

Oakridge Elementary School



2014-15 School Improvement Plan

Oakridge Elementary School

1507 N 28TH AVE, Hollywood, FL 33020

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
88%

Alternative/ESE Center
No

Charter School
No

Minority
85%

School Grades History

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

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
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

The mission of Oakridge Elementary is to develop an effective learning environment through strong relationships between teachers, staff, students, parents, business partners and members of the community. We believe that all students can learn in a safe, standards-driven, technologically advancing, culturally diverse school.

Provide the school's vision statement

The vision of Oakridge Elementary is to build a partnership between our parents and school through positive communication. We have a vision that teachers have a responsibility to provide a framework for parents to nurture their child's formal instruction at home. It is also our vision to provide an atmosphere where parents are able to express their views and to assist in problem solving.

School Environment

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

Students share their personal experience, family interests, and culture at the beginning of the school year through ice breaking/getting to know you activities. Through out the school year teachers participate in monthly cultural awareness programs, such as Hispanic Heritage and Black History Month. During these times students and teachers can present and share cultural experiences.

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

Teachers and administrators have an open door policy for students who are in need of guidance. The school also offers individual and family counseling services. Students are encouraged to come to school early for morning reading and participate in the free breakfast program. Children can seek and talk to teachers and paraprofessionals before school. The students are greeted thorough out the day with a smile and words of encouragement from all employees. Aftercare programs at the school also offer a close family atmosphere.

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

All students are expected to follow school rules in and out of the classrooms. Each teacher has their expectations for behavior posted in the classroom. These rules are written by the students and teachers during the first week of school to promote a positive and incident free learning environment. Teachers follow the discipline matrix when dealing with behavioral issues. Administration is trained on the latest changes/updates in the matrix annually. These changes/updates are presented to the faculty through out the school year during monthly staff meetings.

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

Students' needs are constantly being addressed in all areas. The school utilizes the expertise of the ESE specialist as well as the school counselor to aid students in need of social/emotional support. Children and their families that are seeking school and/or home counseling services are provided with these services through outside agencies such as Chrysalis and Children's Family Services.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

We believe that a partnership must exist between our parents and school. We promote positive communication between the school and our students' homes. We provide a variety of opportunities for parents to be involved in activities that support our school. We believe teachers have a responsibility to provide a framework for parents to nurture their child's formal instruction at home. We provide materials and strategies that can successfully be used at home to reinforce the academic success of children. It is our goal to provide an atmosphere where parents are able to express their views and to assist in problem solving in an open and positive climate at school. We want parents to understand that we value them as stakeholders and emphasize their roles as advocates.

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

We are continually looking to build a mutually beneficial partnership with local businesses to enhance our school, community and businesses. Their participation is encouraged in our school by interacting with our students through programs such as Book Pals and Writing Pals. Business leaders are invited to become members of our SAC and attend our monthly SAC meetings. We send home flyers promoting their business and schedule fundraising events at their locations. Student work and/or pictures of their work are displayed at their business sites as a reminder of the effect their partnership has on the school. All our partners are listed on our school website and included in our monthly newsletters.

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
Charlotin, Gregory	Assistant Principal
Friedman, Debra	Principal
MacCumber, Idalmis	Teacher, K-12
Moore, Kelly	Teacher, K-12
Rivera, Sara	Teacher, K-12
Boyhan, Ana	Teacher, K-12
Oakley, Kara	Teacher, PreK
Diaz, Miguelina	Teacher, K-12
Hamilton, Jeannine	Instructional Coach
Killianski, Gabriella	Instructional Media

Duties

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

The school-based Rtl Leadership Team is an integral part of the development of our SIP. Prior to the start of the school year (and as new students enroll), members identify students in need of Tier II and Tier III strategies based on previous school year student data and teacher input. Also, members regularly examine Tier I data to assist with improving the core curriculum and the school wide behavior plan. They also review the Rtl process, resources available (i.e. intervention records, progress monitoring graphs generated for individual students, Struggling Readers' Chart and Struggling Math Chart), for interventions and to develop goals for targeted students and subgroups.

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 Rtl Leadership Team meets at least two times per month. The Guidance Counselor coordinates Rtl meetings. Students are identified by classroom teachers and/or members of the Rtl Leadership Team through data analysis. Once identified, teachers contact their grade level Case Manager who assists with recommendations for interventions and monitoring of students, based on the outcome of classroom interventions. Monitoring activities include the transfer of data collected to appropriate graphs or tables to document growth. Administration provides follow-up via academic conferences with the Leadership Team and individual teachers as needed.

