

Miami-Dade County Public Schools

# Scott Lake Elementary School



2015-16 School Improvement Plan

## Scott Lake Elementary School

1160 NW 175TH ST, Miami, FL 33169

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

### School Demographics

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

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

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	C	C	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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Scott Lake Elementary School is to strive to maintain high expectations of excellence for all students, teachers, parents, and staff. Through quality education, we will meet the diverse, multicultural needs of our students by fostering a lifelong love of learning and developing responsible and productive citizens for the 21st Century.

##### **Provide the school's vision statement**

The vision of Scott Lake Elementary is to utilize a high standard of excellence, where our team will work cooperatively to implement instructional strategies to increase student achievement and provide a safe and nurturing environment.

#### School Environment

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

Instructional personnel and support staff provide students with learning opportunities through project based learning, using technology and real life application. These projects provide opportunities to build relationships between teachers and students. Additionally, the instructional staff, leadership team and student services team work collaboratively with the students' families to identify the needs of the students. Support is provided through a variety of means, such as the RtI process, Title I Parent Resource Center, the student services team and direct contact with the families. Additionally, the school schedules activities that incorporate cultural background and promote cultural awareness. The school culture is one that promotes respect, unity, and responsibility.

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

Providing a safe learning environment for the students at Scott Lake Elementary is of utmost importance. Adequate supervision is provided by key staff members throughout the campus before, during, and after school. The school reinforces the District's policy of Zero Tolerance on Bullying. The School Counselor consistently addresses specific needs requested by the classroom teacher and visits those classrooms to provide support. The School Counselor also provides Individual/Group Counseling to students to address their individual needs.

During the 2015-2016 school year, Scott Lake Elementary School has implemented the Cloud9World Character Building Initiative. The mission of Cloud9World is to support an evidence-based values education program that will instill in our students a deep concern for the well being of others; including their fellow students, teachers, family, and members of their local and broader communities. This is accomplished through teaching and reinforcing daily deep feelings of commitment to values that the students internalize deep feelings of commitment to global, non-denominational human values as ethical guides while they mature into young adults and beyond.

Also implemented this year is the ADL's No Place for Hate® initiative which provides schools and communities with an organizing framework for combating bias, bullying and hatred, leading to long-term solutions for creating and maintaining a positive climate. No Place for Hate schools receive their designation by: Building inclusive and safe communities in which respect is the goal, and all students can thrive; Empowering students, faculty, administration and family members to take a stand against hate and bullying by incorporating new and existing programs under one powerful message;



Engaging schools and communities in at least three anti-bias activities per year, which ADL helps to develop; Sending a clear, unified message that all students have a place to belong.

**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**

All staff members follow the school-wide Discipline Plan which addresses violations of the Code of Student Conduct in a progressive manner. Collaborative parent conferences are held when a student violates the Code of Student Conduct. Additionally, each teacher has created their individual Classroom Management Plan (i.e. Class DOJO, color coded system,).

The "Rings of Glory" Student Incentive Program is to publicly recognize classes that exhibit exemplary behavior outside the classroom. Classes will earn a Super Hero Sticker when "caught" being exemplary (i.e. Walking in a straight and quiet line in the hallway, during morning line-up, cafeteria). Classes can earn a Super Hero Sticker from any member of the staff at anytime throughout the school day. Classes that earn 25 Super Hero Stickers or more each quarter will be recognized with a special reward from the Administrative Team. Once the nine weeks end, all earned Super Hero Stickers will be removed and a new challenge will begin for the current nine-weeks.

**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 5000 Role Models of Excellence Program have been established at Scott Lake for select 3rd-5th graders. The project's mission is to intervene in the lives of at-risk boys, young men at-promise for success in order to provide them with alternatives that will lead them away from lives of crime and violence. The 5000 Role Models of Excellence Project is dedicated to matching young men with adult male Role Models who are trained to lead them through a carefully charted path through grades K-12 and college or ensuring the attainment of other pose-secondary credentials. Additionally, the Girls of Distinction Program provides mentoring from members of the school staff and community.

### **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 administration and student services team monitors student attendance and suspension reports regularly. Letters are sent home to parents of students who are exhibiting excessive absences and/or tardies. Parent conferences are scheduled to address these issues. The administration, teachers, counselor and social worker participate in these conferences and provide support to the families. Also, referrals are made to local agencies as needed.

Attendance below 90 percent

One or more suspensions

Course failure in ELA or Math

Level 1 on statewide assessment

**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	2	1	3	4	1	2	13
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	2	6	2	11	5	2	28
Level 1 on statewide assessment	3	7	5	0	9	31	55

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	3	3	2	10	13	33

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

The Alternate to Suspension Plan provides intervention strategies which focus on preventative steps before suspension. These steps include reward for positive behavior and school-wide, class, and individual incentives. The Attendance Review Committee, comprised of the Assistant Principal, School Counselor, and Teacher meets weekly to analyze attendance data and collaborate with families to prevent excessive absences/tardies.

