

Miami-Dade County Public Schools

Norwood Elementary School



2015-16 School Improvement Plan

Norwood Elementary School

19810 NW 14TH CT, Miami, FL 33169

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	89%

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*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	39
Technical Assistance Items	41
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Norwood Elementary School is to provide an environment which will prepare all students to be academically, socially, and physically successful in meeting the challenges of a multicultural society through technology, appropriate instructional strategies, self discipline, and parental and community support.

Provide the school's vision statement

The vision of Norwood Elementary School is to create a learning climate where students, teachers, parents, community members and administrators feel welcome and confident. These stakeholders will be able to access and utilize technology to enhance teaching and learning which will result in improved academic achievement and narrowing of the achievement gap. Therefore, students will be prepared to compete in an ever-changing global society.

The mission of Norwood Elementary School is to provide an environment which will prepare all students to be academically, socially, and physically successful in meeting the challenges of a multicultural society through technology, appropriate instructional strategies, self-discipline, and community support.

School Environment

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

Teachers conduct data chats with students not only to inform them about their academic progress also to build a rapport with their students. Also teachers have conversations to encourage their students to succeed academically and to take ownership of their academic success.

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

Norwood provides character building classes, a Walk Safe Program, CORE Values and Cloud 9. These programs provide a safety net for our students which build their confidence and self-esteem. In addition, the counselor meets with students before, during, and after school to address issues students are facing. There is a Bullying Box for students to report bullying.

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

Norwood Elementary invites assistance into the classroom such as resource teachers and trained student support staff to work with teachers in the classroom. Protocols are established to ensure the safety of students in and around the building to maintain a stimulating, caring, and supportive climate for students and staff.

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

Norwood provides individual and group counseling services for students. These services provide activities for character building, good attendance, and healthy eating habits. Norwood also have self esteem programs in place that teach students about character, conflict resolution, and community service.

Early Warning Systems

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

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
 Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

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	
Attendance below 90 percent	0	0	
One or more suspensions	0	0	
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	14	13	27

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self reflection and development of critical thinking skills. Teachers use instructional strategies that requires students to apply knowledge and skills, integrate content and skills with other discipline, and use technologies as instructional resources and learning tools

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 available at the school site.

Description

Norwood Elementary is a Title I School-Please see Parent Involvement Plan

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

Norwood Elementary has a PTA that provides information and support for parents. Norwood also communicates with parents through the district's Connect Ed System, parent workshops and teacher parent conferences. In addition, daily communication is conducted via student's Agenda Books. In our local community Dade Partners are a valuable resource to the school. Specifically the County Line Chiropractic Center, Costco, and Invest in Our Children, Incorporated.

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
Williams, Kevin	Principal
Richardson, Collette	Assistant Principal
Case, Judith	Teacher, K-12
Russell, Bernadette	Instructional Coach
Hale, Shereen	Instructional Coach
Mitchell, Angela	Guidance Counselor
Monica, Lisa	Instructional Coach
	SAC Member

Duties

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

Tier 1

- Dr. Kevin Williams-Principal-schedule and facilitate regular RTI meetings, ensure attendance of team members, ensure actions steps are followed, allocate resources
- Collette Richardson-Assistant Principal-facilitate regular RTI meetings, ensure attendance of team members, ensure action steps are followed
- Bernadette Russell and Judith Case-Reading Coaches-assist in developing the SIP and MTSS problem solving
- Maria Alemany- SPED Program Specialist-assists in developing the SIP and MTSS problem solving
- Mi Yung Chung, School Psychologist-assists in developing the SIP and MTSS problem solving
- Bonner Lewis-School Social Worker-assists in developing the SIP and MTSS problem solving

Tier 2

Lisa Monica-Primary Grade Chairperson/EESAC Chair-conduct regular meetings to evaluate intervention efforts for students by grade level

Tier 3

Administrators, Reading Coaches, Guidance Counselor, and Grade-Level Chairpersons

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

MTSS/RTI is an extension of Norwood's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data. The team's goal is to impact student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The MTSS Leadership Team uses the Tier 1 Problem Solving Process to set Tier 1 goals and monitor academic and behavioral data to evaluate progress. The data is analyzed to determine professional development for the faculty. The second level of support is Tier 2 which consists of supplemental instruction and interventions provided in addition to core instruction and behavioral supports to groups of targeted students who need additional support. The MTSS problem-solving process is used to carry out, monitor, and adjust as necessary, the supports that are defined in the SIP. Finally, MTSS end of year Tier 1 problem solving evaluates the SIP and determines strategies for the next school year's school improvement plan.