Title I funds are used to provide additional instructional positions (3.22) to support the educational program for our students. Also, parent involvement training sessions are funded by Title I, as well as professional development sessions for teachers that address effective instructional practices in reading, writing, mathematics, science, data analysis, learning centers, student assessment, and common core. Violence prevention programs including anti-bullying projects are supported by the Guidance Counselor and Assistant Principal. Projects include activities for Peace week, Bullying Prevention Week, Say No to Drugs observances. The district's homeless department is contacted for collaboration and support for all homeless children including provision of appropriate transportation and any community support programs available. Additionally, the school hosts a Harvest Drive and Holiday Gift Collection Drive to provide food, clothing, books, and educational games to our most needy families. The Food and Nutrition Services Department provides teachers with health and

nutrition materials aligned to the common core as well as a focused attention on providing more locally grown fresh fruits and vegetables.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brooke Heise	Teacher
Kara Oakley	Teacher
Ana Boyhan	Teacher
Miguelina Diaz	Teacher
Idalmis Maccumber	Teacher
Sara Rivera	Teacher
Kelly Moore	Teacher
Gabriella Killianski	Teacher
Debra Friedman	Principal

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

SAC meets once a month throughout the year. During these meetings all members discuss, review, and analyze the SIP. Student data is shared and is used to determine the effective use of implemented plans.

Development of this school improvement plan

In May of 2014, SAC members discussed the 2014-2015 SIP plan. Specifically, the parents supported the full implementation of the Daily 5 program. At the first SAC meeting of every year the draft of the plan is introduced and SAC members discuss and provide input to strengthen the plan. Throughout the school year all stake holders continue to discuss the SIP and the plan is modified accordingly.

Preparation of the school's annual budget and plan

The plan is prepared to reflect the school's budgetary needs as deemed by the leadership team with the collaboration of SAC members.

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

Based on last year's approved funding requests by SAC the funds will be used to purchase the following items:

- 5th grade consumable science workbooks
- DARs
- Materials and supplies for on-going projects.
- Purchase of additional classroom books including, but not limited to, literary and informational text

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
Friedman, Debra	Principal
Charlotin, Gregory	Assistant Principal
Boyhan, Ana	Teacher, K-12
Diaz, Miguelina	Teacher, K-12
Killianski, Gabriella	Instructional Media
MacCumber, Idalmis	Teacher, K-12
Moore, Kelly	Teacher, K-12
Oakley, Kara	Teacher, PreK
Rivera, Sara	Teacher, K-12
Hamilton, Jeannine	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Major LLT initiatives for this school year include the following:

- Implement Common Core Standards in Literacy
- Implement Daily 5 Reading and Cafe
- Continue to implement school wide reading practice activities (before school, and at dismissal)
- Continue implementation of a school wide Accelerated Reader student achievement program
- Monitor school wide implementation of the District's K-12 Reading Plan
- Implement applicable components from the District's Struggling Reader's Chart
- Provide training and support for teachers to administer the DAR, analyze the results and implement strategies to increase student performance in reading
- Provide training and support for teachers to differentiate reading instruction to students in all AYP subgroups
- Provide parent training sessions that support home-based literacy connections
- Implement Rigby Assessments for grades 1st, 2nd, 3rd
- Implement FAIR for grades K-5

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

Teachers have common planning periods daily as well as PLC meetings to collaborate and discuss best practices and the implementation of school wide goals.

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

NESS Liaison - Enter educator in school induction program (NESS) and provide program orientation as teachers are hired.

Administrators - Assign teachers new to school and/or grade level to team leader or highly qualified teacher at specific grade level.

Professional Learning Community (PLC) Facilitators - Facilitators identified to coordinate and lead PLCs in vertical/cross grade learning initiatives.

Team Leaders, Administrators, and Support team - Teachers and staff plan with their grade level teams to address and solve instructional, behavioral, and procedural concerns and conduct lesson studies and review formative student data results via team planning and support team weekly collaboration meetings.

