule of coaching support, walkthroughs, and lesson plan monitoring.	6/8/2017 weekly
G1.B1.S1.A1 A306156	Provide coaching and support to teachers based on their needs.	Augustin, Ducarmel	8/22/2016	Coaching schedule of coaches modeling and going through the coaching cycle with teachers	6/8/2017 weekly
G1.B1.S1.A2 A306157	Analyze classroom walk-through data to determine individual teacher and/or school-wide needs	Augustin, Ducarmel	8/22/2016	iObservation Data reports.	6/8/2017 daily
G1.B1.S1.A3 A306158	Support staff will create a coaching and support calendar for all teachers based on needs generated...	Augustin, Ducarmel	8/29/2016	Coaching and Support Calendar	6/8/2017 daily
G1.B1.S1.A4 A306159	Teachers will utilize the grade level curriculum map, which includes the instructional delivery of...	Elie, Priscille	8/22/2016	Writing Common Assessment data	6/8/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If all teachers increase their knowledge and application of the Florida Standards, then the students will be able to engage with high quality instruction, resulting in an increase in literacy and mathematics proficiency.

G1.B1 Limited connection between the planning process and delivery of instruction aligned to the Florida Standards.

G1.B1.S1 Implementation of continuous coaching and support of effective planning and instructional delivery process.

PD Opportunity 1

Provide coaching and support to teachers based on their needs.

Facilitator

Administration and Support Staff

Participants

All Instructional Staff

Schedule

Weekly, from 8/22/2016 to 6/8/2017

PD Opportunity 2

Analyze classroom walk-through data to determine individual teacher and/or school-wide needs

Facilitator

Administration and Support Staff

Participants

All Instructional Staff

Schedule

Daily, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide coaching and support to teachers based on their needs.	\$0.00
2	G1.B1.S1.A2	Analyze classroom walk-through data to determine individual teacher and/or school-wide needs	\$0.00
3	G1.B1.S1.A3	Support staff will create a coaching and support calendar for all teachers based on needs generated from classroom walk-through data.	\$0.00
4	G1.B1.S1.A4	Teachers will utilize the grade level curriculum map, which includes the instructional delivery of the writing process, integrated throughout all content areas.	\$0.00
Total:			\$0.00