

Miami-Dade County Public Schools

Ben Sheppard Elementary School



2015-16 School Improvement Plan

Ben Sheppard Elementary School

5700 W 24TH AVE, Hialeah, FL 33016

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	93%

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	C*	B	A	B

**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>.

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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

To provide all students with an excellent instructional program in which their individual needs are met by providing qualified teachers who utilize effective teaching practices in order for every student to be prepared to compete in a global society.

Provide the school's vision statement

Ben Sheppard Magnet Elementary aims to provide a quality education where all students will reach their fullest potential within a caring and secure environment.

School Environment

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

Ben Sheppard Elementary will provide for an annual orientation meeting to inform parents of students in the Title I Program of their right to be involved. We offer meetings at flexible times; provide transportation, childcare and home visits for parents. In addition, we actively involve parents in planning, reviewing, and improving the Title I Program and the Parental involvement Plan (PIP). Our school also provides high quality curriculum and instruction in a supportive and effective learning environment that enables the participating English Language Learner (ELL) student to meet the State's student academic achievement standards as follows:

*Provide student with the opportunity to acquire some Basic English language proficiency before inclusion in the school-wide Progress Monitoring Plan (PMP).

*Provide parent conference for ELL students in ESOL Levels I and II, which will be initiated only if students do not make progress after the third administration of progress monitoring assessments.

*Make sure that promotion for ELL students and ELL students with disabilities in all other grades is based on the student's performance in the dominant language while the student is in the process of becoming independent in English.

*Provide the parents with written notification at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment.

Additionally we maintain relationships with parents by facilitating parent-teacher conferences, the use of email or parent portal, and providing progress reports and report cards. Students are provided the opportunity to attend field trips through the Cultural Passport program as well as in-school functions/ events and/or literacy activities.

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

Students are closely monitored before, during and after school by our instructional, security and administrative staff. We also provide after-school care services until 6:00 p.m., Monday through Friday.

Fifth grade students also serve as Safety Patrols and assist in creating a safe and respectful environment. This program is overseen by instructional and administrative staff.

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

Ben Sheppard Elementary has developed a schoolwide intervention strategy to reduce disruptive behavior and suspensions, that may impede students during instructional time. This helps to embrace the diverse needs of the students to support a positive school culture.

The school utilizes School Wide Alternatives to Suspension that includes:

Step One: Warning

Step Two: Teacher Conference with student

Step Three: Teacher notifies parent for Conference

Step Four: Refer to School Counselor where a Behavior Contract will be done with the student and the parent will be notified

Step Five: Detention

Step Six: Student will be placed on Special Assignment duty (2 day outdoor suspension), Parent will be notified, and Behavior Contract will be revised/updated.

Step 7: Revocation of all School-Wide Special Events and extracurricular activities, parents notified (one week indoor suspension)

Step 8: Parent/guardian notified, submit request to North Region Office, via electronic mail, for 2 day outdoor suspension

Faculty and Staff review the Code of Student Conduct, train and implement LEAPS Behavior Program, and attend Professional Development activities to learn positive behavior strategies. Faculty is also trained in order to implement FABs and BIPs and the School Counselor will provide teachers with techniques on how to deal with bullying and disruptive behaviors in class.

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

Ben Sheppard Elementary School has an in-house School Counselor that provides present insight on the cognitive, social, psychological, and physical development of students that may influence academic success. School Counselor also offers quality services and expertise on curriculum program design, comprehensive student evaluation, and specialized intervention and serves as a link between community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 early warning system at Ben Sheppard Elementary School includes warning indicators for the following:

-Attendance below 90% regardless of absence is unexcused or excused.

-1 or more suspensions, in or out of school.

-A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.

-Course failure 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
	K	1	2	3	4	5	
Attendance below 90 percent	22	16	17	18	20	13	106
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	
Retention	4	14	16	3	3	0	40
	0	0	0	0	0	0	

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

Ben Sheppard Elementary School uses intervention strategies from the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI):

Tier 1

- *Monitor academic data to evaluate progress towards goals at least three times per year.
- *Use of the Four Step problem solving process as the basis for goal setting, planning, and program evaluation during the year to focus on increasing student achievement.
- *Ensure students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.
- *Gather Ongoing Progress Monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
- *Gather and analyze data at all Tiers to determine Professional Development for faculty as indicated by group or individual student diagnostic and progress monitoring assessments.

