

Miami-Dade County Public Schools

Redland Elementary School



2015-16 School Improvement Plan

Redland Elementary School

24501 SW 162ND AVE, Homestead, FL 33031

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	88%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	92%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	20
Appendix 2: Professional Development and Technical Assistance Outlines	21
Professional Development Opportunities	22
Technical Assistance Items	23
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Redland Elementary is to provide a high quality and challenging education for the leaders of tomorrow.

Provide the school's vision statement

Our vision is to send students “Soaring into the future”. We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships. We are committed to building positive relationships through equity and compassion which enhances the self-esteem, safety, and well-being of our students, families, and staff. We honor and foster the diversity of our community by working collaboratively for the educational success of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles. We pursue the highest standards in all we do. Our motto is, “If you believe, you can achieve!”

School Environment

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

Students participate in “all about me” projects at the start of each year. Teachers use this opportunity to learn about the student and build a relationship and value children’s culture and diversity. Many teachers administer learning surveys to use as a planning tool for lesson delivery.

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

Redland Elementary students arrive and sit in designated areas monitored by safety patrols and staff members before school. In addition, staff members create teams for afternoon dismissal to ensure each child is safe and escorted to their designated pick up area. Throughout the day, students are identified and rewarded for positive behavior throughout the school in accordance with the school wide positive incentive behavioral plan. In addition, teachers will begin implementing the Values Matter Initiative. An interactive bulletin board is being utilized by students who summarize how they model the pillars of the Values Matter Initiative in their school and throughout the community.

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

Students are rewarded for classroom engagement, showing pillar components of Values Matter, and positive behaviors in the classroom and throughout the school through a positive ticket reward system. Identified students are given a ticket, which is then added to a raffle. Raffle winners are announced on the school's morning announcements.

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

Students with social-emotional needs are identified by stakeholders, including staff and parents. The school counselor provides anti-bullying programs throughout the school concentrating on tolerance

and appreciating diversity. Students are provided opportunities for peer groups and individual counseling sessions. Students and parents are also provided information on community outreach programs that are available in the 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

Redland Elementary School's RtI/Leadership team meets monthly to analyze and interpret data such as attendance rates, discipline referrals, academic grades, and test scores. At risk students identified by the team are provided tier 2 interventions to address academic and/or behavioral needs. Additional support is provided as necessary. After a student accumulates 3 absences, teachers contact parents and after an accumulation of 6 absences student services personnel contact parents. An Attendance Review committee is convened after a student has accumulated 10 or more absences.

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	2	6	1	6	7	22
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	7	11	6	13	16	53
Level 1 on statewide assessment	0	0	0	0	0	

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	7	15	6	20	50	98

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

Redland Elementary School utilizes a school wide positive behavior incentive program to address effort and behavior. Students identified through the EWS are provided support via differentiated small group instruction, intervention, tutoring, and may be referred to SST for further individualized strategies.

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/188269>.

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

Through the Community Involvement Specialist, Teachers, PTA, and Counselor, the school maintains relationships with local community partners to support the school. Examples include teacher incentive programs, the Fairchild Challenge, Trex Recycling, and service learning partnerships.

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
Albion, Fred	Principal
Boyd, Alicia	Assistant Principal
Brandt, Carolyn	Instructional Coach
Stearns, Shawna	Instructional Media
Smith, Elise	Guidance Counselor
Valiente, Nicole	Instructional Coach
Walker, Yaritza	Teacher, ESE
Ferrer, Ivelice	Other

Duties

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

Principal/Fred Albion: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl, monitors the implementation of intervention support and documentation, provides adequate professional development to support MTSS/Rtl plan, and communicates with parents regarding school-based MTSS/Rtl plans and activities. The Principal also encourages commitment and allocates resources.

Assistant Principal/Alicia Boyd: Assists the principal in data-based decision making, provides information about core instruction, evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk."

Guidance Counselor/Elise Smith: provides individual and group guidance activities promoting the core values matter initiative, consults with teachers and parents to provide strategies that address behavior problems, monitor school attendance, and assist in the development of social/emotional

difficulties.

SPED Chair/Yaritza Walker: reviews student IEPs, assists in addressing issues related to academics and behavior.

ELL Chair/Ivelice Ferrer: reviews the individual ELL student plan, assists in addressing the issues related to culture and language. Monitors monthly data to determine student progress and needs.

School Psychologist/Annette Angelotti: facilitates in the MTSS/Rtl process, conducts thorough reviews of collected data.

