

Lauderhill 6 12

1901 NW 49TH AVE, Lauderhill, FL 33313

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	94%

Alternative/ESE Center	Charter School	Minority
No	No	99%

School Grades History

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

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
Priority	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

Lauderhill 6-12 STEM MED School (L612) recognizes that students have a need to grow everyday and intends to prepare a diverse student population for success in college, and to be thoughtful, contributing members of society.

Provide the school's vision statement

The vision statement at Lauderhill 6-12 STEM MED School is believing that:

Children Have a Need to Grow Everyday (C.H.A.N.G.E.)

Our theme this school year is "Relentless Rising S.T.A.R.S" The acronym S.T.A.R.S represents the school-wide expectations and guidelines for success with each stakeholder striving to be Safe, Team Player, Attentive, Respectful and Successful.

School Environment

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

Lauderhill 6-12 is nested in the middle of an active, vocal, ethnically diverse community. During pre-planning week all staff were present for professional learning on taking the time to identify students learning styles and establishing a relationship with students.

One of Lauderhill 6-12 has adopted the one absolute rule in CHAMPs - students should be treated with dignity and respect.

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

At L612 students benefit from having an open communication policy. Students are encouraged to approach a staff member regarding their safety and learning during any time of the school day.

Before School

Students that arrive early are monitored for safety and adherence to school rules. In addition, students and parents understand they will be involved in the school-wide literacy program that encourages silent, sustained reading following breakfast.

During School

All students are under the supervision of their teacher of record. Since L612 is a CHAMPs school, all teachers have been trained on effective classroom management techniques. To complement CHAMPs, the "BluePrint" program modules also provide additional resources to teachers to support students in a safe and respectful environment. The universal hand signal for getting students attention and focus has been implemented school-wide.

After School

Students at L612 have the unique opportunity to engage in after school extracurricular activities. In addition to teachers, the athletic coaching staff received the training support to ensure the implementation is streamlined.

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

Based on the school's needs established through the analysis of 2013-2014 behavioral data by the L612 Discipline Committee and teacher needs feedback from 2013-2014 school year, a comprehensive behavior plan was designed and implemented this year. With this information, we created the "BluePrint" Discipline Modules and launched the CHAMPs program for all faculty and staff during pre-planning week in August 2014. These two initiatives provide a level of consistency for our students who will all benefit from highly structured environments. In addition, one of the best reasons for implementing CHAMPs is that it is tried and proven in over 30 years of research. The most prevalent behaviors we wanted to decrease as a school in order to improve student achievement:

1. Classroom disturbances
2. Tardy Arrivals
3. Student Removals
4. Inconsistent Consequences and Removal

CHAMPs helps us at L612 to help to:

1. Identify and define expectations
2. Teach expectations
3. Monitor expected behavior
4. Acknowledge and encourage expected behavior
5. Correct behavioral errors.

"CHAMPing it Out" guidelines that have been adopted for activities and transitions include:

- Arriving at class
- Beginning of class/lessons
- Getting out or putting away necessary materials
- Changes in location
- Cleaning up and leaving the classroom
- School-wide settings (hallway, cafeteria, arrival, dismissal, assemblies)

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

In additional to our site-based guidance counseling staff, we now have an Exceptional Student Family Counselor specifically assigned to the school.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
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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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/173079>.

Description

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

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

Lauderhill 6-12 has built a strong relationship with the City of Lauderhill Mayor and Commissioner to secure and utilize our resources to support student achievement. Lauderhill 6-12 recruits business partnerships throughout the school year through neighborhood invitational letter campaigns, cold calls, and word of mouth and school functions. Business partners are not charged for their involvement, and any support they can provide is appreciated.

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
Reardon, Ryan	Principal
Montagnino, Gina	Assistant Principal
Burch, Shannon	Assistant Principal
Qaiyim, Tariq	Assistant Principal
Johnson, Deidra	Instructional Coach
Brown, Jamie	Instructional Coach
Maxwell, Keisha	Instructional Coach
Wilson, Olga	Instructional Coach
Love, Simeka	Instructional Coach

Duties

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

The Leadership Team meets weekly to discuss school-wide issues and any concerns related to teacher expectations and student achievement. The team discusses the issues and concerns and suggests appropriate interventions and strategies. Additionally, the team reviews teacher and student data, academic progress, and school cultural progress.