Tier 2

- *Additional support of interventions provided to students who have not met proficiency or who are at risk of not meeting academic proficiency.
 - *Supplemental instruction and interventions provided in addition to and in alignment with effective core instruction to groups of targeted students who need additional instructional support.
 - *Monthly evaluation/review of Ongoing Progress Monitoring (OPM) data of intervention groups and individual students.
 - *Support of interventions where required to improve group/individual response.
 - *Identification and/or selection of students using the SST guidelines for Tier 3 intervention.
- Additionally, in an effort to increase academic performance:
- *Schoolwide recognition of Perfect Attendance (Homeroom, Individual, Monthly, Grading Period)
 - *Schoolwide Student of the Month
 - *Counseling
 - *SPOT Success Program
 - *"Do The Right Thing" Program (Grades 3, 4 & 5)
 - *Teacher Rewards/Incentives (i.e. Verbal praise, Notes home, Stickers, Pencils, etc.)

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/196568>.

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

In order to respect and honor all students' cultures, Ben Sheppard Elementary teachers integrate cultural experiences and curriculum content throughout the year, including but not limited to Hispanic Heritage, Black History, Women's History, Holocaust Awareness and Character Education. To support the building of relationships between teachers, students and parents, the Ben Sheppard Elementary Community Involvement Specialist (C.I.S) offers monthly parent workshops which helps to solidify the home-school connection and secure a positive relationship between the teachers and students. Local businesses provide incentives for our students to support their academic achievement.

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
Tagle, Eduardo	Principal
Brown, Alicia	Assistant Principal
Zayas, Angela	Assistant Principal
Hinds, Juliette	
Alvarez, Maria	Teacher, K-12
Ruiz, Pura	Teacher, K-12
Ly, Linh	Teacher, K-12
Osborn, David	Teacher, K-12
Ramirez, Heliana	Instructional Media
Othon, Sara	Other

Duties

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

*PRINCIPAL: Establishes a common vision for the implementation of data-driven instruction and the use of data-based decision making. Ascertains that the school-based team is implementing MTSS/RtI and ensures implementation of intervention support and the maintenance of all documentation. Secures adequate professional development to support MTSS/RtI implementation, and communicates with staff and parents regarding school-based MTSS/RtI plans and activities.

*ASSISTANT PRINCIPALS: Assist the Principal in the establishment of a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Aide the Principal in the supervision of the MTSS/RtI team and its implementation of all processes. Support the Principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members. Communicate with staff and parents regarding school-based MTSS/RtI plans and activities.

*READING COACH: Provide essential leadership for the school's research-based curriculum programs. Create, supervise, and deliver long-term staff professional development processes that support both the development and implementation of the school core content standards and programs. Identify and analyze existing research on scientifically based strategies as well as intervention approaches. Analyze current data in order to identify systematic patterns of students needs while working with district/region/school personnel to develop appropriate intervention strategies. Assist with the school's screening process in order to provide early intervening services for children considered "at risk"; facilitate the design and implementation of all progress monitoring, data collection, and data analysis.

*MATHEMATICS LIAISON and SCIENCE LEADER: Provide essential leadership for the school's research-based curriculum programs. Create, supervise, and deliver long-term staff professional development processes that support both the development and implementation of the school core content standards and programs. Identify and analyze existing research on scientifically based strategies as well as intervention approaches. Analyze current data in order to identify systematic patterns of students needs while working with district/region/school personnel to develop appropriate intervention strategies. Assist with the school's screening process in order to provide early intervening services for children considered "at risk"; facilitate the design and implementation of all progress monitoring, data collection, and data analysis.

*EXCEPTIONAL STUDENT EDUCATION (ESE) REPRESENTATIVE: Provides insight into Exceptional Student Education practices, shares research-based instructional strategies for the differentiated instruction of ESE students, participates in student data collection, integrates core instructional activities/resources into Tier 3 instruction, and collaborates with general education teachers through such activities as consultation, collaboration and co-teaching.

