

Miami-Dade County Public Schools

Virginia A Boone Highland Oaks School



2015-16 School Improvement Plan

Virginia A Boone Highland Oaks School

20500 NE 24TH AVE, Miami, FL 33180

<http://vabhighlandoaks.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	52%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	68%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

**Preliminary 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 Dade 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 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

MISSION

The mission of Virginia A. Boone Highland Oaks Elementary School is to develop a sense of pride, self-control, citizenship, and respect for the safety, rights, and property of every member of our multicultural community, while we continue to emphasize a nurturing environment in which all students become creative problem solvers, critical thinkers, and effective communicators in our ever changing, technological world.

CORE VALUES

- Excellence-We pursue the highest standards in academic achievement and organizational performance.
- Integrity-We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.
- Equity-We foster an environment that serves all students and aspires to eliminate the achievement gap.
- Citizenship-We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Provide the school's vision statement

The vision of Virginia A. Boone Highland Oaks Elementary School is to be a premier institution of elementary education that inspires students to open their minds to the limitless universe of learning.

School Environment

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

Our student population, Pre-kindergarten through grade 5, is comprised of 32% White Non-Hispanic, 39% Hispanic, 25% Black Non-Hispanic, and 4% Asian/Indian/Multiracial children. School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligence, personality type indicators) and provide or coordinate related learning support services to students within these special populations. Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs and cultures of students. Additionally, at the start of the academic year, faculty members are required to join committees that will enhance the school culture and atmosphere. These include serving on committees in honor of African American, Hispanic Heritage and Holocaust Remembrance Days. The Waterford Early Literacy Reading Program, along with Imagine Learning provides English Language Learners in grades K-2 the resources required for immersion into English instruction. An Extended Foreign Language Program in Spanish exists for two classes, per grade level, in Grades K-3 and one class in Grades 4 and 5.

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

School safety is a priority. Fire and lock-down drills are conducted throughout the year. Fences have been erected around the school perimeter to further improve safety. Programs such as the "DIVAs" (Dynamic, Intelligent, Virtuous Adolescents), Smart Kids, and Safety Patrol are utilized. Since we have an open campus, teachers and security staff are designated to specific posts in areas around the school to ensure a smooth and safe entry and dismissal for all students.

Our free breakfast program allows students to come to school and eat before beginning their day. The physical education coach oversees a before-school intramural program which promotes sportsmanship and camaraderie among students. Our security staff is vigilant and visible so students feel safe.

In addition, procedures are in place to ensure all indoor and outdoor spaces are free from hazards and dangerous obstacles/circumstances. Indoor and outdoor spaces are designed and arranged with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. The counselor and teachers are always available to discuss any safety concerns with students. All students are continuously supervised by adults at all times.

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

Students and parents are provided with information on building an understanding of the Miami-Dade County Public Schools Code of Student Conduct. Teachers implement behavior plans in their classrooms and all students are made aware of core values, such as respect, citizenship, kindness, etc. along with examples of model student behavior through our "Values Matter" district-wide initiative.

Students are recognized on our morning announcements through the district's SPOT Success program, where teachers can nominate students who are "spotted" doing the right thing.

A range of corrective strategies are also in place for disruptive behaviors. Parent/guardian contact is made by the teacher and/or counselor. Depending on the frequency or severity of the behavior, a conference may be held and an alternative to suspension may be issued.

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

All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.

School personnel implement a process to determine the counseling, assessment, referral, and social-emotional needs of all students. Teachers, with the help of administration, the counselor, the school psychologist and the social worker endeavor to determine the physical, social, and emotional needs of students in the school. The counselor conducts small support group discussions with students to address divorce, death, etc. There are programs to help with the emotional well being of students such as The "DIVAs" and The Anti-Defamation League's anti-bullying program and our counselor has given professional workshops to the staff on reporting child abuse. There is an open path of communication among teachers, administrators and the counselor. School personnel provide or coordinate programs to meet the needs of students when possible. They evaluate all programs and make improvements related to these programs, if necessary.

Teachers, counselor, psychologist, and social worker participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in this structure. The structure allows the personnel to gain insight into the student's needs regarding learning skills, thinking skills, and life skills. In order to accomplish this, the school has a volunteer program with a variety of options for participation, as well as varied modes of

communication with families, such as Connect-Ed, Teacher Web, school flyers, etc. There are also adult advocate and counseling resources in place, such as the Parent Academy, and Chrysalis.

Early Warning Systems

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

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

Attendance indicator:

Students who miss more than 10% of instructional time.

Suspension indicator:

Students who have referrals that may lead to suspension.

Level 1 indicators:

Students who score at FSA Level 1 in either English Language Arts (ELA) and/or Mathematics and students who are retained.

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3	12	7	1	4	4	31
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	3	0	4	6	8	21
Level 1 on statewide assessment	0	1	5	0	1	37	44

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Attendance strategies:

Attendance reports are monitored and printed daily by the attendance clerk. The daily percentage is announced to the school on morning announcements alerting all faculty and students of a need to improve attendance, if below 90 percent. Excessive absences and/or tardies are reported by the classroom teacher to the school counselor through a Student Case Management Referral (SCAM). The counselor meets with the student and the parent/guardian to determine the cause of excessive absences and/or tardies and to offer assistance. Repeated absences and or tardies are then referred to the school social worker for a home visit. Students with perfect attendance are rewarded with our incentive program where students receive "dog tags" that grant special privileges, which include an ice cream social hosted by the administration.

