Kenwood K 8 Center

2015-16 School Improvement Plan

Kenwood K 8 Center

9300 SW 79TH AVE, Miami, FL 33156

http://kenwood.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	59%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	90%

School Grades History

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

Kenwood's mission is to foster each student's academic, social and emotional potential in the pursuit of life long learning and effective citizenship. Growth and excellence in reading, writing, and math competencies are emphasized across the curriculum.

Provide the school's vision statement

Kenwood K-8 Center enriches the community by fostering each student's academic, social, and emotional potential. Students are encouraged to become lifelong learners and effective citizens through developmentally appropriate educational experiences.

School Environment

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

As a part of opening of school activities, particularly at the elementary grade levels, students are engaged in writing activities intended to share their unique cultural backgrounds with their classmates. Student services personnel are available for individual, group and classroom-level presentations on core values. Activities at all grade levels incorporate interpersonal communication and interaction skill development, and an emphasis is placed on multicultural awareness and sensitivity.

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

Structured, uniformly-implemented behavioral expectations are communicated to all students and parents during the first week of school. Students are consistently reminded, through direct and indirect examples, of appropriate conduct that reflects respectful behaviors. Incidents of harassment and bullying can be reported anonymously by students, ensuring that student services staff and administration are able to respond and provide necessary interventions.

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 M-DCPS Code of Student Conduct is provided to all students in their opening of school materials. Additionally, a progressive discipline plan is in place at all grade levels, emphasizing positive behaviors and constructive responses to potential incidents. Faculty and staff take a proactive stance in ensuring that students are consistently reminded of behavioral expectations, consequences for misbehavior, and the benefits that accrue as a result of adherence to the stated policies, including the preservation of instructional time.

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

Student services personnel are available on an ongoing basis to meet the social-emotional needs of students. Parents are also able to schedule appointments with counselors when they are in need of

additional guidance. Faculty and staff can refer students for counseling and mentoring support on an "as needed" basis.

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

The identification of students who demonstrate one or more of the early warning indicators is critical to the provision of interventions intended to address need areas. On a quarterly basis, the Leadership Team will review student reports to identify students in need of additional interventions based on the following indicators:
- Excessive absences or tardiness;
- Disciplinary actions, including suspensions;
- Failing grades in one or more content areas;
- Level 1 or 2 performance on prior year standardized assessments (in grades 3 through 8); and
- Teacher observations of student performances indicating the student is struggling.
Information collected by the Leadership Team will be shared with Grade Level and Department Chairpersons for dissemination through PLCs, development of intervention implementation plans, and ongoing progress monitoring purposes.

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	6	7	8	
Attendance below 90 percent	14	9	2	7	6	1	0	4	4	47
One or more suspensions	0	0	0	0	0	0	2	2	3	7
Course failure in ELA or Math	14	6	3	12	0	0	19	20	4	78
Level 1 on statewide assessment	0	0	0	27	34	15	27	26	13	142

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	6	7	8	
Students exhibiting two or more indicators	1	9	7	2	27	2	24	24	96

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

- Identify and implement incentive and/or reward programs to encourage improved student attendance, particularly during the latter half of the school year. Additionally, more frequent and targeted communication to parents whose children begin to demonstrate a pattern of absenteeism (five or more absences).
- Students in danger of potential retention, as identified through academic performances, will be afforded guidance counseling and academic advisement, as appropriate. Additionally, parents will be provided with information regarding how to effectively assist their child in dealing with academic challenges.
- :Identify available times throughout the instructional day when non-proficient readers can be

provided access to computer laboratory resources and programs designed to assist with improving reading proficiency (e.g., I-Ready, Imagine Learning).The McGraw/Hill Wonder Works Reading Intervention program will continue to be implemented in the elementary grades. Lastly, students not demonstrating proficiency in Reading in the primary grades should be given priority for involvement in Tier 2 and Tier 3 interventions through the MTSS process.

- Student schedules should be reviewed for flexibility during the instructional day that would permit the inclusion of a regular supplemental block for the delivery of interventions. Additionally, the use of peer tutors to provide "academic triage" to students in danger of failure should be examined and implemented, as appropriate.

- Increase the number of classroom-based presentations by student services staff regarding disciplinary expectations, responsibilities and accountability. Additionally, ensure that all initial behavior referrals include a referral to student services for intervention, as well as a parent conference component to ensure parental involvement and understanding.

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

Parental involvement has been maintained in school wide activities with an overall increase throughout the school year. The wide variety of available activities (e.g., PTSO meetings, Open House, Dade Partners Fair, Resource Fair, Science Fair, Parent Orientation, Volunteer Orientation, awards assemblies, Fall Harvest and Winter Festivals, Winter and Spring Shows, and Elementary and Middle School musical performances have led to increasing numbers of parents attending and participating in these events. Workshops and presentations focusing on instructional topics are provided to parents throughout the school year, and parents receive frequent communication regarding school events and activities. Parents are also afforded opportunities to access web-based resources for informational and instructional purposes through the school's website. Additionally, Kenwood K-8 Center is using Social Media to showcase student achievements as well as inform both the parents and community of upcoming events. Furthermore, Kenwood K-8 is increasing our community partnerships via the Dade Partners program.

Although there is a high level of parental involvement at our school, we would like to maintain or increase the number of opportunities parents, especially those of academically under-performing students, have (including workshops and in-services on instructional topics including reading, Florida Standards Assessments, effective parenting, and recognition programs). Parents at Kenwood K-8 Center will be offered a minimum of fifteen opportunities to become involved in school functions and activities during the 2015-2016 school year. As a result of this increase it is expected that parent volunteer service hours provided to the school will again surpass 3,000 during the 2015-2016 school year.

