

Miami-Dade County Public Schools

Whispering Pines Elementary School



2015-16 School Improvement Plan

Whispering Pines Elementary School

18929 SW 89TH RD, Miami, FL 33157

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	64%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	78%

School Grades History

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

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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

Whispering Pines Elementary is a school which fosters life-long learners in an atmosphere of shared respect, achievement, and teamwork.

Provide the school's vision statement

Working Efficiently, Promoting Success, and Educating Young Minds.

School Environment

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

When students register at Whispering Pines Elementary parents complete a Home Language Survey. This survey is used to determine if a student is proficient in a language other than English. If so the student is tested for English Language Proficiency and if needed, specialized ELL strategies are implemented to assist the child in language acquisition. In addition, the school counselor meets with new students and families to discuss any specialized needs a student may have and to address any concerns a parent may have about entering a new school setting.

Teachers work with the students and families to provide opportunities to showcase differences between cultures and heritage. Students share information with one another in an effort to build relationships among the school community.

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

Each morning students are provided the opportunity to attend the free breakfast program in the school cafeteria. Once the students have completed their breakfast students are encouraged to participate in supervised morning physical education classes. Students are also offered the opportunity to join the school chorus and orchestra programs that meet before school.

During the school day, students are with their classroom teachers and are never unaccompanied.

When moving throughout the building, students walk in pairs when they are not with an adult. School security is always vigilant either at the main entrance or patrolling the campus.

After school, students are supervised by teachers, security, and administration. The students disperse to parent pick up, After School Care or to the bus area. At approximately 30 minutes after dismissal students who have not been picked up will come to the office area in order to contact their parents and wait safely inside.

During the 2015-2016 school year, Whispering Pines Elementary started a new drop off and pick up procedure that will ensure the safety of the students. This procedure ensures that the administration is aware of who is in the building at all times.

During Morning Arrival, 7:00 AM – 7:45 AM, only students enrolled in the Before School Care Program will be allowed to be escorted to the cafeteria by their parents. From 7:45 AM – 8:30 AM, The main entrance and horseshoe entrance opens for all students to report to the cafeteria for breakfast. Parents will not be allowed to enter the cafeteria or main building for morning drop off.

During the Afternoon Dismissal-Parent Pick Up - All parents/guardians picking students must stay in their vehicles. Parents' vehicles must have a color coded sign which will have their child's last name and grade level printed on it. The sign must be visible on the dashboard of the passenger's side of

each vehicle. If the color coded sign is not visible, students will not be released for pick up and parents will be required to report to the main office to provide a photo ID in order for students to be released. All walkers and bike riders must exit the building at the main entrance.

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

During instructional time, the expectation is that students will follow the Code of Student Conduct in order to maintain a safe and secure learning environment. The rules are listed in the school's handbook and are distributed to parents each school year. Parents are provided with a link where they are able to access the Code of Student Conduct. The parent must confirm receipt and understanding of the school rules. Rules and expectations are emphasized by the school administration on school announcements and by the school counselor when visiting classrooms. Teachers enforce all rules. When a student does not follow the rules or exhibits behavior that gets in the way of other students learning, the school implements progressive discipline. Students begin at a warning, parent contact, referral to school counselor, detention, removal from class, and meeting with administration. Beginning with the 2015-2016 school year, Miami-Dade County Public Schools will eliminate out-of-school suspensions. If a student's behavior does not improve and administration sees fit, the student will be placed at the school's designated "success center". If needed, the RTI process is initiated and a behavior intervention plan is implemented.

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

The school counselor meets bi-weekly with students in all classes and works on character building activities. In addition to these classroom visits, the counselor meets with students in small groups or individually as needed, to focus on specific issues that impact the students. These needs may include classroom organization, study skills, and emotional/behavioral issues.

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

Early warning indicators that are used are attendance below 90 percent, one or more suspensions, course failure in English Language Arts or mathematics, a Level 1 score on the statewide, standardized assessments, and number of behavioral referrals.