Title I, Part A

Norwood Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities after-school and in some cases during the summer. Furthermore, the district coordinates with Title II and Title III in ensuring staff development needs are provided. Norwood also provides support services to students through the usage of a Reading Coach who identifies and analyzes existing literature on scientifically based curriculum and behavioral assessments and intervention approaches. The Reading Coach also identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessments, implementation, and monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; a Title I Championship Chess Team; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Norwood Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Students are also provided extended

learning opportunities after-school and in some cases during summer school by the Title I, Part C, Migrant Education Program.

Title I, Part D

Miami-Dade County Public School's receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District's Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on

Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used at Norwood Elementary School to supplement and enhance the programs for

English Language Learner (ELL) and immigrant students by providing:

- parent outreach activities
- professional development on best practices for ESOL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics and

science, is purchased for selected schools to be used by ELL and immigrant students.

The above services will be provided should funds become available for the 2014-2015 school year and should the FLDOE approve the application.

Title VI, Part B - NA

Title X- Homeless

Norwood seeks to ensure a successful educational experience for homeless children by collaborating with parents and community agencies. Project Upstart, Homeless Children & Youth Program partners with Norwood Elementary to:

- assist in the identification, enrollment, attendance, and transportation of homeless students
- provide a homeless sensitivity and awareness campaign

The Homeless Liaison provides training for Norwood's registrar on the procedures for enrolling homeless students and for the 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 District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

Norwood will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Norwood ventures to decrease the violence in the lives of students by offering a Water Safety Program, Bully Prevention Program, a Gun Safety Program, a Walk Safe Program, Faux Paw internet safety campaign, Drug Abuse Awareness Program, and Child Abuse and Prevention activities. Furthermore, Norwood employs the Safe and Drug-Free Schools Program to address violence, drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists. Finally, elementary counselors and TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

Norwood Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Additionally, Norwood provides nutrition education, as per state statute, through physical education classes, as well as through various programs which ventures to educate students on healthy dietary decisions. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start-N/A

Adult Education-N/A

Career and Technical Education-N/A

Job Training-N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nailah St. Phar	Student
Dr. Kevin Williams	Principal
Sheila Killings	Education Support Employee
Collette Richardson	Principal
Joyce Harden	Education Support Employee
Yashaywa Teague	Teacher
Helen Cruz	Parent
Evelyn St. Phar	Parent
Nailah St. Phar	Student
Lourdes Castillo	Teacher
Aisha-Safiya Allen	Teacher
Lisa Monica	Teacher
Cristina Bautista	Teacher
Keisha Campbell	Parent
Rquel Motta	Parent
Lola Ishola	Parent
Yohanna Bonilla	Parent
Todd Strachan	Parent
	Student

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 SAC assists with evaluating the results of the school improvement plan to ensure the needs of the school improvement plan are addressed, targeted, and implemented. The SAC reviews data and uses that data to drive instruction.

Development of this school improvement plan

The SAC work together with the Leadership team to review data to ensure the school needs are addressed and targeted in the school improvement plan.

Preparation of the school's annual budget and plan

In preparation of the school's annual budget SAC will hold meetings to review the needs of the school, and the projected funds that will be available to purchase instructional materials, staff, and other miscellaneous materials that we need to function throughout the school year.

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

Schools projected funds will be used to purchase instructional materials for Common Core, and to hire hourly employees. Total amount allocated is \$2300.00 of which \$1500.00 is for instructional material, and the balance for hourly employees.

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
Williams, Kevin	Principal
Richardson, Collette	Assistant Principal
Case, Judith	Teacher, ESE
Russell, Bernadette	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

1. Norwood Elementary will increase implementation of the Florida Standards in Reading, Language Arts, Social Science and Science in kindergarten through grades 5.
2. Norwood Elementary will strengthen the implementation of Reading and Writing across the curriculum. Special Area classes will implement literary strategies within their curriculum.
3. The implementation of Computer-Assisted Instruction will increase substantially. District web-based programs such as Reading Plus, I Ready for Reading and Math, and Reflex Math will provide opportunities for students to become acclimated with instructional tasks on the computer.

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

Teachers are provided with common planning time to discuss learning goals. They participate in Professional Learning Communities to improve their instructional methods, discuss research-based best practices, and collaborate monthly to share effective practices and evaluate implementation.

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

- The Assistant Principal will contact select universities for interns to recruit teachers to the school
- Selected veteran teachers will provide mentoring to teachers
- Administration will facilitate monthly vertical/horizontal articulation meetings with all grade levels to discuss implementation/modification of school-wide strategies.

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

MINT Program-A mentor teacher who is enthusiastic about the profession, patient, and a good listener will be paired with a novice teacher to guide the teacher and contribute to their professional growth. Planned mentoring activities include: planning, meetings, observation and conferencing, trainings, and model effective instructional techniques.

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

Norwood utilizes the district's pacing guides, LAFS, and the state adopted textbooks to ensure our core instruction are aligned with the Florida State Standards.