*ENGLISH LANGUAGE LEARNERS (ELL) REPRESENTATIVE: Provides insight into ELL practices, shares research-based instructional strategies for the differentiated instruction of ELL students, participates in student data collection, integrates core instructional activities/resources into Tier 3 instruction, and collaborates with general education teachers

through such activities as consultation, collaboration and co-teaching.

*SCHOOL COUNSELOR: Presents insight on the cognitive, social, psychological, and physical development of students that may influence academic success. Offer quality services and expertise on curriculum program design, comprehensive student evaluation, and specialized intervention. Link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

*CLASSROOM TEACHER: Provides insight into classroom practices, shares research-based instructional strategies for the differentiated instruction of their students, participates in student data collection, integrates core instructional activities/resources into Tier 3 instruction, and collaborates with various teachers (ELL/ESE) through such activities as consultation, collaboration and co-teaching.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team at Ben Sheppard Magnet Elementary will use the Tier 1 Problem Solving process to set Tier 1 goals and monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades' performance and student engagement.

Title I, Part A

Ben Sheppard Elementary School staff ensures that students requiring additional remediation are assisted through differentiated instruction in reading and mathematics. Services are provided by the classroom

teacher and through tutorial programs offered both during and after school. Summer school was

offered to all third grade students that were retained. The district coordinates with Title II and Title III in ensuring that staff development is provided. Curriculum Coaches work with school administration to develop and evaluate the school core content standards and programs; identify and analyze existing literature on scientifically based curriculum and behavior assessment and intervention approaches and identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. The curriculum coaches also assist the administration with whole school screening programs that provide early intervening services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and monitoring the implementation. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services and support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Ben Sheppard Elementary School 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 the unique needs of migrant students are met. Ben Sheppard Magnet Elementary School coordinates services with the district to support the Educational Alternative Outreach program and Drop-out Prevention programs.

We are a Title II district and Ben Sheppard Elementary School uses supplemental funds provided by the

district for improving basic education as follows:

- training for add-on endorsement programs such as Reading, Gifted, ESOL
- training for Professional Development Liaisons focusing on the development and facilitation of Professional

Learning Community (PLC) and Lesson Study Group implementation and protocols.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by

providing funds to implement and/or provide:

- tutorial programs (K-5)
- parent outreach activities (K-5)
- professional development on best practices for ELL and content area teachers
- coaching and mentoring for ELL and content area teachers(K-5)
- reading and supplementary instructional materials(K-5)
- purchase of supplemental 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 students (K-5, RFP

Process)

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

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless

children by collaborating with parents, schools, and the community.

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.

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

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

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

- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Ben Sheppard Magnet Elementary will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students. Ben Sheppard Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide in school and after-school tutorials for students not meeting state standards. The counselor at Ben Sheppard Elementary School provides classroom teachers with lessons from the TRUST program which focus on conflict resolution and problem-solving as it relates to drugs and alcohol, stress, suicide, isolation, family violence and other crisis. Third grade students participate in the "My Very Own Book About Me" program and curriculum.
 1. Ben Sheppard Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
 2. Nutrition education, as per state statute, is taught through Physical Education.
 3. The School Food Service Program which includes, breakfast, lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Eduardo Tagle	Principal
Ms. Alicia Brown	Principal
Mrs. Juliette Hinds	Teacher
Mrs. Ana Lopez	Teacher
Mrs. Linh Ly	Teacher
Mrs. Maria Alvarez	Teacher
Mrs. Maria Gomez	Teacher
Mrs. Heliana Ramirez	Teacher
Mrs. Ana Moya	Education Support Employee
Mrs. Melba Lobo	Education Support Employee
Ms. Griselda Steklen	Parent
Ms. Jeanette Lopez	Parent
Ms. Maria Enriquez	Parent
Ms. Adriana Ramirez	Parent
Mr. Roy Perez	Business/Community
Mrs. Velma Lawrence	Business/Community
Mr. Manny Rivera	Business/Community
Mrs. Sandra Diaz	Parent
Gertudis Rodriguez	Parent
Fredy Davila	Student
Jan Martinez	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 activities from the previous school year included the monitoring implementation of the SIP, collecting and analyzing data in reference to student achievement, and providing assistance with the transition to the CCSS. The data and strategies that were utilized were closely examined, reviewed and revised in order to drive instruction with fidelity.

