Claude Pepper Elementary School

2015-16 School Improvement Plan

Claude Pepper Elementary School

14550 SW 96TH ST, Miami, FL 33186

http://claudepepper.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	68%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	94%

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.

Table of Contents

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

The mission of Claude Pepper Elementary School is to foster a loving and caring community of learners, where teachers, parents, and students work together to enhance learning through cooperation and communication. By respecting individual differences, we can build upon our strengths to maximize each student's potential to promote lifelong learning.
Claude Pepper Elementary School holds the following beliefs and core values as the motivation for all endeavors undertaken by the school: we are dedicated to quality of service, relationships, and communication for all stakeholders. We believe in ensuring an equitable environment so that all students can realize their potential. We believe in the pursuit of academic excellence. We believe in honoring the diversity of our community by working as a team to ensure the academic success of all our students and by promoting democratic principles.

Provide the school's vision statement

The vision of Claude Pepper Elementary School is to provide educational excellence for all through delivery of rich academic and cultural experiences and extension of the services of the school to encompass the needs of the whole individual.

School Environment

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

Claude Pepper Elementary School initiates a relationship with students by first gathering information about a student's background. Teachers and staff gather information in a variety of ways such as the Home Language Survey, orientation meetings, and interest inventories.
Claude Pepper Elementary School's mission is to create a caring community of learners and we strive to build relationships between teachers and students in a number or ways:
-Teachers and students foster learning by participating in academic events such as Reading Under the Stars, Family Math and Science Night, and Career Week
-Teachers and students foster community by uniting under a school-wide theme that ties into character education, participating in EESAC, and participating in cultural events such as Hispanic Heritage and Black History Month
-Teachers and students foster caring by organizing service events such as toy, food, and blood drives as well as fundraising for pediatric cancer.

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

Claude Pepper Elementary School creates and environment where students feel safe and respected before, during and after school by implementing the district's Code of Student Conduct (COSC). Parents are made aware of the COSC and are asked to acknowledge receipt of this information at the beginning of the school year. The COSC promotes the development of core values and Claude Pepper Elementary School reinforces these core values through character education.

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

The Code of Student Conduct (COSC) provides model student behaviors and Claude Pepper Elementary School recognizes examples of model behavior through the SPOT Success program. Teachers review appropriate behaviors and engage in norm setting at the beginning of the year to support the COSC. The COSC also identifies behaviors in need of correction and related strategies. Claude Pepper Elementary School follows the protocols identified in the COSC, for example, parent contacts, counseling sessions, and Functional Assessments of Behavior/ Behavior Intervention Plans (FAB/BIP).

Teachers overview the COSC at a faculty meeting at the beginning of the school year, and students review portions of the COSC with teacher guidance.

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

Claude Pepper Elementary School strives to extend services to encompass the needs of the whole child. Identified students receive services from the counselor, social worker, and school psychologist. Identified students receive support from occupational therapists, physical therapists, audiologists, speech and language therapists, EBD clinicians, behavioral counselors, and an ASD support specialist. School security provides additional support as well as community representatives such as our DARE officer.

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

Claude Pepper Elementary School identifies potential student failure by monitoring the following indicators:
-attendance below 90%
-one or more suspensions, whether in school or out of school
-course failure in reading or mathematics
-a Level 1 score on the statewide, standardized assessments in reading or mathematics
-retentions

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	5	5	4	3	2	26
One or more suspensions	0	0	6	2	3	0	11
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	15	29	33	0	0	0	77
Retention	2	6	5	2	0	0	15

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

Indicator	Grade Level					Total
	K	1	2	4	5	
Students exhibiting two or more indicators	1	9	18	4	14	46

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

-Identified students receive intervention five days a week for 30 minutes in reading using WonderWorks.
-Students participate in Accelerated Reader to build fluency in reading.
-Students receive differentiated supplemental instruction using iReady.
-Identified students receive remediation through differentiated instruction.

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

Claude Pepper Elementary School communicates its vision and mission statement by posting it in all rooms and on the school website.
Information regarding student progress is provided through the student portal, Interim progress reports, and report cards. This information is more readily available through the Miami-Dade County Public School's app. Information is communicated to parents through use of parent flyers, ConnectEd, and newsletters.
Positive face-to-face relationships are built through Open House, PTA meetings, and various parent instructional workshops. The school strives to vary scheduling to allow for the maximum amount of parent attendance at events such as Honor Rolls, musical performances, and Reading Under the Stars.