Suspension strategies:

An executive summary of all suspensions for a school is generated by the district at the end of every school year. However, the administration requests a similar report on a quarterly basis from Control D. Referrals leading to suspensions are typically low in our school. Referrals are carefully reviewed by the counselor and the administration. Alternatives to suspension are always considered. However,

after a thorough investigation, a suspension may be warranted. Suspensions are issued by administration only. Upon return to school, the suspended student and parent/guardian meets with the administration to discuss prevention. The SPOT Success Program acknowledges students who exhibit core values and provide model behaviors for others.

Level 1 strategies:

All students in grades K through 5 are assessed with i-Ready. In addition, teachers use Wonders reading series, as well as district-generated assessments. Assessment results are used throughout the year to monitor at-risk students. Continuous monitoring of all of these assessments guarantees students are identified, selected and placed in intervention groups. The results are used to target students for interventions using the WonderWorks component of Wonders. Interventions are provided by an interventionist. I-Ready, along with district generated assessments are repeated two more times throughout the school year and the progress is monitored closely. The intervention groups are fluid to accommodate changes in the results. Students who score a Level 1 on the statewide, standardized assessment are referred to the Student Support Team (SST) and Response to Intervention (RtI) is initiated and the students progress is monitored. The school implements before-school tutoring, as well as in-school tutoring two times per week.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The staff at Virginia A. Boone Highland Oaks Elementary School truly believes that the education our students receive must be balanced and holistic. Virginia A. Boone Highland Oaks Elementary School attributes many of its accomplishments to the close partnership between school, parents, and community.

Our PTA is very active and supports the school in many of its endeavors, i.e., media center funding, extensive landscaping projects, technological educational software, and interactive boards as well as numerous school events. All parents are encouraged to join.

Our very active PTA meets often with administration to develop initiatives that further enhance our school purpose and direction, such as creating a Facebook page which keeps all members of our community informed about upcoming events.

Our Open House is always well-attended and sets the bar for consistent parental involvement throughout the year. The administration and faculty keep an open line of communication with parents through Teacher Web, conferences, phone calls, Connect Ed, flyers, e-mails and text messaging, to name a few. Parents also use the parent portal to access student grades and other pertinent information.

Our school provides the students, parents and all other stakeholders with a plethora of services, competitions, yearly events and activities.

These extraordinary activities are:

- Yearly, there is an Art Show depicting the high level of our students' engagement in the Fine Arts.
- Two musical programs during the year, performed by our Music Department for the students and community.

- For the past 11 years, one or more students attended the All-State Florida Elementary Chorus as well as the Florida Music Educators Convention in Tampa, Florida.
- Yearly participation in the Math Bowl that showcases our students' special math talents.
- Each week students are honored for extraordinary achievements through a district program called "Spot Success".
- Yearly, our school has an all-day event called "Cultural Arts Day", where people in the community come to our school to share their arts and talents with our students.
- Yearly, our school has a Career Day that invites members of the community to share their chosen careers with the children.
- Each year, our school participates in the Student United Way Campaign, raising money to help those in need.
- Each year, our school collects food for those less fortunate and creates Thanksgiving Day Baskets.
- Each year, our school engages all children in "Field Day", providing all students the opportunities to participate in Physical Education events.
- Our school has been on the forefront in environmental participation. Yearly, we have a "Beautification Day" and participate in a Recycling Program.
- Each year, our active PTA holds an annual "Family Fun Carnival", which invites all members of our community to get together with their children for a day of fun and family.

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

Our school mission statement was collaboratively developed with input from the faculty, staff, parents, and students. It identifies a shared school vision that is visible in every classroom as well as the school website.

Our PTA publishes a monthly newsletter, The Oak Gazette, which keeps parents, students and teachers informed of numerous upcoming activities and meetings. Our principal contributes a monthly column to The Oak Gazette with updates and insight into the successes and direction of Virginia A. Boone Highland Oaks Elementary. Community members and partners advertise in this newsletter. There are numerous "nights out in the community" where a participating community establishment will host a "V.A.B.H.O.E. school night" where a percentage of proceeds will be donated back to the school. This is a great opportunity for families to go out, enjoy a treat with their family and meet other parents. Our Educational Excellence School Advisory Council, made up of administration, teachers, parents, students and community representatives meet monthly to share new data and information concerning the school mission and direction. Minutes are available online for all to review. The entire Virginia A. Boone Highland Oaks Elementary School family is committed to engaging in continual reflection and growth for the benefit of all students.

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:

Name	Title
Saperstein, Scott	Principal
Hernandez, Irene	Assistant Principal
Levine, Ira	Teacher, K-12
Hendrickson, Shirley	Teacher, K-12
Sweetman, Morgan	Teacher, K-12
Mathieu, Techeline	Teacher, K-12
Guerrero, Anna	Teacher, K-12
Romanelli, Justin	Teacher, K-12
Horenstein, Jennifer	Psychologist
Alcindor, Yanick	Attendance/Social Work
Thornsberry, Leigh-Ann	Teacher, ESE
Leidy, Ana	Guidance Counselor
Cardet, Mauricio	Teacher, K-12
Krantz, Tracy	Teacher, ESE
Rubens, Reina	Teacher, K-12

Duties

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

Tier 1 – Leadership Team

Scott Saperstein, 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 of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Irene Hernandez, Assistant Principal: Assists the principal in providing 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 of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers: (Primary and Intermediate):

- Ira Levine, Kindergarten Level Chairperson
- Shirley Hendrickson, First Grade Level Chairperson
- Morgan Sweetman, Second Grade Level Chairperson
- Techeline Mathieu, Third Grade Level Chairpersons
- Anna Guerrero, Fourth Grade Level Chairperson
- Justin Romanelli, Fifth Grade Level Chairperson

These teachers provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Morgan Sweetman, Reading Teacher/Liaison

Anna Guerrero, Mathematics Teacher/Liaison

Kristin Hill, Science Teacher/Liaison

Tracy Krantz, SPED Teacher/Liaison

These teachers develop, lead, and evaluate school core content standards/programs and identify and

analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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

Yanick Alcindor, School Social Worker: Participates in initial school support team meetings; collects and interprets information for social histories and independent functioning assessments (SIB-R’s).