Social Worker/Mary Jackson: Links child-serving and community agencies to the child and families to support academic, emotional, behavior and social success.

Reading Specialist – Nicole Valiente - Assists with monitoring the implementation of district pacing guides and the core curriculum program, analyzing assessment data and student response to interventions. Monitors monthly data to determine student progress and needs.

Math Specialist- Carolyn Brandt - Assists with monitoring the implementation of district pacing guides and the core curriculum program, analyzing assessment data and student response to interventions. Monitors monthly data to determine student progress and needs.

Science Specialist – Shawna Stearns - Assists with monitoring the implementation of district pacing guides and the core curriculum program, analyzing assessment data and student response to interventions. Monitors monthly data to determine student progress and needs. Coordinates science lab schedules and activities.

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

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Reviewing, analyzing, and monitoring assessment data.
4. Adjusting instructional strategies and interventions when there is a lack of positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM) for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1

worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs and resources are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parent Academy Program; Title I CHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Student tutoring is available to all learners through an ELL grant and Title I funding from October to April of each year. Redland Elementary also provides extracurricular activities such as Art Club, Chess Club, Steel Drum Band, Science Club, Purple Martin Club, a Sea Turtle service learning project, and the Cardinalette Dance Team.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Fred Albion	Principal
Joann Tomas	Teacher
Ericka Babilonia	Teacher
Erin Sardinas	Teacher
Mary Kay Martin	Teacher
Daphane Brenner	Parent
Torrell Mathis	Parent
Maria Arrazcaeta	Parent
Charles Martin	Business/Community
Clara Malagon	Teacher
Jennifer Worcester	Parent
Nadia Stewart	Teacher
Maria-Margar Valera	Education Support Employee

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

SAC met to discuss data, barriers, and strategies that affected student achievement the past year.

Development of this school improvement plan

The SAC meets to provide feedback and support in the development of the SIP. The SIP is then reviewed and additional recommendations are made by SAC members to address deficiencies and support learning. The usage of SAC funds is discussed and agreed upon.

Preparation of the school's annual budget and plan

Use of school SAC budget was discussed and proposals were made to support the school-wide Accelerated Reader program to promote literacy and comprehension.

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

AR License - \$3500
 Media Center Books \$1500

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
Boyd, Alicia	Assistant Principal
Albion, Fred	Principal
Brandt, Carolyn	Administrative Support
Valiente, Nicole	Administrative Support
Stearns, Shawna	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiatives for this year will be effective collaborative planning to promote academic writing within the gradual release of responsibility model. Instruction will focus in one or more of the reading areas (phonological awareness, phonics, fluency, vocabulary, and comprehension); incorporate reading and writing across the curriculum which will extend to art, music, physical education, and bilingual education; use grade level text to reinforce informational and literary reading skills.

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

Redland Elementary School's master schedule allocates time for common planning. Professional Learning Communities are in place to provide structures that promote common planning and sharing of best practices.

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

Description of Strategy - Person Responsible

1. Regular meetings with new teachers, Principal and Assistant Principal (opening of school, first week, monthly thereafter). - Principal and Assistant Principal
2. Partnering new teachers and veteran staff to ensure effective induction and support. (meet bi-monthly) - Professional development liaison
3. Solicit universities to recruit promising interns and conduct open house for newly graduated teachers. - Assistant Principal and Professional Development liaison
4. Solicit referrals from current employees.- Assistant Principal
5. Teacher of the Month and Spotlight on Success - Principal and Assistant Principal

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

MINT program

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

Redland Elementary School uses district provided material that is aligned with 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

Through data driven differentiated instruction, teachers and staff plan lessons with opportunities for remediation and enrichment embedded in the subject block. Individual student's deficiencies are identified through data analysis and then referred to intervention and/or before/after-school tutoring.

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

Strategy: After School Program

Minutes added to school year: 3,240

- After school tutoring
- Staff PD based on needs assessment
- Professional Learning Communities offered

Strategy Rationale

Tutoring is offered to students through Title I and Title III funding to target specific students based on data derived from state, district, and unit assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Boyd, Alicia, aliciaboyd@dadeschools.net

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

District-wide assessments are used to monitor student progress throughout the school year as part of progress monitoring for the tutoring program.

