Marjory Stoneman Douglas Elem

2015-16 School Improvement Plan

Marjory Stoneman Douglas Elem

11901 SW 2ND ST, Miami, FL 33184

http://msdouglas.dadeschools.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	79%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

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

Our Mission at Marjory Stoneman Douglas Elementary is to bilingually foster student achievement with respect for historical, cultural and individual diversities with an emphasis on the preservation of our environment and an appreciation for the arts.

Provide the school's vision statement

We at Marjory Stoneman Douglas Elementary share the vision, feel the pride and experience the commitment to excellence every day. This vision is reflected in a school where all children will learn to be bi-literate and bilingual critical thinkers as a result of the dual language program and incorporating the Cambridge Program school-wide to promote academic rigor, promote creativity and present a global focus while promoting cultural sensitivity.

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, 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 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 areas of need. 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 5); and
- Teacher observations of student performances indicating the student is struggling.
Information collected by the Leadership Team will be shared with Grade Level 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	
Attendance below 90 percent	16	12	17	14	11	12	82
One or more suspensions	0	0	0	0	0	2	2
Course failure in ELA or Math	8	17	23	23	20	43	134
Level 1 on statewide assessment	0	0	0	48	46	34	128

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	5	18	4	9	28	65

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).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.
- 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?

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/196984.

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

Marjory Stoneman Douglas Elementary has a very strong Dade Partners Program. 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 website. Furthermore, they are promoted throughout the year on our monthly calendar and parent information bulletin board.

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
Almeida-Perez, Moraima	Principal
Davis, Aubrey	Assistant Principal
Alfaro, Barbara	Assistant Principal
Borras, Juan	Guidance Counselor
Fernandez, Barbara	Teacher, K-12
Hernandez, Pablo	Teacher, K-12
Lorenzo, Aleida	Teacher, K-12
Morejon, Jannel	Teacher, K-12
Mellon, Estrella	Teacher, K-12
Quindemil, Enriqueta	Teacher, K-12
Cruz-Lopez, Patricia	Teacher, K-12
Gornail, Sabine	Teacher, K-12
Vega, Tania	Assistant Principal

Duties

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

Moraima Almeida-Perez, 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.
Barbara Alfaro/Aubrey Davis/Tania Vega, 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. Selected General Education teachers/Content Area Liaisons /Professional Development Liaison; Grade-level chairpersons are invited, as appropriate. Special Education teacher: Provides information about core instruction to SWD; serves as liaison to instructional teams. J. Borras and M. Sanchez: Guidance Counselors participate in the Student Support Team process; provide information as to services and interventions for students (academic and behavioral).

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 data, FCAT Science 2.0 and SAT-10 data will be used to make initial program and instructional decisions for students in first through fifth grades. i-Ready and other assessment data (e.g., FLKRS) will be used for students in Kindergarten as these data become available. Benchmark and Interim assessments, data from which will be collected through the Gateway 2 Data 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). Benchmark assessments will be administered in the Fall 2015 and Winter 2016.
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 $12,000 has been requested for the 2015-2016 school year. If monies are approved and allocated, they will be applied towards the hourly rates of full-time bilingual and appropriately certified teachers who will serve as tutors.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Moraima Almeida-Perez	Principal
Patricia Cruz-Lopez	Teacher
Tangela Johnson-Miller	Teacher
Barbara Fernandez	Teacher
Vivienne Brown	Teacher
Christopher Rambo	Education Support Employee
Eva Gomez	Education Support Employee
Jose Minguez	Parent
Diana Delgado	Business/Community
Wendy Roca	Parent
Yami Cruz	Parent
Jannel Morejon	Teacher
Sonya Jenkins	Teacher
Lily Martinez	Business/Community
Alex Mut	Parent
Arley Elias	Parent
Christopher Moreno	Student
Victoria Estrada	Student
Diana Amador	Parent

Duties

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

Evaluation of last year's school improvement plan

The EESAC 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.

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

The EESAC approved the use of funds to enhance and support technology integration. $7,000.00 were used to purchase computers and related technology equipment, as well as for additional costs associated with installation and software for student use.