Instructional Strategies

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

Teachers collect data from district and classroom assessments and collaborate with their grade level and Reading Coaches to drive their classroom instruction and provide differentiated instruction. Specifically, ability grouping and additional resources are placed in each classroom to meet student's needs based on assessment results.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 300

High quality additional learning time can bridge the achievement gap between high-and low-achieving students. Provide additional hours of academic instruction by offering after or during school tutoring/interventions. Continue to provide enrichment programs through the Chess team. Make sure teachers collaborate planning and learning. Provide teachers with professional development which will increase their ability to provide quality instruction.

Strategy Rationale

To improve instruction in core academic subjects and to provide a well rounded education for students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Richardson, Collette, crichardson1@dadeschools.net

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

The Reading Coach and teachers will use data to allocate additional instruction time and evaluate implementation and outcomes to improve the quality of the extended learning opportunities as needed.

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and hourly paraprofessionals. This will assist in providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. The Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPO) Program. HIPPO provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Additionally, prior to transitioning into kindergarten, some local area pre-schools visit Norwood Elementary School to orient their students with the lay-out of the building and familiarize them with the school. Furthermore, an orientation meeting is held for pre-kindergarten parents and students where kindergarten standards and expectations are reviewed and distributed. As students register for kindergarten, the office provides the parents with a "Summer Learning" calendar of activities to promote student learning during the summer as well as a reading log, a requirement of the school, which aids in transitioning students from preschool to elementary school.

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

Students at Norwood Elementary participate in the Career Week program every year. Local businesses provide information to students about their business and how to pursue their career goals.

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

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 student achievement by improving Core Instruction across all content areas.
- G2.** We will use the Early Warning System (EWS) Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.
- G3.** During the 2015-2016 school year, the goal is to increase STEAM enhancements activities in Science, Technology, Engineering, Arts and Mathematics. The amount of student participation will increase from 50% to 60%.
- G4.** See Title 1 PIP for this goal

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 student achievement by improving Core Instruction across all content areas. 1a

G070613

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - Hispanic	
AMO Math - SWD	
FCAT 2.0 Science Proficiency	60.0
FAA Reading Proficiency	72.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	66.0
Math Gains	60.0
Math Lowest 25% Gains	52.0

Resources Available to Support the Goal 2

- Computer lab, Promethean boards, lap tops, Miami-Dade County Public Schools online resources, FAIR, , IReady, Unique Learning, STAR, Reading Plus and Accelerated Reader Reading Coaches and Interventionists, Paraprofessionals - Wordly Wise, Vocabulary Workshop, Reading A-Z, I Ready
- I Ready, GIZMOS, Discovery Education, Reflex Math

Targeted Barriers to Achieving the Goal 3

- In depth collaborative planning/rigor/use of instructional frameworks Lack of Knowledge of standards Class environment

Plan to Monitor Progress Toward G1. 8

Fall and Winter Assessments, and classroom assessments results from Thinkgate Progress and Proficiency Reports and the FSA.

Person Responsible

Kevin Williams

Schedule

Monthly, from 9/12/2015 to 5/12/2016

Evidence of Completion

Lesson Plans, anchor charts, sign-in sheets, pacing guides, student work

G2. We will use the Early Warning System (EWS) Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1a

G070614

Targets Supported 1b

Indicator	Annual Target
Attendance rate	6.0
2+ Behavior Referrals	
Non-proficient Reading by Grade 03	15.0

Resources Available to Support the Goal 2

- Guidance Counselor, School Social Worker, Community Involvement Specialists, and MTSS/RTI Team

Targeted Barriers to Achieving the Goal 3

- According to data , 8% of our students miss 10% or more of available instructional time. Our goal is to decrease the percentage to 6% for the 2015-2016 school year.

Plan to Monitor Progress Toward G2. 8

The data that will be collected throughout the year are Attendance Bulletin, Assembly sign in sheets, and Referral forms.

Person Responsible

Collette Richardson

Schedule

Every 2 Months, from 9/30/2015 to 5/12/2016

Evidence of Completion

Sign in Sheets, copies of attendance bulletin, copies of certificates, counselor logs

G3. During the 2015-2016 school year, the goal is to increase STEAM enhancements activities in Science, Technology, Engineering, Arts and Mathematics. The amount of student participation will increase from 50% to 60%. **1a**

 G070615

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal **2**

- Gizmos, Virtual Field Trips, Science Collaborations, Discovery Education, C Palms, Virtual Manipulatives, Florida Focus

Targeted Barriers to Achieving the Goal **3**

- According to the 2015 FCAT 2.0 administration, Life Science was the category which demonstrated the weakest student performance.