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

Claude Pepper Elementary School builds partnerships with the local community by establishing relationships with local vendors, such as Ibiley School Uniform, Papa John's Pizza, Miami Dade Police Department, Kendall Ice Arena, Chuck E. Cheese's, Publix, Walgreens, BJ's Wholesale, World's Finest Chocolate, Wonderland Gift Shoppes, Crepe Maker, EMS Photo, Kitchen Porter Tech, and Miami Premier Events.
Training is held for Dade Partners, the Dade Partners coordinator, and staff on the effective use of these partnerships and strategies for maximizing community resources.
PTA representatives also establish relationships with vendors in the community to secure resources to support the school and student achievement.
Furthermore, relationships are built with neighborhood preschools and schools in the feeder pattern to

support student transition and achievement.
Community organizations such as the Girl Scouts of America also work in partnership with Claude Pepper Elementary School.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Diaz, Annette	Principal
Avila, Ivette	Teacher, K-12
Dacosta, Kelly	Teacher, K-12
Pruna, Jaimy	Teacher, K-12
Rodriguez, Joann	Guidance Counselor
Guzman, Annette	Other
Lozano, Julie	Assistant Principal
Norris, Rainey	Teacher, K-12
Denis-Parlade, Maritza	Teacher, K-12
DelCampo, Vanessa	Teacher, K-12
Lee, Barbara	Teacher, K-12
Objio, Mayreny	Teacher, K-12
Nunez, Sherry	Teacher, K-12

Duties

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

Claude Pepper Elementary's Leadership Team consists of:
Dr. Annette M. Diaz- principal, Mrs. Julie Lozano- assistant principal, Mrs. Rainey Norris-reading facilitator, Mrs. Ivette Avila-science facilitator, Mrs. Kelly DaCosta-SIP chairperson, Mrs. Jaimy Pruna-mathematics facilitator, Mrs. Annette Guzman-ESOL chairperson, Mrs. Joann Rodriguez-guidance counselor, and classroom teachers serving as grade level chairpersons-Mrs. Maritza Denis-Parlade, Mrs. Vanessa DelCampo, Mrs. Barbara Lee, Mrs. Mayreny Objio, and Mrs. Sherry Nunez.
The school-based MTSS Leadership team will meet with the principal and the EESAC to guide development of the School Improvement Plan (SIP). A SIP committee is formed to complete the SIP process, including the principal, assistant principal, SIP chairperson, and selected teachers. The assistant principal and curriculum facilitators will collect data pertaining to their subject areas. This information will be compiled with feedback from grade level chairs regarding the SIP in order to plan effective instructional strategies and provide professional development. The principal and assistant principal will monitor the fidelity of the delivery of instruction and intervention as outlined in the SIP.

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 Educational Excellence School Advisory Council (EESAC) and the School Leadership Team are the two groups responsible for identifying and aligning all available resources in order to meet the needs of students and maximize desired outcomes. Technology systems such as the Integrated Student Information System (ISIS) and Assessment, Research, and Data Analysis site (ARDA) allow for student data to be organized and accessed at a central point.The EESAC and School Leadership Team meet monthly. An inventory of resources is kept by the principal, and allocation of resources is discussed as applicable at meetings with the other team members. Members of the team engage in the problem-solving cycle after each ongoing progress monitoring (OPM) cycle. The EESAC involves parent and community members that facilitate securing available resources such as volunteers or financial support to maximize impact.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Annette M. Diaz	Principal
Julie Lozano	Principal
Johanna Cabrera-Rodriguez	Teacher
Mayreny Objio	Teacher
Julia Cedeno	Education Support Employee
Yadilka Aramboles	Education Support Employee
Joann Rodriguez	Teacher
Evelyn Palacios	Parent
Mike Hernandez	Business/Community
Robert Vasquez	Business/Community
Veronica Parrillo	Business/Community
Jaimy Pruna	Teacher
Jennifer Arana	Teacher
Veronica Cary	Teacher
Dayana Romero	Parent
Maria Diez	Parent
Natassaja Ramos	Parent
Adriana Ramos	Student
Isabella Objio	Student
Nancy Ulloa	Teacher
Amanda Sepulveda	Teacher
Catherine Nowicki	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 EESAC evaluates the progress that Claude Pepper Elementary School is making towards goals and objectives outlined on the School Improvement Plan (SIP). End of year feedback is compiled from the instructional staff regarding the implementation of the SIP for that school year, and this feedback is presented at EESAC.