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
Almeida-Perez, Moraima	Principal
Davis, Aubrey	Assistant Principal
Alfaro, Barbara	Assistant Principal
Hernandez, Pablo	Teacher, K-12
Lorenzo, Aleida	Teacher, K-12
Mellon, Estrella	Teacher, K-12
Gornail, Sabine	Teacher, K-12
Vega, Tania	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 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 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 upon their arrival. The Leadership Team ensures that new teachers are made familiar with all policies, procedures and resources available, and identify a grade-level 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 materials that are aligned to the Florida Standards. Additionally, resources provided through the district's Curriculum and Instruction website include instructional pacing guides and curriculum frameworks pertaining to the Florida 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 are collected on all students and disaggregated for instructional planning purposes by PLCs . Instruction is differentiated based on fluid groups. ELL and ESE students are provided accommodations based on their specific instructional plans
G1. To increase student achievement by improving core instruction in all content areas.
Resources Available to Support the Goal.
School-based and external personnel are available to provide training and support; existing professional learning communities across grade-levels; availability of computer-based applications and programs e.g., i-Ready, myON Reader, Reflex, Discovery Education, ThinkCentral, Explore Learning/ Gizmos, FCAT Explorer (Science), Gateway 2 Data (G2D); school-based professional development and content area liaisons.

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: 16,300

Students at Marjory Stoneman Douglas Elementary have the opportunity to be enrolled in the After School Care Program. English Language Learners in grades third through fifth have the opportunity to participate in the ELL Academy tutoring program, through which they are provided with additional support in Reading and Mathematics.

Strategy Rationale

Whether through hands-on materials or computer-based programs, students benefit from consistent, extended opportunities to engage in interventions addressing need areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Almeida-Perez, Moraima, pr1371@dadeschools.net

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

Reviews of Interim Assessment and other data are conducted on a quarterly basis for students participating in the Tutorial program. Results of data will be used to drive instruction.

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 are provided with a rigorous and engaging educational program. Beginning with parent orientation sessions held in August 2015 and Open House night in September 2015, parents are provided with information and strategies intended to assist with their child's transition to school and additional resources available to them via the dadeschools.net portal. Additionally, parent workshops and meetings are scheduled throughout the school year to ensure their active involvement. Monthly 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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

🔍 G070564

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - ED	
AMO Math - ELL	
AMO Math - SWD	
ELA/Reading Gains	84.0
ELA/Reading Lowest 25% Gains	86.0
FSA English Language Arts - Achievement	70.0
Math Gains	80.0
Math Lowest 25% Gains	71.0
FSA Mathematics - Achievement	78.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Language Arts/Reading - School-based (America Reads Tutors, Title I paraprofessionals , Content Area Liaisons) are available to provide on-going training and support; computer labs, promethean/smart boards, computer based applications and programs (e.g., iReady, myON Reader, Gateway 2 Data (G2D); reading and response journals, writing journals, and student agendas provided for intermediate grades to assist with communication and organizational skills. Before and after school tutoring , and positive school climate. School wide word of the day to increase vocabulary.

- Mathematics - School-based (Title I paraprofessionals, Content Area Liaisons) are available to provide on-going training and support; computer labs, promethean/smart boards, computer based applications and programs (e.g., Reflex, Discovery Education, iReady, G2D, Think Central); interactive journals, and student agendas provided for intermediate grades to assist with communication and organizational skills. After school tutoring and positive school climate. School wide word of the day to increase vocabulary.

- Science - School-based Content Area Liaison and Title I paraprofessionals are available to provide on-going training and support; computer labs, promethean/smart boards, computer based applications and programs (e.g., ExploreLearning/GIZMOS, FCAT Explorer/FOCUS); science journals, quarterly science field trips, manipulatives, and student agendas provided for intermediate grades to assist with communication and organizational skills. Positive school climate. School wide word of the day to increase vocabulary.