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 Dade Partners program continues to expand. Our Dade Partner Liaison solicits interest from local businesses and then follows up with these companies. Potential Dade Partners are invited to come to the school for more information concerning the Dade Partners program and then a meeting is arranged with the Dade Partner Liaison and the Principal. All Dade Partners are linked on the school's website and are included on our social media websites. Furthermore, they are promoted on our monthly calendar and parent informational bulletin board. They are made to feel welcomed at the school and our liaison works closely with each individual partner to assist them in marketing their business with our 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
Rodriguez, Rodolfo	Principal
Acosta, Sandra	Teacher, K-12
Castellanos, Ana	Teacher, ESE
Gutierrez, Ariana	Guidance Counselor
Leal, Dania	Teacher, K-12
Martinez, Ilene	Teacher, K-12
Noble, Linda	SAC Member
Quintero, Gabriel	Assistant Principal
Schumacher, Lois	Guidance Counselor
Green, Yolanda	Assistant Principal

Duties

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

Rudy Rodriguez, Principal: provides common vision and instructional leadership for data-based decision-making; ensures the implementation of the MTSS/RtI model; assesses the MTSS/RtI processes effectiveness.
Dr. Yolanda Green-Samuel/Dr. Gabriel Quintero, Assistant Principals: assist the Principal with providing common vision and instructional leadership for data-based decision-making; ensuring the implementation of the MTSS/RtI model; and assessing the MTSS/RtI processes effectiveness.
Ilene Martinez: Cambridge Coordinator, Dade Partner Liaison and community involvement facilitator
Dania Leal: Professional Development and Reading Liaison: Coordinates professional development activities and facilitates the implementation of Reading instruction schoolwide.
Dr. Sandra Acosta, Test Chairperson: Coordinates the schoolwide implementation of assessment activities.
Linda Noble, EESAC Chairperson: Provides leadership to the school's Educational Excellence School Advisory Council.
Ana Hillman, Special Education teacher: Provides information about core instruction to SWD; serves as liaison to instructional teams
Ariana Gutierrez/Dr. Lois Schumacher, Student Services Personnel: Guidance Counselors and School Social Worker who participate in the Student Support Team process; provide information as to services and interventions for students (academic and behavioral)
Selected teachers/grade-level and department chairpersons are invited as appropriate.

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

Primarily, I-Ready Diagnostic, FSA, FCAT, EOC and SAT 10 data will be used to make initial program and instructional decisions for students in first through eighth grades. Other assessment data (e.g., FLKRS) will be used for students in Kindergarten as these data become available. Baseline and mid-year assessments, data from which will be collected through the Thinkgate/G2D system, will be used to generate additional formative reports. These data will be disaggregated at the classroom and individual student levels, providing teachers with clear indications as to areas in need of re-teaching (as well as areas of mastery where enrichment and acceleration can be implemented). Baseline assessments will be administered in the Fall 2015 and Mid-Year Assessments during Winter 2015-16. Title III - As a means of meeting the instructional support and intervention needs of English Language Learners (ELL) and Hispanic students in the school, funds are secured annually through the Title III grant to provide an ELL Tutoring Academy in Reading and Mathematics for these AMO subgroups. Funding in the amount of $1,800 was allocated during the 2014-2015 school year and was applied toward the hourly rates of three full-time bilingual and appropriately certified teachers who served as tutors. The Title III tutorial funding allocation is expected to be $6,000.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Greg Valerius	Parent
Raquelle Santiago-Argote	Parent
Tanya Masi	Parent
Edwin Rivera	Business/Community
Rudy Rodriguez	Principal
Linda Noble	Teacher
Mercy Manning	Parent
Monica Vigues-Pitan	Parent
Yisenia Garcia	Business/Community
Patrick Valerius	Student
Alysandra Batista	Teacher
Ilene Martinez	Teacher
Teresa Cereijo	Teacher
Eduardo Lacayo	Teacher
Ana Hillman	Teacher
Mabel Granda	Teacher
Clara Cejas	Education Support Employee
Michelle Valenti-Pimentel	Parent
Ozzy Delgado	Business/Community

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 was provided with an overview of student performances in Reading, Mathematics and Science in May 2015. Overall, a review of the data indicates that the strategies included in the School Improvement Plan were effective in meeting established goals. Adjustments to planned strategies will be necessary due to the availability of new technological resources and interventions, the scheduling of baseline assessments in Reading and Mathematics for the 2015-2016 school year, and the availability of sufficient instructional materials to meet students' learning needs.

Development of this school improvement plan

The EESAC, as a primary function, monitors the development and implementation of the School Improvement Plan. Progress reports, including presentations and analyses of available student performance data, are provided to the EESAC at every meeting, as are opportunities for Members to ask questions, offer input, and remain actively involved in the continuous improvement process.

Preparation of the school's annual budget and plan

The EESAC will reach consensus on the distribution of the Florida Recognition Enhancement Funds, in the event such funds become available. Input will be sought by all members to reach consensus on the expenditure of EESAC monies.Training: The EESAC will recommend staff development in the areas of technology integration with classroom instruction, as well as in high-impact strategies for meeting the needs of student subgroups. As in previous years, it is anticipated that the EESAC will allocate its funds to the provision of after school tutorial programs in Reading and Mathematics for students in third through eighth grades. The
funds will be used to pay hourly rates to certified teachers who will serve as tutors.

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

As in previous years, it is anticipated that the EESAC will allocate its funds to the provision of after-school tutorial programs in Reading and Mathematics for students in third through eighth grades. The funds will be used to pay hourly rates to certified teachers who will serve as tutors. Other potential expenditures will be reviewed and considered by the EESAC during publicly noticed meetings. The total funds expended will be approximately $5,200.