Plan to Monitor Progress Toward G3. **8**

District Assessments Summative: 2015 FCAT 2.0 Science Assessment, GIZMO Reports, and Student work samples will be reviewed on a monthly basis to ensure we are meeting our goal.

Person Responsible

Kevin Williams

Schedule

Monthly, from 9/15/2015 to 5/12/2016

Evidence of Completion

GIZMO Reports, Student samples, Student Learning Journals

G4. See Title 1 PIP for this goal 1a

G070616

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0

Resources Available to Support the Goal 2

- PTA, School Counselor, Miami Dade Parental Resource Center

Targeted Barriers to Achieving the Goal 3

- Economically Disadvantaged parents, Lack of knowledge and Education, and Language

Plan to Monitor Progress Toward G4. 8

Sign in sheets and counselor log, for school activities will be collected to review the progress of the goal

Person Responsible

Collette Richardson

Schedule

Monthly, from 9/16/2015 to 5/12/2016

Evidence of Completion

Sign In sheets for school activities, Counselor log

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 student achievement by improving Core Instruction across all content areas. **1**

 G070613

G1.B1 In depth collaborative planning/rigor/use of instructional frameworks Lack of Knowledge of standards
Class environment **2**

 B183997

G1.B1.S1 Collaborative Conversations Provide Professional Developments during grade level meetings
to all teachers and assure that the administration actively participates in the conversation. **4**

 S195581

Strategy Rationale

Improve student achievement and increase teacher's knowledge of LAFS

Action Step 1 **5**

Provide Professional Developments during grade level meetings to all teachers and assure that the administration actively participates in the conversation.

Person Responsible

Kevin Williams

Schedule

Monthly, from 9/10/2015 to 5/27/2016

Evidence of Completion

Sign in sheets, agendas, and anchor charts

Action Step 2 5

Develop and implement lessons, ensuring instruction is aligned with clear focus addressing the Language Arts Florida Standards (LAFS).

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/10/2015 to 5/27/2016

Evidence of Completion

Lesson Plans, students work, pacing guides, LAFS

Action Step 3 5

Follow up on the implementation of developed lessons that include explicit instruction based on collaborative conversations that address LAFS.

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/10/2015 to 5/27/2016

Evidence of Completion

Lesson Plans, students work, pacing guides, LAFS

Action Step 4 5

Conduct coaching cycles on the delivery of developed lessons that include explicit instruction that addresses LAFS utilizing the gradual release responsibility model based on teacher needs

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/11/2015 to 5/27/2016

Evidence of Completion

Coaching Logs, calendar,

Action Step 5 5

Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction that addresses LAFS based on collaborative conversations.

Person Responsible

Kevin Williams

Schedule

Daily, from 9/11/2015 to 5/27/2016

Evidence of Completion

Walkthrough look fors,

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

Reading Coaches will attend grade level meetings to assist teachers with rigorous planning.

Person Responsible

Collette Richardson

Schedule

Weekly, from 9/17/2015 to 5/12/2016

Evidence of Completion

Lesson plans, student work, and pacing guide

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

Grade level meetings with Reading coaches to ensure effective delivery of instruction

Person Responsible

Collette Richardson

Schedule

Weekly, from 9/17/2015 to 5/12/2016

Evidence of Completion

Lesson Plans, anchor charts

G1.B1.S2 Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction that addresses LAFS based on collaborative conversations. 4

 S195582

Strategy Rationale

Ensure effective delivery of instruction

Action Step 1 5

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction based on collaborative conversations.

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/17/2015 to 5/12/2016

Evidence of Completion

Walkthrough look fors,

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The effective delivery of lessons based on collaborative conversations in reading, mathematics and science.

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/17/2015 to 5/12/2016

Evidence of Completion

Look fors, lesson plans, student work

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrators will meet with teachers to reflect on effective instructional delivery

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/17/2015 to 5/12/2016


Evidence of Completion

Lesson Plans, data chats

G2. We will use the Early Warning System (EWS) Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1

 G070614

G2.B1 According to data , 8% of our students miss 10% or more of available instructional time. Our goal is to decrease the percentage to 6% for the 2015-2016 school year. 2

 B183998

G2.B1.S1 Norwood will participate in a school wide attendance incentive program. For example, students will receive attendance recognition through assemblies, certificates, and homework passes. 4

 S195583

Strategy Rationale

To improve attendance which in turn will improve academic achievement.

