Hibiscus Elementary School

2015-16 School Improvement Plan

Hibiscus Elementary School

18701 NW 1ST AVE, Miami, FL 33169

http://hibiscus.dadeschools.net/

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	90%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

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

*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

MISSION STATEMENT
The Hibiscus Elementary administrative team, faculty, support staff, parents, students, and community leaders believe that all children can learn. We believe that it is essential for all students to improve the quality of their writing and expand their vocabulary in the process.
We further believe that all students must acquire the reading and mathematics competencies, which will enable them to be productive contributors to society in the future. We believe that it is through constant high expectations and hard work that all can achieve the goals, which they set for themselves.
The administrative team, faculty, support staff, parents, and community accept the responsibility for students' mastery of certain basic competencies, which encourage the development of self-respect and sound value system.

Provide the school's vision statement

VISION STATEMENT
Hibiscus Elementary School is a school where teachers, parents, and students work together to build a strong and sound, academic foundation based on district, state and national standards that will meet the challenges of an ever-changing diverse and technological environment.

School Environment

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

Hibiscus Elementary school has a multi-cultural staff which is reflective of our student population. The representations of various cultures throughout the staff and student body helps to reduce cultural barriers in communication, promotes cultural pride as well as respect of cultural differences.
The curriculum that is used has stories and illustrations that represent various cultures which often generates discussions and collaborative conversations regarding commonalities and differences of cultures. Multi-cultural representation is integrated throughout every aspect of the curriculum. The core subjects as well as special areas use text-based, interactive activities, and projects to promote learning about the various cultures represented within our student population to build relationships. Our school also has multi- cultural programs and presentations throughout the year in which students and teachers learn through direct and indirect participation. Some of these school wide programs include: Hispanic Heritage, Winter Holiday program, Black History, and Haitian Heritage. The culture of our school is to use multiple opportunities and modalities to learn about various cultures. We also cultivate strong, trusting relationships between students and teachers that foster academic growth and mutual respect of cultural differences.

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

Before and after school, staff members and student safety patrols have been assigned to designated areas throughout the school to create a safe environment. Throughout the school day, access to the school aligns with district policies by minimizing access to the campus and requiring visitors to sign in with security as well as in the front office.
Morning Announcements incorporate the District's Campaign, "Core Values- Values Matters" as well

as "Our Thought for the Day". These components help to create a school wide climate in which students learn to be respectful to others and themselves.

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

We have established a code of conduct called HAWKS (H-have respect for each other; A- Always be kind; W- work hard; K- Keep everyone; S- safe). We also have an alternative to suspension plan and a school-wide behavior plan that focuses on positive behavior and rewards.

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

Our staff is encouraged to build "mentoring" relationships with students. The counselor teaches class lessons and does small group and individual counseling. Additionally, Character Education Lessons are done school-wide by the counselor and teachers. To assist students who need additional resources, community agencies provide support. This school year we have numerous mentoring support groups which are provided by: Honey Shine, 5000 Role Models, Girl Scouts and members of Fire Fighters Association.

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

Hibiscus Elementary School uses the statewide, standardized assessment in Reading and Mathematics as the determining indicator when identifying students for Early Warning. Students scoring Level 1 in Reading and / or Level 1 in Mathematics are identified, selected and appropriately monitored throughout the school year.

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
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	17	12	17	46
Level 1 on statewide Math Assessment	7	5	6	18

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	2	21	1	14	14	53

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

Hibiscus Elementary reviewed data from the iReady Reports, Dashboard as well as baseline school administered assessments. As a result of various assessments, Level 1 students in Reading have been identified and are appropriately scheduled and will receive push-in interventions from Special Area Staff as well as additional intervention during the 90 minute Reading Block. Students scoring Level 1 in Mathematics and/ or insufficient on school administered assessments are also appropriately scheduled and will receive interventions during their Special Area block.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/51706.

Description

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

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

2. The process by which the school builds and sustains partnership with the local community for the purpose of securing and utilizing resources to support the school by providing incentives for students achievement, behavior and attendance.
• The Leadership Team is working closely with the administrative team and has created an action plan for the 2015-2016 school year which included visiting our local business before the opening of school. A letter was given at that time sharing our vision for the new year with seeking their business as a partner.
• Provided a Resource Fair during the Opening of School to assist parents with services that would be beneficial for the family.
• Informing our Business Partners monthly about our ESSAC Meetings.
• Building Bridges /Meet and Greet with business managers in the community
• Increase Dade Partners
As a staff we plan and host Reading Under the Stars, Pajama Party, SMART Day, Spelling Bee and Vision Week.
The administrative staff and selected members of the Hibiscus Elementary staff visited local businesses during the month of August to solicit partnership. The partnership include financial assistance, in-kind donations, incentives for student achievement for mastery on assessments, attendance, academic progress, mentorships and tutoring. Additionally, the school has a number of school volunteers who assist in classrooms and main office.

