

Miami-Dade County Public Schools

Tropical Elementary School



2015-16 School Improvement Plan

Tropical Elementary School

4545 SW 104TH AVE, Miami, FL 33165

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	85%

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

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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

Tropical Elementary focuses on Teamwork, Realistic Objectives, Parental Involvement and Inclusive Practices to create student achievement and learning opportunities for all.

Provide the school's vision statement

Tropical Elementary strives to involve parents and community members to participate in the preparation of all students to be independent and self-sufficient individuals who will be able to sustain themselves as contributing adults in their community and to provide opportunities for students in both general and special education to work together in their quest to achieve personal goals.

School Environment

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

Tropical Elementary core values and beliefs are demonstrated through our vision and mission statements. Our school is dedicated to teaching students to be involved, active learners who work hard, think critically and creatively and communicate effectively. We emphasize high expectations for all students through all the different programs we provide (Pre-Kindergarten, Special Education, General Education and Gifted Education). We are committed to acknowledging and celebrating the diversity within our school and foster the growth and value that comes from different cultures and experiences. By working as a team, we ensure the educational success of all our students and instill a sense of accountability for the needs of others.

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

Safety procedures and policies are followed by our staff and faculty in effort to maintain expectations. Arrival of students and dismissal procedure are conducted in the front, side and the back of the school with the appropriate personnel. All visitors are required to enter through the main office and only approved volunteers, faculty and staff are allowed on school premises. Security guards are visible and patrol the campus throughout the day. School Safety Patrols are trained to express school rules and encourage student body to follow school rules to make the school a safer place.

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

Tropical Elementary follows the Code of Student Conduct which is designed to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities. The Code of Student Conduct is available to all parents and discussed for understanding. Moreover, the Value Matter initiative are implemented throughout the school. Also, Students are recognized monthly through the Do the Right Thing program. Counselor provides support through the use of strategies and behavioral plans on a student need basis. Tropical Elementary provides all students with access to a bullying box. Where students can anonymously leave notes in regards to bullying.

The notes are read daily and issues are dealt with immediately to avoid escalation of a potential problem.

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

At Tropical Elementary, services are provided to support the physical, social and emotional needs of the student population. School personnel implements a process to determine the counseling, assessment and referral necessary based on the needs of the student provided by the district. Our school counselor, school psychologist and administrators are available for all student in need of additional programs or resources.

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:

- Attendance below 90 percent
- One or more suspensions
- Course failure in ELA or Mathematics
- Level 1 on statewide assessment

Tropical Elementary has a quarterly assembly to recognize students in the areas of academics, attendance and citizenship. Honor Roll students are invited to have a special lunch with the principal. "Do the Right Thing" program is implemented and students are recognized on the morning announcements. Baseline, Interim, and iReady reports will be use to monitor student progress and address individual needs.

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	3	4	5	
Attendance below 90 percent	1	6	2	4	13	26
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	1	2	2	0	4	9
Level 1 on statewide assessment	1	7	0	4	13	25

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Attendance:

- Provide parents a copy of the district attendance requirements via a parent workshop.
- Follow up call by the attendance committee to inquire about the student and reason for being absent or late.

- Review Attendance Reports Monthly
- Academics:
- Provide interventions
- Provide counseling
- Peer Buddy
- Close school/home communication

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/188064>.

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

Tropical Elementary maintains and communicates the purpose and direction to all our stakeholders by communicating our vision and mission. All stakeholders are reminded of our core values and beliefs of maintaining high expectations of all students. These shared values and beliefs indicates a commitment in implementing to all our students to achieve learning, thinking and life skills necessary for success. Winn-Dixie and Publix are two of our Dade Partners. They provide food for parental activities which will include Muffins with Mom, Donuts with Dad, Reading Under The Stars, and other special events.

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
Miah, Yubeda	Principal
Aguiar, Zusel	Assistant Principal
Farinas, Guillermo	Guidance Counselor
Falconi, Johanna	Teacher, ESE
Katz, Delia	Teacher, PreK
Abin, Yospa	Teacher, K-12
Rodriguez, Liza	Teacher, K-12

Duties

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

Principal: Provides a common vision for the use of data-based decision making, ensures that the school based literacy leadership team is implementing MTSS/ Rtl, conducts monthly and quarterly assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/ Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

Assistant Principal: Develops, leads, and evaluates core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Monitors implementation of curriculum and assists teaching staff with modifying instruction as appropriate based on data.