Action Step 1 5

A special assembly will take place to recognize students for attendance

Person Responsible

Collette Richardson

Schedule

Every 2 Months, from 9/15/2015 to 5/25/2016

Evidence of Completion

Sign in sheet from assemblies

Action Step 2 5

Place the name of award recipients in a highly visible place

Person Responsible

Collette Richardson

Schedule

Every 2 Months, from 9/15/2015 to 5/18/2016

Evidence of Completion

Names of the recipients will be posted throughout the school building

Action Step 3 5

Norwood will hold a drawing for a special prize donated by a local business for perfect attendance

Person Responsible

Collette Richardson

Schedule

Every 2 Months, from 11/6/2015 to 5/7/2016

Evidence of Completion

Name of business and name of the winner

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

Norwood will seek a small financial incentive from the PTA to assist with the purchase of award certificates. Also attendance will be monitored through an electronic verification system

Person Responsible

Collette Richardson

Schedule

Every 2 Months, from 10/2/2015 to 5/12/2016

Evidence of Completion

Receipts from purchases, certificates, attendance bulletin

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

The Assistant Principal and Guidance Counselor will monitor the attendance bulletin and meet to discuss students who have improved their attendance.

Person Responsible

Collette Richardson

Schedule

Every 6 Weeks, from 10/13/2015 to 5/12/2016

Evidence of Completion

Attendance Bulletin and Counselor Log

G2.B1.S2 Provide information for parents about the value of attendance and the consequences of poor attendance (This one needs to be based on Behavior- School Wide behavior- (Ex:) Implement procedures in the school wide discipline plan) 4

 S195584

Strategy Rationale

Explain why school attendance matters for academic success and school policies for poor attendance

Action Step 1 5

Notify parents through Connect Ed referring to students attendance

Person Responsible

Kevin Williams

Schedule

Daily, from 9/16/2015 to 5/25/2016

Evidence of Completion

Connect Ed message recording

Action Step 2 5

Communicate with parents through email, flyers, and student agendas the importance of attendance.

Person Responsible

Collette Richardson

Schedule

Every 6 Weeks, from 9/16/2015 to 12/17/2016

Evidence of Completion

Email read receipt, copies of flyers and agendas

Action Step 3 5

Provide a copy of the school policies about attendance

Person Responsible

Collette Richardson

Schedule

On 10/9/2016

Evidence of Completion

Copy of parent signature

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Check attendance bulletin for improved attendance

Person Responsible

Collette Richardson

Schedule

Daily, from 10/13/2015 to 12/17/2016

Evidence of Completion

Copy of attendance bulletin

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The Assistant Principal and Guidance Counselor will monitor the attendance bulletin and meet to discuss students who have improved their attendance.

Person Responsible

Collette Richardson

Schedule

Every 6 Weeks, from 10/13/2015 to 5/12/2016

Evidence of Completion

Attendance bulletin and Counselor Log

G2.B1.S3 Refer students with frequent absences to the counselor or social worker 4

 S195585

Strategy Rationale

The counselor or school social worker can diagnose the problem and recommend solutions to alleviate the circumstances that are contributing to the problem. (This one needs to be based on Intervention for your lowest students- (Ex:) Morning and After school tutoring, Computer assisted instruction)

Action Step 1 5

The assistant principal will refer students to the school counselor or social worker for excessive absences and tardies.

Person Responsible

Collette Richardson

Schedule

Weekly, from 9/15/2015 to 5/25/2016

Evidence of Completion

The counselor or social worker will collect Referral forms to address the problem

Action Step 2 5

Guidance Counselor will monitor student attendance and absences by checking the daily attendance sheet

Person Responsible

Collette Richardson

Schedule

Daily, from 9/15/2015 to 5/12/2016

Evidence of Completion

Copy of the Daily Attendance sheet

Action Step 3 5

Guidance Counselor or social worker will follow up with students who have been referred for excessive absences and tardies

Person Responsible

Collette Richardson

Schedule

Every 6 Weeks, from 10/9/2015 to 5/7/2016

Evidence of Completion

Counselor log sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

The Guidance Counselor or social worker will keep a log of meetings with students and parents

Person Responsible

Kevin Williams

Schedule

Every 2 Months, from 10/13/2015 to 5/18/2016

Evidence of Completion

Guidance Counselor Logs and Referral Forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Provide the Guidance Counselor or Social Worker with a list of students who have improved their attendance and discuss the solutions that they implemented and their success with students

Person Responsible

Collette Richardson

Schedule

Every 6 Weeks, from 11/10/2015 to 5/12/2016

Evidence of Completion

Provide the names of students who have improved their attendance and academics, progress reports and attendance certificates

G3. During the 2015-2016 school year, the goal is to increase STEAM enhancements activities in Science, Technology, Engineering, Arts and Mathematics. The amount of student participation will increase from 50% to 60%. 1

 G070615

G3.B1 According to the 2015 FCAT 2.0 administration, Life Science was the category which demonstrated the weakest student performance. 2

 B183999

G3.B1.S1 During 2015-2016 school year, Norwood Elementary School will conduct a Science Fair. Students will use the Scientific Method to examine real world experiences through investigational activities, they will use GIZMOs to conduct investigations, Discovery Education, and Student Learning Journals. These activities will be concentrated skills related to Life Science reporting category. In addition a weekly Wednesday after-school GIZMO tutoring lab will be created 4