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
Cox, Kim	Principal
Collie, Sarah	Assistant Principal
Bryant, Patricia	Guidance Counselor

Duties

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

Kim Cox, Principal:
-Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff,ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Sarah Collie, Assistant Principal:
-Assists the Principal who provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Patricia Bryant, School Counselor:
Providing interventions, the school counselor and social worker continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by reviewing: content students learn, expected levels of
performance, assessment data, progress of interventions, and enrichment activities.
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting,
planning, and program evaluation during all team meetings that focus on increasing student achievement or b
ehavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and

effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting

Annual Measurable Objectives.

Hibiscus Elementary meets state and federal requirements through the coordination of various federal, state and local services.

Title I resources are used to provide services to student requiring additional academic support. to progress in all areas. Curriculum Coaches use data to collaborate with instructional personnel , identify patterns of student need and to implement research based interventions.

The school's Community Involvement Specialist (CIS) encourages parental involvement by meeting with parents, providing printed materials, scheduling parent workshops through the Parent Academy and

coordinating with student services for community agency referrals. The CIS also serves to enhance partnerships between school personnel, parents and the surrounding business community.

Title III funds are used to supplement and enhance the programs for English Language Learners(ELL) by making the following services available:

• tutorial programs

• behavioral/mental counseling services

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers

• reading and supplementary instructional materials(K-12)

Title X

Hibiscus Elementary does not have any students that meet this criteria at this time. However the following procedures are in place if and when needed:

• The Department of Student Services provides parents with services as needed through the Project Upstart

Homeless Children and Youth in Transition.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless

students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless

children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• The School Community Involvement Specialist is the school based homeless coordinator and has been trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

The school offers Supplemental Academic Instruction in Character Education, Values Matter, Anti-Bullying and Substance Abuse Education. These programs are delivered school-wide through classroom instruction and followed up by small group and individual counseling as needed.

Nutrition requirements are implemented through the School Food Service Program for school breakfast, lunch and after care snacks using the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kim W. Cox	Principal
Sieta Mobley	Teacher
Melanye Shinhoster	Teacher
Maria Mori	Teacher
Elaine Dean	Teacher
Stephen Jenkins	Parent
Mercedes Phang	Parent
Marie Suffy	Parent
Xanthe Munnings	Parent
Ruth Dalberiste	Parent
Rosalyn Rogers	Business/Community
Mercedes Phang	Student
Betty Belair	Business/Community
Natasha Mayne	Business/Community
Sandra Bryan	Teacher
Nicola Thompson Hosang	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

A team of teachers, parents/community partners, students and administrators on the SAC committee were grouped together to evaluate each section of the school improvement plan. The team reviewed and revised some educational goals and strategies based on the school's data and the desired outcomes for next year.

Development of this school improvement plan

The SAC members contributed to each section of the school improvement plan. They were involved in reviewing and gathering information regarding student data. They also participated and assisted in writing the goals and strategies for the core components of the school improvement plan.

Preparation of the school's annual budget and plan

The SAC committee is responsible for making sure the SAC funds benefits all the students. The SAC also ensures that all expenditures are in line with School Improvement Plan and that the timeline for the annual budget is being followed. SAC is responsible for final decision-making at the school relating to implementation of the State system of school improvement and accountability.

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

Last year, the 100% of SAC funds were used for student incentives and awards for student achievement. The funds were allocated throughout the year after each Interim Assessments for students who scored mastery and/ or demonstrated improvement. The funds were also allocated to each grade level in the school for End-of-the Year awards.

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
Bryant, Patricia	Guidance Counselor
Cox, Kim	Principal
Collie, Sarah	Assistant Principal
Pierresaint, Beatrice	Teacher, K-12
Mobley, Sieta	SAC Member

Duties

Describe how the LLT promotes literacy within the school

The Literacy leadership team (LLT) will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the schools directional focus, the LLT Leadership team will meet and discuss all updates that will or need to occur based on the result of the instructional and intervention programs. The LLT Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The LLT Leadership Team will provide levels of support and interventions to students based on data.Literacy will be viewed as an integral part of all the content areas.
- Phonics and Structural Analysis is embedded in the Reading program
- Reciprocal Teaching will be incorporated with in the schema of literacy in all content areas.
- Wonder Works Intervention for those students reading below grade level.
- Writing is embedded in all subject areas.
The goal will be to help students see themselves as successful readers,who are growing in confidence and competence.