Development of this school improvement plan

Our members worked collaboratively with teachers to develop the goals and strategies to complete the different sections of the SIP.

Preparation of the school's annual budget and plan

The funds will be used to support and enhance instruction through assistance with the purchase of the supplemental materials that will enhance instruction and tutorial programs, substitute coverage for teachers to attend professional development, and miscellaneous expenses to maintain and repair existing technology. A budget of \$2,999.00 will be allocated to the Principal as required.

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

The funds were used to support and enhance instruction through assistance with the purchase of the supplemental materials that will enhance instruction and tutorial programs, substitute coverage for teachers to attend professional development, and miscellaneous expenses to maintain and repair existing technology. A budget of \$2,999.00 will be allocated to the Principal as required.

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
Tagle, Eduardo	Principal
Brown, Alicia	Assistant Principal
Zayas, Angela	Assistant Principal
Alvarez, Maria	Instructional Coach
Osborn, David	Instructional Coach
Hinds, Juliette	Teacher, K-12
Ramirez, Heliana	Instructional Media
Ruiz, Pura	Instructional Coach
Othon, Sara	Other
Crawford, Patricia	Teacher, PreK
Fernandez, Hilario	Teacher, K-12
Millares-Fernandez, Christine	Teacher, K-12
Ly, Linh	Teacher, K-12
Waksman, Orietta	Teacher, K-12
Gonzalez, Adela	Teacher, K-12
Shelley, Estela	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

As a Tier 1 Watch school, the major initiatives of the LLT this year will be:

- Collaboration with Office of Academics and Transformation (OAT), Literacy Curriculum Support Specialists and North Region personnel.
- Identification of model classrooms to create a collegial environment that fosters sharing and learning.
- Plan professional development based on student assessment data and teacher needs assessment.
- Conduct grade level meetings to analyze data to improve instructional delivery and student achievement.

- Align supplemental materials to the Florida Standards Assessment and Common Core State Standards.
- Provide team members that are skilled and committed to improving literacy with leadership opportunities.
- Increase capacity of reading knowledge and focus on areas of literacy concern within the school.

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

- Provide professional development for all teachers to share effective planning frameworks.
- Identification of model classrooms to create a collegial environment that fosters sharing and learning.
- Specified teacher leaders will be encouraged to facilitate modeling effective instruction.
- Development of effective plans inclusive of Differentiated Instruction within the grade level.
- Collaboration with Instructional Coaches.
- Administrative Team will encourage and foster continuous collaboration among teachers.

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

- Ben Sheppard Elementary will recruit and retain highly qualified, certified in-field, and effective teachers by providing various levels of support to the teachers.
- Principal will attend job fairs to recruit highly qualified teachers.
- New teachers will be assigned a mentor teacher by the assistant principals.
- Monthly Professional Development activities to address teacher and student needs will be provided by the instructional coaches and assistant principals.

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

Ben Sheppard Elementary School's comprehensive mentoring program will be implemented as follows:

Qualifications for mentors:

- Must hold a valid professional teaching certificate.
- Minimum of three years of successful teaching experience.
- Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.

Selection criteria for mentors:

- Mastery of pedagogical and subject matter skills.
- Evidence of strong interpersonal skills.
- Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas.
- Evidence of effective teaching and student achievement gains.
- Credibility with colleagues.
- Commitment to personal professional learning demonstrated by frequent participation in professional development.
- Expertise in accessing data resources and using data to analyze instruction.

Required training to become a mentor:

- To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:
 - Overview of Mentoring and Induction for New Teachers (MINT).
 - Introduction to Instructional Mentoring.
 - Data Coaching.

Who receives a mentor:

- Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.
Assistance for 2nd and 3rd year teachers:
- Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
- A buddy teacher occupies a leadership role in the school such as a Department Chairperson, Grade Level Leader, Reading Coach, Mathematics Liaison, Science Leader and/or National Board Certified Teacher.

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

Ben Sheppard Elementary School's teachers will participate in Professional Development, that will focus on the implementation of Florida's Standards and best practices based on their teaching assignment. Through the implementation of the Florida Standards, the teachers will guide students' critical thinking and problem solving skills.