**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/196823>.

**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**

Collaborative conversations and communication is key to sustaining successful business partnerships in the community. Through the support of the Executive PASS Partnership Program, Scott Lake has business partnerships with The City of Miami Gardens, Ibiley School Uniforms & More, Nick's Photo, Immanuel Temple, Jazzy's Party Rental, and The Foundation for Florida's Future (FFF). Incentives are provided by the partnerships to support school wide student and staff attendance programs.

**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
Wilson Rochelle, Lakesha	Principal
Duffie-Johnson, Sharmaine	Teacher, K-12
Gonzalez, Idaniel	Assistant Principal
Sawyer-Cooper, Hilleary	Teacher, K-12
Isom, Sherria	Teacher, K-12

### Duties

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

The MTSS/Rtl Leadership Team provides data on Tier 1, Tier 2, and Tier 3 students. Targets academic and social/emotional areas that need to be addressed and helps set clear expectations for instruction. The team facilitates the development of a systematic approach to teaching and aligns processes and procedures.

The MTSS/Rtl Problem-solving process guides the development and implementation of the SIP through its self-correcting method. Data collected and analyzed on Tier 1, Tier 2, and Tier 3 Targets identify the problem(s) and determines academic and behavioral goals. Further problem analysis determines possible causes of the identified problem so that evidenced-based interventions are selected or developed, and then implemented. Constant progress monitoring of SIP goals are reviewed and discussed during monthly EESAC meetings.

***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's MTSS/Rtl Leadership Team collaborates monthly to analyze data utilizing Gateway to Data (G2D), PMRN, CELLA, and District Interim Assessment reports. Data is compiled and linked to Instructional decisions, progress monitoring at the grade level and classroom level to recognize students who are meeting/exceeding standards. The leadership team will provide professional development and resources necessary to carry out effective interventions. Norms were established at the Opening of School Meeting and are reviewed at the start of each school wide meeting. The MTSS/Rtl ensures implementation of intervention and supports the process of building consensus and increasing communications among teachers, staff, students and parents. Weekly collaborative planning has been established for grade levels PK-5. During this time, instructional frameworks are established and collaboration of an effective plan is devised appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen. The Counselor offers quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and

interventions. In addition to providing interventions, student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Parents participate in the design of their school's Parent Involvement Plan (PIP). The school improvement process and the annual Title I Annual Parent Meeting conducted at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program, include Title I CHEADS, Common Threads World Cuisine Cooking Skills, Orchestra, Chorus, Book and Art Clubs.

Title III funds are also used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- Before school tutorial program (K-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
LaKeshia Wilson-Rochelle	Principal
Sherria Isom	Teacher
Geraldine Jean	Teacher
Sheren Broadhurst	Teacher
Moira McAn	Teacher
Emmanuela Louis	Teacher
Mary-Ann Karcher	Teacher
Shanetra Mack	Business/Community
Jerome Warren	Parent
Caleb Jerome	Parent
Maria Clayton	Parent
Tranisha Dickson	Business/Community
Neariah Jerome	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*

Data from i-Ready indicates that the strategies listed on last year's school improvement plan were met with fidelity.

*Development of this school improvement plan*

The School Advisory Council (SAC) members engage in the problem-solving process by reviewing the previous year's data and provide suggested strategies that address the educational needs of the current student population. Closing the achievement gap and increasing the number of students meeting proficiency is the main focus. This collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed.

*Preparation of the school's annual budget and plan*

The projected use of school EESAC funds includes \$2,271.00 to be used for student recognition during the annual Awards Assemblies.

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

School Improvement funds were utilized to purchase used to purchase desktop computers to support School Improvement goals for Reading, Writing, Math, and Science.

***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
Wilson Rochelle, Lakesha	Principal
Gonzalez, Idaniel	Assistant Principal
Duffie-Johnson, Sharmaine	Instructional Coach
Warren, Yvuanda	Teacher, K-12
Jean, Geraldine	Teacher, K-12
Harris, Natalie	Teacher, K-12
Calixte, Cassandre	Teacher, K-12
Nicolas, Rita	Teacher, K-12
Johnson, Lisa	Teacher, K-12
Cristo, Annett	Teacher, K-12
Isom, Sherria	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

During the 2015-16 school year, the LLT will focus on programs, materials, and personnel in order to provide the best learning environment for the students and attaining closing the achievement gap and increasing the Reading proficiency. Students will be encouraged to participate in several reading activities including: Two Book Fairs (Fall and Spring), a Morning Book Club, Storybook Character Parade (October), Reading in the Garden (December), Accelerated Reader, and reading contests. Classroom teachers plan collaboratively with the media specialist and regularly visit the media center for the purpose of instruction and circulation of library materials.

## Public and Collaborative Teaching

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

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

All content area teachers collaborate with instructional coaches and administrators during collaborative planning sessions. During these sessions, teachers highlight best practices while the instructional coaches assist in the preparation of the delivery of the lesson. Administrators provide support based on teachers' needs.