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

Each grade level conducts collaborative planning weekly with Grade Level Chairpersons as well as administrators. During collaborative planning, the Florida Standards are reviewed in relations to the District's Pacing Guide for each subject area. In addition to collaborative planning, teachers volunteered to participate in focus groups in areas of concerns such as core subjects areas, attendance, discipline, wellness, safety, marketing and effective use of digital tools to enhance student engagement and learning. These focus groups will discuss opportunities for growth as well as seek best practices amongst their colleagues. Additionally, teachers review data with administrators and discuss strategies to improve student achievement. During collaborative planning, teachers also discuss strategies to increase rigor and higher order enrichment activities and /or assessments.

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

Job embedded professional development opportunities (i.e. common planning time, teacher planning days and faculty meetings)
• Common planning with Administrative Staff for subject area planning
• PLC opportunities will be provided for all teachers in order to provide additional support in a specific subject area and collaborate best practices
Provide peer - coaching support within the classroom setting to model best practices strategies for instruction

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

Provide support to the mentee by an experienced teacher with outstanding knowledge of the grade level content, materials and methods that support high standards.

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

During weekly collaborative planning, item specifications and pacing guides are utilized to ensure that lessons plans, bell ringers, and Teacher Led Center(TLC) packets are aligned to the Florida Standards. Professional development is provided on an ongoing basis to assist in building teachers' capacity as they effectively implement the Florida Standards. Professional development will also focus on incorporating rigor required to meet the challenges of the new assessment.

Instructional Strategies

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

The Leadership Team regularly meets to analyze, discuss, disaggregate and disseminate student data. Students are identified and monitored vertically to lessen the possibility of regression and to ensure that students who are not performing well make the necessary adjustments so they can move toward proficiency, narrowing the achievement gap. Level 1 and 2 targeted students receive Reading Intervention through McGraw- Hill Wonder Works, in the addition to the 90 minute Reading block, Differentiated Instruction and push-in and pull-out interventions from Special Area teachers and Interventionists. Targeted level 1 and 2 students in Mathematics, receive interventions, small group instruction during 90 minute Mathematics block and push-in and pull-out assistance.

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: Before School Program
Minutes added to school year: 1,440

Students will be given the opportunity to come to school at 7:30 am, twice a week to utilize the computer to access various software programs to build their identified skills.

Strategy Rationale

In increase in usage of iReady, My Own Reader, Reflax Math, Imagine Learning will assist students to build their proficiency level on iReady.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Collie, Sarah, scollie@dadeschools.net

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

iReady Reports will be analyzed in December and March.

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

At Hibiscus Elementary School, all incoming Kindergarten students are assessed prior to or upon entering
Kindergarten in order to ascertain individual and group needs and to assist in the development of robust
instructional/intervention programs. All students are assessed within the areas of Basic Skills/School
Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.
Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill
development and academic school readiness of incoming students. The Clinical Evaluation of Language
Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming
students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter
knowledge and level of phonological awareness/processing. In addition to academic/school readiness
assessments, all incoming Kindergarten students will be assessed in
the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed
by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable
information regarding student development and need for instruction/intervention regarding pro-social
behavior, self-regulation, self-concept, and self-efficacy. Screening data will be collected and aggregated

prior to November 30, 2015. Data will be used to plan daily academic and social/emotional instruction for all

students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction,

modeling, guided practice and independent practice of all academic and/or social emotional skills identified

by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching,

and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student

learning gains in order to determine the need for changes to the instructional/intervention programs.
The following are strategies that will be used to meet our goals:

1. Establish the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents

and children will gain familiarity with kindergarten as well as receive information relative to the matriculation

of students at the school. The principal will also meet with the center directors of neighborhood centers.

2. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready

School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.

3. Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

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:

*

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.   We will increase students' participation in science experiences using technology and hands -on activities.

G2.   We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas.

G3.   We will increase students' writing proficiency across all content areas.

G4.   We will increase students' mathematics proficiency by implementing and deliverying rigorous instruction as required by Mathematical Florida Standards (MAFS).