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

Ben Sheppard Elementary School's teachers will utilize the planning framework to develop effective plans inclusive of Differentiated Instruction (DI). Teachers will develop routines for small group instruction that include data driven flexible groups, visual rotation charts, accessible resources that address remediation, extension, and enrichment.

Teachers will use the Florida Continuous Improvement Model (FCIM) to ensure students are provided instruction base on their readiness levels. The work continuously engages students' while also keeping them on their "mental tiptoes." Struggling students are provided opportunities beyond being placed in the "low" group to show what they know and what makes them "spark."

Students' interests and learning styles are considered when grouping so all students have opportunities to shine.

Teachers will implement Differentiated Instruction (DI) by:

The content: What we want the students to learn.

The process: How will the students makes sense of what they are learning.

The product: What students do to show that he/she has the knowledge, understanding and skills taught.

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: 2,400

Teachers will participate in Professional Learning Communities (PLC), focused on implementation of Florida Standards and best practices based on their teaching assignment. Selected students will be given the opportunity to participate in intervention programs in deficient subject areas.

Strategy Rationale

Professional Learning Communities (PLC) ensures that students are provided the opportunity to practice instruction which is deficient in the core content areas.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Tagle, Eduardo, pr5021@dadeschools.net

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

Data will be collected and analyzed after the administration of District Benchmark Assessments. Data chats will be conducted by subject areas and instruction will be adjusted based on results.

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 Ben Sheppard Elementary 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 paraprofessional. This will assist with 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.

At Ben Sheppard Elementary School, all incoming kindergarten students are assessed in order to ascertain individual needs and to assist in the development of interventions. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological

Awareness/Processing through the school's core program. Furthermore, the Florida Kindergarten Readiness

Screener (FLKRS) is administered within the first 30 days of school. The FLKRS is made up of the Early

Childhood Observation System (ECHOS). The ECHOS measures benchmarks in seven domains. It provides a simple, uniform method for observing and measuring the progress of young readers.

In addition, the Oral Language Proficiency Survey (OLPS) and the Comprehensive English Language Learning Assessment (CELLA) are administered to students whose home language is other than English. All new kindergarten students are assessed for school readiness with these instruments.

This data will be analyzed and disaggregated in order to diagnose and prescribe appropriate Tier 1 core instruction, as well as Tier 2 and Tier 3 interventions.

Ben Sheppard Elementary School participates in the "Welcome to Kindergarten" program to build

partnerships with local early education programs, including the in-school pre-kindergarten program. Through this undertaking, school staff will plan workshops for the administrators of neighboring daycares and pre-schools in order to discuss kindergarten readiness expectations. Additionally, discussion forums will afford parents the opportunity to learn literacy and parenting strategies. Finally, in-school articulation meetings will be scheduled to discuss effective instructional methods and developmental expectations of pre-kindergarten students as they transition to kindergarten.

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

G070720

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Math - All Students	77.0
FCAT 2.0 Science Proficiency	50.0
CELLA Writing Proficiency	37.0

Resources Available to Support the Goal 2

- Reading Intervention Center(RIC), Reading Coach, Professional Learning Support Team (PLST),Professional Development, Media Specialist,Technology Programs, Collaborative Planning within the department and grade levels, Curriculum Support Specialist, Florida Center for Reading Research (FCRR) Activities, Leveled Readers, Workstation Cards, McGraw-Hill Wonders and Wonder Works, Reading Plus, Imagine Learning, Accelerated Reader (AR), Renaissance Learning.
- Mathematics Lab, Manipulatives, Technology, IXL, Think Central, Math Journal, Math Liaison and iReady, Professional Learning Support Team (PLST).
- Science Lab, Science Leader, Professional Learning Support Team (PLST).
- Writing District Pacing Guide and McGraw-Hill Wonders program will support students on how to implement the writing process effectively. The District Writing Rubrics will provide teachers and students with guidelines and expectations for achieving the goal, Professional Learning Support Team (PLST).
- Miami-Dade County Public Schools (M-DCPS) Pacing Guides, Rubrics, Professional Learning Support Team (PLST), Professional Development, Media Specialist, Computer Assisted Instructional (CAI) Programs, Collaborative Planning within the grade levels and departments, Waterford, English Language Learner (ELL) Tutoring.