Leigh-Ann Thornsberry, Speech 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 students’ needs with respect to language skills.

Ana Leidy, Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, small groups and whole groups. In addition to providing interventions, our school counselor continues to link child-serving and community agencies to the school and families to support the child’s academic, emotional, behavioral, and social success.

In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS/RtI.

Tier 2

The grade level chair along with the counselor will conduct regular meetings to evaluate intervention efforts for students by subject and grade. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3-SST

The assistant principal, the counselor, the school psychologist, and the SPED teacher as well as the general education teacher and the parent/guardian make up the Tier 3 SST Problem Solving Team.

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 MTSS/RtI Leadership Team at V.A.B. Highland Oaks Elementary will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?

The MTSS/RtI Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

- Holding regular team meetings where problem solving is the sole focus.
- Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
- Determining how we will know if students have made expected levels of progress towards proficiency.
- Respond when grades, subject areas, classes, or individual students have not shown a positive

response.

- Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
- Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
- Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

The second level of support (Tier 2) consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students for SST Tier 3 intervention.

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS/Rtl Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/Rtl End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/Rtl Leadership Team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Although we are not a titled school, we do utilize the Waterford computer-based program in kindergarten through second grade. This program is used to supplement and enhance services for our English Language Learners (ELL) and funded through Title III.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Scott H. Saperstein	Principal
Guillermo Marcia	Teacher
Jacqueline Zevallos	Education Support Employee
Susie Okun	Parent
Reyna Behar	Parent
Rachel Seifer	Parent
Craig Waltzer	Business/Community
Ira Levine	Teacher
Tracey Zayas	Education Support Employee
Michael Hirsch	Business/Community
Jonathan Romanelli	Student
Nikolas Simpfendorfer	Student
Claudia Magnoli	Teacher
Michelle Waserstein	Parent
Stacey Behar	Student
Myla Fineman	Parent
Cila Nudelman	Parent
Sharon Glueck	Teacher
Shenequa Faggans	Teacher
Lizette Weingard	Teacher
Shirley Hendrickson	Teacher

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

Our first EESAC meeting addressed the purpose of the School Improvement Plan. The committee reviewed and suggested modifications for the upcoming school year.

Development of this school improvement plan

The School Advisory Council in coordination with the Principal and the MTSS Leadership Team helped to develop the School Improvement Plan. The Leadership Team, with continuous input from the School Advisory Council will monitor and adjust the school's academic goals through data gathering and data analysis. The Leadership Team will continuously monitor the fidelity of delivery of instruction as well as provide various levels of academic support and interventions to students based on data analysis and teacher recommendations. The Leadership Team will share information with the School Advisory Council about the status of our continuous improvement model.

Preparation of the school's annual budget and plan

The School Advisory Council (SAC) has an important function directly related to the academic success of the students at Virginia A. Boone Highland Oaks Elementary School. The following are some of the examples of the functions of our SAC:

- Assist the school in reviewing and evaluating data and seek ways and means to improve student achievement.
- Expand the number of Dade Partners and community involvement.
- Analyze the School Climate Survey and seek ways to improve targeted areas.
- Assist in the development and modifications of the School Improvement Plan.

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

Instructional Technology - \$3500
 Total - \$3500

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:

Name	Title
Saperstein, Scott	Principal
Hernandez, Irene	Assistant Principal
Levine, Ira	Teacher, K-12
Hendrickson, Shirley	Teacher, K-12
Sweetman, Morgan	Teacher, K-12
Mathieu, Techeline	Teacher, K-12
Guerrero, Anna	Teacher, K-12
Romanelli, Justin	Teacher, K-12
Rubens, Reina	Teacher, K-12
Cardet, Mauricio	Teacher, K-12
Leidy, Ana	Guidance Counselor
Thornsberry, Leigh-Ann	Teacher, ESE
Grossman, Rysia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) at V.A.B. Highland Oaks Elementary school will meet monthly. The team will analyze data and look for data trends. They will adjust curriculum and provide strategies for differentiated instruction. Furthermore, the LLT will drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions. The major initiatives this year for the LLT will include correlating the Instructional Focus Calendar and Pacing Guides to the new Florida Standards and to develop a stronger school wide initiative to improve rigor through the use of higher order thinking questioning strategies. The LLT will continue to monitor intervention groups and adjust curriculum as needed.

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

The faculty and staff at our school is a tightly knit group. Most of our teachers have been teaching at this school anywhere between ten and 30 years. Positive collegial relationships have developed and there is a strong camaraderie.

Schedules are created by the administration with common planning times at each grade level to allow for a weekly scheduled block of time where teachers can come together to collaborate, plan lessons, share best practices, discuss concerns and evaluate data. Teachers not only plan at each grade level weekly. They also feel there is great insight to be gained by meeting with the grades above and below. The minutes of these team meetings are compiled and shared with all members of the administration. Leadership team meetings, comprised of grade level chairs, subject level chairs, administration, guidance counselor and the media specialist, take place once a month. These meetings are a positive venue for providing pertinent information and engaging in discussions about school successes and areas of need. Members are encouraged to provide feedback regarding matters on the agenda. The information is then disseminated to the other members of the faculty through the weekly team meetings.

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

Strategies

- Regular meetings of new teachers with Principal.
- Partnering new teachers with veteran staff.
- Soliciting referrals from current employees.

