Kelsey L. Pharr Elementary School

2015-16 School Improvement Plan

Kelsey L. Pharr Elementary School

2000 NW 46TH ST, Miami, FL 33142

http://kelseypharr.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	98%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

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

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

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
Focus	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

At Kelsey L. Pharr Elementary School all students are capable of learning. We are committed to addressing the educational and social needs of each child. It is our mission to integrate state of the art technology and other multimedia instructional programs aligned with the existing curriculum to prepare students for the "Informational Age". We will provide a solid foundation in the basics of reading, writing, and mathematics, while developing the higher order thinking skills needed to become global learners and productive citizens in our ever-changing society.

Provide the school's vision statement

Kelsey L. Pharr Elementary School is a school that is committed to enhancing our students' futures by providing them with the necessary tools to meet and conquer the challenges of the 21st Century. Working with our parents and Dade Partners, we will provide a solid foundation in the basics while challenging students to develop their high-order thinking skills. Our staff will integrate technology with instruction, utilize assessments to make data-driven decisions, and implement effective interdisciplinary strategies to produce high performing students.

School Environment

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

Kelsey L. Pharr strives to create a culturally diverse environment by fostering respect and rapport throughout the building, establishing a culture of academic excellence, and connecting families and communities by informing, encouraging, and empowering all stakeholders. Respect and rapport are demonstrated daily through the interactions that unify teachers, students, and staff members alike. A culture of academic excellence is conveyed by having both teachers and students as active participants in the learning process through the modeling and demonstration of intended outcomes. Teachers aid students in understanding the importance of what they learn, the impact it will have on their education, and how to apply acquired knowledge and experiences in real-world situations through authentic scenarios. All teachers hold the same high standards for all students and support them in optimizing their academic threshold. Kelsey L. Pharr acknowledges the importance of family involvement and the significant role it plays in the academic success of all students. Kelsey L. Pharr utilizes the climate survey, Title I Parent Survey, and additional student/parent surveys to determine the effectiveness of the action plans created in order to create a culturally diverse environment.

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

Kelsey L. Pharr's main objective is to create culturally diverse environments where students feel safe to learn. The school ensures that there is continuous, thoughtful planning and cooperation between teachers. It is the school's focus to provide safe learning environments where bullying, harassment, and inappropriate behaviors will not be tolerated. Through cross-classroom sharing, teachers discuss and exchange strategies, resources, points of view, and ideas that support the main goal of nurturing and maintaining a network of culturally diverse classrooms where students feel safe to achieve their academic potential. Kelsey L. Pharr provides professional development to all staff members, which consequently improves student learning by preparing stakeholders in understanding and appreciating

all students, creating safe, orderly, and supportive learning environments, and holding high expectations for student academic achievement throughout the school.

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

The school-wide corrective action plan to reduce disruptive behavior is based on the guidelines established in the Code of Student Conduct. At Kelsey L. Pharr we will fully implement the Values Matter utilizing the Opening of Schools Implementation Guide. Kelsey's students will be recognized on a monthly basis to reinforce the importance of all values:
- August: Kick-off
- September: Respect
- October: Responsibility
- November: Citizenship
- December: Fairness
- January: Pursuit of Excellence
- February: Kindness
- March: Cooperation
- April: Honest
- May: Integrity
- June: Year in Review
At the beginning of each month, the teacher will instruct the students the expected positive behaviors of that particular month's core value and the appropriate behavior in each setting in the school. Students will be encouraged and rewarded for displaying model behavior by recognizing one student from each homeroom classroom teacher to participate in a continental breakfast. The attendees will be the Principal and/or Assistant Principal, the student's parents and the student.
Additionally, the following interventions will be employed by the teacher:
- Provide consistent consequences and rewards
- Conference with the student
- Re-direct behavior and re-teach expectations
- Communicate with parents (written and/or verbal)
- Conference with parents
- Establish and maintain behavior contracts and/ or progress reports
- Assign a written activity for students to write a reflection or an apology for a undesirable behavior
- Loss of privilege
Teachers that need additional assistance with classroom management will participate in professional development offered by the school and/or district. Teachers will also observe best practices of classroom management from colleagues. The school officer will also conduct classroom presentations for the students in order to promote continuous positive behavior.

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

Kelsey L. Pharr Elementary has a resident guidance school counselor that provides counseling to all students as needed. Specifically, the counselor routinely meets with the following groups of students:
- Students with counseling on their Individual Education Plan (IEP)
- Students failing a subject as per the progress report
- Students that have been retained
- Students with attendance issues
- Students referred by their teacher or other staff members
The counselor refers students to outside community agencies on an individual need basis, attends meetings with case workers and individual therapists throughout the year as needed, provides

monthly classroom presentations, and implements the Bullying Prevention Program. The counselor also oversees the Values Matter Initiative by providing resources and support for all classroom teachers.

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

Kelsey L. Pharr's Early Warning System (EWS) identifies the following students:
- Attendance below 90 percent
-One or more suspensions, whether in school or out of school
-Have failed two or more courses in any subject
-A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
The SLT reviews attendance reports, progress reports, grade reports, and state assessment results to target students exhibiting early warning signs.
EWS data is an integral part of the planning process. Kelsey L. Pharr Elementary strategically allocates
resources to develop intervention strategies that will address the various early warning indicators. Current data indicates that fifty-three students in grades kindergarten through fifth exhibited attendance below 90%. Additionally, currently zero students demonstrate one or more suspensions. Furthermore, forty-one students indicate a course failure in English Language Arts or Math. Lastly, seventy-seven students scored a 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	16	15	2	6	7	7	53
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	2	4	6	13	5	11	41
Level 1 on statewide assessment	2	15	22	0	9	29	77

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	15	6	6	7	7	43

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

Kelsey L. Pharr Elementary School has numerous interventions in place which address the EWS Indicators listed above. Attendance is monitored by the registrar and administration. Any student(s) that demonstrate repeated tardies or absences are visited by our Curriculum Involvement Specialist or Social Worker to ascertain the cause for the attendance issues. Additionally, the attendance committee schedules truancy meetings with the students' parents in order to improve student

attendance.