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

Research has continually indicated that the most important factor in individual student achievement is the effectiveness of the teacher in the classroom. Standards, technology, facilities, and instructional materials all contribute to a world-class education, but none are as significant a predictor of student success as the quality of the teacher. In order to recruit and retain highly qualified teachers, Scott Lake Elementary will implement a comprehensive approach that attends to both recruiting, preparing, and supporting the effectiveness of new teachers, as well as to the recognition, professional development and improvement of veteran instructors. The plan is inclusive of all stakeholders that form and influence our education system: Department staff, colleges of education, community colleges, school district personnel staff, teachers, administrators, parents, and the business community. Scott Lake Elementary will continue to collaborate with these organizations and highly qualified Instructional Coaches in order to provide support to new teachers.

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

Implement Teacher Teaching Teachers (TTT) Mentoring Program where new teachers and early career teachers are paired with veteran teachers to share best practices and strategies that focus on Florida Standards. Additionally, collaborate with local colleges and universities where new teachers obtain advanced degrees. Expand innovative programs that require new teachers increased time in a variety of classroom settings. Build on the established standards and develop a competency-based accountability model that is easily understood.

## 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***

District Pacing Guides and State Item Specifications are reviewed during collaborative planning sessions to ensure that core instructional programs and materials are aligned to Florida's standards.

#### **Instructional Strategies**

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

During collaborative planning sessions, instructional coaches debrief with content area teachers to provide updated data based on classroom assessment. The effective use of instructional focus

calendars are implemented. Data chats with the administration are held quarterly and data is analyzed. Students are grouped in to differentiated instruction groups. The purpose of the differentiated instruction groups is to the correct the deficiency through small group instruction.

**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:** 10,800

All students participate in the Extended Learning Day program with a focus in reading competency and closing the achievement gap. Intervention and Enrichment programs, providing daily small group instruction in the areas of Reading and Mathematics.

### **Strategy Rationale**

Based on the results of the 2014 FCAT 2.0 Reading Assessment, there is a need to provide students with intervention and enrichment programs.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Wilson Rochelle, Lakesha, pr4881@dadeschools.net

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

i-Ready Diagnostics, three times per school year.

## **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**

Students in the Kindergarten program are assessed at the beginning of the school year using the Florida

Kindergarten Readiness Screening (FLKRS). Data collected from this screening will be used to plan academic and social/emotional instruction for students in kindergarten. Instruction will include modeling, guided practice, and independent practice of all skills. The FAIR component of (FLKRS) will be re-administered mid-year and analyzed to drive instruction for the remainder of the year. An end-of-year assessment will indicate if students have achieved mastery on the Kindergarten grade level expectations.

Assessment tools to determine student readiness in Pre-Kindergarten and Kindergarten General Education

and Special Education:

-Oral Language Proficiency Scale (OLPS)

Pre-Kindergarten General Education:

-Child Observation Record (COR)

Pre-Kindergarten Special Education:

- The Devereux Early Childhood Assessment (DECA)
- Learning Accomplishment Profile Diagnostic edition (LAP-D)
- LAP-D screening for General Education students
- Phonological and Early Literacy Inventory
- Battelle Developmental Inventory (BDI 2)
- Preschool Key Experience Note Form

### 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.

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## 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 Literacy.
- G2.** To increase student achievement by improving core instruction in Mathematics.
- G3.** To increase student achievement by improving core instruction in Science.
- G4.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

## 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 Literacy.** 1a

G070797

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	33.0

**Resources Available to Support the Goal** 2

- Resources to address skills identified for remediation in the various components of literacy instruction - iReady, Reading A-Z, Learning A-Z, etc

**Targeted Barriers to Achieving the Goal** 3

- Differentiated Small group instruction is being implemented, however, limited resources and lack of strategic planning for DI impedes the potential results.

**Plan to Monitor Progress Toward G1.** 8

Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward the goal.

**Person Responsible**

Lakesha Wilson Rochelle

**Schedule**

Quarterly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Agendas; Sign-in Log during Data Chats

**G2. To increase student achievement by improving core instruction in Mathematics.** 1a

G070798

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- Resources to address skills identified for remediation in the various components of literacy instruction - iReady, Reading A-Z, Learning A-Z, etc
- Professional Development sessions to address various components of differentiated instruction, instructional frameworks, research-based resources and strategies.

**Targeted Barriers to Achieving the Goal** 3

- Differentiated small group instruction is being implemented, however, limited resources and lack of strategic planning for DI impedes the potential results.

**Plan to Monitor Progress Toward G2.** 8

Progress Monitoring Data will be collected and analyzed to determine progress toward goal.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Quarterly, from 8/24/2015 to 6/16/2016

**Evidence of Completion**

Data, Data Chats, Sign-in Log, Collaborative Conversations with Instructional Coaches

**G3. To increase student achievement by improving core instruction in Science.** 1a

G070799

**Targets Supported** 1b

Indicator	Annual Target
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FCAT 2.0 Science Proficiency

**Resources Available to Support the Goal** 2

- JJ Bootcamp Resources, District PowerPoint, Essential Labs, Discovery Education

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent planning for explicit instruction and student check for understanding aligned to cognitive complexity of the standards

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

Analyze student performance data.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Quarterly, from 8/24/2015 to 6/16/2016

**Evidence of Completion**

Data reports

**G4. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.** 1a

G070800

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- Various activities have been put in place to target our students as well as the parents to help increase the school's attendance rate.