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
Rodriguez, Rodolfo	Principal
Leal, Dania	Teacher, K-12
Martinez, Ilene	Teacher, K-12
Quintero, Gabriel	Assistant Principal
Castellanos, Ana	Teacher, ESE
Acosta, Sandra	Teacher, K-12
Green, Yolanda	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Among the LLT's major initiatives during the 2015-2016 school year will be:
- Participating in the collection, disaggregation and analysis of Reading assessment data for the purpose of instructional decision-making;
- Assessing the utilization and effectiveness of Reading intervention programs, including technologically-based applications;
- Work closely with the MTSS/RtI Leadership Team to ensure fidelity of implementation and program consistency;
- Monitoring the implementation of literacy development strategies in all classes, including special areas, electives and content courses; and
- Facilitating the sharing of best practices in Reading instruction through professional learning community conversations.

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

All elementary and middle school teachers are involved in professional learning communities and engage in collaborative planning activities on a weekly basis. Professional development activities, including the sharing of best practices on professional development days, support greater vertical and horizontal articulation.

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

Teachers and aspiring leaders are engaged in shared leadership and decision-making models that encourage the development of key instructional staff. Teachers and other staff are provided with leadership opportunities on a regular basis, and grade-level/departmental professional development sessions provide a venue for the dissemination of information and support.

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

Teachers new to the school are provided with orientation and support beginning with their arrival. The Leadership Team ensures that new teachers are made familiar with all policies, procedures and resources available, and identify a grade-level/departmental colleague to serve as a school-based mentor. Newly-hired teachers are also enrolled in the district's Mentoring and Induction Program for New Teachers (MINT).

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

All teachers are provided with applicable Florida State Standards for their assigned grade levels and subjects. Additionally, resources provided through the district's Curriculum and Instruction website include instructional pacing guides and curriculum frameworks pertaining to the Florida State 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

Progress monitoring data on all students are collected and disaggregated for instructional planning purposes by grade-level PLCs and departments. Data chats are conducted through PLCs and facilitated by members of the Leadership Team. Instruction is differentiated based on fluid groups. ELL and ESE students are provided accommodations based on their specific instructional plans.

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: After School Program

Minutes added to school year: 2,160

Students at Kenwood K-8 Center have the opportunity to be enrolled in the Before and After School Care Program. Students enrolled in the program are provided opportunities to participate in the Cougar Afterschool Tutoring (CAT), through which they are provided with computer-based tutorial support in Reading and Mathematics. These students engage in tutorial activities for 45 minutes 2-3 times per week beginning in October.

Strategy Rationale

Whether through hands-on materials or computer-based programs, students benefit from consistent, extended learning opportunities to engage in interventions addressing need areas. The provision of research-based interventions through the CAT is a cost-effective, time-sensitive means to meet this need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Quintero, Gabriel, gquintero@dadeschools.net

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

Students participating in the Cougar Afterschool Tutoring (CAT) are administered diagnostic assessments in September, and a post-diagnostic assessment is administered in April. Reviews of Mid-Year assessment and other data are conducted to determine rates of student progress, and to inform additional efforts to provide instructional supports and interventions.

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

Pre-school students, whether in the school's special education (Hearing Impaired) setting or in the Voluntary Pre-Kindergarten (Fee-Supported) Program, are provided with a rigorous and engaging educational program. Beginning with parent orientation sessions held in July 2015, and culminating with the Pre-Kindergarten Parent Session in August 2015. Parents are provided with information and strategies intended to assist with their child's transition to school. Additionally, parent workshops and meetings are scheduled throughout the school year to ensure their active involvement. Weekly newsletters are also produced and distributed to parents, providing updated information, activities and materials for parents to use at home in support of their child's learning.

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

NA

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

NA

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

NA

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

NA

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:

.

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.

Refer to uploaded documents and portfolio.

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.

Refer to uploaded documents and portfolio.

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

🔍 G070531

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	60.0
AMO Reading - SWD	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - SWD	

Resources Available to Support the Goal 2

- School-based and external personnel available to provide training and support; existing professional learning communities across grade-levels and departments; availability of computer-based applications and programs (e.g., I-Ready, G2D (Thinkgate), Reflex Math, MyOn Reader, Imagine Learning); school-based professional development and content area liaisons; online availability of textbooks. Additionally, Cambridge Examinations Resources are also available.

Targeted Barriers to Achieving the Goal 3

- Greater articulation among elementary and middle school teachers is needed to enhance instructional effectiveness, as well as to build capacity to support improved student performances in Reading.

- There is a lack of instructional rigor and opportunities to enhance students' higher order thinking and science process skills, including the incorporation of additional hands-on and laboratory activities.

- There is a need to increase the number of Civics-related instructional activities designed to enhance Civics content knowledge and understandings across grade levels.

- There exists a need for additional hands-on, interactive, and "real-world" applications of mathematical concepts and skills as a means of reinforcing student understandings.

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs, classroom-based assessments, data disaggregation from Mid-Year assessments, Florida Standards Assessments and/or End-of-Course examinations.

Person Responsible
Gabriel Quintero

Schedule
Quarterly, from 8/31/2015 to 6/10/2016

Evidence of Completion
Student performance reports, Interim and other assessment data, classroom walkthrough notes and logs

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

🔑 G070531

G1.B1 Greater articulation among elementary and middle school teachers is needed to enhance instructional effectiveness, as well as to build capacity to support improved student performances in Reading. 2

🔑 B183757

G1.B1.S1 Effective Planning and Instructional Delivery 4

🔑 S195391

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Introduce barrier and goals to Leadership Team and Chairpersons

Person Responsible

Rodolfo Rodriguez

Schedule

On 8/21/2015

Evidence of Completion

Sign in sheets, agenda, minutes and results of staff development needs assessment

Action Step 2 `5`

Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Language Arts/Reading instruction.