The team will designate specific responsibilities to each member. Designating a specific task has helped in the process of coordinating materials, support, strategies and data collection. Each case is carefully review based on the teacher and student needs. The effort of each individual is crucial to successfully assist our teachers and students.

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

Coaches and department leaders and guidance counselors meet once a week during a grade level meeting to create interventions and support for teachers. Strategies are designed to meet small group and individual student needs.

Title III-An LEP committee is formed to assist in diagnostic testing of students and classifications. Additional services are provided per classification based on language acquisition need.

Extended Learning Opportunity-Funds will be utilized to provide tutorials and enrichment programs as well as pullout classes. These classes will take place before and after school. Additionally, programs on Saturdays will be available targeting the lowest 25% in Math and Reading. All pullout programs will contain research based materials and strategies. The FCIM model is used to determine who needs reteaching and who needs enrichment. Extensive academic support is provided to low performing students through the SAI programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Ryan Reardon	Principal
Sarah Kellem	Teacher
Ronald Reardon	Business/Community
Marlene Lewis	Parent
Brigette Blue	Parent
Shane Lewis	Student
Stephanie Blue	Parent

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

The SAC members reviewed last year's plan

Development of this school improvement plan

The plan will be reviewed at the fall meetings, the winter meetings, and the spring meetings. Updates will be provided by Coaches and Department Leaders as to the progress of the goals.

Preparation of the school's annual budget and plan

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

The school year started with just over 2,000 dollars in Accountability funds. These dollars will be used for the purchase of student incentives and academic resources for the benefit of our students

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
Reardon, Ryan	Principal
Montagnino, Gina	Assistant Principal
Burch, Shannon	Assistant Principal
Qaiyim, Tariq	Assistant Principal
Wilson, Olga	Instructional Coach
Johnson, Deidra	Instructional Coach
Love, Simeka	Instructional Coach
Maxwell, Keisha	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Lauderhill 6-12 Literacy Leadership Team will be charged with accomplishing the following initiatives throughout the 2014-2015 school year:

- 1) Interdisciplinary collaboration, planning and teaching to include literacy across all content areas.
 - 2) Use of data to drive instruction. Curriculum will be designed to meet the needs of the students in the areas they are showing weakness in according to the data. Following data chats, instruction will be aligned to meet areas of student need.
 - 3) A data room will be created to identify and track individual student strengths and weaknesses, offering teachers the opportunity to have a visual map of student needs, which may assist in appropriate planning.
 - 4) Demonstration classrooms will be used for modeling of rigor and differentiated instruction according to student needs.
 - 5) Vertical alignment to provide a smooth transition and transference of skills from grade level to grade level across the disciplines will take place. All departments will continue to infuse reading into their curriculum.
 - 6) Research based intervention materials will be supplied by coaches for students who are scoring below level on assessments. These students will also be assisted through push-ins and pull-outs by the Reading Coach.
 - 7) The team will use a Train-the-Trainer model during monthly Curriculum Review Team PLCs to train Department Leaders on Common Core and Marzano effective teaching strategies.
- No teachers have completed the CAR-PD. All teachers are encouraged by the LLT to pursue this and all professional development. The reading coach regularly notifies the faculty of upcoming literacy-based trainings.

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

Lauderhill 6-12 prides itself on being a close knot family. Teachers receive common planning in their respective content area / departments in order to collaborate and engage in a professional learning community (PLC). The PLC process includes planning, learning, implementing and evaluation. In addition to PLCs, teachers within their specific department are also expected to attend monthly professional on the topic of the month.

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

*All teachers hired endured an intensive review and interview process. Qualified candidates were required to submit a lesson plan prior to the interview and prepare a presentation for the interview panel of administrators, instructional staff, guidance and District representatives.

*New teachers meet regularly with content area coaches, peer coaches and assistant principals. New Teachers are partnered with veteran teachers based on their individual needs and the veteran teachers' expertise (Principal/Assistant Principals).