Responsible People

- Principal
- Assistant Principal

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

Veteran mentor teachers holding Clinical Ed. Certification will be paired with assigned mentees for the purpose of enhancing instructional strategies of teachers with 1 - 5 years of experience. Mentoring activities will include weekly articulation as well as common planning.

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

The staff at Virginia A. Boone Highland Oaks Elementary School truly believes that the education our students receive must be balanced and holistic. We strive to meet this challenge by providing a strong educational setting for all children, a learning environment that stresses and expects the highest of student academic achievement as well as offering an exceptional fine arts program. Our core instructional programs and materials are strictly aligned to Florida Standards. Our faculty implements district-generated pacing guides and uses the Wonders Reading Series along with its intervention component WonderWorks. The GO Math series is used for mathematics and we are presently using the new McGraw-Hill Social studies program in grades K through 5. Science is taught

through a hands-on approach using existing series. Adoption of new science materials is pending. Technological programs such as i-Ready, Imagine Learning, Reflex Math, Gizmos, Riverdeep, Edmodo, Waterford and My ON Reader are in place. Installation of new interactive boards along with the receipt of 75 new laptops and three computer labs allow us to run a very diversified technology program.

Specialty programs at our school include an extensive gifted content-based program which provides both accelerated and enriched instruction five days a week for approximately 234 Virginia A. Boone Highland Oaks Elementary students. The Waterford Early Literacy Reading Program provides English Language Learners in grades K-2 the resources required for immersion into English instruction. We have an Exceptional Student Education program with two resource rooms for students with diagnosed exceptionalities, two self-contained units for students in K-5 with Autism Spectrum Disorder, and three Pre-K classes for students with disabilities paired with role models. An Extended Foreign Language Program in Spanish exists for two classes, per grade level in Grades K-3 and one class per grade in Grades 4 and 5.

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

Data is collected weekly, monthly and quarterly by teachers and administration. During grade level meetings teachers and administrators engage in the following activities:

-Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

-Review universal screening data by gathering on-going progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM and link to instructional decisions. -Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, teachers will identify professional development and resources. They also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The teachers will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The administration monitors fidelity of delivery of instruction as well as provides various levels of academic support and interventions to students based the data analysis and teacher recommendation.

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: 5,400

Before, after, and during school tutorial programs are offered to those students who need additional practice in reading and math. Students enrolled in our After School Care Program receive daily homework help and weekly computer lab time.

Strategy Rationale

Tutoring programs in our school have proven to be extremely effective in addressing low performing student needs.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Saperstein, Scott, pr2441@dadeschools.net

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

Data is collected and the team meets during grade level meetings to engage in the following activities: Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. Review universal screening data by gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Virginia A. Boone Highland Oaks Elementary School offers two Pre-K/SPED programs. One is a reverse mainstream program and the other is a LEAP program. LEAP stands for Learning Experiences – An Alternative Program for Preschoolers and Parents. LEAP was designed for a specific group of pre-school children with special needs, including children with autism spectrum disorders such as autism and Asperger Syndrome. It teaches very young children with autism alongside children without autism spectrum disorders. The role model children are trained to help each child with an autism spectrum disorder meet individually designed objectives.

The reverse mainstream program has been established to encourage the mainstreaming and inclusion of children with varying exceptionalities and non-disabled children, ages 4 to 5 years. The inclusion model is one of the models implemented at our school to provide age appropriate role

models in a self-contained classroom setting.

The two programs are delivered by two full-time teachers, two full-time paraprofessionals, one part-time paraprofessional and support services personnel. Parents agree to participate in parent training and support sessions.

Many of the SWD students return to their home school for specialized Kindergarten programs. Many of the role model Pre-K students also return to their home school for a traditional Kindergarten program. The students who return to their home schools, along with those who remain at Virginia A. Boone Highland Oaks Elementary School, are provided several transitional experiences from Pre-K into Kindergarten:

- A battery of tests are administered to the students at the beginning and at the end of the school year:
- The Phonological and Early Literacy Inventory (PELI), the Battelle Developmental Inventory-2 (BDI-2), and the Devereux Early Childhood Assessment (DECA). The scores and computerized charting are printed and used to assess student progress.
- Students in the Pre-K make visits to the Kindergarten classrooms toward the end of the school year. Additionally, PreK and Kindergarten teachers take part in vertical articulation.
- A PowerPoint presentation is made available for parents and delivered in a Pre-K to Kindergarten transition meeting. Also, families of newly registered Kindergarten students will receive information via the school's website.

The staff responsible for implementing these strategies is made up of the Pre-Kindergarten teachers, paraprofessionals, counselor and the School Support Team. In order to ensure appropriate readiness into the Kindergarten classroom, grade level articulation meetings are held. The Pre-Kindergarten teachers become familiar with the Kindergarten Grade Level Expectations and prepare the students accordingly.

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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. To increase student achievement by improving core instruction 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. To increase student achievement by improving core instruction in all content areas. 1a

G070415

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ELL	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - Asian	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - ED	

Resources Available to Support the Goal 2

- Reading Wonders, ELA Task Cards, Brain POP, Accelerated Reader, Time for Kids, i-Ready Reading and Mathematics K-5, Discovery Education, Gateway to Data (G2D), Pacing Guide Websites, MDCPS Portal, and STAR Testing, Grade Level Chairs, Media Specialist, Instructional Technology Support (2x a week), 3-4 computers in each classroom, 3 computer labs, Wireless Access, Promethean/Smart Boards in every classroom, Reading, Math, Science & Social Studies. Common Grade Level Planning, Strong PTA, Go Math On-Line Resources, Reflex Math, Gizmo's, Sumdog, Study Jam.com., Think Central, Pearson Resources, TeacherTube, Bill Nye the Science Guy DVD's, and McGraw-Hill On-Line Resources, WonderWorks Resource, Reading Interventionist Collaboration, Consultation, and Resource Room SPED Services, ELL Before and/or After School Tutoring.