**Targeted Barriers to Achieving the Goal** 3

- Student Attendance and lack of parental involvement

**Plan to Monitor Progress Toward G4.** 8

Review Attendance Bulletin Daily and Dashboard weekly

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Quarterly, from 8/24/2015 to 6/16/2016

**Evidence of Completion**

Attendance Bulletin and Dashboard 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 Literacy. **1**

 G070797

**G1.B1** Differentiated Small group instruction is being implemented, however, limited resources and lack of strategic planning for DI impedes the potential results. **2**

 B184513

**G1.B1.S1** Refine differentiated instruction using data and resources to meet specified student needs in order to target low achieving students. **4**

 S196020

### Strategy Rationale

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

### Action Step 1 **5**

Utilize collaborative planning time school wide for both differentiated instruction and whole group instruction (50%/50%).

#### Person Responsible

Sherria Isom

#### Schedule

Weekly, from 8/24/2015 to 10/30/2015

#### Evidence of Completion

Collaborative planning agendas, lesson plans, D.I., Instructional Plans

### Action Step 2 5

Utilize collaborative planning time school wide for both differentiated instruction and whole group instruction. Differentiated Instruction planning will be approximate 75% of the time met, and whole group will be 25% of the time.

**Person Responsible**

Sherria Isom

**Schedule**

Monthly, from 8/24/2015 to 12/18/2015

**Evidence of Completion**

Collaborative planning agendas, lesson plans, D.I., Instructional Plans

### Action Step 3 5

Conduct data chats with each literacy teacher individually to identify the instructional need of each group created using iReady and STAR data.

**Person Responsible**

Sherria Isom

**Schedule**

Weekly, from 8/24/2015 to 10/30/2015

**Evidence of Completion**

Grouping Template

### Action Step 4 5

Provide professional development on the use and implementation of various frameworks during differentiated instruction based on student profiles.

**Person Responsible**

Sherria Isom

**Schedule**

Weekly, from 8/24/2015 to 10/30/2015

**Evidence of Completion**

PD Agenda, PD Sign-in Sheet

**Action Step 5** 5

Conduct coaching cycles on differentiated instruction (TLC and independent centers) based on teacher and student needs.

**Person Responsible**

Sherria Isom

**Schedule**

On 11/25/2015

***Evidence of Completion***

Coach Logs, Coaching Cycles Protocol Forms

**Action Step 6** 5

Monitor the implementation of planning for differentiated instruction during scheduled collaborative planning sessions.

**Person Responsible**

Lakesha Wilson Rochelle

**Schedule**

Weekly, from 8/24/2015 to 12/4/2015

***Evidence of Completion***

Collaborative planning agendas, D.I., Instructional Plans

**Action Step 7** 5

Monitor the delivery of instruction at the TLC during D.I. to ensure all student needs are met and instruction differs from group to group.

**Person Responsible**

Lakesha Wilson Rochelle

**Schedule**

Daily, from 8/24/2015 to 12/18/2015

***Evidence of Completion***

D.I. Instructional Plans, Administrative Observations



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

Conduct classroom walk-throughs to monitor the effective use of lesson planning and delivery of instruction to include all components of the Gradual Release Model with a clear focus aligned to the standard.

**Person Responsible**

Lakesha Wilson Rochelle

**Schedule**

Daily, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Follow-up Collaborative Conversations with Administrative Team and Instructional Coaches based on Classroom Walkthroughs.

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

Debrief with instructional coaches on the implementation of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard. Analyze student performance data.

**Person Responsible**

Lakesha Wilson Rochelle

**Schedule**

Weekly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Sign-in Logs, Agendas

**G2.** To increase student achievement by improving core instruction in Mathematics. 1

G070798

**G2.B1** Differentiated small group instruction is being implemented, however, limited resources and lack of strategic planning for DI impedes the potential results. 2

B184514

**G2.B1.S1** Provide opportunities for collaborative planning to strengthen the focus of instruction during DI, specifically during the Teacher Led Center (TLC). 4

S196021

### Strategy Rationale

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

### Action Step 1 5

Provide mini-professional development sessions during common planning geared towards effective implementation of DI.

#### Person Responsible

Hilleary Sawyer-Cooper

#### Schedule

Daily, from 8/24/2015 to 10/30/2015

#### Evidence of Completion

Evidence of coach's log, DI instructional logs, and agendas

### Action Step 2 5

Conduct data chats with math teachers to identify instructional needs and to group students accordingly for DI

#### Person Responsible

Idaniel Gonzalez

#### Schedule

Weekly, from 8/24/2015 to 10/30/2015

#### Evidence of Completion

Evidence of coach's log, DI instructional logs, and agendas

**Action Step 3** 5

Conduct coaching cycles on differentiated instruction based on teacher and student needs

**Person Responsible**

Hilleary Sawyer-Cooper

**Schedule**

On 10/30/2015

***Evidence of Completion***

Evidence of Coach's Log

**Action Step 4** 5

Collaborative planning sessions will focus on DI small group instruction.

