

Miami-Dade County Public Schools

Paul Laurence Dunbar K 8 Center



2015-16 School Improvement Plan

Paul Laurence Dunbar K 8 Center

505 NW 20TH ST, Miami, FL 33127

<http://dunbarel.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	100%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
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

Paul Laurence Dunbar K-8 Center prepares students with a comprehensive plan that will enhance their academic performance to ensure they succeed at or above grade level in elementary and beyond.

Provide the school's vision statement

Paul Laurence Dunbar K-8 Center will develop all students to become lifelong learners, productive citizens, and contributors to society regardless of their background and socioeconomic status with the assistance of parents and the community.

School Environment

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

At Paul L. Dunbar K-8 Center, students' cultures are valued. The school fosters relationships between teachers, students and the community. Parents and families are invited to participate in variety of schoolwide events such as parent/teacher night, Reading Under the Stars, poetry night, PTA events, field trips and in-house assemblies. Students are provided the opportunity to participate in extra curriculum activities such as student government, patrols science club.

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

At Paul L. Dunbar K-8 Center students' safety is a priority. Security monitors are located throughout the school building before, during and after school hours. There is a full time counselor that conducts student seminars on bullying, getting along, dealing with test taking anxiety and other issues of importance to our students. There is a school-wide discipline plan to ensure that students are treated fairly and consequences are consistent 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

At Paul L. Dunbar K-8 Center there is a school-wide discipline plan in place. Teachers and students from Kindergarten through eighth grade are informed of the school-wide discipline plan which is composed of both rewards and consequences. Students have clear behavioral expectations on how to conduct themselves in the classrooms, hallways, cafeteria, media center, etc. The school incentive committee meets quarterly to review and revise the plan as needed.

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

Paul L. Dunbar K-8 Center ensures that the social-emotional needs of students are being met by conducting structured activities such as individual counseling, group counseling, and classroom seminars. These activities promote positive mental health which contributes to the development of

skills that enable students to make appropriate decisions that lead to academic success. The school counselor also provides parents with needed information to seek assistance from outside agencies.

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

At Paul L. Dunbar K-8 Center there are several warning systems in place to ensure that students' needs are met. Attendance reports are monitored on a daily basis and an attendance review committee has been established to monitor students' attendance and tardiness. Administration and counselor generate grade book reports identifying failing students and provide them with assistance. Students scoring level 1 on statewide assessments in English Language Arts or mathematics are placed in interventions with on-going progress monitoring.

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	6	7	8	
Attendance below 90 percent	15	11	9	4	8	5	5	0	2	59
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	10	5	6	5	19	7	0	0	53
Level 1 on statewide assessment	2	17	14	0	12	26	3	24	5	103

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

At Paul L. Dunbar K-8 Center students with two or more early warning indicators are monitored throughout the school year. Students scoring level 1 are placed in interventions for both English Language Arts and mathematics. Students also receive morning and afternoon tutorial. Communication between students, teachers and parents are established via conferences to ensure students are making progress.

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/195952>.

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

At Paul L. Dunbar K-8 Center administrators, teachers, and parents are active participants in attaining community partners. Community leaders and agencies are invited to attend School Advisory Council (SAC) meeting, Open House and schoolwide events. Current community leaders such as the State Attorney's Office serve as mentors, reading partners and support schoolwide activities. Community partners such as the Miami Heat Academy sponsor field trips, morning and afternoon tutoring and supplemental materials. The Overtown Youth Center has partnered with the school and works on a daily basis mentoring and helping second through eighth grade students.

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
Lewis, Ann	Principal
DeArmas, Maria	Assistant Principal
Torres, Marta	Instructional Coach
Parasram, Ria	Psychologist
Williams, Corinthia	Guidance Counselor
Alcindor, Pierre	Attendance/Social Work
Johnson, Kimberly	Teacher, K-12
Roman, Ramon	Teacher, K-12
Escandell, Lourdes	Teacher, ESE
West, Betty	Teacher, K-12
Hinson, Deedee	Instructional Coach
Beckham, Necole	Instructional Coach

Duties

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

At Paul L. Dunbar K-8 Center the purpose of the School Leadership Team (SLT) is to help guide schoolwide decisions with the goal of increasing overall student achievement and meeting the needs set forth by the School Improvement Plan (SIP). The SLT ensures a focus on learning and continuous improvement. The SLT ensures that the school mission, vision and core values are being promoted by the faculty, students, parents and community members. The SLT uses various sources of data to facilitate decision making and to support the goals of the School Improvement Plan.

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

At Paul L. Dunbar K-8 Center the Leadership Team sets goals and monitor academic and behavioral data to evaluate progress towards set goals. The team uses the four step problem solving process as the basis for goal setting, planning, and program evaluation that focus on increasing student achievement or behavioral success. The Team gathers and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. The Team ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather on-going progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making process at the school site. Instructional coaches identify systematic patterns of student need while working with district/school personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk," assist in the design and delivery of professional development; provide support for assessment and implementation monitoring. Parents participate in the design of the school's Parent Involvement Plan (PIP), the school improvement process and the life of the school and the Title I annual parent meeting at the beginning of the school year.

Title I, Part C- Migrant

Paul Laurence Dunbar K-8 Center provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique need of migrant students are met.