Development of this school improvement plan

The EESAC reviews drafts of the initial school improvement plan (SIP) and midyear update in order to provide feedback. The EESAC monitors performance data and progress toward the implementation of the SIP monthly.

Preparation of the school's annual budget and plan

The EESAC is informed of the school's budget at the beginning of the year. Information is shared at each meeting regarding progress of the School Improvement Plan, and budget allocations are discussed regarding implementation of the plan. Furthermore, use of EESAC funds is discussed as a supplement to the school's budget.

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

Last year, Claude Pepper Elementary used EESAC funds to purchase an hourly interventionist. This year, Claude Pepper Elementary School projects the use of EESAC funds (amount TBA) to purchase equipment for instruction in the performing arts.

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
Diaz, Annette	Principal
Vasquez, Lissette	Instructional Media
Dacosta, Kelly	Teacher, K-12
Norris, Rainey	Teacher, K-12
Lozano, Julie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the Literacy Leadership Team (LLT) will be to build family literacy in order to support reading progress in the school. This initiative will support MTSS implementation and assist in achieving expected levels of performance. This school year, the LLT will provide support to teachers and families in implementing the use of several district provided digital resources in reading such as iReady, TumbleBooks, and myON Reader. The LLT will support implementation of the Accelerated Reader incentive program. The LLT will connect with the community to sponsor family literacy activities such as Reading Under the Stars, a library card drive, and invitations for parents to read in the classroom.

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

Claude Pepper Elementary School implements various strategies to encourage positive working relationships between teachers, such as:
-forming grade level teams
-establishing common planning time
-establishing professional learning communities
-establishing activity related committees (Hispanic Heritage, Reading Under the Stars, etc.)
-establishing a School Advisory Council (EESAC)

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

The principal/assistant principal are responsible for recruiting and retaining highly qualified teachers. They will:
1. Place and monitor university and college interns.
2. Partner new teachers with mentoring staff.
3. Provide collegial support through the use of professional learning communities.

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

At this time, Claude Pepper Elementary School has one beginning teacher. She will participate in Miami-Dade County Publics School's Mentoring and Induction for New Teachers (MINT) Program. She will be assigned a mentor teacher in her grade level or discipline.

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

-Claude Pepper Elementary School utilizes the district provided pacing as a guide for effective planning. These pacing guides are aligned to Florida's standards.
-Core materials used at Claude Pepper are research-based and aligned to Florida's standards.

Instructional Strategies

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

Data from iReady were used to identify low performing students in grades 4 and 5 and to form intervention groups using WonderWorks..
Data from the 2014-2015 SAT Reading Test were used to identify low performing students in grades 1, 2, and 3 and to form intervention groups using WonderWorks.
Teachers utilize classroom assessments to monitor students not meeting mastery and to provide differentiated instruction in teacher led groups.
Title III funds are being used to provide supplemental tutoring to identified English Language Learner

(ELL) students in mathematics for third grade and in reading for fourth and fifth grade.

In anticipation of the requirements of the Florida Standards Assessments, Claude Pepper Elementary School is increasing student use of technology to build proficiency in skills required to complete digital testing.

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: 1,080

• Students enrolled in afterschool care are assigned a 30 minute weekly computer lab time where they use Miami-Dade County Public Schools research-based supplemental instruction software programs such as iReady.

Strategy Rationale

The purpose of providing an extra computer lab time is to provide supplemental instruction in reading and mathematics.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lozano, Julie, jlozano@dadeschools.net

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

The classroom teachers monitor progress through supplemental software reports. The afterschool care manager assigns alloted computer lab time and monitors adherence to the scheduled time.

Strategy: Extended School Day

Minutes added to school year: 5,280

• Identified low-performing English Language Learner (ELL) students attend tutoring to remediate skills in reading and mathematics.