**Person Responsible**

Hilleary Sawyer-Cooper

**Schedule**

Weekly, from 8/24/2015 to 10/30/2015

***Evidence of Completion***

Evidence of Coach's Log, Collaborative Planning Agenda

**Action Step 5** 5

Monitor and follow-up on the effective implementation of DI with emphasis on Teacher Led Center

**Person Responsible**

Idaniel Gonzalez

**Schedule**

On 10/30/2015

***Evidence of Completion***

Observational Notes

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

Conduct classroom walk-through to monitor the effective use of lesson planning and delivery of instruction to include all components of the Gradual release Model with a clear focus aligned to the standard.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Daily, from 8/24/2015 to 6/16/2016

***Evidence of Completion***

Follow-up Collaborative Conversations with Instructional coaches.

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

Debrief with instructional coaches on the implementation of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Weekly, from 8/24/2015 to 6/16/2016

***Evidence of Completion***

Follow-up Collaborative Conversations with Instructional coaches.

**G3.** To increase student achievement by improving core instruction in Science. 1

G070799

**G3.B1** Inconsistent planning for explicit instruction and student check for understanding aligned to cognitive complexity of the standards 2

B184515

**G3.B1.S1** Utilize NGSS Standards to develop and align explicit lessons to assist with delivery of explicit instruction and student check for understanding. 4

S196022

**Strategy Rationale**

Inconsistent planning for explicit instruction and student check for understanding aligned to cognitive complexity of the standards

**Action Step 1** 5

Provide Professional Development of the use of pacing guide, planning cards, and item specification to align resources, activities, and tasks to the standards for grades K-5

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Biweekly, from 8/24/2015 to 10/20/2015

**Evidence of Completion**

Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block

**Action Step 2** 5

Provide opportunities for collaborative planning with fifth grade teachers on a weekly basis.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Weekly, from 8/24/2015 to 12/18/2015

**Evidence of Completion**

Evidence in lesson plans, Sign-In sheets, formal & informal observations during the instructional block

### Action Step 3 5

Provide opportunities for collaborative planning with K-4th grade teachers on a bi-weekly basis.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Daily, from 8/24/2015 to 6/16/2016

***Evidence of Completion***

Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block

### Action Step 4 5

Create a grade-specific instructional framework to assist in lesson planning for K-4th grade teachers.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Biweekly, from 8/24/2015 to 10/20/2015

***Evidence of Completion***

Evidence in lesson plans, formal & informal observations during the instructional block

### Action Step 5 5

Provide a job-embedded professional development on the use of reading strategies to decode text and increase vocabulary development.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Biweekly, from 8/24/2015 to 10/27/2015

***Evidence of Completion***

Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block

**Action Step 6** 5

Model during planning how to select the appropriate reading text aligned to standards to deliver explicit instruction for K-5th grade teachers.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Biweekly, from 8/24/2015 to 10/27/2015

***Evidence of Completion***

Evidence in lesson plans, formal & informal observations during the instructional block

**Action Step 7** 5

Model during planning the delivery of explicit instructions to assist in producing student authentic work for targetted teachers

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Weekly, from 8/24/2015 to 10/13/2015

***Evidence of Completion***

Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block

**Action Step 8** 5

Modeling explicit instruction to assist in producing student authentic work for targetted teachers

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Biweekly, from 8/24/2015 to 10/27/2015

***Evidence of Completion***

Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block

### Action Step 9 5

Monitor the use of the pacing guide, planning cards, and Item Specifications aligned to the standards.

#### **Person Responsible**

Idaniel Gonzalez

#### **Schedule**

Daily, from 8/24/2015 to 12/18/2015

#### ***Evidence of Completion***

Evidence in lesson plans, formal & informal observations during the instructional block

### Action Step 10 5

Monitor the use of reading strategies to decode text and increase vocabulary development.

#### **Person Responsible**

#### **Schedule**

Daily, from 8/24/2015 to 12/18/2015

#### ***Evidence of Completion***

Evidence in lesson plans, formal & informal observations during the instructional block

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

On-going monitoring of teachers implementing strategies

#### **Person Responsible**

Idaniel Gonzalez

#### **Schedule**

Daily, from 8/24/2015 to 6/16/2016

#### ***Evidence of Completion***

Follow-up Collaborative Conversations with Administrative Team and Curriculum Support Specialist based on Classroom Walkthroughs.



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

Conduct classroom walkthroughs to monitor the effectiveness of the implementation and instruction of STEM activities.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Daily, from 8/24/2015 to 6/16/2016

**Evidence of Completion**

Sign-in Logs, Agendas

**G4.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1

G070800

**G4.B1** Student Attendance and lack of parental involvement 2

B184516

**G4.B1.S1** Implement the Attendance Cafe for Parents 4

S196023

**Strategy Rationale**

To provide parents with strategies to help increase student attendance.