*Teachers are required to attend monthly Instructional Focus meetings (Administration, Instructional Coaches and Department Heads).

*Teachers and mentors attend monthly NESS Meetings to discuss strategies, instructional plans, technology

integration, grading, classroom management, etc. (Administration, NESS Liaison and Peer Coaches).

*Teachers will receive regular support with Marzano Strategies to mentor into highly effective educators (Administrators, Peer Coaches, Instructional Coaches and Department Heads).

*In addition to promoting district-based staff development workshops and facilitating in-school workshops, the Lauderhill 6-12 staff will collaborate with Broward College to assist teachers in becoming certified in their appropriate areas.

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

Thirteen first year and new to the county teachers have been paired with a veteran teacher to be mentored through the district's Induction Program for new educators. Additionally, the district coaching program provides two district-based mentors for two of our new science educators. The District Teacher Incentive Fund (TIF) Grant also provides an opportunity for four new educators to be supported and mentored on an ongoing basis by three TIF mentors. TIF mentors plan, co-teach with and provide the new educators with feedback on a daily basis.

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

Instructional coaches and department chairs are tasked with facilitating PD of unwrapping the new Florida Standards with teaching staff. Consequently, follow up by coach or administration to determine evidence of understanding and implementation. In addition, coaches and administration are kept abreast of any district or state updates on the Florida Standards and release of practice assessment,

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

Lauderhill 6-12 follows the district's C.A.R.E. model to differentiate instruction to meet the diverse needs of students. Appropriate curriculum has been selected and an instructional cycle that includes assessments, and/or remediation will be implemented to provide students with assistance in attaining proficiency and making learning gains.

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: 1,200

Teachers will analyze data from common assessments to determine student mastery.

Strategy Rationale

Once mastery has been achieved, then DOK levels three and four will be implemented to infuse enrichment.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Reardon, Ryan, ryan.reardon@browardschools.com

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

Data from assessments will be collected throughout the instructional cycle and documented in a school-wide database. Teachers meet to analyze the data and plan instruction to best address student achievement gaps.

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

L612 welcomes incoming 6th graders each year get an opportunity to meet and greet with essential staff for students re-assigned to L612 or coming from an out of boundary school. Monthly SAC meetings are also a means of getting parents involved. Open House at the beginning of the year is another way to welcome families to L612 as well as parent night events sponsored by Title 1.

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

At L612 our 8th grade students are required to meet the high school readiness career component required for promotion. The school utilizes a variety of project based learning and real-world learning models to prepare students for high school and beyond. The focus on instruction is always centered around the Florida Standards and Next Generation Sunshine State Standards which are a means of getting students ready for the future.

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

1. Cyber Security
2. Pathways to Engineering
3. First Responders Program (Fire/EMT)

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

Technology is incorporated into the classroom as much as possible based on resources availability. All teachers have access to Mimio, Smart Boards, Clickers and document cameras. Teachers try to incorporate a technology element in a variety of assignments. The 6th and 9th grade math and language arts teachers all have access to computer carts for technology based learning through the Digital 6 / Digital 9 implementation.

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 stakeholders will take an active role in the improvement of student achievement through the implementation of Florida Standards and Next Generation Sunshine State Standards with a focus on rigor, text complexity, and writing.

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 stakeholders will take an active role in the improvement of student achievement through the implementation of Florida Standards and Next Generation Sunshine State Standards with a focus on rigor, text complexity, and writing. **1a**

G040754

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	35.0
Bio I EOC Pass	70.0
AMO Reading - All Students	53.0
AMO Reading - African American	53.0
AMO Reading - ED	53.0
AMO Reading - ELL	51.0
AMO Math - All Students	53.0
AMO Math - African American	53.0
AMO Math - ED	53.0
AMO Math - ELL	49.0
CELLA Writing Proficiency	
Algebra I EOC Pass Rate	79.0
Geometry EOC Pass Rate	70.0
AMO Math - Hispanic	52.0
AMO Math - SWD	45.0
FSA - Mathematics - Proficiency Rate	50.0
FSA - English Language Arts - Proficiency Rate	50.0
AMO Reading - Hispanic	59.0
AMO Reading - SWD	48.0
4-Year Grad Rate (At-Risk)	0.0
4-Year Grad Rate (Standard Diploma)	100.0
Middle School Participation in EOC and Industry Certifications	
Middle School Performance in EOC and Industry Certifications	