Targeted Barriers to Achieving the Goal 3

- Planning in instruction does not demonstrate high rigor and instructional framework (Inclusive of whole/small group.)

Plan to Monitor Progress Toward G1. 8

Data disaggregation, District Interim Assessments, Florida Standards Assessment, and FCAT 2.0 for Science.

Person Responsible

Eduardo Tagle

Schedule

On 7/29/2016

Evidence of Completion

District Interim Assessments, Florida Standards Assessment Data, and 2.0 FCAT Science Data

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**

 G070720

G1.B1 Planning in instruction does not demonstrate high rigor and instructional framework (Inclusive of whole/small group.) **2**

 B184294

G1.B1.S1 Effective Planning and Instructional Delivery in all content areas. **4**

 S195841

Strategy Rationale

Assessed that planning was not being used with the purpose for instructional delivery.

Action Step 1 **5**

- (1) Provide professional development for specified teacher leaders to share effective planning framework and priority components of an instructional block.
- (2) Provide professional development for all teachers to share effective planning framework and priority components of an instructional block.
- (3) Provide professional development by modeling an effective planning session using the instructional planning framework inclusive of the priority components Effective Planning and Instructional Delivery in all content areas.

Person Responsible

Eduardo Tagle

Schedule

Biweekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Sign-in, Agenda, PD deliverables

Action Step 2 5

Teachers will utilize planning framework to develop effective plans inclusive of Differentiated Instruction. Teachers will develop routines for small group instruction that include data driven flexible groups, visual rotation charts, accessible resources that address remediation, extension, and enrichment.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Walk-through logs, DI folders, lesson plans, rotation schedules, student feedback, coaching logs, coaching schedules, debriefing conferences

Action Step 3 5

Utilize model classrooms for observational purposes in order to demonstrate effective implementation of Differentiated Instruction.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Debriefing conferences

Action Step 4 5

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

Person Responsible

Eduardo Tagle

Schedule

Daily, from 9/28/2015 to 6/3/2016

Evidence of Completion

Walk-through logs, coaching logs, coaching schedules, debriefing conferences

Action Step 5 5

Participate in professional development, observe teachers prepared with appropriate resources and actively engaged in collaborative conversations. Observe instructional routines in place, including small group rotations, visible resources being utilized, and work folders including end products from differentiated instruction. Create coaching schedule, observe components of the coaching cycle and debrief with teachers to exchange feedback on whether needs are being met.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, Walkthrough logs, Debriefing conferences

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

Professional Development (PD) Liaison documentation logs of attendees.

Person Responsible

David Osborn

Schedule

On 5/6/2016

Evidence of Completion

Walk-throughs, Lesson Plans, Sign-in, Agenda, PD Deliverables

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

Teachers will utilize planning framework to develop effective plans. Teachers will develop routines that include data driven flexible groups, accessible resources that address remediation, extension, and enrichment.

Person Responsible

Eduardo Tagle

Schedule

On 6/3/2016

Evidence of Completion

Walk-through logs, Lesson plans, Rotation schedules, Coaching logs and schedules

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

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 9/28/2015 to 11/27/2015

Evidence of Completion

Coaching logs.

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

Utilize model classrooms for observational purposes in order to demonstrate effective implementation of instructional delivery.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 9/28/2015 to 11/27/2015

Evidence of Completion

Coaching logs and Administrative walk-throughs.

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

Classroom instruction will be aligned to the professional development activity.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 9/28/2015 to 11/27/2015

Evidence of Completion

Student feedback, Quizzes, Student Work, Data Chats

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

Student engagement and increased use of technology during instructional delivery.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 9/28/2015 to 11/27/2015

Evidence of Completion

Student feedback, Quizzes, Student Work, Data Chats

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

Classroom walk-throughs will be conducted to monitor the implementation in the instructional delivery.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 9/28/2015 to 11/27/2015

Evidence of Completion

Student feedback, Quizzes, Student Work, Data Chats

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

Classroom walk-throughs will be conducted to ensure use of the model classroom "take away" implemented in the instructional delivery.