Kelsey L. Pharr will adhere to the District-wide initiative of zero outdoor suspensions and will implement and follow the School-Based alternatives to suspension plan.

Students who have been retained, achieved a Level 1 on statewide assessment, or are below proficiency based on the Class Report generated by the 2014-2015 iReady AP3 Diagnostic, are provided with daily sixty minutes of an intervention session during the school day. Students below proficiency levels in grades third and fourth participate in an Intensive Accelerated course in addition to the uninterrupted ninety minute English Language Arts block. Additionally, Kelsey L. Pharr offers a before

and after school tutorial program which provides additional support for English Language Learners in grades

third through fifth grade. The Literacy Leadership Team and the counselor meet with the relevant classroom teachers on a consistent basis to monitor the students' progress. The counselor works closely with the Community Involvement Specialist (CIS) to initiate home visits for students who have three or more unexcused

absences or excessive tardies. Additionally, the counselor meets regularly with retained students, students failing any subject, and students with a Level 1 on the 2014-2015 FSA Reading and/or Mathematics Tests to discuss their individual progress and strategies for increased student achievement.

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/191258.

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

Kelsey L. Pharr Elementary has fashioned a flourishing partnership with the local community. Kelsey L. Pharr's goal is to utilize the relationship it has forged with its community to support the school and help increase student achievement. At Kelsey L. Pharr, we realize there is no substitute for the impact a parent has when they involve themselves in their child's academic life. Therefore, we strongly encourage the parents of Kelsey L. Pharr to join the Parent Teacher Association (PTA).

This is accomplished by providing relevant, data-driven information on how much parents influence their children in a positive fashion when they are present in and out of school. Time is taken during the beginning of the school year to encourage parents to become active participants in the PTA. Open House serves as a great opportunity to make face-to-face contact with parents and invite them to various PTA sponsored activities such as: fund raisers, special event pictures, dances, and many more. These activities serve as a venue for Kelsey L. Pharr's community to meet and participate in social/educational school events that unify their relationship. Kelsey L. Pharr informs and maintains communication with

parents through various forms. Due to our diverse population, information is given to parents in English and Spanish through resources such as ConnectED, newsletters, and flyers.

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
Sampson, Carol	Principal
Alvarez, Dania	Assistant Principal
Reed-Turner, Sharon	Instructional Coach
Caldwell, Dawnedra	Instructional Coach
Morales, Ivan	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: Dr. Carol R. Sampson
Provides a common vision for the use of data-based decision-making, ensures that the school based team properly implements RtI, conducts assessments of RtI skills of school staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and actions with fidelity.
Assistant Principal: Ms. Dania Alvarez
Assists the principal in ensuring the school-based team implements RtI, conducts assessments of RtI skills of the staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and actions with fidelity.
Instructional Coaches Reading/ Mathematics: Ms. Sharon Reed-Turner and Ms. Dawnedra Caldwell
Assist in the development and evaluation of school core content standards/ programs. Assist in identifying systematic patterns of student needs while working with Office of Academic Transformation (OAT) and Curriculum Support Specialists (CSS) to appropriately identify and implement evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. They also provide classroom follow-up on best practices and use the coaching cycle to support teachers.
School Counselor: Ms. Deborah Simmons
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Social Worker: Marie Lourdes St. Fort
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. The school social worker will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional,

behavioral, and social success.
School Psychologist: Ms. Tisha Harper
Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
English for Speakers of Other Language (ESOL) Chairperson:
Media Specialist: Ms. Elena Goldberg
Oversees school-wide activities that promote literacy.
Student Services Personnel:
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 Response to Intervention (RTI) team meets monthly to analyze summative data, progress monitoring data, benchmark assessment data, and to make instructional decisions based on this data as appropriate. Team members provide updates on each school initiative they oversee. All aspects of school operations are discussed including budgetary matters which may impact student achievement.
Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted. The district coordinates with the Title II and Title III in ensuring staff development needs 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk"; assist in the design and implementation of 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 a Parent Program entitled "A Second Cup of Coffee", where parents attend monthly meetings to learn about the school's initiatives.
Title I, Part C- Migrant
Kelsey L. Pharr Elementary School provides services and support to migrant students and parents. The Community Involvement Specialist coordinates with Title I and other programs to conduct comprehensive needs assessment of migrant students to ensure the unique needs of migrant students are met.
Title I, Part D
District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.
Title II
The District uses supplemental funds for improving basic education as follows: (1) training to certify qualified mentors for the New Teacher (MINT) Program; (2) training for add-on endorsement programs, such as Reading, Gifted, ESOL; (3) training and observation release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Less Study Group implementation and protocols.

Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds requested for the 2015-2016 school year will be used for tutorial programs, coaching and mentoring ESOL and content areas teachers, professional development on best practices for ESOL and content area teachers, and reading and supplementary instructional materials.
Title VI, Part B - NA
Title X- Homeless
The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification enrollment, attendance, and transportation of homeless students.
The Homeless Liaison provides the school's registrars with training on procedures for enrolling homeless students and school counselors on the McKinney Vento Homeless Assistance Act – ensuring homeless children and youth are not to stigmatized, separated, segregated, or isolated in their status as homeless – and are provided with all entitlements.
Project Upstart leads a campaign which provides homeless sensitivity and awareness throughout all schools. Each school is provided a video and curriculum manual which assist in the implementation of goals. A contest is sponsored by the homeless trust – a community organization.
District Homeless Social Worker provides resources and social services referrals for students identified as homeless under the McKinney-Vento Act, eliminate barriers towards a free and appropriate education. The school counselor provides valuable resources such as clothing and school supplies.
Supplemental Academic Instruction (SAI)
Kelsey L. Pharr Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Educational Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for students documented as less than proficient readers (Level 1).
Violence Prevention Programs
Kelsey L. Pharr Elementary offers a non-violence and anti-drug program to students which incorporates field trips, counseling, community services, and on-site award recognition programs. Connect with Respect is the Miami Dade Public Schools (M-DCPS) anti-bullying and violence prevention program that provides five lessons per grade level in the areas of bullying and violence prevention.
Nutrition Programs
Kelsey L. Pharr adheres to and implements the nutrition requirements stated on the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage guidelines as adopted in the District Wellness Policies
Housing Programs - N/A
Head Start
Head Start programs are co-related in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.
Adult Education – N/A
Career and Technical Education
By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available to them, as well as developing a plan to acquire the skills necessary to take advantage of those opportunities.
Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide increased opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements through the acquisition of Ready to Work and other industry certifications.
Job Training – N/A
Other
Kelsey L. Pharr Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to parents to visit the resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Parental engagement/involvement is increased by encouraging parents to share their ideas with the school. The school's Title I School-Parent Compact; Title I Parental Involvement Plan; scheduling the Annual Title I Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements are adhered to. Parent needs and concerns are address through informal surveys, which are then analyzed to determine specific topics of discussion for upcoming workshops, Pare nt Academy Courses, etc. The surveys also inform the staff of time scheduling issues that parents may have, allowing the school to accommodate parents' schedules with flexible timing. This course of action impacts our goal of empowering parents and building their capacity for involvement.
Completed Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), will be submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are used to assist with revising our Title I parental documents for the approaching school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Carol Sampson	Principal
Jennifer Hawkes	Teacher
Sharon Cobb	Teacher
Dawnedra Caldwell	Teacher
Ivan Morales	Teacher
Sharon Reed-Turner	Teacher
Samuel Wims	Teacher
Miriam Trujillo	Education Support Employee
Yesenia Padilla	Parent
Ada Alvarez	Parent
Nelkis Hernandez	Parent
Gena Luna	Parent
Sharon Mack	Parent
Paola Chavez	Student
Lillian Dukes	Business/Community
Katherine Green	Business/Community
Andrew Wilcox	Business/Community

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

A meeting was held by the SAC committee of Kelsey L. Pharr Elementary to review the last year's school improvement plan. The members of the committee worked diligently to suggest recommendations which were noted and taken into consideration to make adjustments for the 2015-2016 School Improvement Plan (SIP). All recommendations were recorded and included in the Educational Excellence School Advisory Committee (EESAC) minutes log.

Development of this school improvement plan

To assist in the preparation of the 2015-2016 SIP, an EESAC meeting was scheduled to review the completed SIP End-of-Year 2014-2015 Review Forms. Recommendations made by members of both the grade levels and EESAC for the development of the 2015-2016 SIP were taken into consideration, recorded, and included in the EESAC minutes log.

Preparation of the school's annual budget and plan

The EESAC of Kelsey L. Pharr Elementary held a meeting to discuss the school's upcoming annual budget and plan. Members of the committee provided their suggestions and input on the individual budget items and plan. Both the budget and plan were voted on and approved.

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

School improvement funds are allocated for the purpose of improving student achievement and school performance through the careful development and implementation of the SIP. EESAC funds allocated last year were utilized for incentives. A total of $379.48 was used towards the purchase of trophies for te will be utilized to purchase student incentives and/or technology items in order to improve students academic achievement ($1,400).

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
Sampson, Carol	Principal
Alvarez, Dania	Assistant Principal
Reed-Turner, Sharon	Instructional Coach
Caldwell, Dawnedra	Instructional Coach
Morales, Ivan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Dr. Carol R. Sampson, Principal:
Provides a common vision for the use of data-based decision-making, ensures proper implementation

of
Reading/Language Arts intervention activities, ensures adequate professional development to support
initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.
Dania Alvarez, Assistant Principal:
Assists in cultivating the vision for the use of data-based decision-making, ensures proper implementation of Reading/Language Arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.
Sharon Reed-Turner, Reading Coach:
Provides professional development and classroom follow-up on best practices in Reading/LA, coordinates pull-out intervention activities, assists with benchmark assessments and progress monitoring
data.
Dawnedra Caldwell, Math Coach:
Provides support in implementing instructional strategies to incorporate literacy across the curriculum by
maintaining a journal and reading math related literature.
Ivan Morales, ESOL Chairperson:
Provides support in implementing instructional ESOL strategies to incorporate bilingual curriculum across all grade levels.
The LLT team meets bi-weekly to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members
provide updates on all literacy-based initiatives and interventions. Professional development needs and
outcomes are discussed. Follow-up classroom observation and co-teaching schedules are developed in
order for teachers to have guided practice on new instructional skills acquired.
Major initiatives of the LLT are to analyze data and develop school programs/activities that assist with raising student achievement in Reading/Language Arts (and related core subject areas). Examples include: Providing PD to teachers to increase rigor in classroom instruction, developing an intervention schedule in Reading and Writing, analyzing data to drive instruction, providing small group intervention activities for at-risk students, developing school-wide activities and initiatives to motivate reading at all grade levels.

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

Kelsey L. Pharr teachers meet with their respected subject coaches on a weekly basis to collaboratively plan for
instruction. During collaborative planning, teachers and coaches discuss topics teachers will introduce to their students on the following week, discourse effective instructional strategies, and share resources which may benefit all parties. Reading and Math coaches who attend Instructional Coaching Academies (ICA) meet with their respected grade level to disseminate information learned at their training. Additionally, teachers who attend professional developments participate in Professional Learning Communities (PLC) where they eagerly share valuable information learned at these academies. The PLC's afford teachers the opportunity to collaborate amongst each other with the focal point of improving student achievement through the use of newly acquired knowledge.