Person Responsible

Dania Leal

Schedule

On 10/9/2015

Evidence of Completion

Sign in sheets, agenda, minutes and results of staff development needs assessment

Action Step 3 `5`

Identify and establish common planning times, including monthly opportunities for vertical articulation and planning sessions.

Person Responsible

Yolanda Green

Schedule

On 10/30/2015

Evidence of Completion

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants

Action Step 4 `5`

Establish PLC/Common Planning activities implemented through grade-levels and departments, with initial sessions facilitated by Administration, Chairpersons and/or content area liaisons.

Person Responsible

Yolanda Green

Schedule

On 10/30/2015

Evidence of Completion

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

Action Step 5 `5`

Assess the fidelity of implementation of resulting plans by conducting classroom walkthroughs, instructional rounds and observations, followed by individual and PLC-level debreif activities

Person Responsible

Gabriel Quintero

Schedule

Weekly, from 9/1/2015 to 11/20/2015

Evidence of Completion

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

Action Step 6 `5`

Provide additional support based on classroom walkthrough and observation results.

Person Responsible

Linda Noble

Schedule

On 11/30/2015

Evidence of Completion

Classroom walkthrough logs; Teacher reflection notes

Action Step 7 `5`

Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.

Person Responsible

Yolanda Green

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

Action Step 8 5

Develop and implement master schedules that support the provision of targeted reading instruction and support to SWD and ELL students,

Person Responsible

Ilene Martinez

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Master schedules

Action Step 9 5

Develop and implement tutorial programs that support the provision of targeted reading instruction and support to SWD and ELL students,

Person Responsible

Gabriel Quintero

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Tutorial and support session attendance records

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

The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/Department meeting minutes will also reflect the implementation of collaborative and reflective activities.

Person Responsible

Gabriel Quintero

Schedule

Monthly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds.

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

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim, standardized and classroom-based assessments.

Person Responsible

Gabriel Quintero

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student performance reports, electronic gradebook reports, Interim Assessment data

G1.B2 There is a lack of instructional rigor and opportunities to enhance students' higher order thinking and science process skills, including the incorporation of additional hands-on and laboratory activities. `2`

`B183758`

G1.B2.S1 Inquiry-based, Hands-on Activities `4`

`S195392`

Strategy Rationale

- Data trends support greater articulation
- Need for additional Hands-on lab activities beginning in primary grades
- Need for additional professional development on technology such as Promethian and web based programs such as Discovery Education
- Need to increase the number of STEM activities
- Need to enhance rigor in Science courses in keeping with Cambridge Program expectations

Action Step 1 `5`

Introduce barrier and goals to Leadership Team and Chairpersons

Person Responsible

Rodolfo Rodriguez

Schedule

On 9/4/2015

Evidence of Completion

Sign in sheets, agenda, minutes and results of staff development needs assessment

Action Step 2 `5`

Conduct Professional Development to deterime teachers' readiness levels as well as professional development needs addressing best practices in Science instruction

Person Responsible

Yolanda Green

Schedule

On 10/30/2015

Evidence of Completion

Sign in sheets, agenda, minutes and results of staff development

Action Step 3 `5`

Implement identified laboratory and hands-on, interactive activities and strategies in Science with students.

Person Responsible

Yolanda Green

Schedule

Monthly, from 9/7/2015 to 5/31/2016

Evidence of Completion

Classroom walkthrough logs; teacher lesson plans; student work products

Action Step 4 `5`

Assess the fidelity by implementation of resulting plans by conducting classroom walkthroughs, instructional rounds and observations, followed by individual and PLC-level debrief activities

Person Responsible

Gabriel Quintero

Schedule

Biweekly, from 9/7/2015 to 5/31/2016

Evidence of Completion

Classroom walkthrough logs; teacher lesson plans; student work products

Action Step 5 `5`

Provide additional support based on classroom walkthrough and observation results.

Person Responsible

Yolanda Green

Schedule

Monthly, from 9/30/2015 to 5/31/2016

Evidence of Completion

Classroom walkthrough logs; teacher lesson plans; teacher reflection logs

Action Step 6 `5`

Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.

Person Responsible

Gabriel Quintero

Schedule

Monthly, from 9/28/2015 to 5/31/2016

Evidence of Completion

Classroom walkthrough logs; review of debrief conversations following walkthrough, instructional rounds and teacher reflection logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/Department meeting minutes will also reflect the implementation of collaborative and reflective activities.

Person Responsible

Gabriel Quintero

Schedule

Monthly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Effectiveness of strategies will be determined through a review of student performances in Science as measured on Mid-Year, standardized and classroom-based assessments.

Person Responsible

Gabriel Quintero

Schedule

Quarterly, from 9/30/2015 to 6/3/2016

Evidence of Completion

Student performance reports, electronic gradebook reports, Interim Assessment data

G1.B3 There is a need to increase the number of Civics-related instructional activities designed to enhance Civics content knowledge and understandings across grade levels. `2`

B183759

G1.B3.S1 Beginning with primary instruction, a variety of Civics-related activities for students have been identified and will continue to be implemented as a means of continuing to build capacity and improve student performances in Civics. `4`

S195393

Strategy Rationale

- After one year of implementing the new approach, student scores in Civics have improved by 24%, from 51% proficiency in 2013-2014.
- There is a need for a comprehensive approach to ensuring students have access to Civics content well prior to the EOC, beginning in the elementary grades.