Strategy Rationale

The purpose of providing tutoring to identified English Language Learners is to supplement reading and mathematics instruction and build proficiency in the English language.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Lozano, Julie, jlozano@dadeschools.net

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

• The assistant principal, identifies students for ELL tutoring using baseline data, monitors their progress through Ongoing Progress Monitoring (OPM) interim testing, and monitors attendance rates of students.

Strategy: Extended School Day

Minutes added to school year: 300

• Teachers sign-up for monthly professional development sessions in professional learning communities related to implementing highly effective instruction.

Strategy Rationale

The purpose of the professional learning community is to provide a forum for teachers to discuss effective instructional strategies and the impact they have on student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Guzman, Annette, aguzman@dadeschools.net

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

• The assistant principal and the professional development liaison perform needs assessment for professional development, schedule sessions, monitor attendance through sign-in sheets, and monitor effectiveness through follow-up activities.

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

Data from the Baelle Development Inventory (BDI) and the Florida Voluntary Pre-K Assessment provide information about preschool skill levels to kindergarten teachers. The Florida Kindergarten Readiness Screener (FLKRS) is used with incoming kindergartners to measure progress of fundamental early learning skills.

Claude Pepper Elementary School hosted Kindergarten Orientation on May 13th. The staff provides parents with packets of resources, registration materials, and an overview regarding expectations, readiness, and instructional routines for beginning kindergarten.

Teachers in first through fifth grade participate in in-house articulation where information is shared about incoming students such as available test scores, participation in educational programs, academic progress, behavior, English Language Learner (ELL) status, School Support Team (SST) information, as well as background information about individual students.

Claude Pepper Elementary School employs various strategies to assist students transitioning from fifth to sixth grade. Counselors from middle schools come to Claude Pepper to host an orientation and overview of class selection. Articulation is held with middle school teachers. Students participate in a field trip to Hammocks Middle School to visit the campus and receive information. Open Houses are held at middle schools in our feeder pattern where parents receive information. These sessions are held at alternative times such as evenings and Saturdays.

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

🔍 G070442

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	84.0
AMO Reading - All Students	80.0
AMO Reading - ED	77.0
AMO Reading - ELL	76.0
AMO Reading - SWD	59.0
AMO Reading - Hispanic	79.0
AMO Math - All Students	81.0
AMO Math - ED	78.0
AMO Math - ELL	81.0
AMO Reading - African American	77.0
AMO Reading - White	87.0
ELA/Reading Lowest 25% Gains	84.0
AMO Math - African American	81.0
AMO Math - Hispanic	81.0
AMO Math - SWD	66.0
AMO Math - White	82.0
Math Gains	64.0
Math Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	66.0
CELLA Reading Proficiency	32.0
CELLA Listening/Speaking Proficiency	56.0
FSA English Language Arts - Achievement	79.0
FSA Mathematics - Achievement	70.0

Resources Available to Support the Goal 2

- Math-Think Central, Go Math, Reflex Mathematics, Discovery Education, Destination Math, Title III intervention, common planning time, Media Specialist, interactive journals, Mathematics liaison, iReady, Scholastic Study Jams

- Literacy- Promethean boards, Imagine Learning, Reading Plus, Wonders, WonderWorks, MyOnReader, Discovery Education, NBC learn, teacher collaboration, resources provided by Division of Language Arts & Reading, professional learning communities, Reading Liaison, Accelerated Reader, iReady, Media Specialist, common planning time

- Science-Scott Foresman Science, Gizmos, Discovery Education, NBC Learn, instructional resources from the Department of Science, common planning time, science lab materials, interactive science journals, Media Specialist,Time for Kids, AIMS, Jefferson Lab (JLAB)

- Social Science: Time for Kids, Discovery Education, Civics in a Snap, Media Specialist

- Technology: Promethean and Smart Boards, HP Laptops, iPads, computer labs

Targeted Barriers to Achieving the Goal 3

- Limited resources to provide professional development opportunities and follow up support.

Plan to Monitor Progress Toward G1. `8`

Monitor the effect of teacher collaboration on the quality of instruction through formal and informal observations.

Person Responsible

Annette Diaz

Schedule

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

Evidence of Completion

Observation documentation, data disaggregation, interim assessments

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

🔑 G070442

G1.B3 Limited resources to provide professional development opportunities and follow up support. 2

🔑 B183496

G1.B3.S1 Use collaboration with colleagues to improve student learning. 4

🔑 S195184

Strategy Rationale

To improve quality of teaching and student learning.