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

1.Site mentoring partnerships with veteran teachers.
2. Provide newly-acquired teachers with regular meetings with the principal.
3.Provide job-embedded professional development during faculty meetings, common planning and on teacher workdays.
4.Coaches will provide ongoing support by completing coaching cycles with teachers.
5.Provide opportunities for collaboration through Professional Learning Communities and Lesson Studies.
6. Elicit referrals from current employees and/or colleagues from other school sites.
Personnel Responsible
1.Administration, Instructional Coaches, RTI Leadership Team
2.Principal
3.Administration, Instructional Coaches
4.Administration, Instructional Coaches

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

Kelsey L. Pharr Elementary implements the MINT mentor training program for beginning teachers. This mentoring program rationale consists of pairing up the mentee with an effective teacher who has the knowledge to assist and mentor the beginning teacher throughout the school year. This will allows for professional growth for both teachers to meet and discuss effective techniques, observations and hands-on practice in the following areas: lesson planning; classroom management; classroom best practices. Teachers new to the school are paired with a "buddy partner" which helps them become accustom to the curriculum and instruction of the grade level.

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

Kelsey L. Pharr Elementary adheres to the the District pacing guides, its core instructional programs and materials are aligned to Florida's standards in Reading/Language Arts (LAFS) and Mathematics (MAFS). The curriculum for Science and Social Studies are aligned with the Next Generation Sunshine State Standards (NGSSS) as mandated by Florida's Department of Education. The benefit of implementing the pacing guide to lead teacher instruction is that it provides meticulous information on the instructional focus, objectives, and required instructional tools which should be addressed in class. In addition, the pacing guides dispenses a plethora of supplemental materials and educational websites which could be utilized to optimize student engagement and consequently student achievement.
The Leadership Team plays an integral role in ensuring that teachers follow the pacing guide and utilize it according to the district's mandates by conducting classroom observations and walk-throughs (i.e. reviewing lesson plans, examining student folders, attending grade level meetings, and discussing quarterly assessment data) that help paint an accurate picture of how effectively teachers implement the pacing guide. During that time, if any deficiencies or lack of progress is detected, the Leadership Team takes the necessary measures to correct it.

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

Data collected at the beginning of the school year from assessments such as: FAIR, Spelling Inventory, Oral Reading Fluency, Writing Pre/Post Test, Mathematics Topic Assessments and Science Baseline/Interims, are utilized to stratify students for the implementation of Differentiated Instruction. Students who scored in the lowest 50th percentile on the 2014-2015 Reading FSA and students who score below proficient on the i-Ready diagnostic test are supplemented with intervention during the day. Classroom teachers, along with the Reading Coach, will continue the ongoing process of analyzing current and incoming data to re-group students based on their diverse needs. Wonderworks intervention program will be provided to students who scores below 25 percent in Reading.

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

Strategy: Extended School Day

Minutes added to school year: 2,880

Tutoring programs taking place before school will provide students in grades K-5 with Reading Intervention and Enrichment. Those students consistently scoring below 25% on Reading and Math assessments will also be eligible to participate in the tutoring program.

Strategy Rationale

The purpose of this strategy is to provide an additional 60 minutes of instruction in Reading to all students based on their instructional level. The students are monitored consistently and are stratified based on their evolving academic needs and progress

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Alvarez, Dania, csampson@dadeschools.net

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

Progress Monitoring Probes through Easy CBM, FAIR probes, Saxon/Wonderworks Benchmark Assessments.

Strategy: After School Program

Minutes added to school year: 60

YWCA After Care (students in prekindergarten through fifth)

Strategy Rationale

This program is designed to assist the students with their home learning and build character/self-esteem activities.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Sampson, Carol, pr4401@dadeschools.net

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

Climate Survey/Student Survey/Parent Survey

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 Kelsey L. Pharr Elementary School by providing supplemental funds beyond the State of Florida funded SPED Pre-Kindergarten Program. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist by providing young children with a variety of meaningful learning experiences, in an environment that provides opportunities to create knowledge through initiatives shared with supportive adults.
At Kelsey L. Pharr Elementary School, all incoming kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are the Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation System (ECHOS), and Indicadores Dinamicos del Exito en la Lectura (IDEL). Screening data will be collected and aggregated prior to the month of October. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of individual students who may need intervention beyond core instruction. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided, and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for twenty minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.
Screening tools will be re-administered at mid-year and at the end of the year in order to determine student learning gains and to determine the need for modifications to the instructional and intervention programs.
For the upcoming year, Kelsey L. Pharr Elementary School will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-

school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with Kindergarten as well as receive information relative to the matriculation of students at the school. The principal will meet with the center directors of neighborhood centers. "Smooth Sailing" Kindergarten preparation brochures and other documents will be sent home to parents throughout the year. Additionally, the school will build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site pre-kindergarten teachers will come together with Kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

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

Kelsey L. Pharr Elementary School tries to partner and incorporate many career experiences for all students so that they can strive to continue their education. Some of the programs that are currently in place are: KAPOW for the 5th grade students which teaches students leadership and basic career skills that will be needed in the workforce; Positive Action provides all students character and self-esteem education which provides students the necessary tools needed to be successful in the real-world; Common Threads which provides students in grades 3-5 culinary skills in order for them to eventually enter a job in the food industry along with teaching them healthy habits; and finally The Education Fund Garden Grant provides all students the opportunity to cultivate fruits and vegetables and learn about agriculture and healthy eating habits.

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

Kelsey L. Pharr Elementary School tries to partner and incorporate many career experiences for all students so that they can strive to continue their education. Some of the programs that are currently in place are: KAPOW for the 5th grade students that teaches students leadership and basic career skills that will be needed in the workforce; Positive Action provides all students character and self-esteem education which provides the students' the necessary tools needed to be successful in the real-world; Common Threads which provides students in grades 3-5 culinary skills in order for them to eventually enter a job in the food industry along with teaching them healthy habits; and finally The Education Fund Garden Grant provides all students the opportunity to cultivate fruits and vegetables and learn about agriculture and healthy eating habits.