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. We will increase students' participation in science experiences using technology and hands -on activities. 1a

🔑 G070553

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal 2

- Scott-Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, GIZMO, Discovery Education, JJ Boot Camp, Study Jams, Brain Pop

Targeted Barriers to Achieving the Goal 3

- Limited use of technology and hands-on rigorous activities to engage students in higher order thinking skills inquiry.

Plan to Monitor Progress Toward G1. 8

Teachers will analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate higher order thinking skills.

Person Responsible
Sieta Mobley

Schedule
On 2/26/2016

Evidence of Completion
GIZMO Reports, Science Baseline and Mid-Year Assessments Reports, School-wide Assessments and 2015 FCAT 2.0 Science Assessments

G2. We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas. 1a

🔑 G070554

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	45.0

Resources Available to Support the Goal 2

- Core programs: McGraw-Hill Reading Wonders/WonderWorks Supplemental: I-Ready, MyOnReader, Imagine Learning (ELL)

Targeted Barriers to Achieving the Goal 3

- Limited evidence of the rigor required by the LAFS.

Plan to Monitor Progress Toward G2. 8

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Kim Cox

Schedule

Monthly, from 9/15/2014 to 11/26/2014

Evidence of Completion

Formative: i-Ready Reports, Wonders's by McGraw- Hill Reports, Quizzes/Tests,Fall Interim Assessment: and Winter Interim Assessment Summative Assessment: 2016 FSA

G3. We will increase students' writing proficiency across all content areas. `1a`

🔍 G070555

Targets Supported `1b`

Indicator	Annual Target
FAA Writing Proficiency	50.0

Resources Available to Support the Goal `2`

- Task Cards, Rubrics, Anchor Charts, Graphic Organizers, McGraw-Hill Reader/Writer Workshop
  , Imagine Learning (ELL)

Targeted Barriers to Achieving the Goal `3`

- Limited opportunity for students to write across all content areas.

Plan to Monitor Progress Toward G3. `8`

Following the FCIM model and data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible
Kim Cox

Schedule
Monthly, from 10/5/2015 to 2/26/2016

Evidence of Completion
Formative: I -Ready Reports, McGraw- Hill, Quizzes/Tests, Pre Writing Assessment and Post
Writing Assessment Summative Assessment: 2016 FSA

G4. We will increase students' mathematics proficiency by implementing and deliverying rigorous instruction as required by Mathematical Florida Standards (MAFS). 1a

G070556

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	53.0

Resources Available to Support the Goal 2

- Core: GoMath Teacher Edition; Go Math (Online) - Destination Math, Animated Math Models, HMH Mega Math (K-5); GoMath (Paper - based) - Reteach Book Supplement: Reflex, Gizmos (Grade 3-5), I-Ready, Ready Common Core Workbooks, Additional 30 minute intervention block outside of the 60 minute instructional block for Grades 3-5, Promethean Boards

Targeted Barriers to Achieving the Goal 3

- Inconsistency in the use of rigor in lesson planning and delivery of instruction as required by Mathematical Florida Standards (MAFS).

Plan to Monitor Progress Toward G4. 8

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Kim Cox

Schedule

Monthly, from 9/14/2015 to 2/26/2016

Evidence of Completion

Formative: Reflex Reports, I-Ready Reports, Go-Math Quizzes/Tests, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2016 FSA

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. We will increase students' participation in science experiences using technology and hands -on activities. `1`

🔑 G070553

G1.B1 Limited use of technology and hands-on rigorous activities to engage students in higher order thinking skills inquiry. `2`

🔑 B183815

G1.B1.S1 Plan 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, engaging instructional activities. `4`

🔑 S195447

Strategy Rationale

Stakeholders will use student data to review strengths and weaknesses to identify clear and obtainable instructional paths.

Action Step 1 `5`

Establish clear and obtainable objectives for development of engaging, rigorous hands-on or virtual activities.

Person Responsible

Sieta Mobley

Schedule

Monthly, from 9/14/2015 to 2/26/2016

Evidence of Completion

District Baseline and Mid-Year Interim Assessments, lesson plans, student artifacts

Action Step 2 `5`

Attend iCAD meetings that will focus on identified strategies in action plan.

Person Responsible

Sieta Mobley

Schedule

Monthly, from 9/14/2015 to 2/26/2016

Evidence of Completion

Registration document and completion of follow up action plan.

Action Step 3 `5`

Plan collaboratively with science teachers using the District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of specific grade-level topics, including essential labs.