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
	1	2	4	5	
Attendance below 90 percent	2	0	0	1	3
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	7	1	0	8	16
Level 1 on statewide assessment	9	2	2	27	40
Behavior Referrals	0	0	0	0	

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

Indicator	Grade Level				Total
	1	2	4	5	
Students exhibiting two or more indicators	9	2	2	27	40

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

Intervention strategies used consist of RTI, counseling, research-based interventions, and relevant professional development for staff.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

PTA records and the volunteer sign-in logs from the 2014-2015 school year, indicate that there were 30% of parents that participated in school wide activities. The goal for the 2015- 2016 school year is to increase parent participation by ten percentage points to 40%.

In order to keep parents informed about school events and their child's progress, Whispering Pines Elementary has an app for parents to download. Parents are encouraged to attend school events, and attend PTA meetings and EESAC meetings. Information is also posted on the school website. Many teachers use messenger apps to inform parents of activities and events.

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

Whispering Pines Elementary School is supported by several agencies and groups throughout the Cutler Bay Community. The Whispering Pines Woman's Club works closely with the school's administration to provide incentives for students who do the right thing. During the holiday season, the Woman's Club meets with students to spread holiday cheer and provide needy families with food and gifts. The Cutler Bay Police Department works hand in hand with school administration and school security monitors to assist with student safety. This is done by patrolling the perimeter of the school during the school day, monitoring the flow of traffic and assuring that guests are parked properly around the school grounds. The Cutler Bay Police Department has included Whispering Pines Elementary in free local field trips that support character education and cultural diversity. Green Star Landscaping has worked tirelessly to provide free landscaping and beautification of the school grounds. They have not only provided trees, mulch and flowers, but they have provided the manpower necessary to make improvements on the campus. Lastly, the Whispering Pines Elementary School PTA works closely with local businesses that support the efforts of the PTA and school's administration in creating an environment of life-long learning.

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
Brown, Tamela	Principal
Pando-Landaburu, Ruth	Assistant Principal

Duties

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

Dawn Broughton: 3rd grade Teacher & Reading Liaison. Ms. Broughton will work with teachers in all grade levels in order to ensure implementation of the reading curriculum and the Florida State Standards. In addition, she will work with administration to monitor school wide reading data and provide feedback regarding interventions as needed for the RTI program.

Maria Lastre: 4th/5th grade Mathematics Teacher & Mathematics Liaison. Ms. Lastre will work with teachers in all grade levels in order to ensure the implementation of the Mathematics curriculum and the Florida State Standards. In addition, she will work with administration to monitor school wide mathematics data and provide feedback regarding interventions as needed for the RTI program.

Susan Meyers: 4th/5th grade Science Teacher & Science Liaison. Ms. Meyers will work with teachers in all grade levels in order to ensure the implementation of the Science curriculum and the NGSSS standards. In addition, she will work with administration to monitor school wide science data.

Michele Velez: 4th grade Teacher & Special Education Chairperson. Ms. Velez will work with teachers in all grade levels in order to ensure that the individual needs of students in Special Education are being met in accordance with their Individual Education Plans. In addition, she will work with administration to monitor school wide data for all students and provide feedback regarding students in need of interventions as part of the RTI program.

Surama Flores: School Counselor. Ms. Flores will work with teachers in all grade levels in order to ensure that the individual needs of all students are met. This is achieved through collaborating and consulting with other stakeholders in the success and well-being of students. In addition, she will work with administration to monitor school wide data for all students and provide feedback regarding students in need of interventions as part of the RTI program.

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 school Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals. the Leadership Team implements the SIP strategies. monitors academic and behavior data, and evaluates progress at least three times per year. The school Leadership Team will hold monthly team meetings, while addressing the strategies and goals on the SIP, to use the eight step planning and problem solving process to set goals, plan, and evaluate programs that focus on increasing student achievement or behavioral success. The Leadership Team works with other school teams by gathering ongoing progress monitoring (OPM) data by using the Tier 2 problem solving process after each OPM. In addition, the team maintains communication with staff for input and feedback, as well as updating them on procedures and progress. Finally, the Leadership Team works with other school

teams by assisting them with monitoring and responding to the needs of subgroups with the expectations for meeting Annual Measurable Objectives.