 S195586

Strategy Rationale

To increase student achievement on FCAT Science 2.0

Action Step 1 5

Provide professional development during grade level meeting to all teachers and ensure that the administrators participate in the conversations

Person Responsible

Kevin Williams

Schedule

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

Evidence of Completion

Action Step 2 5

Develop and implement lessons ensuring instruction is aligned with clear focus of addressing the Next Generation Sunshine State Standards (NGSSS)

Person Responsible

Kevin Williams

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Lesson plans, student work, pacing guides

Action Step 3 5

Follow up on the implementation of developed lessons that include explicit instructions based on collaborative conversations that address the NGSSS

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/1/2015 to 3/31/2016

Evidence of Completion

Action Step 4 5

Conduct classroom walkthroughs to model the effective delivery of developed lessons that include explicit instruction that addresses NGSSS based on collaborative conversations.

Person Responsible

Kevin Williams

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Walk throughs/look fors

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

The Science Coach will attend grade level meetings to assist teachers with rigorous planning and to ensure the infuse of STEAM activities.

Person Responsible

Kevin Williams

Schedule

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

Evidence of Completion

Student work project, Science Fair, Lesson plan, collaborative planning and coach support logs

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

An increase in participation in the school's science Fair, student's performance on the Science assessment, and a greater interest in STEAM related career opportunities.

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/11/2015 to 12/14/2015

Evidence of Completion

Science Fair projects, STEM related projects, Career Week activities

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide Professional Developments during grade level meetings to all teachers and assure that the administration actively participates in the conversation.	Williams, Kevin	9/10/2015	Sign in sheets, agendas, and anchor charts	5/27/2016 monthly
G1.B1.S2.A1	Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction based on collaborative conversations.	Williams, Kevin	9/17/2015	Walkthrough look fors,	5/12/2016 weekly

Dade - 4001 - Norwood Elementary School - 2015-16 SIP
Norwood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	A special assembly will take place to recognize students for attendance	Richardson, Collette	9/15/2015	Sign in sheet from assemblies	5/25/2016 every-2-months
G2.B1.S2.A1	Notify parents through Connect Ed referring to students attendance	Williams, Kevin	9/16/2015	Connect Ed message recording	5/25/2016 daily
G2.B1.S3.A1	The assistant principal will refer students to the school counselor or social worker for excessive absences and tardies.	Richardson, Collette	9/15/2015	The counselor or social worker will collect Referral forms to address the problem	5/25/2016 weekly
G3.B1.S1.A1	Provide professional development during grade level meeting to all teachers and ensure that the administrators participate in the conversations	Williams, Kevin	9/1/2015		5/31/2016 weekly
G1.B1.S1.A2	Develop and implement lessons, ensuring instruction is aligned with clear focus addressing the Language Arts Florida Standards (LAFS).	Williams, Kevin	9/10/2015	Lesson Plans, students work, pacing guides, LAFS	5/27/2016 weekly
G2.B1.S1.A2	Place the name of award recipients in a highly visible place	Richardson, Collette	9/15/2015	Names of the recipients will be posted throughout the school building	5/18/2016 every-2-months
G2.B1.S2.A2	Communicate with parents through email, flyers, and student agendas the importance of attendance.	Richardson, Collette	9/16/2015	Email read receipt, copies of flyers and agendas	12/17/2016 every-6-weeks
G2.B1.S3.A2	Guidance Counselor will monitor student attendance and absences by checking the daily attendance sheet	Richardson, Collette	9/15/2015	Copy of the Daily Attendance sheet	5/12/2016 daily
G3.B1.S1.A2	Develop and implement lessons ensuring instruction is aligned with clear focus of addressing the Next Generation Sunshine State Standards (NGSSS)	Williams, Kevin	8/24/2015	Lesson plans, student work, pacing guides	5/31/2016 weekly
G1.B1.S1.A3	Follow up on the implementation of developed lessons that include explicit instruction based on collaborative conversations that address LAFS.	Williams, Kevin	9/10/2015	Lesson Plans, students work, pacing guides, LAFS	5/27/2016 weekly
G2.B1.S1.A3	Norwood will hold a drawing for a special prize donated by a local business for perfect attendance	Richardson, Collette	11/6/2015	Name of business and name of the winner	5/7/2016 every-2-months
G2.B1.S2.A3	Provide a copy of the school policies about attendance	Richardson, Collette	9/12/2015	Copy of parent signature	10/9/2016 one-time
G2.B1.S3.A3	Guidance Counselor or social worker will follow up with students who have been referred for excessive absences and tardies	Richardson, Collette	10/9/2015	Counselor log sheet	5/7/2016 every-6-weeks
G3.B1.S1.A3	Follow up on the implementation of developed lessons that include explicit instructions based on collaborative conversations that address the NGSSS	Williams, Kevin	9/1/2015		3/31/2016 weekly
G1.B1.S1.A4	Conduct coaching cycles on the delivery of developed lessons that include explicit instruction that addresses LAFS utilizing the gradual release responsibility model based on teacher needs	Williams, Kevin	9/11/2015	Coaching Logs, calendar,	5/27/2016 weekly
G3.B1.S1.A4	Conduct classroom walkthroughs to model the effective delivery of developed lessons that include explicit instruction that addresses NGSSS based on collaborative conversations.	Williams, Kevin	8/24/2015	Walk throughs/look fors	5/31/2016 weekly
G1.B1.S1.A5	Conduct classroom walkthroughs to monitor the effective delivery of	Williams, Kevin	9/11/2015	Walkthrough look fors,	5/27/2016 daily