Action Step 1 `5`

Introduce barrier and goals to Leadership Team and Chairpersons.

Person Responsible

Rodolfo Rodriguez

Schedule

On 8/21/2015

Evidence of Completion

Sign in sheets, agenda, minutes.

Action Step 2 `5`

Teachers will be provided with Civics-related standards and benchmarks in Kindergarten through Seventh grade curricula.

Person Responsible

Gabriel Quintero

Schedule

On 8/21/2015

Evidence of Completion

PLC minutes; feedback from PLC participants

Action Step 3 `5`

Facilitate discussions identifying specific Civics-focused activities for implementation within and among grade levels/departments.

Person Responsible

Gabriel Quintero

Schedule

Monthly, from 8/21/2015 to 5/31/2016

Evidence of Completion

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants

Action Step 4 `5`

Identify and implement grade-level instructional activities.

Person Responsible

Gabriel Quintero

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

PLC minutes reflecting discussions

Action Step 5 5

Collaborate, debrief and discuss by examining the effectiveness of Civics activities, and further investigating opportunities to enhance the articulation of Civics content across grade levels.

Person Responsible

Gabriel Quintero

Schedule

Quarterly, from 9/30/2015 to 6/10/2016

Evidence of Completion

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes

Action Step 6 5

Elementary and middle school social studies teachers will be provided with opportunities to engage in professional development and collegial conversations regarding Civics-specific activities and best practices in the teaching of Civics content.

Person Responsible

Gabriel Quintero

Schedule

Quarterly, from 9/7/2015 to 5/31/2016

Evidence of Completion

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes; teacher reflections

Action Step 7 5

Provide additional support based on classroom walkthrough and observation results.

Person Responsible

Gabriel Quintero

Schedule

Quarterly, from 10/5/2015 to 5/31/2016

Evidence of Completion

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes

Action Step 8 `5`

Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.

Person Responsible

Gabriel Quintero

Schedule

Quarterly, from 9/7/2015 to 6/10/2016

Evidence of Completion

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes; teacher reflections

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

The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/Department meeting minutes will also reflect the implementation of collaborative and reflective activities.

Person Responsible

Gabriel Quintero

Schedule

Monthly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds

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

Effectiveness of strategies will be determined through a review of student performances in Civics as measured on Interim and classroom-based assessments, as well as by performances on the Civics EOC Exam.

Person Responsible

Gabriel Quintero

Schedule

Triannually, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student performance reports, electronic gradebook reports, Interim Assessment data

G1.B4 There exists a need for additional hands-on, interactive, and "real-world" applications of mathematical concepts and skills as a means of reinforcing student understandings. `2`

🔍 B183760

G1.B4.S1 Implementing Problem Solving Protocols `4`

🔍 S195394

Strategy Rationale

- Data trends support greater articulation
- 2014-15 end-of-year needs assessment indicated a need for greater opportunities for hands-on, interactive applications of mathematical problem solving
- Baseline I-Ready Diagnostic Assessments from September 2015 indicate that 61% of students in grades 3 through 8 are not demonstrating mastery in the Numbers and Operations content cluster.
- A need exists for additional professional development on technology such as Promethian and web based programs such as GIZMOS and Reflex Math to support the use of problem solving protocols and automaticity in mathematics operations

Action Step 1 `5`

Introduce barrier and goals to Leadership Team and Chairpersons

Person Responsible

Rodolfo Rodriguez

Schedule

On 8/21/2015

Evidence of Completion

Sign in sheets, agenda, minutes and results of staff development needs assessment

Action Step 2 `5`

Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Mathematics instruction.

Person Responsible

Yolanda Green

Schedule

On 9/30/2015

Evidence of Completion

Sign in sheets, agenda, minutes and results of staff development needs assessment

Action Step 3 `5`

Identify research-based interactive/hands-on activities in Mathematics for use during instruction.

Person Responsible

Gabriel Quintero

Schedule

Quarterly, from 8/21/2015 to 5/31/2016

Evidence of Completion

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

Action Step 4 `5`

Implement identified activities and strategies during Mathematics instruction

Person Responsible

Gabriel Quintero

Schedule

Biweekly, from 9/7/2015 to 5/31/2016

Evidence of Completion

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants

Action Step 5 5

Debrief implemented activities through PLCs and assess the effectiveness thereof based on student work products and performance data.

Person Responsible

Gabriel Quintero

Schedule

Quarterly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets, agenda, minutes

Action Step 6 5

Provide site-based professional development opportunities to incorporate new technologies with the interactive teaching of mathematical content and skills.

Person Responsible

Gabriel Quintero

Schedule

Quarterly, from 9/7/2015 to 5/31/2016

Evidence of Completion

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

Action Step 7 5

Provide additional support based on classroom walkthrough and observation results.

Person Responsible

Gabriel Quintero

Schedule

Monthly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

Action Step 8 `5`

Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.

Person Responsible

Gabriel Quintero

Schedule

Quarterly, from 9/30/2015 to 6/10/2016

Evidence of Completion

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

Action Step 9 `5`

Develop and implement master schedules and tutorial programs that support the provision of targeted math instruction to Black, Hispanic, SWD and ELL students.

Person Responsible

Gabriel Quintero

Schedule

Weekly, from 9/4/2015 to 4/8/2016

Evidence of Completion

Participant rosters and attendance records in tutoring and support sessions

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/Department meeting minutes will also reflect the implementation of collaborative and reflective activities.

Person Responsible

Gabriel Quintero

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Effectiveness of strategies will be determined through a review of student performances in Math as measured on Mid-Year and classroom-based assessments, including the Florida Standards Assessment.