Whispering Pines Elementary uses the following federal, state, and local funds, services and programs in order to meet the needs of the students at the school.

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, and ESOL
- training and substitute release time for the Professional Development Liaison for effective development of Professional Learning Communities (PLC's), as well as Lesson Study Group implementation and protocols.

Title X- Homeless

- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act, which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

Violence Prevention Programs

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Nutrition Programs

- 1) The 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, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tamela Brown	Principal
Ruth Pando	Teacher
Surama Flores	Teacher
Dawn Broughton	Teacher
Diana Rizo	Teacher
Maretta Chuechunklin	Teacher
Maria Lastre	Teacher
Angela Bostick	Teacher
Sue Meyer	Teacher
Sharon Sharifi	Teacher
Ann Zamanillo	Teacher
Eugenia Alonso	Parent
Lisa Nieves	Parent
Margie Bonilla	Parent
Kimberly Lischner	Parent
Dauida Rolle	Business/Community
Jalyssa Heron	Student
Karina Pittman	Student
Michelle Stoppe	Teacher
	Student
Seth Patterson	Student
	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 ESSAC, along with administration, evaluated last years School Improvement Plan and Action Plan along with the SAT scores for the primary students to determine if the strategies that were put into place increased student performance.

Development of this school improvement plan

The ESSAC worked together to develop a list of strategies that should be considered for the 2015-2016 school year. The ESSAC will then determine if the implementation of these strategies is evidenced in the SIP and in the student data. Changes and adjustments to these strategies will be made throughout the school year by the SAC, as needed.

Preparation of the school's annual budget and plan

The ESSAC meets quarterly to discuss the specific needs of the school and its stakeholders. The ESSAC works closely with the school administration and teachers in order to provide support for the programs that are being implemented and outlined in the SIP. When needed, SAC provides additional

resources in order to meet the needs. All stakeholders are involved in the decision making process and provide suggestions in order to stretch the budget and plan for school improvement.

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

The projected use of the school improvement funds is to use the funds to pay for substitute coverage for the Reading Liaison, Mathematics Liaison, and Science Liaison to attend trainings in their respective areas and in turn train the teachers working within that curriculum.

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

At this time we are adding another studentre

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brown, Tamela	Principal
Pando-Landaburu, Ruth	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team during the 2015-2016 school year is to simultaneously support learning and teaching for all students, teachers, educational leaders. In addition, the Literacy Leadership Team will enhance the literacy environment at the school, and build a literacy culture through collegiality and collaboration. There will be incentives and ceremonies for students that use MyOn and a consistent basis and that take and pass the quizzes for the books they have read. The Media Specialist has the students put their name in a raffle box if they have scored 80% or higher on a quiz. At the end of the week, there is a raffle where ten names are pulled out of the box and those students get extra PE time.

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

With departmentalization, many teachers have common planning time. In addition, on Wednesdays, a schedule is set up for monthly grade levels and content area meetings.

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

The principal and assistant principal work with all teachers to provide support as needed. All teachers are provided with professional development activities to support their individual needs. Administration provides opportunities for team building and learning communities to support the growth of each individual teacher and program.

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

Teachers in years two and three will receive a buddy teacher. The buddy teacher will be their grade-level chair. The administrators will provide time for mentoring teams to meet, for the teacher to observe their mentors teaching techniques and time for the two to discuss improvements to classroom and instructional practices. The mentors are highly qualified, certified-in-field, effective

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

To ensure that the core instructional programs and materials are aligned to Florida's standards, the teachers follow the Districts Pacing guides.

Instructional Strategies

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

The school will use Gateway to Date (G2D) as a data tool. The reports will allow the teachers to see the students' strengths and weaknesses. After identifying the weaknesses, the teachers use the data to differentiate instruction. In addition, the teachers in mathematics, use the G2D reports to provide supplemental assignments to the students in ThinkCentral and Reflex Math.

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

Strategy: After School Program

Minutes added to school year: 6,000

A variety of Community School classes are offered throughout the school year and are made available to students of all ages both before and after school. One of the featured classes is tutoring in math and reading. Certified teachers work with students based on their instructional levels and individual needs. Enrichment classes such as photography, viola, dance and chorus contribute to a well rounded education.