Targeted Barriers to Achieving the Goal 3

- Lack of rigor, particularly a deeper understanding of student needs and higher order questioning.

Plan to Monitor Progress Toward G1. 8

Progress will be determined through data disaggregation of student performance on i-Ready Reading and Mathematics Student Reports, District-generated Assessments, summative assessments, ELA Reading and Mathematics FSA, FCAT Science, and FAA, as well as observed teacher effectiveness.

Person Responsible

Scott Saperstein

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

i-Ready student reports, G2D reports on district-generated assessment results, classroom walkthroughs, teacher observations, student work folders, 2016 ELA Reading and Mathematics FSA, FCAT Science and FAA results.

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. To increase student achievement by improving core instruction in all content areas. 1

G070415

G1.B1 Lack of rigor, particularly a deeper understanding of student needs and higher order questioning. 2

B183398

G1.B1.S1 Increase Rigor and Higher Order Thinking Skills Literacy: Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate, and interpret topics while reading. Mathematics: Infuse a variety of Higher Order Thinking Strategies into the delivery of instruction in Mathematics. Science: Infuse a variety of Higher Order Thinking Strategies into the delivery of instruction in science. Social Science: Infuse a variety of Higher Order Thinking Strategies into the delivery of instruction in social science. 4

S195116

Strategy Rationale

In order to reduce our selected barrier, this strategy was selected. This strategy addresses lack of rigor and specifically targets the need for higher order questioning strategies across all content areas in order to increase that rigor. In addition, it stresses the need for writing across the curriculum and fosters independence which are much needed in higher order thinking skills.

Action Step 1 **5**

Introduction

Literacy: Provide in-house professional development during grade level planning on questioning strategies and the development of Higher Order Thinking Questions and develop higher order thinking questions using ELA Task Cards. Train new teachers and provide support for all teachers in the use of i-Ready Reading.

Mathematics: Provide in-house professional development during grade level planning on questioning strategies and the development of Higher Order Thinking Questions to infuse real-world application strategies. Train new teachers and provide support for all teachers in the use of i-Ready Mathematics. Provide opportunities for classroom teachers to attend Mathematics PD throughout the school year.

Science: Provide in-house professional development during grade level meetings to plan an instructional framework targeting student engagement through the use of Higher Order Thinking Questions and to debrief on best practices for effective hands-on instruction using essential laboratories, as well as GIZMOS instruction.

Social Science: Provide in-house professional development during opening of school planning meetings, as well grade-level meetings to ensure teachers are knowledgeable on how to utilize on-line McGraw-Hill textbook and Stimuli-Based Instructional Strategies targeting student engagement through the use of Higher Order Thinking Questions.

Person Responsible

Irene Hernandez

Schedule

Quarterly, from 8/20/2015 to 6/9/2016

Evidence of Completion

Sign-in Sheets, Agenda, Grade Level Meeting Notes

Action Step 2 5

Implementation

Literacy: Teachers will disaggregate STAR (K-2nd) data, i-Ready Reading data (K-5), as well as Accelerated Reader and formative assessments to foster a deeper understanding of student performance at all levels in order to effectively plan for whole group instruction and differentiated instruction. *Incorporate higher order questions of varying complexity in lesson plans and require students to engage in accountable talk utilizing ELA Task cards. * Identify students in need of intervention and create fluid groups of students and implement targeted, precise intervention and/or enrichment during Differentiated Instruction.

Mathematics: Teachers will disaggregate data from i-Ready Mathematics diagnostics, district-generated baseline and quarterly assessments, as well as GO Math beginning-of-year diagnostic to foster a deeper understanding of student performance at all levels in order to effectively plan for whole group interactive instruction using the interactive boards and differentiated instruction. *Incorporate higher order questions of varying complexity in lesson plans and require students to engage in accountable talk infusing real-world application. * Identify students in need of intervention and create fluid groups of students and implement targeted, precise intervention and/or enrichment during Differentiated Instruction.

Science: Teachers will disaggregate data from formative assessments, district-generated baseline and quarterly assessments to foster a deeper understanding of student performance at all levels in order to effectively plan for whole group interactive instruction using the interactive boards and differentiated instruction. *Incorporate higher order questions of varying complexity in lesson plans and require students to engage in accountable talk during essential laboratories. *Identify students in need of intervention and create fluid groups of students and implement targeted, precise intervention and/or enrichment during Differentiated Instruction. *Provide students with extensive and specific corrective feedback and allow opportunities to write using claim, evidence, and reasoning (CER) in their journals.

Social Science: Teachers will disaggregate data from teacher-created assessments from item-banks available through McGraw-Hill on-line resources to track student mastery of complex Social Science content. Identify students in need of intervention and create fluid groups of students and implement targeted, precise intervention and/or enrichment during Differentiated Instruction.

Person Responsible

Irene Hernandez

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Literacy: Group rosters aligned with data from i-Ready, STAR, G2D Data and Technology reports. Fluidity of groups represents data analysis. Mathematics: Group rosters aligned with data from Fall Interim Assessments, GO Math, Reflex Math and other resources. Technology reports indicating progress of assigned materials. Fluidity of groups represents data analysis. Science: Group rosters aligned with data from district-generated assessments, Gizmo's, and other resources. Technology reports indicating progress of assigned materials. Fluidity of groups represents data analysis. Social Science: Group

rosters aligned with data from item bank teacher-created assessments, Gizmo's, and other resources. Technology reports indicating progress of assigned materials. Fluidity of groups represents data analysis.