**Action Step 1 5**

Provide a workshop for parents on the importance of their child/children attending school everyday.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Monthly, from 8/24/2015 to 11/13/2015

**Evidence of Completion**

The parents attend the workshop concerning their child's attendance.

## Action Step 2 5

Teachers will track and document their perfect attendance on the chart posted

### **Person Responsible**

Idaniel Gonzalez

### **Schedule**

Daily, from 8/24/2015 to 6/16/2016

### **Evidence of Completion**

Each and every class has perfect attendance.

## Action Step 3 5

Clarify legal and school standards related to attendance

### **Person Responsible**

Idaniel Gonzalez

### **Schedule**

Quarterly, from 8/24/2015 to 6/16/2016

### **Evidence of Completion**

When students receive perfect attendance recognition on a quarterly basis

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

Review Attendance Bulletin Daily and Dashboard Weekly to identify students with excessive absences.

### **Person Responsible**

Lakesha Wilson Rochelle

### **Schedule**

Daily, from 8/24/2015 to 6/16/2016

### **Evidence of Completion**

Follow-up Collaborative Conversations with Counselors

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

Attend Attendance Review Committee Meetings

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Weekly, from 8/24/2015 to 6/16/2016

**Evidence of Completion**

Sign-in Logs, Agendas

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Utilize collaborative planning time school wide for both differentiated instruction and whole group instruction (50%/50%).	Isom, Sherria	8/24/2015	Collaborative planning agendas, lesson plans, D.I., Instructional Plans	10/30/2015 weekly
G2.B1.S1.A1	Provide mini-professional development sessions during common planning geared towards effective implementation of DI.	Sawyer-Cooper, Hilleary	8/24/2015	Evidence of coach's log, DI instructional logs, and agendas	10/30/2015 daily
G3.B1.S1.A1	Provide Professional Development of the use of pacing guide, planning cards, and item specification to align resources, activities, and tasks to the standards for grades K-5	Gonzalez, Idaniel	8/24/2015	Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block	10/20/2015 biweekly
G4.B1.S1.A1	Provide a workshop for parents on the importance of their child/children attending school everyday.	Gonzalez, Idaniel	8/24/2015	The parents attend the workshop concerning their child's attendance.	11/13/2015 monthly
G1.B1.S1.A2	Utilize collaborative planning time school wide for both differentiated instruction and whole group instruction. Differentiated Instruction planning will be approximate 75% of the time met, and whole group will be 25% of the time.	Isom, Sherria	8/24/2015	Collaborative planning agendas, lesson plans, D.I., Instructional Plans	12/18/2015 monthly
G2.B1.S1.A2	Conduct data chats with math teachers to identify instructional needs and to group students accordingly for DI	Gonzalez, Idaniel	8/24/2015	Evidence of coach's log, DI instructional logs, and agendas	10/30/2015 weekly
G3.B1.S1.A2	Provide opportunities for collaborative planning with fifth grade teachers on a weekly basis.	Gonzalez, Idaniel	8/24/2015	Evidence in lesson plans, Sign-In sheets, formal & informal observations during the instructional block	12/18/2015 weekly
G4.B1.S1.A2	Teachers will track and document their perfect attendance on the chart posted	Gonzalez, Idaniel	8/24/2015	Each and every class has perfect attendance.	6/16/2016 daily
G1.B1.S1.A3	Conduct data chats with each literacy teacher individually to identify the instructional need of each group created using iReady and STAR data.	Isom, Sherria	8/24/2015	Grouping Template	10/30/2015 weekly