Person Responsible

Gabriel Quintero

Schedule

Triannually, from 10/2/2015 to 6/10/2016

Evidence of Completion

Student performance reports, electronic gradebook reports, Interim Assessment data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Introduce barrier and goals to Leadership Team and Chairpersons	Rodriguez, Rodolfo	8/21/2015	Sign in sheets, agenda, minutes and results of staff development needs assessment	8/21/2015 one-time
G1.B2.S1.A1	Introduce barrier and goals to Leadership Team and Chairpersons	Rodriguez, Rodolfo	8/21/2015	Sign in sheets, agenda, minutes and results of staff development needs assessment	9/4/2015 one-time
G1.B3.S1.A1	Introduce barrier and goals to Leadership Team and Chairpersons.	Rodriguez, Rodolfo	8/21/2015	Sign in sheets, agenda, minutes.	8/21/2015 one-time
G1.B4.S1.A1	Introduce barrier and goals to Leadership Team and Chairpersons	Rodriguez, Rodolfo	8/21/2015	Sign in sheets, agenda, minutes and results of staff development needs assessment	8/21/2015 one-time
G1.B1.S1.A2	Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Language Arts/Reading instruction.	Leal, Dania	8/21/2015	Sign in sheets, agenda, minutes and results of staff development needs assessment	10/9/2015 one-time
G1.B2.S1.A2	Conduct Professional Development to deterime teachers' readiness levels as well as professional development needs addressing best practices in Science instruction	Green, Yolanda	9/1/2015	Sign in sheets, agenda, minutes and results of staff development	10/30/2015 one-time
G1.B3.S1.A2	Teachers will be provided with Civics-related standards and benchmarks in Kindergarten through Seventh grade curricula.	Quintero, Gabriel	8/21/2015	PLC minutes; feedback from PLC participants	8/21/2015 one-time
G1.B4.S1.A2	Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Mathematics instruction.	Green, Yolanda	8/21/2015	Sign in sheets, agenda, minutes and results of staff development needs assessment	9/30/2015 one-time
G1.B1.S1.A3	Identify and establish common planning times, including monthly opportunities for vertical articulation and planning sessions.	Green, Yolanda	8/24/2015	PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants	10/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3	Implement identified laboratory and hands-on, interactive activities and strategies in Science with students.	Green, Yolanda	9/7/2015	Classroom walkthrough logs; teacher lesson plans; student work products	5/31/2016 monthly
G1.B3.S1.A3	Facilitate discussions identifying specific Civics-focused activities for implementation within and among grade levels/departments.	Quintero, Gabriel	8/21/2015	PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants	5/31/2016 monthly
G1.B4.S1.A3	Identify research-based interactive/ hands-on activities in Mathematics for use during instruction.	Quintero, Gabriel	8/21/2015	Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds	5/31/2016 quarterly
G1.B1.S1.A4	Establish PLC/Common Planning activities implemented through grade-levels and departments, with initial sessions facilitated by Administration, Chairpersons and/or content area liaisons.	Green, Yolanda	9/14/2015	Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds	10/30/2015 one-time
G1.B2.S1.A4	Assess the fidelity by implementation of resulting plans by conducting classroom walkthroughs, instructional rounds and observations, followed by individual and PLC-level debrief activities	Quintero, Gabriel	9/7/2015	Classroom walkthrough logs; teacher lesson plans; student work products	5/31/2016 biweekly
G1.B3.S1.A4	Identify and implement grade-level instructional activities.	Quintero, Gabriel	9/1/2015	PLC minutes reflecting discussions	5/31/2016 monthly
G1.B4.S1.A4	Implement identified activities and strategies during Mathematics instruction	Quintero, Gabriel	9/7/2015	PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants	5/31/2016 biweekly
G1.B1.S1.A5	Assess the fidelity of implementation of resulting plans by conducting classroom walkthroughs, instructional rounds and observations, followed by individual and PLC-level debreif activities	Quintero, Gabriel	9/1/2015	Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds	11/20/2015 weekly
G1.B2.S1.A5	Provide additional support based on classroom walkthrough and observation results.	Green, Yolanda	9/30/2015	Classroom walkthrough logs; teacher lesson plans; teacher reflection logs	5/31/2016 monthly
G1.B3.S1.A5	Collaborate, debrief and discuss by examining the effectiveness of Civics activities, and further investigating opportunities to enhance the articulation of Civics content across grade levels.	Quintero, Gabriel	9/30/2015	PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes	6/10/2016 quarterly
G1.B4.S1.A5	Debrief implemented activities through PLCs and assess the effectiveness thereof based on student work products and performance data.	Quintero, Gabriel	9/7/2015	Sign-in sheets, agenda, minutes	6/10/2016 quarterly
G1.B1.S1.A6	Provide additional support based on classroom walkthrough and observation results.	Noble, Linda	11/2/2015	Classroom walkthrough logs; Teacher reflection notes	11/30/2015 one-time
G1.B2.S1.A6	Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.	Quintero, Gabriel	9/28/2015	Classroom walkthrough logs; review of debrief conversations following walkthrough, instructional rounds and teacher reflection logs	5/31/2016 monthly
G1.B3.S1.A6	Elementary and middle school social studies teachers will be provided with opportunities to engage in professional development and collegial conversations regarding Civics-specific activities and best practices in the teaching of Civics content.	Quintero, Gabriel	9/7/2015	PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes; teacher reflections	5/31/2016 quarterly
G1.B4.S1.A6	Provide site-based professional development opportunities to incorporate new technologies with the interactive teaching of mathematical content and skills.	Quintero, Gabriel	9/7/2015	Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds	5/31/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A7	Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.	Green, Yolanda	10/1/2015	Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds	5/31/2016 monthly
G1.B3.S1.A7	Provide additional support based on classroom walkthrough and observation results.	Quintero, Gabriel	10/5/2015	PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes	5/31/2016 quarterly
G1.B4.S1.A7	Provide additional support based on classroom walkthrough and observation results.	Quintero, Gabriel	9/21/2015	Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds	5/31/2016 monthly
G1.B1.S1.A8	Develop and implement master schedules that support the provision of targeted reading instruction and support to SWD and ELL students,	Martinez, Ilene	10/1/2015	Master schedules	5/31/2016 monthly
G1.B3.S1.A8	Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.	Quintero, Gabriel	9/7/2015	PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes; teacher reflections	6/10/2016 quarterly
G1.B4.S1.A8	Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.	Quintero, Gabriel	9/30/2015	Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds	6/10/2016 quarterly
G1.B1.S1.A9	Develop and implement tutorial programs that support the provision of targeted reading instruction and support to SWD and ELL students,	Quintero, Gabriel	10/1/2015	Tutorial and support session attendance records	5/31/2016 monthly
G1.B4.S1.A9	Develop and implement master schedules and tutorial programs that support the provision of targeted math instruction to Black, Hispanic, SWD and ELL students.	Quintero, Gabriel	9/4/2015	Participant rosters and attendance records in tutoring and support sessions	4/8/2016 weekly
G1.MA1	Classroom walkthroughs, classroom-based assessments, data disaggregation from Mid-Year assessments, Florida Standards Assessments and/or End-of-Course examinations.	Quintero, Gabriel	8/31/2015	Student performance reports, Interim and other assessment data, classroom walkthrough notes and logs	6/10/2016 quarterly
G1.B1.S1.MA1	Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim, standardized and classroom-based assessments.	Quintero, Gabriel	8/24/2015	Student performance reports, electronic gradebook reports, Interim Assessment data	6/3/2016 quarterly
G1.B1.S1.MA1	The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/ Department meeting minutes will also reflect the implementation of collaborative and reflective activities.	Quintero, Gabriel	8/20/2015	Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds.	6/10/2016 monthly
G1.B2.S1.MA1	Effectiveness of strategies will be determined through a review of student performances in Science as measured on Mid-Year, standardized and classroom-based assessments.	Quintero, Gabriel	9/30/2015	Student performance reports, electronic gradebook reports, Interim Assessment data	6/3/2016 quarterly
G1.B2.S1.MA1	The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/ Department meeting minutes will also reflect the implementation of collaborative and reflective activities.	Quintero, Gabriel	8/20/2015	Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Effectiveness of strategies will be determined through a review of student performances in Civics as measured on Interim and classroom-based assessments, as well as by performances on the Civics EOC Exam.	Quintero, Gabriel	8/24/2015	Student performance reports, electronic gradebook reports, Interim Assessment data	6/10/2016 triannually
G1.B3.S1.MA1	The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/ Department meeting minutes will also reflect the implementation of collaborative and reflective activities.	Quintero, Gabriel	9/7/2015	Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds	6/10/2016 monthly
G1.B4.S1.MA1	Effectiveness of strategies will be determined through a review of student performances in Math as measured on Mid-Year and classroom-based assessments, including the Florida Standards Assessment.	Quintero, Gabriel	10/2/2015	Student performance reports, electronic gradebook reports, Interim Assessment data	6/10/2016 triannually
G1.B4.S1.MA1	The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/ Department meeting minutes will also reflect the implementation of collaborative and reflective activities.	Quintero, Gabriel	9/1/2015	Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds	6/10/2016 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 Greater articulation among elementary and middle school teachers is needed to enhance instructional effectiveness, as well as to build capacity to support improved student performances in Reading.