Student Services Personnel (Counselor): Provides quality services and expertise on issues from program design to assessment and intervention with individual students. Meets with students identified by teachers and/or administrators for small group counseling. Provides parents with information regarding services offered at the school site, district, or outside agencies.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction; participates in student data collection, collaborates with other staff members to implement intervention strategies to at risk students.

Exceptional Education Teachers (ESE): Participates in student data collection, integrates core instructional activities/materials into intervention instruction, and collaborates with general education teachers through such activities as co-teaching and implement inclusion practices

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

The MTSS/Rtl Leadership Team at Tropical Elementary met with the EESAC and Principal to develop the SIP. The team provided information and data regarding the needs of the lowest 25%, as well as students not performing at grade level. The Leadership team will monitor the fidelity of the delivery of instruction and provide levels of support and interventions to students based on data.

Title I, Part A

Tropical Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs). Summer school will be offered to those students whom are eligible based on the district's criteria. Title II and Title III district programs will be coordinated and we will offer staff development as needed. Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school. Other components that will be integrated include; Mc Donald's Reading Challenge, and Parental Activity Nights (calendar will be developed) which will include Muffins with Mom, Donuts with Dad and other special events. Another component that will be offered is through Supplemental Educational Services; other special support services to special needs populations such as homeless, migrant, neglected, and delinquent students will be offered as needed.

Title II

Tropical Elementary will use supplemental funding provided by the district to continue improving basic education by:

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL)

Title III

Title III funds from the district will be used to implement a tutoring program for English Language Learner(ELL) students. Reading and supplemental instructional materials will be provided for ELL

students based on district 2015-2016 allocations

Title X- Homeless

The Homeless Liaison provides training to the school registrar on the procedures for enrolling homeless students. The school counselor is trained on the McKinney Vento Homeless Assistance Act ensuring homeless children and youth not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all the entitlements.

Violence Prevention Programs

Anti-bullying strategies will be implemented and monitored by the school's counselor to address violence prevention.

Nutrition Programs

Tropical Elementary will follow the Healthy Food and Beverage Guidelines provided by MDCPS'

Wellness

Policy. We will continue to implement curriculum (physical education) to address health concerns for students.

Housing Programs

Head Start

Tropical Elementary will continue to have a Head Start program for the 2015-2016 school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Yubeda Miah	Principal
Terry Soltz	Teacher
John Forbes	Teacher
Delia Katz	Teacher
Mercedes Abascal	Education Support Employee
Alicia M. Vereas-Feria	Parent
Denise Roig	Business/Community
Rhonda Smith	Business/Community
John Navarro	Business/Community
Yospa Abin	Teacher

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

All stakeholders work collaboratively on our school improvement and engage in decisions made on our school improvement and engage in decisions made for our school during EESAC meetings.

Development of this school improvement plan

The SAC members of Tropical Elementary review and monitor School Improvement Plan. The SAC gives input on budget allocations and funds. The members analysis the school data and gives feedback.

Preparation of the school's annual budget and plan

The school's annual budget and plan is discussed among all stakeholders.

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

SAC funds will be used to student academic achievement \$1,750.00

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
Miah, Yubeda	Principal
Aguiar, Zusel	Assistant Principal
Farinas, Guillermo	Guidance Counselor
Falconi, Johanna	Teacher, ESE
Katz, Delia	Teacher, PreK
Rodriguez, Liza	Teacher, K-12
Abin, Yospa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The initiative of the LLT this year will be to promote literacy awareness between the school community and parents. The LLT will focus on instruction and developing strategies to assist students in meeting high standards.

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

Common planning is embedded into their schedule, which provides teachers the opportunity to collaborate, share best practices and strategies to enhance learning. A positive culture is evident at Tropical Elementary as teachers attend professional development and share information with their colleagues. Faculty and staff are recognized for their attendance.