Resources Available to Support the Goal **2**

- Inside and EDGE, Rewards, Variety of Novels, Florida Collections, Gizmos, Science Saurus, Science Kits, Content Articles, Geogebra, United Streaming, BEEP, Science Fusion Leveled Readers, Project-Based Learning (PBL), USA Test-Prep
- Instructional Coaches (Math, Science, Literacy, Writing, STEM, RtI Specialist)
- Grants: School Improvement Grant, Teacher Incentive Fund, School is Cool
- Digital 6 and Digital 9 (Math and ELA)

Targeted Barriers to Achieving the Goal **3**

- Teachers require professional learning opportunities on the effective implementation of Florida Standards, NGSSS, and content area resources.

Plan to Monitor Progress Toward G1. 8

Performance data of students and teachers will be collected, reviewed and analyzed. The Florida Continuous Improvement Model will be implemented to address positive, questionable or poor results.

Person Responsible

Simeka Love

Schedule

Monthly, from 9/3/2014 to 6/1/2015

Evidence of Completion

Results of Common Assessments, FAIR, BAFS I & II, Mini Assessments, Student Work Samples, Lesson Plans, PLC Minutes, PD Agenda, and Classroom Observation Feedback

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 stakeholders will take an active role in the improvement of student achievement through the implementation of Florida Standards and Next Generation Sunshine State Standards with a focus on rigor, text complexity, and writing. **1**

 G040754

G1.B1 Teachers require professional learning opportunities on the effective implementation of Florida Standards, NGSSS, and content area resources. **2**

 B098679

G1.B1.S1 Teachers will participate in Professional Learning Communities on Unwrapping the Standards, Marzano Framework, lesson development, lesson delivery and specific portions of lesson studies. **4**

 S110054

Strategy Rationale

Action Step 1 **5**

Appropriate professional development opportunities will be made available by school-based and district-based staff.

Person Responsible

Schedule

Evidence of Completion

Implementation of FCIM resulting in enriched teacher practices to increase student achievement.

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

Classroom Walkthrough feedback, Reviews of student work samples, Reviews of teacher lesson plans, Data reviews and analysis

Person Responsible

Schedule

Evidence of Completion

Results of Common Assessments, FAIR, BAT I & II, Mini Assessments, Student work samples, PLC minutes, and Observation feedback

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

Gradebook (Pinnacle), Common Assessment Data, and Classroom Walkthrough feedback

Person Responsible

Schedule

Evidence of Completion

Results of Common Assessments, FAIR, BAT I & II, Mini Assessments, Student work samples, PLC minutes, and Observation feedback

G1.B1.S2 Teachers in all content areas will participate in Professional Learning Communities that focus on cognitive complexity of instruction, including tasks requiring comprehension of text, processing of information, and the ability to support one's thinking. 4

 S110055

Strategy Rationale

Action Step 1 5

Teachers will receive professional development in effective lesson plan development and modeling of effective instructional delivery.

Person Responsible

Ryan Reardon

Schedule

On 6/5/2015

Evidence of Completion

Implementation of FCIM resulting in enriched teacher practices to increase student achievement.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom walkthroughs, data reviews and analysis

Person Responsible

Schedule

Evidence of Completion

Results of common assessments, Classroom walkthrough feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Lesson plans, PLC minutes, Common Assessment data

Person Responsible

Schedule

Evidence of Completion

Results of Common Assessments, FAIR, BAT I & II, Mini Assessments, Student work samples, PLC minutes, and Observation feedback

G1.B1.S3 Teachers in the content areas of math and reading will conduct common assessments based on Instructional Cycle, analyze results and students' work, and conduct data chats during Professional Learning Communities. 4

 S110056

Strategy Rationale

Action Step 1 5

Data chat forms will be developed and utilized to guide discussions about student data. Professional learning communities focusing on applying rubrics to review student work and lesson studies will also be developed.