Action Step 1 5

Form a professional learning community for a book study focusing on What Great Teachers Do Differently

Person Responsible

Annette Guzman

Schedule

Monthly, from 10/7/2015 to 2/3/2016

Evidence of Completion

Sign-in sheets and agendas

Action Step 2 `5`

Form a professional learning community focused on optimizing technology use to improve student engagement and increase higher order thinking.

Person Responsible

Annette Guzman

Schedule

Monthly, from 10/21/2015 to 2/10/2016

Evidence of Completion

Sign-in sheets and agendas

Action Step 3 `5`

Provide professional development sessions focusing on using Teacher Learning Walks to showcase how the Gradual Release of Responsibility Model is being implemented.

Person Responsible

Annette Guzman

Schedule

Monthly, from 9/30/2015 to 6/7/2016

Evidence of Completion

Sign-in sheets and agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Monitor collection of sign-in sheets and agendas for each session.

Person Responsible

Annette Guzman

Schedule

Monthly, from 10/7/2015 to 6/7/2016

Evidence of Completion

Sign-in sheets and agendas

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Monitor the completion of varied professional development activities (i.e. protocols, reflections) through collection of agendas.

Person Responsible

Annette Guzman

Schedule

Monthly, from 10/7/2015 to 6/7/2016

Evidence of Completion

Agendas will be collected and reviewed for completion of applicable professional development activities.

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.B3.S1.A1	Form a professional learning community for a book study focusing on What Great Teachers Do Differently	Guzman, Annette	10/7/2015	Sign-in sheets and agendas	2/3/2016 monthly
G1.B3.S1.A2	Form a professional learning community focused on optimizing technology use to improve student engagement and increase higher order thinking.	Guzman, Annette	10/21/2015	Sign-in sheets and agendas	2/10/2016 monthly
G1.B3.S1.A3	Provide professional development sessions focusing on using Teacher Learning Walks to showcase how the Gradual Release of Responsibility Model is being implemented.	Guzman, Annette	9/30/2015	Sign-in sheets and agendas	6/7/2016 monthly
G1.MA1	Monitor the effect of teacher collaboration on the quality of instruction through formal and informal observations.	Diaz, Annette	8/24/2015	Observation documentation, data disaggregation, interim assessments	6/9/2016 biweekly
G1.B3.S1.MA1	Monitor the completion of varied professional development activities (i.e. protocols, reflections) through collection of agendas.	Guzman, Annette	10/7/2015	Agendas will be collected and reviewed for completion of applicable professional development activities.	6/7/2016 monthly
G1.B3.S1.MA1	Monitor collection of sign-in sheets and agendas for each session.	Guzman, Annette	10/7/2015	Sign-in sheets and agendas	6/7/2016 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.B3 Limited resources to provide professional development opportunities and follow up support.

G1.B3.S1 Use collaboration with colleagues to improve student learning.

PD Opportunity 1

Form a professional learning community for a book study focusing on What Great Teachers Do Differently

Facilitator

Odaly Garcia

Participants

Select Classroom Teachers/ Special Area Teachers

Schedule

Monthly, from 10/7/2015 to 2/3/2016

PD Opportunity 2

Form a professional learning community focused on optimizing technology use to improve student engagement and increase higher order thinking.

Facilitator

Annette Guzman

Participants

Select Classroom Teachers/ Special Area Teachers

Schedule

Monthly, from 10/21/2015 to 2/10/2016

PD Opportunity 3

Provide professional development sessions focusing on using Teacher Learning Walks to showcase how the Gradual Release of Responsibility Model is being implemented.

Facilitator

Annette Guzman

Participants

Classroom Teachers/ Special Area Teachers

Schedule

Monthly, from 9/30/2015 to 6/7/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B3.S1.A1	**Form a professional learning community for a book study focusing on What Great Teachers Do Differently**	**$0.00**
2	G1.B3.S1.A2	**Form a professional learning community focused on optimizing technology use to improve student engagement and increase higher order thinking.**	**$0.00**
3	G1.B3.S1.A3	**Provide professional development sessions focusing on using Teacher Learning Walks to showcase how the Gradual Release of Responsibility Model is being implemented.**	**$0.00**
		Total:	**$0.00**