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

School provides professional development within the school setting, and district. Teachers are given opportunities for leadership roles. Teachers are provided with the necessary support and academic resources to achieve objectives and goals. Administration has an open door policy.

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

Mentors are chosen and paired because of their outstanding knowledge of content, resources, and methods to support high standards in the curriculum areas. There are many effective teachers and have many years of experience with SPED. Individual personalities are taken into account to create a strong partnership. The schedules reflect a common planning period. Both teachers collaborate activities for their classes. The beginning teacher has the opportunity to observe her mentor's best practices.

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

Using District provided core instructional programs and materials:

- Pacing Guides
- Textbooks
- Online resources (ex: Thinkgate, Think Central)
- Wonder Works Interventions
- iReady Program
- Baseline Assessments

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

Leadership team meets after every District assessment to review data by grade level. The results are used to guide instruction based on student needs. The data is used to drive and group students in the Wonder Works Intervention program.

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: Before School Program

Minutes added to school year: 2,640

Develop fluency, vocabulary and comprehension skills. The following strategies will be implemented: Choral Reading, Vocabulary Maps/Visuals, and the use of Task Cards.

Strategy Rationale

To give ELL students the additional support needed in the area of Reading/Language Arts.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Abin, Yospa, yospaabin@dadeschools.net

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

Students are given the iReady Assessment. Teachers will adjust instruction accordingly based on the data gathered.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists Tropical Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children in our school with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

A child is eligible for the prekindergarten program until he/she is five years of age on or before September 1st of the school year. Prekindergarten children who will be five years old on or before September 1st of the next school year will be promoted to kindergarten in June. At Tropical Elementary various activities will occur beginning each November to assist prekindergarten children and their families in making a smooth transition to kindergarten. During the transition process for the prekindergarten child with disabilities, the teachers will assist parents in reviewing their child's current functioning levels. All Classroom assessments must be up-to-date to facilitate the smooth transition of the prekindergarten child into a kindergarten or primary special education class. For those children requiring a reevaluation, a Reevaluation Team (RT) will be scheduled by the Pre-K Staffing Specialist and/or the School Psychologist. It is the teacher's/school's responsibility to invite the parents to the RT Conference. The Pre-K SPED teacher is required to bring information regarding the student's current developmental, social, language and literacy skills, as well as a copy of the current IEP. At the RT Conference, the parents will be asked to sign, The Informed Notice and Consent for Reevaluation. A child cannot be reevaluated until the consent is signed. Exit staffing are to begin in March in order to provide an appropriate timeline for transfers and transportation changes to the receiving school. A "Transition to Kindergarten" workshop will be provided for all parents of transitioning Pre-kindergarten students (Voluntary Prekindergarten Program and Program for Children with Disabilities) in late April

early May. The transition process will be discussed, as well as the kindergarten curriculum, expectations for kindergarten and home learning during a meeting at the school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G070801

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ED	
AMO Reading - ELL	
AMO Math - All Students	
AMO Math - ED	
AMO Math - ELL	
FCAT 2.0 Science Proficiency	57.0

Resources Available to Support the Goal 2

- Promethean Boards, Computers in Classrooms, Samsung Galaxy Tablets, Wonder Works, GoMath Online Resources, and Common Planning time. Instructional Leaders: Math, Science, Reading, and Social Studies. District Provided Resources: Think Central, iReady, MyOn Reader, Reflex Math.

Targeted Barriers to Achieving the Goal 3

- Evidence of the Gradual Release of Responsibility Model (GRRM) and Higher Order Thinking Skills is not present.

Plan to Monitor Progress Toward G1. 8

iReady Assessments, District Baseline Assessments, On-going classroom assessments and District Interim Assessments

Person Responsible

Yubeda Miah

Schedule

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

Evidence of Completion

Florida Standard Assessments

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**

 G070801

G1.B1 Evidence of the Gradual Release of Responsibility Model (GRRM) and Higher Order Thinking Skills is not present. **2**

 B184517

G1.B1.S1 Implement the Gradual Release of Responsibility Model across all content areas as an instructional framework to support students in content, high order thinking skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. **4**

 S196025

Strategy Rationale

The GRRM will support student achievement in developing critical thinking and complete increasing complex, grade-level appropriate tasks.