Person Responsible

Ryan Reardon

Schedule

On 6/5/2015

Evidence of Completion

Implementation of FCIM resulting in enriched teacher practices to increase student achievement.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Classroom Walkthrough

Person Responsible

Schedule

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Gradebook (Pinnacle), Common Assessment Data Classroom Walkthrough feedback, Student Work Samples

Person Responsible

Schedule

Evidence of Completion

Results of Common Assessments, Student Work Samples, PLC minutes, Observation feedback

G1.B1.S4 Teachers in all content areas will be trained on the use of technology for implementation of new textbooks, lesson implementation, and monitoring devices such as Mimios. 4

 S110057

Strategy Rationale

Action Step 1 5

Review of data and applying rubrics to review student work.

Person Responsible

Schedule

Evidence of Completion

Lesson samples, student work samples

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Review of PLC minutes, review of lesson plans

Person Responsible

Schedule

Evidence of Completion

Results of common assessments and PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Review of PLC minutes, Common Assessment data, Pinnacle

Person Responsible

Schedule

Evidence of Completion

Results of Common assessments

G1.B1.S5 Teachers will participate in Professional Learning Communities that focus on curriculum, assessment, remediation, and enrichment. 4

 S114577

Strategy Rationale

Action Step 1 5

Create PLC calendar based on results from needs assessment

Person Responsible

Shannon Burch

Schedule

On 6/5/2015

Evidence of Completion

CAB calendar

Action Step 2 5

Department Instructional Coaches will facilitate Professional Learning Communities weekly

Person Responsible

Simeka Love

Schedule

On 6/5/2015

Evidence of Completion

PLC minutes and agenda items

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Administration will attend PLCs.

Person Responsible

Ryan Reardon

Schedule

Weekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Attendance, Agenda/Minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Review data from iObservations.

Person Responsible

Gina Montagnino

Schedule

Biweekly, from 9/8/2014 to 5/8/2015

Evidence of Completion

Increase in data marks given as well as a progressive ranking in Design Questions 2, 3, 4

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	Appropriate professional development opportunities will be made available by school-based and district-based staff.		Implementation of FCIM resulting in enriched teacher practices to increase student achievement.	one-time	
G1.B1.S2.A1	Teachers will receive professional development in effective lesson plan development and modeling of effective instructional delivery.	Reardon, Ryan	8/11/2014	Implementation of FCIM resulting in enriched teacher practices to increase student achievement.	6/5/2015 one-time
G1.B1.S3.A1	Data chat forms will be developed and utilized to guide discussions about student data. Professional learning communities focusing on applying rubrics to review student work and lesson studies will also be developed.	Reardon, Ryan	8/11/2014	Implementation of FCIM resulting in enriched teacher practices to increase student achievement.	6/5/2015 one-time
G1.B1.S4.A1	Review of data and applying rubrics to review student work.		Lesson samples, student work samples	one-time	
G1.B1.S5.A1	Create PLC calendar based on results from needs assessment	Burch, Shannon	8/11/2014	CAB calendar	6/5/2015 one-time
G1.B1.S5.A2	Department Instructional Coaches will facilitate Professional Learning Communities weekly	Love, Simeka	9/2/2014	PLC minutes and agenda items	6/5/2015 one-time
G1.MA1	Performance data of students and teachers will be collected, reviewed and analyzed. The Florida Continuous Improvement Model will be implemented to address positive, questionable or poor results.	Love, Simeka	9/3/2014	Results of Common Assessments, FAIR, BAFS I & II, Mini Assessments, Student Work Samples, Lesson Plans, PLC Minutes, PD Agenda, and Classroom Observation Feedback	6/1/2015 monthly
G1.B1.S1.MA1	Gradebook (Pinnacle), Common Assessment Data, and Classroom Walkthrough feedback		Results of Common Assessments, FAIR, BAT I &	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			II, Mini Assessments, Student work samples, PLC minutes, and Observation feedback		
G1.B1.S1.MA1	Classroom Walkthrough feedback, Reviews of student work samples, Reviews of teacher lesson plans, Data reviews and analysis		Results of Common Assessments, FAIR, BAT I & II, Mini Assessments, Student work samples, PLC minutes, and Observation feedback	once	
G1.B1.S2.MA1	Lesson plans, PLC minutes, Common Assessment data		Results of Common Assessments, FAIR, BAT I & II, Mini Assessments, Student work samples, PLC minutes, and Observation feedback	once	
G1.B1.S2.MA1	Classroom walkthroughs, data reviews and analysis		Results of common assessments, Classroom walkthrough feedback	once	
G1.B1.S3.MA1	Gradebook (Pinnacle), Common Assessment Data Classroom Walkthrough feedback, Student Work Samples		Results of Common Assessments, Student Work Samples, PLC minutes, Observation feedback	once	
G1.B1.S3.MA1	Classroom Walkthrough		Lesson Plans	once	
G1.B1.S4.MA1	Review of PLC minutes, Common Assessment data, Pinnacle		Results of Common assessments	once	
G1.B1.S4.MA1	Review of PLC minutes, review of lesson plans		Results of common assessments and PLC minutes	once	
G1.B1.S5.MA1	Review data from iObservations.	Montagnino, Gina	9/8/2014	Increase in data marks given as well as a progressive ranking in Design Questions 2, 3, 4	5/8/2015 biweekly
G1.B1.S5.MA1	Administration will attend PLCs.	Reardon, Ryan	9/2/2014	Attendance, Agenda/Minutes	5/28/2015 weekly
G1.B1.S5.MA2	[no content entered]			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.