Dade - 4001 - Norwood Elementary School - 2015-16 SIP
Norwood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	developed lessons that include explicit instruction that addresses LAFS based on collaborative conversations.				
G1.MA1	Fall and Winter Assessments, and classroom assessments results from Thinkgate Progress and Proficiency Reports and the FSA.	Williams, Kevin	9/12/2015	Lesson Plans, anchor charts, sign-in sheets, pacing guides, student work	5/12/2016 monthly
G1.B1.S1.MA1	Grade level meetings with Reading coaches to ensure effective delivery of instruction	Richardson, Collette	9/17/2015	Lesson Plans, anchor charts	5/12/2016 weekly
G1.B1.S1.MA1	Reading Coaches will attend grade level meetings to assist teachers with rigorous planning.	Richardson, Collette	9/17/2015	Lesson plans, student work, and pacing guide	5/12/2016 weekly
G1.B1.S2.MA1	Administrators will meet with teachers to reflect on effective instructional delivery	Williams, Kevin	9/17/2015	Lesson Plans, data chats	5/12/2016 weekly
G1.B1.S2.MA1	The effective delivery of lessons based on collaborative conversations in reading, mathematics and science.	Williams, Kevin	9/17/2015	Look fors, lesson plans, student work	5/12/2016 weekly
G2.MA1	The data that will be collected throughout the year are Attendance Bulletin, Assembly sign in sheets, and Referral forms.	Richardson, Collette	9/30/2015	Sign in Sheets, copies of attendance bulletin, copies of certificates, counselor logs	5/12/2016 every-2-months
G2.B1.S1.MA1	The Assistant Principal and Guidance Counselor will monitor the attendance bulletin and meet to discuss students who have improved their attendance.	Richardson, Collette	10/13/2015	Attendance Bulletin and Counselor Log	5/12/2016 every-6-weeks
G2.B1.S1.MA1	Norwood will seek a small financial incentive from the PTA to assist with the purchase of award certificates. Also attendance will be monitored through an electronic verification system	Richardson, Collette	10/2/2015	Receipts from purchases, certificates, attendance bulletin	5/12/2016 every-2-months
G2.B1.S2.MA1	The Assistant Principal and Guidance Counselor will monitor the attendance bulletin and meet to discuss students who have improved their attendance.	Richardson, Collette	10/13/2015	Attendance bulletin and Counselor Log	5/12/2016 every-6-weeks
G2.B1.S2.MA1	Check attendance bulletin for improved attendance	Richardson, Collette	10/13/2015	Copy of attendance bulletin	12/17/2016 daily
G2.B1.S3.MA1	Provide the Guidance Counselor or Social Worker with a list of students who have improved their attendance and discuss the solutions that they implemented and their success with students	Richardson, Collette	11/10/2015	Provide the names of students who have improved their attendance and academics, progress reports and attendance certificates	5/12/2016 every-6-weeks
G2.B1.S3.MA1	The Guidance Counselor or social worker will keep a log of meetings with students and parents	Williams, Kevin	10/13/2015	Guidance Counselor Logs and Referral Forms	5/18/2016 every-2-months
G3.MA1	District Assessments Summative: 2015 FCAT 2.0 Science Assessment, GIZMO Reports, and Student work samples will be reviewed on a monthly basis to ensure we are meeting our goal.	Williams, Kevin	9/15/2015	GIZMO Reports, Student samples, Student Learning Journals	5/12/2016 monthly
G3.B1.S1.MA1	An increase in participation in the school's science Fair, student's performance on the Science assessment, and a greater interest in STEAM related career opportunities.	Williams, Kevin	9/11/2015	Science Fair projects, STEM related projects, Career Week activities	12/14/2015 weekly
G3.B1.S1.MA1	The Science Coach will attend grade level meetings to assist teachers with	Williams, Kevin	9/1/2015	Student work project, Science Fair, Lesson plan, collaborative planning and coach support logs	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	rigorous planning and to ensure the infuse of STEAM activities.				
G4.MA1	Sign in sheets and counselor log, for school activities will be collected to review the progress of the goal	Richardson, Collette	9/16/2015	Sign In sheets for school activities, Counselor log	5/12/2016 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 student achievement by improving Core Instruction across all content areas.