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	57.0
ELA/Reading Lowest 25% Gains	60.0
AMO Reading - African American	57.0
AMO Reading - SWD	57.0
AMO Reading - ED	57.0
AMO Math - African American	55.0
AMO Math - All Students	56.0
AMO Math - SWD	61.0
AMO Math - ED	56.0
FCAT 2.0 Science Proficiency	40.0
Math Lowest 25% Gains	60.0

Resources Available to Support the Goal `2`

- Curriculum Support Specialists
- OneDrive
- Accelerated Reader
- Imagine Learning
- Reflex Math
- Gizmos, NBC Learn,
- Student laptops
- Before school tutorial program
- Interventionists
- Reading Coach,
- iReady Diagnostic and Instruction
- Community Involvement Specialist
- Attendance Clerk/ Registrar
- School Counselor
- Attendance Committee
- myON Reader
- McGraw-Hill Leveled Readers
- FAIR Toolkit for Ongoing Progress Monitoring
- District Pacing Guides
- Brainpop
- Sciencesaurus

- Go Math! series

- Mathematics Coach

- Discovery Education

Targeted Barriers to Achieving the Goal 3

- Limited evidence of teachers utilizing data to drive instruction.

Plan to Monitor Progress Toward G1. 8

Analyse ongoing student data.

Person Responsible
Carol Sampson

Schedule
Quarterly, from 10/5/2015 to 6/8/2016

Evidence of Completion
Data reports, chapter 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

🔑 G073939

G1.B1 Limited evidence of teachers utilizing data to drive instruction. 2

🔑 B193103

G1.B1.S1 Plan small group instruction based on student instructional needs in grades kindergarten through second grade. 4

🔑 S204622

Strategy Rationale

Utilizing small group instruction is an effective approach for improving instruction and providing targeting students' individual needs.

Action Step 1 5

Facilitate professional development for K-2 teachers on systems and structures for Differentiated Instruction (DI).

Person Responsible

Sharon Reed-Turner

Schedule

Quarterly, from 9/24/2015 to 9/30/2015

Evidence of Completion

Sign-In Sheets, Agendas, Observations

Action Step 2 `5`

Facilitate Professional Development (PD) to kindergarten through second grade teachers on data analysis and grouping for DI.

Person Responsible

Sharon Reed-Turner

Schedule

Quarterly, from 9/30/2015 to 10/14/2015

Evidence of Completion

Sign-in sheets, agendas, observations

Action Step 3 `5`

Offer additional (optional) DI planning hour for kindergarten through second grade teachers.

Person Responsible

Sharon Reed-Turner

Schedule

On 1/13/2016

Evidence of Completion

Sign-in sheets, agendas, observations, DI lesson plans, coaching log/calendar

Action Step 4 `5`

Effectively plan and deliver appropriate DI lessons in Teacher Led Centers (TLC).

Person Responsible

Sharon Reed-Turner

Schedule

On 1/13/2016

Evidence of Completion

Observations, DI lesson plans

Action Step 5 5

Conduct coaching cycles on an as needed basis.

Person Responsible

Sharon Reed-Turner

Schedule

On 1/13/2016

Evidence of Completion

Coaching Log/Calendar

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

Conduct walkthroughs to monitor the effective implementation of DI in grades kindergarten through second.

Person Responsible

Carol Sampson

Schedule

On 1/13/2016

Evidence of Completion

Observation forms, feedback, lesson plans, student work samples

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

Conduct walkthroughs to ensure small group instruction is taking place.

Person Responsible

Carol Sampson

Schedule

Quarterly, from 10/22/2015 to 1/13/2016

Evidence of Completion

Observation forms, lesson plans, student work samples

G1.B1.S2 Effectively utilizing the Language Arts Florida Standards to deliver instruction in whole group in third through fifth grade. `4`

🔧 S204623

Strategy Rationale

Utilizing state mandated standards to drive instruction will provide our students with a world class education and will support students to become global learners.

Action Step 1 `5`

Unwrap standards weekly during collaborative planning.

Person Responsible

Sharon Reed-Turner

Schedule

Weekly, from 9/24/2015 to 1/13/2016

Evidence of Completion

Sign-in sheets, agendas, observations

Action Step 2 `5`

Develop Daily Learning Targets (DLT) during collaborative planning.

Person Responsible

Schedule

Weekly, from 9/24/2015 to 1/13/2016

Evidence of Completion

Sign-in sheets, agendas, observations, lesson plans

Action Step 3 `5`

Plan effectively for standard-based instruction. Including teachers answering Higher Order Thinking (HOT)/essential questions and using LAFS task cards and Item Specifications to increase awareness of grade-level expectations.

Person Responsible

Sharon Reed-Turner

Schedule

Weekly, from 9/24/2015 to 1/13/2016

Evidence of Completion

Sign-in sheets, agendas, observations, lesson plans

Action Step 4 `5`

Deliver rigorous lessons with a focus on grade-level standards.

Person Responsible

Sharon Reed-Turner

Schedule

Daily, from 9/28/2015 to 1/13/2016

Evidence of Completion

Lesson plans, observations

Action Step 5 `5`

Conduct coaching cycle on an as needed basis.

Person Responsible

Dawnedra Caldwell

Schedule

Weekly, from 9/24/2015 to 1/13/2016

Evidence of Completion

Coaching log/calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Conduct walk-throughs to ensure implementation of standard-based instruction in third through fifth grade.

Person Responsible

Carol Sampson

Schedule

Weekly, from 9/24/2015 to 1/13/2016

Evidence of Completion

Observational walkthroughs, feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Conduct walk-throughs and provide teachers with immediate feedback.