G1. All stakeholders will take an active role in the improvement of student achievement through the implementation of Florida Standards and Next Generation Sunshine State Standards with a focus on rigor, text complexity, and writing.

G1.B1 Teachers require professional learning opportunities on the effective implementation of Florida Standards, NGSSS, and content area resources.

G1.B1.S1 Teachers will participate in Professional Learning Communities on Unwrapping the Standards, Marzano Framework, lesson development. lesson delivery and specific portions of lesson studies.

PD Opportunity 1

Appropriate professional development opportunities will be made available by school-based and district-based staff.

Facilitator

Administrators, Instructional Coaches, Department Heads, District Personnel from Instruction and Intervention and the Office of Strategic Achievement

Participants

Administrators, Instructional Coaches, Department Heads and Teachers

Schedule

G1.B1.S2 Teachers in all content areas will participate in Professional Learning Communities that focus on cognitive complexity of instruction, including tasks requiring comprehension of text, processing of information, and the ability to support one's thinking.

PD Opportunity 1

Teachers will receive professional development in effective lesson plan development and modeling of effective instructional delivery.

Facilitator

Administrators, Instructional Coaches, Department Heads and District-based personnel from Instruction and Intervention and The Office of Strategic Achievement.

Participants

Administrators, Instructional Coaches, Department Heads and Teachers

Schedule

On 6/5/2015

G1.B1.S3 Teachers in the content areas of math and reading will conduct common assessments based on Instructional Cycle, analyze results and students' work, and conduct data chats during Professional Learning Communities.

PD Opportunity 1

Data chat forms will be developed and utilized to guide discussions about student data. Professional learning communities focusing on applying rubrics to review student work and lesson studies will also be developed.

Facilitator

Instructional Coach

Participants

Administrators, Instructional Coaches, Department Heads and Teachers.

Schedule

On 6/5/2015

G1.B1.S4 Teachers in all content areas will be trained on the use of technology for implementation of new textbooks, lesson implementation, and monitoring devices such as Mimios.

PD Opportunity 1

Review of data and applying rubrics to review student work.

Facilitator

Administrators, Instructional Coaches, District Support Personnel from Instruction and Intervention and the Office of Strategic Achievement

Participants

Instructional Staff

Schedule

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 stakeholders will take an active role in the improvement of student achievement through the implementation of Florida Standards and Next Generation Sunshine State Standards with a focus on rigor, text complexity, and writing.	25,000
Grand Total	25,000

Goal 1: All stakeholders will take an active role in the improvement of student achievement through the implementation of Florida Standards and Next Generation Sunshine State Standards with a focus on rigor, text complexity, and writing.

Description	Source	Total
B1.S1.A1 - School Board agreement between Lauderhill 6-12 and Broward College	Other	25,000
Total Goal 1		25,000