Action Step 1 **5**

Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model and High Order Thinking Skills during the faculty meeting.

Person Responsible

Liza Rodriguez

Schedule

On 11/10/2015

Evidence of Completion

Meeting agenda, Sign-in sheets

Action Step 2 5

Teachers will plan and provide opportunities for students to engage in the Gradual Release Responsibility Model and High Order Thinking Skills across all content areas during classroom instruction.

Person Responsible

Zusel Aguiar

Schedule

Weekly, from 10/12/2015 to 6/9/2016

Evidence of Completion

Walk-throughs, Lesson Plans, Data chats

Action Step 3 5

Teacher will show evidence of student outcome from a lesson using the Gradual Release Responsibility Model and High Order Thinking Skills.

Person Responsible

Yubeda Miah

Schedule

Daily, from 10/12/2015 to 6/9/2016

Evidence of Completion

Walk-throughs, Assessments, Data chats

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

Classroom walkthroughs will determine fidelity of implementation.

Person Responsible

Yubeda Miah

Schedule

Weekly, from 10/12/2015 to 6/6/2016

Evidence of Completion

Observe students engaging in the Gradual Release of Responsibility Model and Higher Order Thinking Skills based on focused topic related to the content.

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

Lesson plans will reflect Gradual Release of Responsibility Model(GRRM). Classroom walkthroughs will be conducted to monitor effectiveness.

Person Responsible

Yubeda Miah

Schedule

Weekly, from 10/12/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, Student Work

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model and High Order Thinking Skills during the faculty meeting.	Rodriguez, Liza	11/10/2015	Meeting agenda, Sign-in sheets	11/10/2015 one-time
G1.B1.S1.A2	Teachers will plan and provide opportunities for students to engage in the Gradual Release Responsibility Model and High Order Thinking Skills across all content areas during classroom instruction.	Aguiar, Zusel	10/12/2015	Walk-throughs, Lesson Plans, Data chats	6/9/2016 weekly
G1.B1.S1.A3	Teacher will show evidence of student outcome from a lesson using the Gradual Release Responsibility Model and High Order Thinking Skills.	Miah, Yubeda	10/12/2015	Walk-throughs, Assessments, Data chats	6/9/2016 daily
G1.MA1	iReady Assessments, District Baseline Assessments, On-going classroom assessments and District Interim Assessments	Miah, Yubeda	8/24/2015	Florida Standard Assessments	6/9/2016 weekly
G1.B1.S1.MA1	Lesson plans will reflect Gradual Release of Responsibility Model(GRRM). Classroom walkthroughs will be conducted to monitor effectiveness.	Miah, Yubeda	10/12/2015	Lesson Plans, Student Work	6/9/2016 weekly
G1.B1.S1.MA1	Classroom walkthroughs will determine fidelity of implementation.	Miah, Yubeda	10/12/2015	Observe students engaging in the Gradual Release of Responsibility Model and Higher Order Thinking Skills based on focused topic related to the content.	6/6/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Evidence of the Gradual Release of Responsibility Model (GRRM) and Higher Order Thinking Skills is not present.

G1.B1.S1 Implement the Gradual Release of Responsibility Model across all content areas as an instructional framework to support students in content, high order thinking skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model and High Order Thinking Skills during the faculty meeting.

Facilitator

Ms. Liza Rodriguez

Participants

Instructional Staff

Schedule

On 11/10/2015

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	Provide professional development across all content areas on the effective implementation of the Gradual Release Responsibility Model and High Order Thinking Skills during the faculty meeting.	\$0.00
2	G1.B1.S1.A2	Teachers will plan and provide opportunities for students to engage in the Gradual Release Responsibility Model and High Order Thinking Skills across all content areas during classroom instruction.	\$0.00
3	G1.B1.S1.A3	Teacher will show evidence of student outcome from a lesson using the Gradual Release Responsibility Model and High Order Thinking Skills.	\$0.00
Total:			\$0.00