Person Responsible

Carol Sampson

Schedule

Weekly, from 9/28/2015 to 6/8/2016

Evidence of Completion

Observational walk-throughs, feedback

G1.B1.S3 Utilize iReady and chapter assessment data to identify the students' targeted level of remediation. `4`

S204624

Strategy Rationale

Utilizing data to drive instruction will allow teachers to provide more targeted and individualized instruction to mentor students to become capable thinkers and learners.

Action Step 1 `5`

Create an iReady Diagnostic AP1, AP2, and AP3 school-wide schedule.

Person Responsible

Dania Alvarez

Schedule

Triannually, from 9/7/2015 to 9/15/2015

Evidence of Completion

iReady Schedule

Action Step 2 `5`

Analyze iReady and chapter assessment data.

Person Responsible

Dawnedra Caldwell

Schedule

Weekly, from 10/9/2015 to 1/13/2016

Evidence of Completion

iReady reports, Gateway assessment reports

Action Step 3 5

Conduct data analysis meetings.

Person Responsible

Dania Alvarez

Schedule

Triannually, from 10/9/2015 to 10/30/2015

Evidence of Completion

Sign-in sheets

Action Step 4 5

Group students according to their instructional level.

Person Responsible

Dawnedra Caldwell

Schedule

Weekly, from 10/9/2015 to 1/13/2016

Evidence of Completion

DI groups, remediation resources

Action Step 5 5

Provide support to selected teachers through a focused coaching cycle.

Person Responsible

Dawnedra Caldwell

Schedule

Weekly, from 9/24/2015 to 1/13/2016

Evidence of Completion

Coaching cycle log/calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Conduct walk-throughs to ensure appropriate delivery of DI.

Person Responsible

Schedule

Weekly, from 9/24/2015 to 1/13/2016

Evidence of Completion

Observation forms, lesson plans, student work samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Conduct classroom walk-throughs to monitor the effective use of data.

Person Responsible

Carol Sampson

Schedule

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

Evidence of Completion

Lesson plans, observation form, student work samples

G1.B1.S4 Provide rigorous explicit standard-based instruction and specific instructional strategies. 4

S204625

Strategy Rationale

Utilizing rigorous explicit standard-based instruction is an effective approach for improving instruction and providing students with instructional strategies to become capable thinkers and learners.

Action Step 1　5

Provide PD on explicit instruction.

Person Responsible

Dawnedra Caldwell

Schedule

Weekly, from 9/24/2015 to 10/7/2015

Evidence of Completion

Instructional framework, sign-in sheets

Action Step 2　5

Provide PD on the utilization of manipulatives.

Person Responsible

Dawnedra Caldwell

Schedule

Weekly, from 9/24/2015 to 10/14/2015

Evidence of Completion

Sign-in sheets, utilization of manipulatives within whole group and DI

Action Step 3 5

Provide consistent backwards planning with a focus on planning for the effective delivery of the "I Do" in order to students for the independent practice of word problems.

Person Responsible

Dania Alvarez

Schedule

On 1/13/2016

Evidence of Completion

Evidence of backward planning to the facilitation of explicit instruction within the gradual release model of responsibility framework, sign-in sheets

Action Step 4 5

Group students according to their instructional level.

Person Responsible

Dawnedra Caldwell

Schedule

Daily, from 10/9/2015 to 1/13/2016

Evidence of Completion

DI groups, remediation resources

Action Step 5 5

Provide support to selected teachers through a focused coaching cycle.

Person Responsible

Dawnedra Caldwell

Schedule

Weekly, from 9/24/2015 to 1/13/2016

Evidence of Completion

Coaching cycle log/calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Conduct walk-throughs to ensure the facilitation of explicit instruction within the instructional
framework.

Person Responsible

Schedule

Weekly, from 9/24/2015 to 1/13/2016

Evidence of Completion

Observation forms

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Conduct classroom walk-throughs to monitor explicit instruction.

Person Responsible

Dania Alvarez

Schedule

Weekly, from 9/24/2015 to 9/24/2015

Evidence of Completion

Lesson plans, observation form, student work samples

G1.B1.S5 Strategically plan for science instruction by identifying resources and lessons aligned to the standards. 4

Strategy Rationale

🔑 S204626

Utilizing state mandated standards to drive instruction will provide our students with a world class education and will support students to become global learners.

Action Step 1 5

Facilitate PD for teachers focusing on planning instruction that aligned to the standards.

Person Responsible

Dania Alvarez

Schedule

On 10/7/2015

Evidence of Completion

Agenda, sign-in sheets

Action Step 2 5

Facilitate a PD for teachers focusing utilizing journals for DI.

Person Responsible

Dania Alvarez

Schedule

Weekly, from 9/24/2015 to 10/28/2015

Evidence of Completion

Agenda, sign-in sheets

Action Step 3 5

Identify common planning time for kindergarten through fifth grade.

Person Responsible

Dania Alvarez

Schedule

Monthly, from 10/9/2015 to 1/13/2016

Evidence of Completion

Evidence of backward planning to the facilitation of explicit instruction within the gradual release model of responsibility framework, sign-in sheets

Action Step 4 5

Plan how to scaffold instruction to reach all students in grades third through fifth grade.

Person Responsible

Dania Alvarez

Schedule

Daily, from 10/9/2015 to 1/13/2016

Evidence of Completion

DI groups, remediation resources

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Conduct walk-throughs to ensure the instruction is aligned to standards.

Person Responsible

Dania Alvarez

Schedule

Weekly, from 9/24/2015 to 1/13/2016

Evidence of Completion

Walk-throughs utilizing curriculum corner

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

Conduct classroom walk-throughs to monitor standard-based instruction.