G1.B1.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Language Arts/Reading instruction.

Facilitator

Dania Leal

Participants

Teachers

Schedule

On 10/9/2015

PD Opportunity 2

Provide additional support based on classroom walkthrough and observation results.

Facilitator

Rudy Rodriguez, Gabriel Quintero, Yolanda Green

Participants

Teachers

Schedule

On 11/30/2015

G1.B2 There is a lack of instructional rigor and opportunities to enhance students' higher order thinking and science process skills, including the incorporation of additional hands-on and laboratory activities.

G1.B2.S1 Inquiry-based, Hands-on Activities

PD Opportunity 1

Conduct Professional Development to deterime teachers' readiness levels as well as professional development needs addressing best practices in Science instruction

Facilitator

PD Liaison, Science Department Chairperson, Science Liaison

Participants

Science and Content Teachers

Schedule

On 10/30/2015

PD Opportunity 2

Provide additional support based on classroom walkthrough and observation results.

Facilitator

Assistant Principals, Science Liaison

Participants

Science and Content Teachers

Schedule

Monthly, from 9/30/2015 to 5/31/2016

G1.B3 There is a need to increase the number of Civics-related instructional activities designed to enhance Civics content knowledge and understandings across grade levels.

G1.B3.S1 Beginning with primary instruction, a variety of Civics-related activities for students have been identified and will continue to be implemented as a means of continuing to build capacity and improve student performances in Civics.

PD Opportunity 1

Elementary and middle school social studies teachers will be provided with opportunities to engage in professional development and collegial conversations regarding Civics-specific activities and best practices in the teaching of Civics content.

Facilitator

Assistant Principals, Social Studies Chairperson

Participants

Social Studies and Content Teachers

Schedule

Quarterly, from 9/7/2015 to 5/31/2016

PD Opportunity 2

Provide additional support based on classroom walkthrough and observation results.