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*Scott Lake Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3	Conduct coaching cycles on differentiated instruction based on teacher and student needs	Sawyer-Cooper, Hilleary	8/24/2015	Evidence of Coach's Log	10/30/2015 one-time
G3.B1.S1.A3	Provide opportunities for collaborative planning with K-4th grade teachers on a bi-weekly basis.	Gonzalez, Idaniel	8/24/2015	Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block	6/16/2016 daily
G4.B1.S1.A3	Clarify legal and school standards related to attendance	Gonzalez, Idaniel	8/24/2015	When students receive perfect attendance recognition on a quarterly basis	6/16/2016 quarterly
G1.B1.S1.A4	Provide professional development on the use and implementation of various frameworks during differentiated instruction based on student profiles.	Isom, Sherria	8/24/2015	PD Agenda, PD Sign-in Sheet	10/30/2015 weekly
G2.B1.S1.A4	Collaborative planning sessions will focus on DI small group instruction.	Sawyer-Cooper, Hilleary	8/24/2015	Evidence of Coach's Log, Collaborative Planning Agenda	10/30/2015 weekly
G3.B1.S1.A4	Create a grade-specific instructional framework to assist in lesson planning for K-4th grade teachers.	Gonzalez, Idaniel	8/24/2015	Evidence in lesson plans, formal & informal observations during the instructional block	10/20/2015 biweekly
G1.B1.S1.A5	Conduct coaching cycles on differentiated instruction (TLC and independent centers) based on teacher and student needs.	Isom, Sherria	8/24/2015	Coach Logs, Coaching Cycles Protocol Forms	11/25/2015 one-time
G2.B1.S1.A5	Monitor and follow-up on the effective implementation of DI with emphasis on Teacher Led Center	Gonzalez, Idaniel	8/24/2015	Observational Notes	10/30/2015 one-time
G3.B1.S1.A5	Provide a job-embedded professional development on the use of reading strategies to decode text and increase vocabulary development.	Gonzalez, Idaniel	8/24/2015	Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block	10/27/2015 biweekly
G1.B1.S1.A6	Monitor the implementation of planning for differentiated instruction during scheduled collaborative planning sessions.	Wilson Rochelle, Lakesha	8/24/2015	Collaborative planning agendas, D.I., Instructional Plans	12/4/2015 weekly
G3.B1.S1.A6	Model during planning how to select the appropriate reading text aligned to standards to deliver explicit instruction for K-5th grade teachers.	Gonzalez, Idaniel	8/24/2015	Evidence in lesson plans, formal & informal observations during the instructional block	10/27/2015 biweekly
G1.B1.S1.A7	Monitor the delivery of instruction at the TLC during D.I. to ensure all student needs are met and instruction differs from group to group.	Wilson Rochelle, Lakesha	8/24/2015	D.I. Instructional Plans, Administrative Observations	12/18/2015 daily
G3.B1.S1.A7	Model during planning the delivery of explicit instructions to assist in producing student authentic work for targeted teachers	Gonzalez, Idaniel	8/24/2015	Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block	10/13/2015 weekly
G3.B1.S1.A8	Modeling explicit instruction to assist in producing student authentic work for targeted teachers	Gonzalez, Idaniel	8/24/2015	Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block	10/27/2015 biweekly
G3.B1.S1.A9	Monitor the use of the pacing guide, planning cards, and Item Specifications aligned to the standards.	Gonzalez, Idaniel	8/24/2015	Evidence in lesson plans, formal & informal observations during the instructional block	12/18/2015 daily
G3.B1.S1.A10	Monitor the use of reading strategies to decode text and increase vocabulary development.		8/24/2015	Evidence in lesson plans, formal & informal observations during the instructional block	12/18/2015 daily
G1.MA1	Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward the goal.	Wilson Rochelle, Lakesha	8/24/2015	Agendas; Sign-in Log during Data Chats	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Debrief with instructional coaches on the implementation of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard. Analyze student performance data.	Wilson Rochelle, Lakesha	8/24/2015	Sign-in Logs, Agendas	6/9/2016 weekly
G1.B1.S1.MA1	Conduct classroom walk-throughs to monitor the effective use of lesson planning and delivery of instruction to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Wilson Rochelle, Lakesha	8/24/2015	Follow-up Collaborative Conversations with Administrative Team and Instructional Coaches based on Classroom Walkthroughs.	6/9/2016 daily
G2.MA1	Progress Monitoring Data will be collected and analyzed to determine progress toward goal.	Gonzalez, Idaniel	8/24/2015	Data, Data Chats, Sign-in Log, Collaborative Conversations with Instructional Coaches	6/16/2016 quarterly
G2.B1.S1.MA1	Debrief with instructional coaches on the implementation of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Gonzalez, Idaniel	8/24/2015	Follow-up Collaborative Conversations with Instructional coaches.	6/16/2016 weekly
G2.B1.S1.MA1	Conduct classroom walk-through to monitor the effective use of lesson planning and delivery of instruction to include all components of the Gradual release Model with a clear focus aligned to the standard.	Gonzalez, Idaniel	8/24/2015	Follow-up Collaborative Conversations with Instructional coaches.	6/16/2016 daily
G3.MA1	Analyze student performance data.	Gonzalez, Idaniel	8/24/2015	Data reports	6/16/2016 quarterly
G3.B1.S1.MA1	Conduct classroom walkthroughs to monitor the effectiveness of the implementation and instruction of STEM activities.	Gonzalez, Idaniel	8/24/2015	Sign-in Logs, Agendas	6/16/2016 daily
G3.B1.S1.MA1	On-going monitoring of teachers implementing strategies	Gonzalez, Idaniel	8/24/2015	Follow-up Collaborative Conversations with Administrative Team and Curriculum Support Specialist based on Classroom Walkthroughs.	6/16/2016 daily
G4.MA1	Review Attendance Bulletin Daily and Dashboard weekly	Gonzalez, Idaniel	8/24/2015	Attendance Bulletin and Dashboard Reports	6/16/2016 quarterly
G4.B1.S1.MA1	Attend Attendance Review Committee Meetings	Gonzalez, Idaniel	8/24/2015	Sign-in Logs, Agendas	6/16/2016 weekly
G4.B1.S1.MA1	Review Attendance Bulletin Daily and Dashboard Weekly to identify students with excessive absences.	Wilson Rochelle, Lakesha	8/24/2015	Follow-up Collaborative Conversations with Counselors	6/16/2016 daily

## 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 Literacy.

**G1.B1** Differentiated Small group instruction is being implemented, however, limited resources and lack of strategic planning for DI impedes the potential results.