Person Responsible

Kim Cox

Schedule

Weekly, from 9/14/2015 to 2/26/2016

Evidence of Completion

Lesson plans, administrative walk-thru documentation, student artifacts

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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Kim Cox

Schedule

Weekly, from 9/14/2015 to 2/26/2016

Evidence of Completion

Formative: GIZMO Reports, JJ Boot Camp Reports, Science Baseline and Mid-Year Assessment Reports, School-wide Quarterly Assessments Summative: 2016 FCAT 2.0 Science Assessment

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

Conduct weekly classroom walkthroughs using the IPEGS Frame work to ensure implementation of effective science planning and delivery of instruction aligned to the District Pacing Guides and NGSSS (hands-on inquiry, use of interactive journal with corrective feedback, etc.).

Person Responsible

Kim Cox

Schedule

Weekly, from 9/7/2015 to 2/26/2016

Evidence of Completion

G2. We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas. `1`

🔑 G070554

G2.B1 Limited evidence of the rigor required by the LAFS. `2`

🔑 B183816

G2.B1.S1 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. `4`

🔑 S195449

Strategy Rationale

Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 `5`

Plan weekly with grades K-5 to effectively incorporate the Text Based Writing Prompt to expose the rigor required by the LAFS. A team of selected teachers will modeling and support identified teachers in grades K-2. Review data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use i-Ready data to guide whole and small instruction.

Person Responsible

Kim Cox

Schedule

Biweekly, from 10/12/2015 to 1/15/2016

Evidence of Completion

Reflected in the lesson plans, student journals, and classroom observations

Action Step 2 `5`

Provide a professional development on the LAFS and Item Specifications identifying specific instructional implications.

Person Responsible

Kim Cox

Schedule

On 1/15/2016

Evidence of Completion

PD rosters, lesson plans, student artifacts

Action Step 3 `5`

Provide a professional development for primary grade teachers on the implementation of Differentiated Instruction with targeted alignment to the LAFS.

Person Responsible

Kim Cox

Schedule

On 11/27/2015

Evidence of Completion

PD rosters, lesson plans, student artifacts

Action Step 4 `5`

Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.

Person Responsible

Kim Cox

Schedule

Weekly, from 9/21/2015 to 2/26/2016

Evidence of Completion

Lesson plans, student artifacts

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Kim Cox

Schedule

Daily, from 9/7/2015 to 2/26/2016

Evidence of Completion

Formative: i-Ready Reports, Wonder's McGraw- Hill, Quizzes/Tests and Interim Assessments Summative Assessment: 2016 FSA

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Administrators will review data reports and student artifacts as well as classroom walk-throughs to monitor instructions for effectiveness.

Person Responsible

Kim Cox

Schedule

Monthly, from 9/21/2015 to 2/26/2016

Evidence of Completion

Formative:i-Ready Reports, Wonder's McGraw- Hill Reports, Quizzes/Tests,Student Artifacts, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2016 FSA

G3. We will increase students' writing proficiency across all content areas. 1

G070555

G3.B1 Limited opportunity for students to write across all content areas. 2

B183819

G3.B1.S1 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing by explicitly teaching various modalities and genres of writing. 4

S195452

Strategy Rationale

Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Action Step 1 5

Use the District Writing Pacing Guide to effectively plan, deliver and monitor text-based academic writing in grades 3-5.

Person Responsible

Kim Cox

Schedule

Weekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Student artifacts

Action Step 2 5

Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.

Person Responsible

Kim Cox

Schedule

On 1/22/2016

Evidence of Completion

PD Rosters, lesson plans, student writing journals

Action Step 3 `5`

Plan for mini lessons aligned to the data gathered from formal and informal assessments and use technology, such as Writer's Workspace, to meet student needs.

Person Responsible

Kim Cox

Schedule

Monthly, from 10/5/2015 to 2/12/2016

Evidence of Completion

Student artifacts, lesson plans, classroom observations.

Action Step 4 `5`

Conduct weekly classroom walkthroughs to ensure effective writing instruction aligned to LAFS and student needs, and consistent utilization of technology.