Person Responsible

Eduardo Tagle

Schedule

Biweekly, from 9/28/2015 to 11/27/2015

Evidence of Completion

Student feedback, Quizzes, Student Work, Data Chats

Appendix 1: Implementation Timeline

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

Dade - 5021 - Ben Sheppard Elementary School - 2015-16 SIP
Ben Sheppard Elementary School

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	(1) Provide professional development for specified teacher leaders to share effective planning framework and priority components of an instructional block. (2) Provide professional development for all teachers to share effective planning framework and priority components of an instructional block. (3) Provide professional development by modeling an effective planning session using the instructional planning framework inclusive of the priority components Effective Planning and Instructional Delivery in all content areas.	Tagle, Eduardo	9/14/2015	Sign-in, Agenda, PD deliverables	6/3/2016 biweekly
G1.B1.S1.A2	Teachers will utilize planning framework to develop effective plans inclusive of Differentiated Instruction. Teachers will develop routines for small group instruction that include data driven flexible groups, visual rotation charts, accessible resources that address remediation, extension, and enrichment.	Tagle, Eduardo	9/28/2015	Walk-through logs, DI folders, lesson plans, rotation schedules, student feedback, coaching logs, coaching schedules, debriefing conferences	6/3/2016 weekly
G1.B1.S1.A3	Utilize model classrooms for observational purposes in order to demonstrate effective implementation of Differentiated Instruction.	Tagle, Eduardo	9/28/2015	Debriefing conferences	6/3/2016 weekly
G1.B1.S1.A4	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Tagle, Eduardo	9/28/2015	Walk-through logs, coaching logs, coaching schedules, debriefing conferences	6/3/2016 daily
G1.B1.S1.A5	Participate in professional development, observe teachers prepared with appropriate resources and actively engaged in collaborative conversations. Observe instructional routines in place, including small group rotations, visible resources being utilized, and work folders including end products from differentiated instruction. Create coaching schedule, observe components of the coaching cycle and debrief with teachers to exchange feedback on whether needs are being met.	Tagle, Eduardo	9/28/2015	Sign-in sheets, Walkthrough logs, Debriefing conferences	6/3/2016 weekly
G1.MA1	Data disaggregation, District Interim Assessments, Florida Standards Assessment, and FCAT 2.0 for Science.	Tagle, Eduardo	6/6/2016	District Interim Assessments, Florida Standards Assessment Data, and 2.0 FCAT Science Data	7/29/2016 one-time
G1.B1.S1.MA1	Classroom instruction will be aligned to the professional development activity.	Tagle, Eduardo	9/28/2015	Student feedback, Quizzes, Student Work, Data Chats	11/27/2015 weekly
G1.B1.S1.MA6	Student engagement and increased use of technology during instructional delivery.	Tagle, Eduardo	9/28/2015	Student feedback, Quizzes, Student Work, Data Chats	11/27/2015 weekly
G1.B1.S1.MA7	Classroom walk-throughs will be conducted to monitor the implementation in the instructional delivery.	Tagle, Eduardo	9/28/2015	Student feedback, Quizzes, Student Work, Data Chats	11/27/2015 weekly
G1.B1.S1.MA8	Classroom walk-throughs will be conducted to ensure use of the model classroom "take away" implemented in the instructional delivery.	Tagle, Eduardo	9/28/2015	Student feedback, Quizzes, Student Work, Data Chats	11/27/2015 biweekly
G1.B1.S1.MA1	Professional Development (PD) Liaison documentation logs of attendees.	Osborn, David	9/28/2015	Walk-throughs, Lesson Plans, Sign-in, Agenda, PD Deliverables	5/6/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA2	Teachers will utilize planning framework to develop effective plans. Teachers will develop routines that include data driven flexible groups, accessible resources that address remediation, extension, and enrichment.	Tagle, Eduardo	9/28/2015	Walk-through logs, Lesson plans, Rotation schedules, Coaching logs and schedules	6/3/2016 one-time
G1.B1.S1.MA3	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Tagle, Eduardo	9/28/2015	Coaching logs.	11/27/2015 weekly
G1.B1.S1.MA4	Utilize model classrooms for observational purposes in order to demonstrate effective implementation of instructional delivery.	Tagle, Eduardo	9/28/2015	Coaching logs and Administrative walk-throughs.	11/27/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

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

G1.B1 Planning in instruction does not demonstrate high rigor and instructional framework (Inclusive of whole/small group.)