**G1.B1.S1** Refine differentiated instruction using data and resources to meet specified student needs in order to target low achieving students.

### PD Opportunity 1

Provide professional development on the use and implementation of various frameworks during differentiated instruction based on student profiles.

#### Facilitator

Isom, Sherria

#### Participants

Literacy Teachers

#### Schedule

Weekly, from 8/24/2015 to 10/30/2015

**G3.** To increase student achievement by improving core instruction in Science.

**G3.B1** Inconsistent planning for explicit instruction and student check for understanding aligned to cognitive complexity of the standards

**G3.B1.S1** Utilize NGSS Standards to develop and align explicit lessons to assist with delivery of explicit instruction and student check for understanding.

### PD Opportunity 1

Provide Professional Development of the use of pacing guide, planning cards, and item specification to align resources, activities, and tasks to the standards for grades K-5

#### Facilitator

Lolita Smith, Curriculum Support Specialist

#### Participants

Science Teachers

#### Schedule

Biweekly, from 8/24/2015 to 10/20/2015

**G4.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

**G4.B1** Student Attendance and lack of parental involvement

**G4.B1.S1** Implement the Attendance Cafe for Parents

**PD Opportunity 1**

Provide a workshop for parents on the importance of their child/children attending school everyday.

**Facilitator**

Counselors

**Participants**

Parents

**Schedule**

Monthly, from 8/24/2015 to 11/13/2015

## 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	Utilize collaborative planning time school wide for both differentiated instruction and whole group instruction (50%/50%).	\$0.00
2	G1.B1.S1.A2	Utilize collaborative planning time school wide for both differentiated instruction and whole group instruction. Differentiated Instruction planning will be approximate 75% of the time met, and whole group will be 25% of the time.	\$0.00
3	G1.B1.S1.A3	Conduct data chats with each literacy teacher individually to identify the instructional need of each group created using iReady and STAR data.	\$0.00
4	G1.B1.S1.A4	Provide professional development on the use and implementation of various frameworks during differentiated instruction based on student profiles.	\$0.00
5	G1.B1.S1.A5	Conduct coaching cycles on differentiated instruction (TLC and independent centers) based on teacher and student needs.	\$0.00
6	G1.B1.S1.A6	Monitor the implementation of planning for differentiated instruction during scheduled collaborative planning sessions.	\$0.00
7	G1.B1.S1.A7	Monitor the delivery of instruction at the TLC during D.I. to ensure all student needs are met and instruction differs from group to group.	\$0.00
8	G2.B1.S1.A1	Provide mini-professional development sessions during common planning geared towards effective implementation of DI.	\$0.00
9	G2.B1.S1.A2	Conduct data chats with math teachers to identify instructional needs and to group students accordingly for DI	\$0.00
10	G2.B1.S1.A3	Conduct coaching cycles on differentiated instruction based on teacher and student needs	\$0.00
11	G2.B1.S1.A4	Collaborative planning sessions will focus on DI small group instruction.	\$0.00
12	G2.B1.S1.A5	Monitor and follow-up on the effective implementation of DI with emphasis on Teacher Led Center	\$0.00
13	G3.B1.S1.A1	Provide Professional Development of the use of pacing guide, planning cards, and item specification to align resources, activities, and tasks to the standards for grades K-5	\$0.00
14	G3.B1.S1.A10	Monitor the use of reading strategies to decode text and increase vocabulary development.	\$0.00
15	G3.B1.S1.A2	Provide opportunities for collaborative planning with fifth grade teachers on a weekly basis.	\$0.00
16	G3.B1.S1.A3	Provide opportunities for collaborative planning with K-4th grade teachers on a bi-weekly basis.	\$0.00
17	G3.B1.S1.A4	Create a grade-specific instructional framework to assist in lesson planning for K-4th grade teachers.	\$0.00



## Budget Data

18	G3.B1.S1.A5	Provide a job-embedded professional development on the use of reading strategies to decode text and increase vocabulary development.	\$0.00
19	G3.B1.S1.A6	Model during planning how to select the appropriate reading text aligned to standards to deliver explicit instruction for K-5th grade teachers.	\$0.00
20	G3.B1.S1.A7	Model during planning the delivery of explicit instructions to assist in producing student authentic work for targetted teachers	\$0.00
21	G3.B1.S1.A8	Modeling explicit instruction to assist in producing student authentic work for targetted teachers	\$0.00
22	G3.B1.S1.A9	Monitor the use of the pacing guide, planning cards, and Item Specifications aligned to the standards.	\$0.00
23	G4.B1.S1.A1	Provide a workshop for parents on the importance of their child/children attending school everyday.	\$0.00
24	G4.B1.S1.A2	Teachers will track and document their perfect attendance on the chart posted	\$0.00
25	G4.B1.S1.A3	Clarify legal and school standards related to attendance	\$0.00
<b>Total:</b>			<b>\$0.00</b>