- Social Science - School-based Content Area Liaison is available to provide on-going training and support; computer labs, promethean/smart boards, computer based applications and programs (e.g., Discovery Education); interactive journals, Character Education/Green Team, resources provided by the district (e.g. Holocaust, Black History, etc.) and student agendas

provided for intermediate grades to assist with communication and organizational skills. After school tutoring,and positive school climate. School wide word of the day to increase vocabulary.

Targeted Barriers to Achieving the Goal 3

- Effective articulation and collaborative planning across all grade levels and subject areas amongst teachers to improve instruction and optimize student performance.

Plan to Monitor Progress Toward G1. 8

Florida Standards Assessment data and i-Ready data.

Person Responsible

Moraima Almeida-Perez

Schedule

Quarterly, from 9/16/2015 to 5/26/2016

Evidence of Completion

Data will be collected from the Interim Progress reports and Florida Assessments to demonstrate monitoring and whether the goal has been met.

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`

🔑 G070564

G1.B2 Effective articulation and collaborative planning across all grade levels and subject areas amongst teachers to improve instruction and optimize student performance. `2`

🔑 B183853

G1.B2.S1 Across all content areas, 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. `4`

🔑 S195477

Strategy Rationale

To provide instructional staff with collaborative planning opportunities which will enhance curriculum instruction utilizing the Florida Standards.

Action Step 1 `5`

Introduce effective collaborative practices to all Content Area Liaisons along with Grade Level Chairpersons in support of the implementation of the Florida Standards. This will allow for the planning of rigorous content and application of knowledge; thereby establishing clear, consistent guidelines for instruction through Professional Learning Communities.

Person Responsible

Sabine Gornail

Schedule

Monthly, from 9/16/2015 to 5/26/2016

Evidence of Completion

Agenda, sign-in sheets, minutes and reflection from professional development

Action Step 2 5

Content Area Liaisons and Grade Level Chairpersons will introduce effective collaborative practices inclusive of the Florida Standards to their respective teams through Professional Learning Communities.

Person Responsible

Aleida Lorenzo

Schedule

Monthly, from 9/16/2015 to 5/26/2016

Evidence of Completion

Agenda, sign-in sheets, and minutes

Action Step 3 5

Monitor the implementation of effective planning in all content areas and within the grade levels using the collaborative planning framework.

Person Responsible

Moraima Almeida-Perez

Schedule

Monthly, from 9/16/2015 to 5/26/2016

Evidence of Completion

Attendance in grade-level meetings and administrator observation logs

Action Step 4 5

Provide continuous support to all content areas as needed.

Person Responsible

Moraima Almeida-Perez

Schedule

Biweekly, from 9/16/2015 to 5/26/2016

Evidence of Completion

Classroom walkthroughs; reviews of debriefing conversations following walkthroughs and instructional rounds.

Action Step 5 `5`

Monitor the effectiveness and fidelity of the collaborative practice sessions in all content areas.

Person Responsible

Moraima Almeida-Perez

Schedule

Monthly, from 9/16/2015 to 5/26/2016

Evidence of Completion

Classroom walkthrough logs; reviews of debriefing conversations following walkthroughs and instructional rounds.

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

Monitor the fidelity of the collaborative practice sessions in all content areas.

Person Responsible

Moraima Almeida-Perez

Schedule

Monthly, from 9/16/2015 to 5/26/2016

Evidence of Completion

Lesson plans, classroom walkthrough logs; reviews of debriefing conversations following walkthroughs and instructional rounds.

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

Monitor the effectiveness of the collaborative practice sessions in all content areas.

Person Responsible

Moraima Almeida-Perez

Schedule

Monthly, from 9/16/2015 to 5/26/2016

Evidence of Completion

iReady reports, GIZMOS reports, Reflex reports, Interim Assessments, academic grades, and work samples.