G1.B1.S1 Effective Planning and Instructional Delivery in all content areas.

PD Opportunity 1

(1) Provide professional development for specified teacher leaders to share effective planning framework and priority components of an instructional block. (2) Provide professional development for all teachers to share effective planning framework and priority components of an instructional block. (3) Provide professional development by modeling an effective planning session using the instructional planning framework inclusive of the priority components Effective Planning and Instructional Delivery in all content areas.

Facilitator

David Osborn, Juliette Hinds, Tissan Howard, Pura Ruiz, Maria Alvarez, Heliana Ramirez

Participants

Instructional Teachers

Schedule

Biweekly, from 9/14/2015 to 6/3/2016

PD Opportunity 2

Teachers will utilize planning framework to develop effective plans inclusive of Differentiated Instruction. Teachers will develop routines for small group instruction that include data driven flexible groups, visual rotation charts, accessible resources that address remediation, extension, and enrichment.

Facilitator

David Osborn, Juliette Hinds, Tissan Howard, Pura Ruiz, Maria Alvarez, Heliana Ramirez

Participants

Instructional Teachers

Schedule

Weekly, from 9/28/2015 to 6/3/2016

PD Opportunity 3

Utilize model classrooms for observational purposes in order to demonstrate effective implementation of Differentiated Instruction.

Facilitator

David Osborn, Juliette Hinds, Tissan Howard, Pura Ruiz, Maria Alvarez, Heliana Ramirez

Participants

Instructional Teachers

Schedule

Weekly, from 9/28/2015 to 6/3/2016

PD Opportunity 4

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

Facilitator

David Osborn, Juliette Hinds, Tissan Howard, Pura Ruiz, Maria Alvarez, Heliana Ramirez

Participants

Instructional Teachers

Schedule

Daily, from 9/28/2015 to 6/3/2016

PD Opportunity 5

Participate in professional development, observe teachers prepared with appropriate resources and actively engaged in collaborative conversations. Observe instructional routines in place, including small group rotations, visible resources being utilized, and work folders including end products from differentiated instruction. Create coaching schedule, observe components of the coaching cycle and debrief with teachers to exchange feedback on whether needs are being met.

Facilitator

Dr. Eduardo Tagle (Principal), Alicia Brown (Assistant Principal), Angela Zayas (Assistant Principal)

Participants

Instructional Teachers

Schedule

Weekly, from 9/28/2015 to 6/3/2016

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	(1) Provide professional development for specified teacher leaders to share effective planning framework and priority components of an instructional block. (2) Provide professional development for all teachers to share effective planning framework and priority components of an instructional block. (3) Provide professional development by modeling an effective planning session using the instructional planning framework inclusive of the priority components Effective Planning and Instructional Delivery in all content areas.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	120-Classroom Teachers	5021 - Ben Sheppard Elementary School	Other		\$500.00
2	G1.B1.S1.A2	Teachers will utilize planning framework to develop effective plans inclusive of Differentiated Instruction. Teachers will develop routines for small group instruction that include data driven flexible groups, visual rotation charts, accessible resources that address remediation, extension, and enrichment.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5021 - Ben Sheppard Elementary School			\$0.00
3	G1.B1.S1.A3	Utilize model classrooms for observational purposes in order to demonstrate effective implementation of Differentiated Instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5021 - Ben Sheppard Elementary School			\$0.00
4	G1.B1.S1.A4	Conduct coaching cycles and model different components of the instructional framework based on teacher need.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	120-Classroom Teachers	5021 - Ben Sheppard Elementary School	Other		\$500.00
5	G1.B1.S1.A5	Participate in professional development, observe teachers prepared with appropriate resources and actively engaged in collaborative conversations. Observe instructional routines in place, including small group rotations, visible resources being utilized, and work folders including end products from differentiated instruction. Create coaching schedule, observe components of the coaching cycle and debrief with teachers to exchange feedback on whether needs are being met.				\$616.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	120-Classroom Teachers	5021 - Ben Sheppard Elementary School	Other		\$616.00
					Total:	\$1,616.00