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

There are three levels to our school's mentoring program. Anyone who is a first year teacher or new to the district will receive a NESS coach to mentor them through their first year. Coaches assist the mentees on various levels, including, but not limited to classroom management, lesson planning, and administrative responsibilities. Teachers that are new to the school and have worked in the district are mentored to help them acclimate to our school's procedures. Lastly, when a teacher is new to a grade they are also mentored by the team leader to assist them in understanding the curriculum expectations for the grade.

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

Teachers work collaboratively in designing lessons that are aligned to the Florida standards. Websites such as FSassessments.org, Cpalms.org, and district subject area wikis assist teachers in creating high quality lessons that use the test specifications to drive the instruction. Teachers also attend district coaching meetings as well as workshops to keep them informed of the latest best practices. These meetings/workshops provide high levels of standards based instructional lessons and provide teachers with curriculum maps and/or pacing guides.

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

Teachers and support staff continuously use formative and summative assessments to individualize instruction for students. Student groups, one-on-one conferencing, and a variety of instructional strategies are implemented by the teacher to assist students that are having difficulty. Special programs, such as Accelerated Reader, iXL, and iReady allow students to receive instruction based on their academic level. Students are monitored on a continuous basis to determine the need for instructional modifications. Groups are also available for English language learners with little to no knowledge of English geared towards their language acquisition. In addition, support team members disaggregate data to determine student placement for their special skills focused groups.

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: 10,800

Instructional time has been extended by one hour beyond the normal school day. During the extra hour students will receive additional intensive reading instruction and enrichment. Students will be engaged in comprehending rigorous texts through all content areas. During these times students are working with interdisciplinary units and/or science and social studies content.

Strategy Rationale

Based upon student data additional rigorous instruction of informational text was seen to be needed.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Charlotin, Gregory, gregory.charlotin@browardschools.com

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

During the intensive reading time teachers are giving formative and summative assessments. As the teachers are working with the students, they use the assessment results to modify their teaching strategies to ensure the maximum student achievement growth possible. Additionally students will take 2 Benchmark Assessments and 2 Intermediary Assessments followed by data chats for progress monitoring and to differentiate instruction for individual students.

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

During the 2013 - 2014 school year, our school hosted a Preschool ESE program. The Preschool ESE teachers met with the kindergarten teachers to share assessment data and assist in the transition process for students who remained at the school. All Preschool ESE and kindergarten students and parents are invited to an Orientation prior to the first day of school so they may meet teachers and teacher assistants and to learn about their child's new teacher and class. During these sessions, students also participate in classroom activities. During Title I Public Meeting/Open House, parents learn about important school and Title1 information, policies and opportunities. Following that, parents are invited to seek further information via a question/answer session. Additionally, each school year our kindergarten team collaborates with our local preschools to invite incoming students to our Kindergarten Round Up events and to solicit their help in advertising our registration process to our future students. The principal has served on the Early Childhood Task Force, which is a district initiative, to partner with private providers to make for better collaboration.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase students' comprehension of rigorous texts through the use of reading for meaning in all content areas.

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. Increase students' comprehension of rigorous texts through the use of reading for meaning in all content areas. 1a