G1.B1 In depth collaborative planning/rigor/use of instructional frameworks Lack of Knowledge of standards
Class environment

G1.B1.S1 Collaborative Conversations Provide Professional Developments during grade level meetings to all teachers and assure that the administration actively participates in the conversation.

PD Opportunity 1

Provide Professional Developments during grade level meetings to all teachers and assure that the administration actively participates in the conversation.

Facilitator

Reading, Math and Science Coaches

Participants

Faculty

Schedule

Monthly, from 9/10/2015 to 5/27/2016

G3. During the 2015-2016 school year, the goal is to increase STEAM enhancements activities in Science, Technology, Engineering, Arts and Mathematics. The amount of student participation will increase from 50% to 60%.

G3.B1 According to the 2015 FCAT 2.0 administration, Life Science was the category which demonstrated the weakest student performance.

G3.B1.S1 During 2015-2016 school year, Norwood Elementary School will conduct a Science Fair. Students will use the Scientific Method to examine real world experiences through investigational activities, they will use GIZMOs to conduct investigations, Discovery Education, and Student Learning Journals. These activities will be concentrated skills related to Life Science reporting category. In addition a weekly Wednesday after-school GIZMO tutoring lab will be created

PD Opportunity 1

Provide professional development during grade level meeting to all teachers and ensure that the administrators participate in the conversations

Facilitator

Asst. Principal, Mr. Jimenez, Science Coach

Participants

All Teachers

Schedule

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide Professional Developments during grade level meetings to all teachers and assure that the administration actively participates in the conversation.				\$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$2,500.00
<i>Notes: Materials for Math</i>						
			District-Wide	Title I Part A		\$3,000.00
<i>Notes: Science materials to enhance STEM activities</i>						
2	G1.B1.S1.A2	Develop and implement lessons, ensuring instruction is aligned with clear focus addressing the Language Arts Florida Standards (LAFS).				\$0.00
3	G1.B1.S1.A3	Follow up on the implementation of developed lessons that include explicit instruction based on collaborative conversations that address LAFS.				\$0.00
4	G1.B1.S1.A4	Conduct coaching cycles on the delivery of developed lessons that include explicit instruction that addresses LAFS utilizing the gradual release responsibility model based on teacher needs				\$0.00
5	G1.B1.S1.A5	Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction that addresses LAFS based on collaborative conversations.				\$0.00
6	G1.B1.S2.A1	Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction based on collaborative conversations.				\$0.00
7	G2.B1.S1.A1	A special assembly will take place to recognize students for attendance				\$0.00
8	G2.B1.S1.A2	Place the name of award recipients in a highly visible place				\$0.00
9	G2.B1.S1.A3	Norwood will hold a drawing for a special prize donated by a local business for perfect attendance				\$0.00
10	G2.B1.S2.A1	Notify parents through Connect Ed referring to students attendance				\$0.00
11	G2.B1.S2.A2	Communicate with parents through email, flyers, and student agendas the importance of attendance.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4001 - Norwood Elementary School	Title I Part A		\$500.00
<i>Notes: Notes</i>						

Budget Data			
12	G2.B1.S2.A3	Provide a copy of the school policies about attendance	\$0.00
13	G2.B1.S3.A1	The assistant principal will refer students to the school counselor or social worker for excessive absences and tardies.	\$0.00
14	G2.B1.S3.A2	Guidance Counselor will monitor student attendance and absences by checking the daily attendance sheet	\$0.00
15	G2.B1.S3.A3	Guidance Counselor or social worker will follow up with students who have been referred for excessive absences and tardies	\$0.00
16	G3.B1.S1.A1	Provide professional development during grade level meeting to all teachers and ensure that the administrators participate in the conversations	\$0.00
17	G3.B1.S1.A2	Develop and implement lessons ensuring instruction is aligned with clear focus of addressing the Next Generation Sunshine State Standards (NGSSS)	\$0.00
18	G3.B1.S1.A3	Follow up on the implementation of developed lessons that include explicit instructions based on collaborative conversations that address the NGSSS	\$0.00
19	G3.B1.S1.A4	Conduct classroom walkthroughs to model the effective delivery of developed lessons that include explicit instruction that addresses NGSSS based on collaborative conversations.	\$0.00
Total:			\$6,000.00