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.B2.S1.A1	Introduce effective collaborative practices to all Content Area Liaisons along with Grade Level Chairpersons in support of the implementation of the Florida Standards. This will allow for the planning of rigorous content and application of knowledge; thereby establishing clear, consistent guidelines for instruction through Professional Learning Communities.	Gornail, Sabine	9/16/2015	Agenda, sign-in sheets, minutes and reflection from professional development	5/26/2016 monthly
G1.B2.S1.A2	Content Area Liaisons and Grade Level Chairpersons will introduce effective collaborative practices inclusive of the Florida Standards to their respective teams through Professional Learning Communities.	Lorenzo, Aleida	9/16/2015	Agenda, sign-in sheets, and minutes	5/26/2016 monthly
G1.B2.S1.A3	Monitor the implementation of effective planning in all content areas and within the grade levels using the collaborative planning framework.	Almeida-Perez, Moraima	9/16/2015	Attendance in grade-level meetings and administrator observation logs	5/26/2016 monthly
G1.B2.S1.A4	Provide continuous support to all content areas as needed.	Almeida-Perez, Moraima	9/16/2015	Classroom walkthroughs; reviews of debriefing conversations following walkthroughs and instructional rounds.	5/26/2016 biweekly
G1.B2.S1.A5	Monitor the effectiveness and fidelity of the collaborative practice sessions in all content areas.	Almeida-Perez, Moraima	9/16/2015	Classroom walkthrough logs; reviews of debriefing conversations following walkthroughs and instructional rounds.	5/26/2016 monthly
G1.MA1	Florida Standards Assessment data and i-Ready data.	Almeida-Perez, Moraima	9/16/2015	Data will be collected from the Interim Progress reports and Florida Assessments to demonstrate monitoring and whether the goal has been met.	5/26/2016 quarterly
G1.B2.S1.MA1	Monitor the effectiveness of the collaborative practice sessions in all content areas.	Almeida-Perez, Moraima	9/16/2015	iReady reports, GIZMOS reports, Reflex reports, Interim Assessments, academic grades, and work samples.	5/26/2016 monthly
G1.B2.S1.MA1	Monitor the fidelity of the collaborative practice sessions in all content areas.	Almeida-Perez, Moraima	9/16/2015	Lesson plans, classroom walkthrough logs; reviews of debriefing conversations following walkthroughs and instructional rounds.	5/26/2016 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. To increase student achievement by improving core instruction in all content areas.

G1.B2 Effective articulation and collaborative planning across all grade levels and subject areas amongst teachers to improve instruction and optimize student performance.

G1.B2.S1 Across all content areas, 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.

PD Opportunity 1

Introduce effective collaborative practices to all Content Area Liaisons along with Grade Level Chairpersons in support of the implementation of the Florida Standards. This will allow for the planning of rigorous content and application of knowledge; thereby establishing clear, consistent guidelines for instruction through Professional Learning Communities.

Facilitator

Gornail, Sabine

Participants

K-5 Reading and Language Arts Teachers

Schedule

Monthly, from 9/16/2015 to 5/26/2016

PD Opportunity 2

Content Area Liaisons and Grade Level Chairpersons will introduce effective collaborative practices inclusive of the Florida Standards to their respective teams through Professional Learning Communities.

Facilitator

Aleida Lorenzo

Participants

K-5 Mathematics Teachers

Schedule

Monthly, from 9/16/2015 to 5/26/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	**Introduce effective collaborative practices to all Content Area Liaisons along with Grade Level Chairpersons in support of the implementation of the Florida Standards. This will allow for the planning of rigorous content and application of knowledge; thereby establishing clear, consistent guidelines for instruction through Professional Learning Communities.**	**$0.00**
2	G1.B2.S1.A2	**Content Area Liaisons and Grade Level Chairpersons will introduce effective collaborative practices inclusive of the Florida Standards to their respective teams through Professional Learning Communities.**	**$0.00**
3	G1.B2.S1.A3	**Monitor the implementation of effective planning in all content areas and within the grade levels using the collaborative planning framework.**	**$0.00**
4	G1.B2.S1.A4	**Provide continuous support to all content areas as needed.**	**$0.00**
5	G1.B2.S1.A5	**Monitor the effectiveness and fidelity of the collaborative practice sessions in all content areas.**	**$0.00**
		Total:	**$0.00**