G039040

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	61.0

Resources Available to Support the Goal 2

- IXL - Interactive online math program that motivates students through the use of games and exercises while informing students of how they made mistakes and how to make improvements
- Daily Five - Cafe - Next level reading program to Daily 5 that provides students with reading strategies to overcome their weak areas, while giving teachers an opportunity to conduct skill groups and conferencing.
- I-Ready - Diagnostic & Instructional based program that provides valid and reliable growth measure to individualize instruction
- Science Boot Camp - Science program aligned with the NGSSS and content limits.
- Extended Learning - Students stay an extra hour after the school day to receive intensive reading instruction.
- Integrated Curriculum – All classes are implementing an integrated literacy curriculum where science and social studies lessons are taught daily in combination with literacy.
- Literacy Coach - Trains the staff on reading content and instruction, supports teachers, assists in lesson planning/instruction, and works with small groups.
- Daily Five - Full implementation of Daily Five in all classrooms K-5. Instructional staff received a copy of the book and completed a book study in 2012-2013 school year. New teachers in 2013 - 2014 received a copy of the Daily Five book and will receive support from team leaders and/or mentors. All classrooms are participating in having students 1) Read to Self, 2) Read to Someone, 3) Listen to Reading, 4) Work on Writing, and 5) Word Work.
- Journeys Basal Reading Series - All K-5 teachers had the opportunity to attend summer professional development sessions and all received the basal reader provided by the district as a resource in teaching reading content. Series also provides leveled readers for individualized instruction.
- Scholastic News/Time for Kids - An informational text resource with high interest articles for students to read and work with in class. Teachers in grades 3-5 are provided Kids Discover magazines as informational text on a variety of high interest science and social studies topics.
- Classroom Textbooks - All content areas have a textbook to support instruction. Teachers can use these texts with their students as a resource to supplement their reading curriculum.
- Novels and informational text - The Media Center contains class/small group sets of books for novel studies and informational text activities.
- Professional Learning Community (PLC) - The PLCs meet twice a month to discuss best practices and monitor the rigor and fidelity of implementation of strategies to meet their reading, writing, mathematics, science, and social studies goals.
- Communicating Across Broward (CAB) Conference - The Elementary Literacy Resources (ELR), Elementary Math, Elementary Science , Writing Conference, and the Social Studies Conference are excellent resource where teachers can receive information directly from district experts, share resources, collaborate with other teachers in the district, and find support for their teaching by asking/answering questions they may have.
- Common Core summer workshops - Teachers attend district training on common core standards over the summer. Teachers received resources to assist them in lesson planning throughout the year.
- Manipulatives - Each classroom has a large set of manipulatives to aide in hands-on learning experiences.
- Go Math - The math textbook is a great resource for teaching that is aligned with Common Core State Standards.
- Science Fusion – Kindergarten through fifth grade teachers have access to the science fusion textbook and online component. Students can go online and complete digital labs that pertain to the content.
- Journals – All classes maintain a year long science journal. Students respond to text, draw diagrams, and maintain notes on their content.
- Delta Science Kits – Teachers in all grades have Delta Science Kits from previous series. These kits provide a plethora of materials allowing students to have hands-on learning experiences.
- Science Lab – Students in second through fifth grade attend a science lab with a

science teacher up to two times a week. During lab they work cooperatively completing projects, experiments, and technology assignments.

Targeted Barriers to Achieving the Goal 3

- Effective use of the extended learning time.

Plan to Monitor Progress Toward G1. 8

Collect data from various assessments.

Person Responsible

Gregory Charlotin

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increases in student performance data

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. Increase students' comprehension of rigorous texts through the use of reading for meaning in all content areas. **1**

 G039040

G1.B1 Effective use of the extended learning time. **2**

 B093937

G1.B1.S1 Implementation of interdisciplinary units and/or science and social studies content. **4**

 S104985

Strategy Rationale

Students need additional rigorous instruction of informational text.

Action Step 1 **5**

Implementation of 60 minute extended learning time focused on interdisciplinary units of study and/or science and social studies content

Person Responsible

Gregory Charlotin

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Broward Assessment of Florida Standards, student generated work samples

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

Conduct classroom walkthroughs followed by feedback and discussion

Person Responsible

Gregory Charlotin

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Staff activities calendar that documents biweekly walkthroughs focused on extended learning time.

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

Collect data from various assessments.

Person Responsible

Gregory Charlotin

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increases in students' performance data

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	Implementation of 60 minute extended learning time focused on interdisciplinary units of study and/or science and social studies content	Charlotin, Gregory	8/18/2014	Broward Assessment of Florida Standards, student generated work samples	6/4/2015 daily
G1.MA1	Collect data from various assessments.	Charlotin, Gregory	8/18/2014	Increases in student performance data	6/4/2015 monthly
G1.B1.S1.MA1	Collect data from various assessments.	Charlotin, Gregory	8/18/2014	Increases in students' performance data	6/4/2015 monthly
G1.B1.S1.MA1	Conduct classroom walkthroughs followed by feedback and discussion	Charlotin, Gregory	8/18/2014	Staff activities calendar that documents biweekly walkthroughs focused on extended learning time.	6/4/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase students' comprehension of rigorous texts through the use of reading for meaning in all content areas.

G1.B1 Effective use of the extended learning time.

G1.B1.S1 Implementation of interdisciplinary units and/or science and social studies content.

PD Opportunity 1

Implementation of 60 minute extended learning time focused on interdisciplinary units of study and/or science and social studies content

Facilitator

Literacy Coach and Team Leaders

Participants

Classroom teachers new to the school or grade level

Schedule

Daily, from 8/18/2014 to 6/4/2015