Person Responsible

Kim Cox

Schedule

Weekly, from 9/1/2015 to 2/26/2016

Evidence of Completion

Lesson plans, student artifacts

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Kim Cox

Schedule

Monthly, from 9/28/2015 to 2/26/2016

Evidence of Completion

Formative - I-Ready Reports, Wonder's McGraw- Hill Reports, Quizzes/Tests, Pre Writing Assessment, and Post Writing Assessment Summative Assessment: 2016 FSA

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Schedule

Monthly, from 9/1/2015 to 2/26/2016

Evidence of Completion

Formative: i-Ready Reports, Wonder's McGraw- Hill Reports , Quizzes/Tests, Pre Writing Assessment and Post Writing Assessment Summative Assessment: 2016 FSA

G4. We will increase students' mathematics proficiency by implementing and deliverying rigorous instruction as required by Mathematical Florida Standards (MAFS). `1`

`G070556`

G4.B1 Inconsistency in the use of rigor in lesson planning and delivery of instruction as required by Mathematical Florida Standards (MAFS). `2`

`B183820`

G4.B1.S1 Increase Rigor and Higher Order Thinking Skills `4`

`S195454`

Strategy Rationale

Students will be able to consistently use higher order thinking skills in solving mathematical problems.

Action Step 1 `5`

Conduct weekly collaborative planning sessions focused on pacing guides, item specifications and lesson plan development.

Person Responsible

Kim Cox

Schedule

Weekly, from 9/14/2015 to 2/26/2016

Evidence of Completion

GoMath TE, item specs (3-5), pacing guides, agenda, lesson plan documents, classroom/ student data - DI group forms

Action Step 2 `5`

Attend monthly ICAD meetings with District personnel.

Person Responsible

Kim Cox

Schedule

Monthly, from 9/14/2015 to 1/29/2016

Evidence of Completion

In-service activity roster, reflection

Action Step 3 `5`

Conduct classroom walkthroughs and support selected teachers on a weekly basis during quarter 1 with the effective modeling of rigor, higher order thinking questions, and differentiated instruction.

Person Responsible

Kim Cox

Schedule

Daily, from 9/14/2015 to 2/26/2016

Evidence of Completion

Walkthrough checklist; lesson plans; student work

Action Step 4 `5`

Support teachers with the disaggregation of the data from chapter tests, benchmark assessments and District Fall Interim Assessment. Discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

Person Responsible

Kim Cox

Schedule

Monthly, from 10/12/2015 to 2/26/2016

Evidence of Completion

Data reports from formal and informal assessments; data debriefing agendas, sign-in sheets; Instructional action plans to include secondary benchmark for teacher-led center, DI folders, DI groups

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Kim Cox

Schedule

Monthly, from 10/5/2015 to 2/26/2016

Evidence of Completion

Formative: I-Ready Reports, Reflex Reports, Go-Math Quizzes/Tests, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2016 FSA

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Kim Cox

Schedule

Monthly, from 9/7/2015 to 2/26/2016

Evidence of Completion

Formative: Reflex, I-Ready Reports, Go-Math Quizzes/Tests,Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2016 FSA