Strategy Rationale

These community school classes provide support to the core academic subjects.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brown, Tamela, pr5951@dadeschools.net

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

Students participating in the academic enrichment courses for reading and mathematics will complete a pre and post test at the start and end of each tutoring cycle. These scores will be analyzed by administration and the teachers to determine academic growth and effectiveness of strategies.

Students participating in enrichment activities contributing to a well rounded education will prepare for a showcase that will display all that they learned throughout the school year. In some cases, as with photography, students will compile a portfolio in order to track their progress.

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

Kindergarten readiness is an issue of importance to parents, students, and teachers in Florida. Whispering Pines offers the Voluntary Pre Kindergarten program to assist students with getting prepared for Kindergarten. In addition, every kindergarten child is given the Florida Kindergarten Readiness Screener (FLKRS). The results of the screening provide valuable information about a child's readiness for school, help

teachers develop lesson plans to meet each child's individual needs and offer useful information to parents. The following areas are included in the screening for students entering kindergarten:

?- Letter Sounds (a child's ability to recognize the sounds for letters)

- Phonological Awareness (a child's ability to understand that spoken words are made up of individual sound

units that can be manipulated)

?- Vocabulary Pairs (a child's ability to match words that are semantically related)

?- Following Directions (a child's ability to hear directions and respond by selecting or moving objects on the

screen)

?- Listening Comprehension (a child listens to a passage and answers five questions about the passage)

?- Sentence Comprehension (a child hears a sentence and selects a picture that best fits the sentence)

The FLKRS includes a portion of the Work Sampling System (WSS) and the kindergarten portion of the Florida Assessments for Instruction in Reading aligned to Florida Standards (FAIR-FS). Also, prior to the beginning of the school year, the kindergarten teachers conduct an open house to discuss the expectations of the students and the Kindergarten curriculum.

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

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

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

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

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. 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

G070792

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	66.0
AMO Reading - White	86.0
AMO Reading - ELL	76.0
AMO Reading - SWD	56.0
AMO Reading - ED	73.0
AMO Math - SWD	61.0

Resources Available to Support the Goal 2

- Pacing Guides, McGraw-Hill Reading Wonders Series, ELA Test Item Specifications, ELA Liaison, Scheduled Computer Lab, Wednesday Common Planning, Technology i.e., i-ready, MyON, Promethean and Smart Boards in all classrooms, Media Center with Media Specialist, Two computer labs, Five Portable laptop stations, Planning Cards. District Reading Website.
- Think Central, Reflex Math, Mathematics Teacher Leader, Gizmo Modeling Sessions, Manipulatives, Curriculum Pacing Guides, Wednesday Common Planning, Technology, Computer Labs.
- GIZMOS, Gizmo Modeling Sessions, J&J Educational Bootcamp, Science Teacher Leader, Curriculum Pacing Guides, Wednesday Common Planning, Technology, Computer Labs.

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated instruction.

Plan to Monitor Progress Toward G1. 8

District Interim Assessment, Think Central reports, i-ready reports.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/15/2015 to 2/19/2016

Evidence of Completion

I-Ready reports, Think Central reports, G2D reports.

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**

 G070792

G1.B4 Lack of differentiated instruction. **2**

 B184476

G1.B4.S1 Implement differentiated instruction across all content areas as an instructional framework to effectively teach and provide students with different learning avenues to acquiring content, making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively. **4**

 S196002

Strategy Rationale

Differentiated instruction will support students in targeting their individual strengths and weaknesses.

Action Step 1 **5**

Provide on-going professional development across all content areas on the effective implementation of differentiated instruction during department meetings.

Person Responsible

Tamela Brown

Schedule

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

Evidence of Completion

Sign-in sheets, handouts

Action Step 2 5

Teachers across all content areas will implement differentiated instruction during classroom instruction.

Person Responsible

Tamela Brown

Schedule

Daily, from 9/1/2015 to 6/1/2016

Evidence of Completion

Walk-throughs, data chats, lesson plans, student data

Action Step 3 5

Identify model classrooms as support for the implementation of differentiated instruction.