Action Step 3 5

Follow-up and Support

Literacy: Teachers will provide and model corrective feedback on student work in order to provide students with the opportunity to make adjustments and improvements. Provide in-house support during grade level planning through shared best practices to teachers on the components of Higher Order Thinking Questioning, Whole group Instructional and Differentiated Instruction. Identify observational classrooms and based on teacher need, schedule visitation of observational classrooms.

Mathematics: Provide in-house support during grade level planning for teachers to debrief on best practices supportive of the the mathematics problem solving process, as well as the components and instructional routines for effective differentiated instruction. Identify observational classrooms and based on teacher need, schedule visitation of observational classrooms.

Science: Provide in-house support during grade level planning for teachers to debrief on best practices supportive of hands-on activities, as well as the components and instructional routines for effective differentiated instruction. Identify observational classrooms and based on teacher need, schedule visitation of observational classrooms.

Social Science: Provide in-house support during grade level planning for teachers to debrief on best practices supportive of the use of McGraw-Hill interactive digital resources, as well as the components and instructional routines for effective differentiated instruction. Identify observational classrooms and based on teacher need, schedule visitation of observational classrooms.

Person Responsible

Scott Saperstein

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student Journals and Student Work Folders Attendance, Planning Session Agenda, and Reflection Sheets

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

Action Step 1.

Fidelity: Administrators will meet with grade chairs and participate in the professional development.

Action Steps: 2, 3:

Fidelity: Administrators will monitor the use of data to identify groups and plan for instruction during data chats.

Person Responsible

Scott Saperstein

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Literacy: Classroom walk-throughs and Observation Checklist. Mathematics: Classroom walk-throughs to observe implementation of small group routines and resources aligned with GO Math. Classroom identified work area, technology station, and teacher-led station. Student Math Journals. Science: Classroom walk-throughs to observe implementation of small group routines and resources. Classroom identified work area, technology station, and teacher-led station. Student Science Journals. Social Science: Classroom walk-throughs to observe implementation of small group routines and digital resources. Classroom identified work area, technology station, and teacher-led station. Participation in district-sponsored programs, as well as academic and research-based cultural/historical celebrations.

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

Action Step 1.

Effectiveness: Administrators will observe teachers in collaborative conversations to create Higher Order Thinking Questions.

Action Steps: 2, 3:

Effectiveness: Administrators will observe teachers during whole and small group instruction and provide constructive feedback on the effectiveness of implementation of rigor and higher order thinking skills.

Person Responsible

Irene Hernandez

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Literacy: Classroom walk-throughs and Observation Checklist. Mathematics: Classroom walk-throughs to observe implementation of small group routines and resources aligned with GO Math. Classroom identified work area, technology station, and teacher-led station. Student Math Journals. Science: Classroom walk-throughs to observe implementation of small group routines and resources. Classroom identified work area, technology station, and teacher-led station. Student Science Journals. Social Science: Classroom walk-throughs to observe implementation of small group routines and digital resources. Classroom identified work area, technology station, and teacher-led station. Participation in district-sponsored programs, as well as academic and research-based cultural/historical celebrations.