Person Responsible

Dania Alvarez

Schedule

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

Evidence of Completion

Lesson plans, observation form, 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	Facilitate professional development for K-2 teachers on systems and structures for Differentiated Instruction (DI).	Reed-Turner, Sharon	9/24/2015	Sign-In Sheets, Agendas, Observations	9/30/2015 quarterly
G1.B1.S2.A1	Unwrap standards weekly during collaborative planning.	Reed-Turner, Sharon	9/24/2015	Sign-in sheets, agendas, observations	1/13/2016 weekly
G1.B1.S3.A1	Create an iReady Diagnostic AP1, AP2, and AP3 school-wide schedule.	Alvarez, Dania	9/7/2015	iReady Schedule	9/15/2015 triannually
G1.B1.S4.A1	Provide PD on explicit instruction.	Caldwell, Dawnedra	9/24/2015	Instructional framework, sign-in sheets	10/7/2015 weekly
G1.B1.S5.A1	Facilitate PD for teachers focusing on planning instruction that aligned to the standards.	Alvarez, Dania	10/7/2015	Agenda, sign-in sheets	10/7/2015 one-time
G1.B1.S1.A2	Facilitate Professional Development (PD) to kindergarten through second grade teachers on data analysis and grouping for DI.	Reed-Turner, Sharon	9/30/2015	Sign-in sheets, agendas, observations	10/14/2015 quarterly
G1.B1.S2.A2	Develop Daily Learning Targets (DLT) during collaborative planning.		9/24/2015	Sign-in sheets, agendas, observations, lesson plans	1/13/2016 weekly
G1.B1.S3.A2	Analyze iReady and chapter assessment data.	Caldwell, Dawnedra	10/9/2015	iReady reports, Gateway assessment reports	1/13/2016 weekly
G1.B1.S4.A2	Provide PD on the utilization of manipulatives.	Caldwell, Dawnedra	9/24/2015	Sign-in sheets, utilization of manipulatives within whole group and DI	10/14/2015 weekly
G1.B1.S5.A2	Facilitate a PD for teachers focusing utilizing journals for DI.	Alvarez, Dania	9/24/2015	Agenda, sign-in sheets	10/28/2015 weekly
G1.B1.S1.A3	Offer additional (optional) DI planning hour for kindergarten through second grade teachers.	Reed-Turner, Sharon	10/6/2015	Sign-in sheets, agendas, observations, DI lesson plans, coaching log/calendar	1/13/2016 one-time
G1.B1.S2.A3	Plan effectively for standard-based instruction. Including teachers answering Higher Order Thinking (HOT)/essential questions and using LAFS task cards and Item Specifications to increase awareness of grade-level expectations.	Reed-Turner, Sharon	9/24/2015	Sign-in sheets, agendas, observations, lesson plans	1/13/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A3	Conduct data analysis meetings.	Alvarez, Dania	10/9/2015	Sign-in sheets	10/30/2015 triannually
G1.B1.S4.A3	Provide consistent backwards planning with a focus on planning for the effective delivery of the "I Do" in order to students for the independent practice of word problems.	Alvarez, Dania	10/9/2015	Evidence of backward planning to the facilitation of explicit instruction within the gradual release model of responsibility framework, sign-in sheets	1/13/2016 one-time
G1.B1.S5.A3	Identify common planning time for kindergarten through fifth grade.	Alvarez, Dania	10/9/2015	Evidence of backward planning to the facilitation of explicit instruction within the gradual release model of responsibility framework, sign-in sheets	1/13/2016 monthly
G1.B1.S1.A4	Effectively plan and deliver appropriate DI lessons in Teacher Led Centers (TLC).	Reed-Turner, Sharon	10/21/2015	Observations, DI lesson plans	1/13/2016 one-time
G1.B1.S2.A4	Deliver rigorous lessons with a focus on grade-level standards.	Reed-Turner, Sharon	9/28/2015	Lesson plans, observations	1/13/2016 daily
G1.B1.S3.A4	Group students according to their instructional level.	Caldwell, Dawnedra	10/9/2015	DI groups, remediation resources	1/13/2016 weekly
G1.B1.S4.A4	Group students according to their instructional level.	Caldwell, Dawnedra	10/9/2015	DI groups, remediation resources	1/13/2016 daily
G1.B1.S5.A4	Plan how to scaffold instruction to reach all students in grades third through fifth grade.	Alvarez, Dania	10/9/2015	DI groups, remediation resources	1/13/2016 daily
G1.B1.S1.A5	Conduct coaching cycles on an as needed basis.	Reed-Turner, Sharon	9/24/2015	Coaching Log/Calendar	1/13/2016 one-time
G1.B1.S2.A5	Conduct coaching cycle on an as needed basis.	Caldwell, Dawnedra	9/24/2015	Coaching log/calendar	1/13/2016 weekly
G1.B1.S3.A5	Provide support to selected teachers through a focused coaching cycle.	Caldwell, Dawnedra	9/24/2015	Coaching cycle log/calendar	1/13/2016 weekly
G1.B1.S4.A5	Provide support to selected teachers through a focused coaching cycle.	Caldwell, Dawnedra	9/24/2015	Coaching cycle log/calendar	1/13/2016 weekly
G1.MA1	Analyse ongoing student data.	Sampson, Carol	10/5/2015	Data reports, chapter assessments	6/8/2016 quarterly
G1.B1.S1.MA1	Conduct walkthroughs to ensure small group instruction is taking place.	Sampson, Carol	10/22/2015	Observation forms, lesson plans, student work samples	1/13/2016 quarterly
G1.B1.S1.MA1	Conduct walkthroughs to monitor the effective implementation of DI in grades kindergarten through second.	Sampson, Carol	9/14/2015	Observation forms, feedback, lesson plans, student work samples	1/13/2016 one-time
G1.B1.S2.MA1	Conduct walk-throughs and provide teachers with immediate feedback.	Sampson, Carol	9/28/2015	Observational walk-throughs, feedback	6/8/2016 weekly
G1.B1.S2.MA1	Conduct walk-throughs to ensure implementation of standard-based instruction in third through fifth grade.	Sampson, Carol	9/24/2015	Observational walkthroughs, feedback	1/13/2016 weekly
G1.B1.S3.MA1	Conduct classroom walk-throughs to monitor the effective use of data.	Sampson, Carol	9/24/2015	Lesson plans, observation form, student work samples	6/8/2016 weekly
G1.B1.S3.MA1	Conduct walk-throughs to ensure appropriate delivery of DI.		9/24/2015	Observation forms, lesson plans, student work samples	1/13/2016 weekly
G1.B1.S4.MA1	Conduct classroom walk-throughs to monitor explicit instruction.	Alvarez, Dania	9/24/2015	Lesson plans, observation form, student work samples	9/24/2015 weekly
G1.B1.S4.MA1	Conduct walk-throughs to ensure the facilitation of explicit instruction within the instructional framework.		9/24/2015	Observation forms	1/13/2016 weekly
G1.B1.S5.MA1	Conduct classroom walk-throughs to monitor standard-based instruction.	Alvarez, Dania	9/24/2015	Lesson plans, observation form, student work samples	6/8/2016 weekly
G1.B1.S5.MA1	Conduct walk-throughs to ensure the instruction is aligned to standards.	Alvarez, Dania	9/24/2015	Walk-throughs utilizing curriculum corner	1/13/2016 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 Limited evidence of teachers utilizing data to drive instruction.