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	Establish clear and obtainable objectives for development of engaging, rigorous hands-on or virtual activities.	Mobley, Sieta	9/14/2015	District Baseline and Mid-Year Interim Assessments, lesson plans, student artifacts	2/26/2016 monthly
G2.B1.S1.A1	Plan weekly with grades K-5 to effectively incorporate the Text Based Writing Prompt to expose the rigor required by the LAFS. A team of selected teachers will modeling and support identified teachers in grades K-2. Review data to provide teachers of ELL students with grade level specific activities that incorporate Imagine	Cox, Kim	10/12/2015	Reflected in the lesson plans, student journals, and classroom observations	1/15/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Learning. Use i-Ready data to guide whole and small instruction.				
G3.B1.S1.A1	Use the District Writing Pacing Guide to effectively plan, deliver and monitor text-based academic writing in grades 3-5.	Cox, Kim	9/21/2015	Student artifacts	1/22/2016 weekly
G4.B1.S1.A1	Conduct weekly collaborative planning sessions focused on pacing guides, item specifications and lesson plan development.	Cox, Kim	9/14/2015	GoMath TE, item specs (3-5), pacing guides, agenda, lesson plan documents, classroom/student data - DI group forms	2/26/2016 weekly
G1.B1.S1.A2	Attend iCAD meetings that will focus on identified strategies in action plan.	Mobley, Sieta	9/14/2015	Registration document and completion of follow up action plan.	2/26/2016 monthly
G2.B1.S1.A2	Provide a professional development on the LAFS and Item Specifications identifying specific instructional implications.	Cox, Kim	10/5/2015	PD rosters, lesson plans, student artifacts	1/15/2016 one-time
G3.B1.S1.A2	Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.	Cox, Kim	10/7/2015	PD Rosters, lesson plans, student writing journals	1/22/2016 one-time
G4.B1.S1.A2	Attend monthly ICAD meetings with District personnel.	Cox, Kim	9/14/2015	In-service activity roster, reflection	1/29/2016 monthly
G1.B1.S1.A3	Plan collaboratively with science teachers using the District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of specific grade-level topics, including essential labs.	Cox, Kim	9/14/2015	Lesson plans, administrative walk-thru documentation, student artifacts	2/26/2016 weekly
G2.B1.S1.A3	Provide a professional development for primary grade teachers on the implementation of Differentiated Instruction with targeted alignment to the LAFS.	Cox, Kim	10/5/2015	PD rosters, lesson plans, student artifacts	11/27/2015 one-time
G3.B1.S1.A3	Plan for mini lessons aligned to the data gathered from formal and informal assessments and use technology, such as Writer's Workspace, to meet student needs.	Cox, Kim	10/5/2015	Student artifacts, lesson plans, classroom observations.	2/12/2016 monthly
G4.B1.S1.A3	Conduct classroom walkthroughs and support selected teachers on a weekly basis during quarter 1 with the effective modeling of rigor, higher order thinking questions, and differentiated instruction.	Cox, Kim	9/14/2015	Walkthrough checklist; lesson plans; student work	2/26/2016 daily
G2.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.	Cox, Kim	9/21/2015	Lesson plans, student artifacts	2/26/2016 weekly
G3.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective writing instruction aligned to LAFS and student needs, and consistent utilization of technology.	Cox, Kim	9/1/2015	Lesson plans, student artifacts	2/26/2016 weekly
G4.B1.S1.A4	Support teachers with the disaggregation of the data from chapter tests, benchmark assessments and District Fall Interim Assessment. Discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.	Cox, Kim	10/12/2015	Data reports from formal and informal assessments; data debriefing agendas, sign-in sheets; Instructional action plans to include secondary benchmark for teacher-led center, DI folders, DI groups	2/26/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Teachers will analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate higher order thinking skills.	Mobley, Sieta	9/14/2015	GIZMO Reports, Science Baseline and Mid-Year Assessments Reports, School-wide Assessments and 2015 FCAT 2.0 Science Assessments	2/26/2016 one-time
G1.B1.S1.MA1	Conduct weekly classroom walkthroughs using the IPEGS Frame work to ensure implementation of effective science planning and delivery of instruction aligned to the District Pacing Guides and NGSSS (hands-on inquiry, use of interactive journal with corrective feedback, etc.).	Cox, Kim	9/7/2015		2/26/2016 weekly
G1.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	9/14/2015	Formative: GIZMO Reports, JJ Boot Camp Reports, Science Baseline and Mid-Year Assessment Reports, School-wide Quarterly Assessments Summative: 2016 FCAT 2.0 Science Assessment	2/26/2016 weekly
G2.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	9/15/2014	Formative: i-Ready Reports, Wonders's by McGraw- Hill Reports, Quizzes/ Tests,Fall Interim Assessment: and Winter Interim Assessment Summative Assessment: 2016 FSA	11/26/2014 monthly
G2.B1.S1.MA1	Administrators will review data reports and student artifacts as well as classroom walk-throughs to monitor instructions for effectiveness.	Cox, Kim	9/21/2015	Formative:i-Ready Reports, Wonder's McGraw- Hill Reports, Quizzes/ Tests,Student Artifacts, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2016 FSA	2/26/2016 monthly
G2.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	9/7/2015	Formative: i-Ready Reports, Wonder's McGraw- Hill, Quizzes/Tests and Interim Assessments Summative Assessment: 2016 FSA	2/26/2016 daily
G3.MA1	Following the FCIM model and data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	10/5/2015	Formative: I -Ready Reports, McGraw-Hill, Quizzes/Tests, Pre Writing Assessment and Post Writing Assessment Summative Assessment: 2016 FSA	2/26/2016 monthly
G3.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.		9/1/2015	Formative: i-Ready Reports, Wonder's McGraw- Hill Reports , Quizzes/Tests, Pre Writing Assessment and Post Writing Assessment Summative Assessment: 2016 FSA	2/26/2016 monthly
G3.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	9/28/2015	Formative - I-Ready Reports, Wonder's McGraw- Hill Reports, Quizzes/Tests, Pre Writing Assessment, and Post Writing Assessment Summative Assessment: 2016 FSA	2/26/2016 monthly
G4.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	9/14/2015	Formative: Reflex Reports, I-Ready Reports, Go-Math Quizzes/Tests, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2016 FSA	2/26/2016 monthly
G4.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	9/7/2015	Formative: Reflex, I-Ready Reports, Go-Math Quizzes/Tests,Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2016 FSA	2/26/2016 monthly
G4.B1.S1.MA1	Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.	Cox, Kim	10/5/2015	Formative: I-Ready Reports, Reflex Reports, Go-Math Quizzes/Tests, Fall Interim Assessment and Winter Interim Assessment Summative Assessment: 2016 FSA	2/26/2016 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. We will increase students' participation in science experiences using technology and hands -on activities.