Facilitator

Assistant Principals, Social Studies Chairperson

Participants

Social Studies and Content Teachers

Schedule

Quarterly, from 10/5/2015 to 5/31/2016

G1.B4 There exists a need for additional hands-on, interactive, and "real-world" applications of mathematical concepts and skills as a means of reinforcing student understandings.

G1.B4.S1 Implementing Problem Solving Protocols

PD Opportunity 1

Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Mathematics instruction.

Facilitator

Assistant Principals, PD Liaison, Math Liaisons

Participants

Math and Content Teachers

Schedule

On 9/30/2015

PD Opportunity 2

Provide site-based professional development opportunities to incorporate new technologies with the interactive teaching of mathematical content and skills.

Facilitator

Assistant Principals, PD Liaison, Math Liaisons

Participants

Math and Content Teachers

Schedule

Quarterly, from 9/7/2015 to 5/31/2016

PD Opportunity 3

Provide additional support based on classroom walkthrough and observation results.

Facilitator

Assistant Principals, PD Liaison, Math Liaisons

Participants

Math and Content Teachers

Schedule

Monthly, from 9/21/2015 to 5/31/2016

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	Introduce barrier and goals to Leadership Team and Chairpersons	$0.00
2	G1.B1.S1.A2	Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Language Arts/Reading instruction.	$0.00
3	G1.B1.S1.A3	Identify and establish common planning times, including monthly opportunities for vertical articulation and planning sessions.	$0.00
4	G1.B1.S1.A4	Establish PLC/Common Planning activities implemented through grade-levels and departments, with initial sessions facilitated by Administration, Chairpersons and/or content area liaisons.	$0.00
5	G1.B1.S1.A5	Assess the fidelity of implementation of resulting plans by conducting classroom walkthroughs, instructional rounds and observations, followed by individual and PLC-level debreif activities	$0.00
6	G1.B1.S1.A6	Provide additional support based on classroom walkthrough and observation results.	$0.00
7	G1.B1.S1.A7	Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.	$0.00
8	G1.B1.S1.A8	Develop and implement master schedules that support the provision of targeted reading instruction and support to SWD and ELL students,	$0.00
9	G1.B1.S1.A9	Develop and implement tutorial programs that support the provision of targeted reading instruction and support to SWD and ELL students,	$4,550.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2701 - Kenwood K 8 Center	Other		$1,550.00
			Notes: EESAC Funds			
			2701 - Kenwood K 8 Center	Title III		$3,000.00
			Notes: Title III Tutorial Funding			

10	G1.B2.S1.A1	Introduce barrier and goals to Leadership Team and Chairpersons	$0.00
11	G1.B2.S1.A2	Conduct Professional Development to determe teachers' readiness levels as well as professional development needs addressing best practices in Science instruction	$0.00
12	G1.B2.S1.A3	Implement identified laboratory and hands-on, interactive activities and strategies in Science with students.	$0.00
13	G1.B2.S1.A4	Assess the fidelity by implementation of resulting plans by conducting classroom walkthroughs, instructional rounds and observations, followed by individual and PLC-level debreif activities	$0.00

Budget Data

14	G1.B2.S1.A5	Provide additional support based on classroom walkthrough and observation results.	$0.00
15	G1.B2.S1.A6	Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.	$0.00
16	G1.B3.S1.A1	Introduce barrier and goals to Leadership Team and Chairpersons.	$0.00
17	G1.B3.S1.A2	Teachers will be provided with Civics-related standards and benchmarks in Kindergarten through Seventh grade curricula.	$0.00
18	G1.B3.S1.A3	Facilitate discussions identifying specific Civics-focused activities for implementation within and among grade levels/departments.	$0.00
19	G1.B3.S1.A4	Identify and implement grade-level instructional activities.	$0.00
20	G1.B3.S1.A5	Collaborate, debrief and discuss by examining the effectiveness of Civics activities, and further investigating opportunities to enhance the articulation of Civics content across grade levels.	$0.00
21	G1.B3.S1.A6	Elementary and middle school social studies teachers will be provided with opportunities to engage in professional development and collegial conversations regarding Civics-specific activities and best practices in the teaching of Civics content.	$0.00
22	G1.B3.S1.A7	Provide additional support based on classroom walkthrough and observation results.	$0.00
23	G1.B3.S1.A8	Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.	$0.00
24	G1.B4.S1.A1	Introduce barrier and goals to Leadership Team and Chairpersons	$0.00
25	G1.B4.S1.A2	Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Mathematics instruction.	$0.00
26	G1.B4.S1.A3	Identify research-based interactive/hands-on activities in Mathematics for use during instruction.	$0.00
27	G1.B4.S1.A4	Implement identified activities and strategies during Mathematics instruction	$0.00
28	G1.B4.S1.A5	Debrief implemented activities through PLCs and assess the effectiveness thereof based on student work products and performance data.	$0.00
29	G1.B4.S1.A6	Provide site-based professional development opportunities to incorporate new technologies with the interactive teaching of mathematical content and skills.	$0.00
30	G1.B4.S1.A7	Provide additional support based on classroom walkthrough and observation results.	$0.00
31	G1.B4.S1.A8	Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.	$0.00

Budget Data

32	G1.B4.S1.A9	Develop and implement master schedules and tutorial programs that support the provision of targeted math instruction to Black, Hispanic, SWD and ELL students.				$4,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2701 - Kenwood K 8 Center	School Improvement Funds		$1,550.00
			Notes: EESAC Funds			
			2701 - Kenwood K 8 Center	Title III		$3,000.00
			Notes: Reading and Math Tutorials			
					Total:	$9,100.00