G1.B1.S1 Plan small group instruction based on student instructional needs in grades kindergarten through second grade.

PD Opportunity 1

Facilitate Professional Development (PD) to kindergarten through second grade teachers on data analysis and grouping for DI.

Facilitator

Reed-Turner, Sharon

Participants

Reading/Language Arts Teachers

Schedule

Quarterly, from 9/30/2015 to 10/14/2015

G1.B1.S4 Provide rigorous explicit standard-based instruction and specific instructional strategies.

PD Opportunity 1

Provide PD on explicit instruction.

Facilitator

Sharletta Rawls, Mathematics Curriculum Support Specialist (CSS)

Participants

All mathematics teachers

Schedule

Weekly, from 9/24/2015 to 10/7/2015

PD Opportunity 2

Provide PD on the utilization of manipulatives.

Facilitator

Sharletta Rawls, Mathematics CSS

Participants

All mathematics teachers

Schedule

Weekly, from 9/24/2015 to 10/14/2015

G1.B1.S5 Strategically plan for science instruction by identifying resources and lessons aligned to the standards.

PD Opportunity 1

Facilitate PD for teachers focusing on planning instruction that aligned to the standards.

Facilitator

Maria Raquel Rodriguez, Science Curriculum Support Specialist (CSS)

Participants

All science teachers

Schedule

On 10/7/2015

PD Opportunity 2

Facilitate a PD for teachers focusing utilizing journals for DI.

Facilitator

Maria Raquel Rodriguez, Science CSS

Participants

All science teachers

Schedule

Weekly, from 9/24/2015 to 10/28/2015

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	Facilitate professional development for K-2 teachers on systems and structures for Differentiated Instruction (DI).	$0.00
2	G1.B1.S1.A2	Facilitate Professional Development (PD) to kindergarten through second grade teachers on data analysis and grouping for DI.	$0.00
3	G1.B1.S1.A3	Offer additional (optional) DI planning hour for kindergarten through second grade teachers.	$0.00
4	G1.B1.S1.A4	Effectively plan and deliver appropriate DI lessons in Teacher Led Centers (TLC).	$0.00
5	G1.B1.S1.A5	Conduct coaching cycles on an as needed basis.	$0.00
6	G1.B1.S2.A1	Unwrap standards weekly during collaborative planning.	$0.00
7	G1.B1.S2.A2	Develop Daily Learning Targets (DLT) during collaborative planning.	$0.00
8	G1.B1.S2.A3	Plan effectively for standard-based instruction. Including teachers answering Higher Order Thinking (HOT)/essential questions and using LAFS task cards and Item Specifications to increase awareness of grade-level expectations.	$0.00
9	G1.B1.S2.A4	Deliver rigorous lessons with a focus on grade-level standards.	$0.00
10	G1.B1.S2.A5	Conduct coaching cycle on an as needed basis.	$0.00
11	G1.B1.S3.A1	Create an iReady Diagnostic AP1, AP2, and AP3 school-wide schedule.	$0.00
12	G1.B1.S3.A2	Analyze iReady and chapter assessment data.	$0.00
13	G1.B1.S3.A3	Conduct data analysis meetings.	$0.00
14	G1.B1.S3.A4	Group students according to their instructional level.	$0.00
15	G1.B1.S3.A5	Provide support to selected teachers through a focused coaching cycle.	$0.00
16	G1.B1.S4.A1	Provide PD on explicit instruction.	$0.00
17	G1.B1.S4.A2	Provide PD on the utilization of manipulatives.	$0.00
18	G1.B1.S4.A3	Provide consistent backwards planning with a focus on planning for the effective delivery of the "I Do" in order to students for the independent practice of word problems.	$0.00
19	G1.B1.S4.A4	Group students according to their instructional level.	$0.00
20	G1.B1.S4.A5	Provide support to selected teachers through a focused coaching cycle.	$0.00
21	G1.B1.S5.A1	Facilitate PD for teachers focusing on planning instruction that aligned to the standards.	$0.00
22	G1.B1.S5.A2	Facilitate a PD for teachers focusing utilizing journals for DI.	$0.00
23	G1.B1.S5.A3	Identify common planning time for kindergarten through fifth grade.	$0.00

Budget Data

24	G1.B1.S5.A4	Plan how to scaffold instruction to reach all students in grades third through fifth grade.	$0.00
		Total:	$0.00