G1.B1 Limited use of technology and hands-on rigorous activities to engage students in higher order thinking skills inquiry.

G1.B1.S1 Plan 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, engaging instructional activities.

PD Opportunity 1

Attend iCAD meetings that will focus on identified strategies in action plan.

Facilitator

District Curriculum Support Specialists

Participants

Teacher Leaders

Schedule

Monthly, from 9/14/2015 to 2/26/2016

G2. We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas.

G2.B1 Limited evidence of the rigor required by the LAFS.

G2.B1.S1 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.

PD Opportunity 1

Provide a professional development on the LAFS and Item Specifications identifying specific instructional implications.

Facilitator

Diostrict Curriculum Support Specialist

Participants

Teachers

Schedule

On 1/15/2016

PD Opportunity 2

Provide a professional development for primary grade teachers on the implementation of Differentiated Instruction with targeted alignment to the LAFS.

Facilitator

North Region Curriculum Support Specialist

Participants

Teachers

Schedule

On 11/27/2015

G3. We will increase students' writing proficiency across all content areas.

G3.B1 Limited opportunity for students to write across all content areas.

G3.B1.S1 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing by explicitly teaching various modalities and genres of writing.

PD Opportunity 1

Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.

Facilitator

Dostrict Curriculum Support Specialist

Participants

Teachers

Schedule

On 1/22/2016

G4. We will increase students' mathematics proficiency by implementing and deliverying rigorous instruction as required by Mathematical Florida Standards (MAFS).

G4.B1 Inconsistency in the use of rigor in lesson planning and delivery of instruction as required by Mathematical Florida Standards (MAFS).

G4.B1.S1 Increase Rigor and Higher Order Thinking Skills

PD Opportunity 1

Attend monthly ICAD meetings with District personnel.

Facilitator

District personnel

Participants

Instructional Coach

Schedule

Monthly, from 9/14/2015 to 1/29/2016

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	Establish clear and obtainable objectives for development of engaging, rigorous hands-on or virtual activities.	$0.00
2	G1.B1.S1.A2	Attend iCAD meetings that will focus on identified strategies in action plan.	$0.00
3	G1.B1.S1.A3	Plan collaboratively with science teachers using the District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of specific grade-level topics, including essential labs.	$0.00
4	G2.B1.S1.A1	Plan weekly with grades K-5 to effectively incorporate the Text Based Writing Prompt to expose the rigor required by the LAFS. A team of selected teachers will modeling and support identified teachers in grades K-2. Review data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use i-Ready data to guide whole and small instruction.	$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$0.00
			Notes: Substitute Coverage			

5	G2.B1.S1.A2	Provide a professional development on the LAFS and Item Specifications identifying specific instructional implications.	$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2401 - Hibiscus Elementary School			$0.00

6	G2.B1.S1.A3	Provide a professional development for primary grade teachers on the implementation of Differentiated Instruction with targeted alignment to the LAFS.	$0.00
7	G2.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.	$0.00
8	G3.B1.S1.A1	Use the District Writing Pacing Guide to effectively plan, deliver and monitor text-based academic writing in grades 3-5.	$0.00
9	G3.B1.S1.A2	Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.	$0.00
10	G3.B1.S1.A3	Plan for mini lessons aligned to the data gathered from formal and informal assessments and use technology, such as Writer's Workspace, to meet student needs.	$0.00

Budget Data

11	G3.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective writing instruction aligned to LAFS and student needs, and consistent utilization of technology.	$0.00
12	G4.B1.S1.A1	Conduct weekly collaborative planning sessions focused on pacing guides, item specifications and lesson plan development.	$0.00
13	G4.B1.S1.A2	Attend monthly ICAD meetings with District personnel.	$0.00
14	G4.B1.S1.A3	Conduct classroom walkthroughs and support selected teachers on a weekly basis during quarter 1 with the effective modeling of rigor, higher order thinking questions, and differentiated instruction.	$0.00
15	G4.B1.S1.A4	Support teachers with the disaggregation of the data from chapter tests, benchmark assessments and District Fall Interim Assessment. Discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.	$0.00
		Total:	$0.00