Person Responsible

Tamela Brown

Schedule

Monthly, from 10/5/2015 to 10/6/2015

Evidence of Completion

teacher observations

Action Step 4 5

Provide additional support across all content areas on the effective implementation of differentiated instruction during Professional Learning Communities.

Person Responsible

Tamela Brown

Schedule

Weekly, from 11/30/2015 to 2/19/2016

Evidence of Completion

agendas, sign-in sheets

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

During department planning meetings, teachers will plan together in order to determine strategies and activities to implement differentiated instruction in classrooms.

Person Responsible

Tamela Brown

Schedule

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

Evidence of Completion

Walk-throughs, sign-in sheets, lesson plans.

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

Teachers will participate in and grade level meeting and PLC's relating to differentiated instruction.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 11/3/2015 to 2/19/2016

Evidence of Completion

Sign-in sheets.

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

Administration will conduct walk-throughs, monitor rotation charts and differentiated instruction lesson plans.

Person Responsible

Tamela Brown

Schedule

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

Evidence of Completion

Lesson plans, walk-throughs, rotation charts.

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.B4.S1.A1	Provide on-going professional development across all content areas on the effective implementation of differentiated instruction during department meetings.	Brown, Tamela	9/1/2015	Sign-in sheets, handouts	6/1/2016 monthly
G1.B4.S1.A2	Teachers across all content areas will implement differentiated instruction during classroom instruction.	Brown, Tamela	9/1/2015	Walk-throughs, data chats, lesson plans, student data	6/1/2016 daily
G1.B4.S1.A3	Identify model classrooms as support for the implementation of differentiated instruction.	Brown, Tamela	10/5/2015	teacher observations	10/6/2015 monthly
G1.B4.S1.A4	Provide additional support across all content areas on the effective implementation of differentiated instruction during Professional Learning Communities.	Brown, Tamela	11/30/2015	agendas, sign-in sheets	2/19/2016 weekly
G1.MA1	District Interim Assessment, Think Central reports, i-ready reports.	Brown, Tamela	10/15/2015	I-Ready reports, Think Central reports, G2D reports.	2/19/2016 biweekly
G1.B4.S1.MA1	Administration will conduct walk-throughs, monitor rotation charts and differentiated instruction lesson plans.	Brown, Tamela	9/1/2015	Lesson plans, walk-throughs, rotation charts.	6/1/2016 monthly
G1.B4.S1.MA1	During department planning meetings, teachers will plan together in order to determine strategies and activities to implement differentiated instruction in classrooms.	Brown, Tamela	9/1/2015	Walk-throughs, sign-in sheets, lesson plans.	6/1/2016 monthly
G1.B4.S1.MA3	Teachers will participate in and grade level meeting and PLC's relating to differentiated instruction.	Brown, Tamela	11/3/2015	Sign-in sheets.	2/19/2016 biweekly

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.B4 Lack of differentiated instruction.

G1.B4.S1 Implement differentiated instruction across all content areas as an instructional framework to effectively teach and provide students with different learning avenues to acquiring content, making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively.

PD Opportunity 1

Provide on-going professional development across all content areas on the effective implementation of differentiated instruction during department meetings.

Facilitator

PD Liaison

Participants

Instructional Staff

Schedule

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

PD Opportunity 2

Provide additional support across all content areas on the effective implementation of differentiated instruction during Professional Learning Communities.

Facilitator

PD Liaison

Participants

Instructional Staff

Schedule

Weekly, from 11/30/2015 to 2/19/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S1.A1	Provide on-going professional development across all content areas on the effective implementation of differentiated instruction during department meetings.	\$0.00
2	G1.B4.S1.A2	Teachers across all content areas will implement differentiated instruction during classroom instruction.	\$0.00
3	G1.B4.S1.A3	Identify model classrooms as support for the implementation of differentiated instruction.	\$0.00
4	G1.B4.S1.A4	Provide additional support across all content areas on the effective implementation of differentiated instruction during Professional Learning Communities.	\$0.00
Total:			\$0.00