Student Transition and Readiness

PreK-12 Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre- Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults. Parent workshops are conducted to acquaint parents with the requirements of the kindergarten programs and the curriculum. Tours are held with parents and children to provide a smooth transition. Throughout the

year, family nights will be conducted to keep parents involved and informed with their child's education.

All students were assessed with the High Scope Key Experiences assessment and Scholastic benchmark assessment at the beginning, middle, and end of the preschool school year prior to entering kindergarten. Data derived from these assessments were used to plan instruction and intervention.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

G070821

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Math - All Students	76.0
FCAT 2.0 Science Proficiency	53.0
CELLA Writing Proficiency	35.0
FSA English Language Arts - Achievement	44.0
FSA Mathematics - Achievement	38.0
Math Gains	77.0
Math Lowest 25% Gains	71.0
ELA/Reading Gains	77.0
ELA/Reading Lowest 25% Gains	71.0

Resources Available to Support the Goal 2

- Accelerated Reader, Common planning time embedded in master schedule, Promethean/ Smartboards available in all classrooms, Computer Labs, Instructional leaders (Math, Reading & Science), District Core Reading Program, District Curriculum Support Specialist, i-Ready, Interactive Journals, SPADE, Text Coding using Annotation Keys, Imagine Learning, task cards

Targeted Barriers to Achieving the Goal 3

- Limited opportunities for academic writing

Plan to Monitor Progress Toward G1. 8

Follow-up and provide support for additional opportunities to assist the implementation of Interactive Journals.

Person Responsible

Nicole Valiente

Schedule

Monthly, from 11/2/2015 to 11/25/2015

Evidence of Completion

Debriefing Notes, Handouts

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. We will increase student achievement by improving core instruction in all content areas. **1**

 G070821

G1.B1 Limited opportunities for academic writing **2**

 B184571

G1.B1.S1 Provide teachers and administrators with Professional Development on the use of Interactive Journals to increase Academic Writing. **4**

 S196072

Strategy Rationale

The Interactive Journals will support student achievement in Academic Writing, and increase student ability in completing complex grade-level appropriate tasks.

Action Step 1 **5**

Provide professional development across all content areas on the effective implementation of Interactive Journals during grade level collaborative planning sessions and through the use of PLCs.

Person Responsible

Nicole Valiente

Schedule

Monthly, from 8/21/2015 to 11/25/2015

Evidence of Completion

Meeting agenda, Sign-in sheets, Handouts

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

Work collaboratively with instructional staff during common planning time focusing on the implementation of Interactive Journals.

Person Responsible

Nicole Valiente

Schedule

Monthly, from 8/21/2015 to 11/25/2015

Evidence of Completion

Student work samples from Interactive Journals.

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

Monitor the implementation of Interactive Journals.

Person Responsible

Alicia Boyd

Schedule

Biweekly, from 9/28/2015 to 11/25/2015

Evidence of Completion

Classroom visitation notes and student work samples.

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 Interactive Journals during grade level collaborative planning sessions and through the use of PLCs.	Valiente, Nicole	8/21/2015	Meeting agenda, Sign-in sheets, Handouts	11/25/2015 monthly
G1.MA1	Follow-up and provide support for additional opportunities to assist the implementation of Interactive Journals.	Valiente, Nicole	11/2/2015	Debriefing Notes, Handouts	11/25/2015 monthly
G1.B1.S1.MA1	Monitor the implementation of Interactive Journals.	Boyd, Alicia	9/28/2015	Classroom visitation notes and student work samples.	11/25/2015 biweekly
G1.B1.S1.MA1	Work collaboratively with instructional staff during common planning time focusing on the implementation of Interactive Journals.	Valiente, Nicole	8/21/2015	Student work samples from Interactive Journals.	11/25/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Limited opportunities for academic writing

G1.B1.S1 Provide teachers and administrators with Professional Development on the use of Interactive Journals to increase Academic Writing.

PD Opportunity 1

Provide professional development across all content areas on the effective implementation of Interactive Journals during grade level collaborative planning sessions and through the use of PLCs.

Facilitator

Nicole Valiente, Reading Liason , Shawna Stearns, Science Liaison, Carolyn Brandt, PD Liaison

Participants

Instructional Staff

Schedule

Monthly, from 8/21/2015 to 11/25/2015

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 Interactive Journals during grade level collaborative planning sessions and through the use of PLCs.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	500-Materials and Supplies	4581 - Redland Elementary School	General Fund	1.0	\$400.00
			<i>Notes: Purchase of 800 Interactive Journals.</i>			
					Total:	\$400.00