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	Introduction Literacy: Provide in-house professional development during grade level planning on questioning strategies and the development of Higher Order Thinking Questions and develop higher order thinking questions using ELA Task Cards. Train new teachers and provide support for all teachers in the use of i-Ready Reading. Mathematics: Provide in-house professional development during grade level planning on questioning strategies and the development of Higher Order Thinking Questions to infuse real-world application strategies. Train new teachers and provide support for all teachers in the use of i-Ready Mathematics. Provide opportunities for classroom teachers to attend Mathematics PD throughout the school	Hernandez, Irene	8/20/2015	Sign-in Sheets, Agenda, Grade Level Meeting Notes	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	<p>year. Science: Provide in-house professional development during grade level meetings to plan an instructional framework targeting student engagement through the use of Higher Order Thinking Questions and to debrief on best practices for effective hands-on instruction using essential laboratories, as well as GIZMOS instruction. Social Science: Provide in-house professional development during opening of school planning meetings, as well grade-level meetings to ensure teachers are knowledgeable on how to utilize on-line McGraw-Hill textbook and Stimuli-Based Instructional Strategies targeting student engagement through the use of Higher Order Thinking Questions.</p>				
G1.B1.S1.A2	<p>Implementation Literacy: Teachers will disaggregate STAR (K-2nd) data, i-Ready Reading data (K-5), as well as Accelerated Reader and formative assessments to foster a deeper understanding of student performance at all levels in order to effectively plan for whole group instruction and differentiated instruction. *Incorporate higher order questions of varying complexity in lesson plans and require students to engage in accountable talk utilizing ELA Task cards. * Identify students in need of intervention and create fluid groups of students and implement targeted, precise intervention and/or enrichment during Differentiated Instruction. Mathematics: Teachers will disaggregate data from i-Ready Mathematics diagnostics, district-generated baseline and quarterly assessments, as well as GO Math beginning-of-year diagnostic to foster a deeper understanding of student performance at all levels in order to effectively plan for whole group interactive instruction using the interactive boards and differentiated instruction. *Incorporate higher order questions of varying complexity in lesson plans and require students to engage in accountable talk infusing real-world application. * Identify students in need of intervention and create fluid groups of students and implement targeted, precise intervention and/or enrichment during Differentiated Instruction. Science: Teachers will disaggregate data from formative assessments, district-generated baseline and quarterly assessments to foster a deeper understanding of student performance at all levels in order to effectively plan for whole group interactive instruction using the interactive boards and differentiated instruction. *Incorporate higher order questions of varying complexity in lesson plans and require students to</p>	Hernandez, Irene	8/24/2015	<p>Literacy: Group rosters aligned with data from i-Ready, STAR, G2D Data and Technology reports. Fluidity of groups represents data analysis. Mathematics: Group rosters aligned with data from Fall Interim Assessments, GO Math, Reflex Math and other resources. Technology reports indicating progress of assigned materials. Fluidity of groups represents data analysis. Science: Group rosters aligned with data from district-generated assessments, Gizmo's, and other resources. Technology reports indicating progress of assigned materials. Fluidity of groups represents data analysis. Social Science: Group rosters aligned with data from item bank teacher-created assessments, Gizmo's, and other resources. Technology reports indicating progress of assigned materials. Fluidity of groups represents data analysis.</p>	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	engage in accountable talk during essential laboratories. *Identify students in need of intervention and create fluid groups of students and implement targeted, precise intervention and/or enrichment during Differentiated Instruction. *Provide students with extensive and specific corrective feedback and allow opportunities to write using claim, evidence, and reasoning (CER) in their journals. Social Science: Teachers will disaggregate data from teacher-created assessments from item-banks available through McGraw-Hill on-line resources to tract student mastery of complex Social Science content. Identify students in need of intervention and create fluid groups of students and implement targeted, precise intervention and/or enrichment during Differentiated Instruction.				
G1.B1.S1.A3	Follow- up and Support Literacy: Teachers will provide and model corrective feedback on student work in order to provide students with the opportunity to make adjustments and improvements. Provide in-house support during grade level planning through shared best practices to teachers on the components of Higher Order Thinking Questioning, Whole group Instructional and Differentiated Instruction. Identify observational classrooms and based on teacher need, schedule visitation of observational classrooms. Mathematics: Provide in-house support during grade level planning for teachers to debrief on best practices supportive of the the mathematics problem solving process, as well as the components and instructional routines for effective differentiated instruction. Identify observational classrooms and based on teacher need, schedule visitation of observational classrooms. Science: Provide in-house support during grade level planning for teachers to debrief on best practices supportive of hands-on activities, as well as the components and instructional routines for effective differentiated instruction. Identify observational classrooms and based on teacher need, schedule visitation of observational classrooms. Social Science: Provide in-house support during grade level planning for teachers to debrief on best practices supportive of the use of McGraw-Hill interactive digital resources, as well as the components and instructional routines for effective differentiated instruction. Identify observational classrooms and based on teacher need, schedule visitation of observational classrooms.	Saperstein, Scott	8/24/2015	Student Journals and Student Work Folders Attendance, Planning Session Agenda, and Reflection Sheets	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Progress will be determined through data disaggregation of student performance on i-Ready Reading and Mathematics Student Reports, District-generated Assessments, summative assessments, ELA Reading and Mathematics FSA, FCAT Science, and FAA, as well as observed teacher effectiveness.	Saperstein, Scott	8/24/2015	i-Ready student reports, G2D reports on district-generated assessment results, classroom walkthroughs, teacher observations, student work folders, 2016 ELA Reading and Mathematics FSA, FCAT Science and FAA results.	6/9/2016 quarterly
G1.B1.S1.MA1	Action Step 1. Effectiveness: Administrators will observe teachers in collaborative conversations to create Higher Order Thinking Questions. Action Steps: 2, 3: Effectiveness: Administrators will observe teachers during whole and small group instruction and provide constructive feedback on the effectiveness of implementation of rigor and higher order thinking skills.	Hernandez, Irene	8/24/2015	Literacy: Classroom walk-throughs and Observation Checklist. Mathematics: Classroom walk-throughs to observe implementation of small group routines and resources aligned with GO Math. Classroom identified work area, technology station, and teacher-led station. Student Math Journals. Science: Classroom walk-throughs to observe implementation of small group routines and resources. Classroom identified work area, technology station, and teacher-led station. Student Science Journals. Social Science: Classroom walk-throughs to observe implementation of small group routines and digital resources. Classroom identified work area, technology station, and teacher-led station. Participation in district-sponsored programs, as well as academic and research-based cultural/historical celebrations.	6/9/2016 monthly
G1.B1.S1.MA1	Action Step 1. Fidelity: Administrators will meet with grade chairs and participate in the professional development. Action Steps: 2, 3: Fidelity: Administrators will monitor the use of data to identify groups and plan for instruction during data chats.	Saperstein, Scott	8/24/2015	Literacy: Classroom walk-throughs and Observation Checklist. Mathematics: Classroom walk-throughs to observe implementation of small group routines and resources aligned with GO Math. Classroom identified work area, technology station, and teacher-led station. Student Math Journals. Science: Classroom walk-throughs to observe implementation of small group routines and resources. Classroom identified work area, technology station, and teacher-led station. Student Science Journals. Social Science: Classroom walk-throughs to observe implementation of small group routines and digital resources. Classroom identified work area, technology station, and teacher-led station. Participation in district-sponsored programs, as well as academic and research-based cultural/historical celebrations.	6/9/2016 monthly

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. To increase student achievement by improving core instruction in all content areas.

G1.B1 Lack of rigor, particularly a deeper understanding of student needs and higher order questioning.

G1.B1.S1 Increase Rigor and Higher Order Thinking Skills Literacy: Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate, and interpret topics while reading. Mathematics: Infuse a variety of Higher Order Thinking Strategies into the delivery of instruction in Mathematics. Science: Infuse a variety of Higher Order Thinking Strategies into the delivery of instruction in science. Social Science: Infuse a variety of Higher Order Thinking Strategies into the delivery of instruction in social science.

PD Opportunity 1

Introduction Literacy: Provide in-house professional development during grade level planning on questioning strategies and the development of Higher Order Thinking Questions and develop higher order thinking questions using ELA Task Cards. Train new teachers and provide support for all teachers in the use of i-Ready Reading. Mathematics: Provide in-house professional development during grade level planning on questioning strategies and the development of Higher Order Thinking Questions to infuse real-world application strategies. Train new teachers and provide support for all teachers in the use of i-Ready Mathematics. Provide opportunities for classroom teachers to attend Mathematics PD throughout the school year. Science: Provide in-house professional development during grade level meetings to plan an instructional framework targeting student engagement through the use of Higher Order Thinking Questions and to debrief on best practices for effective hands-on instruction using essential laboratories, as well as GIZMOS instruction. Social Science: Provide in-house professional development during opening of school planning meetings, as well grade-level meetings to ensure teachers are knowledgeable on how to utilize on-line McGraw-Hill textbook and Stimuli-Based Instructional Strategies targeting student engagement through the use of Higher Order Thinking Questions.

Facilitator

Irene Hernandez, Assistant Principal

Participants

Principal (Scott Saperstein), and Grade Level Chairs (Grades K - 5)

Schedule

Quarterly, from 8/20/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	<p>Introduction Literacy: Provide in-house professional development during grade level planning on questioning strategies and the development of Higher Order Thinking Questions and develop higher order thinking questions using ELA Task Cards. Train new teachers and provide support for all teachers in the use of i-Ready Reading. Mathematics: Provide in-house professional development during grade level planning on questioning strategies and the development of Higher Order Thinking Questions to infuse real-world application strategies. Train new teachers and provide support for all teachers in the use of i-Ready Mathematics. Provide opportunities for classroom teachers to attend Mathematics PD throughout the school year. Science: Provide in-house professional development during grade level meetings to plan an instructional framework targeting student engagement through the use of Higher Order Thinking Questions and to debrief on best practices for effective hands-on instruction using essential laboratories, as well as GIZMOS instruction. Social Science: Provide in-house professional development during opening of school planning meetings, as well grade-level meetings to ensure teachers are knowledgeable on how to utilize on-line McGraw-Hill textbook and Stimuli-Based Instructional Strategies targeting student engagement through the use of Higher Order Thinking Questions.</p>	\$0.00
2	G1.B1.S1.A2	<p>Implementation Literacy: Teachers will disaggregate STAR (K-2nd) data, i-Ready Reading data (K-5), as well as Accelerated Reader and formative assessments to foster a deeper understanding of student performance at all levels in order to effectively plan for whole group instruction and differentiated instruction. *Incorporate higher order questions of varying complexity in lesson plans and require students to engage in accountable talk utilizing ELA Task cards. * Identify students in need of intervention and create fluid groups of students and implement targeted, precise intervention and/or enrichment during Differentiated Instruction. Mathematics: Teachers will disaggregate data from i-Ready Mathematics diagnostics, district-generated baseline and quarterly assessments, as well as GO Math beginning-of-year diagnostic to foster a deeper understanding of student performance at all levels in order to effectively plan for whole group interactive instruction using the interactive boards and differentiated instruction. *Incorporate higher order questions of varying complexity in lesson plans and require students to engage in accountable talk infusing real-world application. * Identify students in need of intervention and create fluid groups of students and implement targeted, precise intervention and/or enrichment during Differentiated Instruction. Science: Teachers will disaggregate data from formative assessments, district-generated baseline and quarterly assessments to foster a deeper understanding of student performance at all levels in order to effectively plan for whole group interactive instruction using the interactive boards and differentiated instruction. *Incorporate higher order questions of varying complexity in lesson plans and require students to engage in accountable talk during essential laboratories. *Identify students in need of intervention and create fluid groups of students and implement targeted, precise intervention and/or enrichment during Differentiated Instruction. *Provide students with extensive and specific corrective feedback and allow</p>	\$0.00

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		opportunities to write using claim, evidence, and reasoning (CER) in their journals. Social Science: Teachers will disaggregate data from teacher-created assessments from item-banks available through McGraw-Hill on-line resources to tract student mastery of complex Social Science content. Identify students in need of intervention and create fluid groups of students and implement targeted, precise intervention and/or enrichment during Differentiated Instruction.				
3	G1.B1.S1.A3	<p>Follow- up and Support Literacy: Teachers will provide and model corrective feedback on student work in order to provide students with the opportunity to make adjustments and improvements. Provide in-house support during grade level planning through shared best practices to teachers on the components of Higher Order Thinking Questioning, Whole group Instructional and Differentiated Instruction. Identify observational classrooms and based on teacher need, schedule visitation of observational classrooms. Mathematics: Provide in-house support during grade level planning for teachers to debrief on best practices supportive of the the mathematics problem solving process, as well as the components and instructional routines for effective differentiated instruction. Identify observational classrooms and based on teacher need, schedule visitation of observational classrooms. Science: Provide in-house support during grade level planning for teachers to debrief on best practices supportive of hands-on activities, as well as the components and instructional routines for effective differentiated instruction. Identify observational classrooms and based on teacher need, schedule visitation of observational classrooms. Social Science: Provide in-house support during grade level planning for teachers to debrief on best practices supportive of the use of McGraw-Hill interactive digital resources, as well as the components and instructional routines for effective differentiated instruction. Identify observational classrooms and based on teacher need, schedule visitation of observational classrooms.</p>				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$3,500.00
Notes: EESAC funds will be utilized to enhance instructional technology across the curriculum.						
					Total:	\$3,500.00