Title II

The District uses supplemental funds for improving basic education as follows: Training to certify qualified mentors for the New Teacher Program (MINT); Training for add-on endorsement programs, such as Reading, Gifted, ESOL; Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and recently arrived immigrant children and youth by providing funds to implement morning tutorial program, parent outreach activities through the Bilingual Parent Outreach Program and coaching and mentoring for ESOL and content area teachers

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a

student as homeless. The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Guidance counselor will serve as the School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ann Lewis	Principal
Kimberly Johnson	Teacher
Ramon Roman	Teacher
Susan Stern	Teacher
Betty West	Teacher
Tina Brown	Business/Community
Deon Williams	Education Support Employee
Mary Wallace	Parent
Deedee Hinson	Teacher
Mya Mitchell	Student
Melvin Mitchell	Parent
Roberto Wilcox	Business/Community
Kattie Lewis	Parent
Shronda Seay	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

During the 2014-2015 school year the School Advisory Council met on a needed basis with teachers, parents, students and community leaders to make decisions that affected instruction and delivery of programs at the school. The SAC discussed and evaluated the strategies listed on the School Improvement Plan. The SAC insured that the School Improvement Plan was a live document by reviewing in, revising it and ensuring that stakeholders adhere to the goals and action steps listed on the plan. The SAC also made decisions on how funds were allocated at the school ensuring that it benefit the entire student body.

Development of this school improvement plan

The School Advisory Council is an active participant in the creation and revision of the School Improvement Plan. The SAC meets on a monthly basis to analyze data and strategies that are working within the school. The SAC advises and makes revisions in the School Improvement Plan making the SIP a living document.

Preparation of the school's annual budget and plan

The School Advisory Council reviews the annual budget and discusses ways to allocate funds. Funds are allocated based on immediate needs that benefit all students.

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

The School Advisory Council decided to allocated funds to purchase supplemental materials to support tier 2 and tier 3 as indentified by i-Ready diagnostics (\$1500). Funds were also allocated for incentives such as for student of the month, honor roll assemblies, Accelerated Reader celebrations, and interim assessment celebrations (\$300).

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
Lewis, Ann	Principal
DeArmas, Maria	Assistant Principal
Beckham, Necole	Teacher, K-12
Johnson, Kimberly	Teacher, K-12
Escandell, Lourdes	Teacher, K-12
Roman, Ramon	Teacher, K-12
West, Betty	Teacher, K-12
Hinson, Deedee	Instructional Coach
Victor, Seres	Teacher, K-12

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

The Literacy Leadership Team (LLT) promotes literacy by conducting schoolwide activities such as Reading Under the Stars, Literacy Parade Day, Dr. Seuss Day, Poetry Night and authors day. Accelerated Reader is implemented consistently throughout the school year with incentives, rewards and celebrations. The support of the implementation of the Florida's State Standards will continye to be a major initiative of the school based Literacy Leadership Team. The LLT committee will continue the following actions to support the implementation of the Florida's State Standards this year: engage in peer coaching, conduct professional development throughout the year, attend regional and district professional development, utilize research based strategies to support instructional delivery, model lessons, and identify additional resources to improve instructional practices.

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

At Paul L. Dunbar K-8 Center teachers, instructional leaders and administrators work together to ensure that students are provided with a comprehensive curriculum. Teachers and instructional leaders meet on a weekly basis to collaborate on lesson plans, effective teaching strategies and rigorous activities that

are aligned to standards. Instructional leaders support teachers at Dunbar by modeling and conducting coaching cycles. Teachers will participate in Professional Learning Communities where they will share best practices.

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

Administration pairs incoming teachers with veteran teachers in order to provide mentoring and support. Additionally, the leadership team provides support through grade level, Collaborative planning weekly meetings, professional development and through the coaching cycle.

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

Newly hired teachers will participate in the District's Mentoring and Induction for New Teachers (MINT). Through MINT newly hired teachers will received a certified-based mentor. Newly hired teachers will meet on a regular basis with the principal and attend on-going professional development. The mentor and the academic coaches will meet weekly to discuss evidence-based strategies for differentiated instruction, grouping mechanisms, effective planning, Florida's State Standards, and progress monitoring that will enhance the instructional delivery across the curriculum.

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

At Paul L. Dunbar K-8 Center the instructional program and materials are aligned to the Florida Standards. District pacing guides and Florida's Items Specification are used for instructional focus. District adopted instructional books and materials are also being used by the school. The school ensures to purchase supplemental materials that are aligned with the Florida 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

At Paul L. Dunbar K-8 Center students are provided with differentiated instruction in the core subject areas based on initial assessments such as i-Ready, District Assessments, and Topic tests. Students interim and weekly assessments data is analyzed and instruction is differentiated to meet student's specific needs.

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: 60

Paul L. Dunbar K-8 Center provides students with research-based activities to increase the quality of learning such as: before school math tutoring sponsored by the Miami Heat Academy, afterschool reading tutoring sponsored by the Miami Heat Academy and afterschool science enrichment program. Teachers are allotted time to collaborate and plan weekly activities.

Strategy Rationale

To challenges students and maintain their proficiency status.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lewis, Ann, pr1441@dadeschools.net

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

Students participate in a pre/post assessment as well as bi-weekly assessments. The data is analyzed by teachers and students instruction is adjusted accordingly.

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 a give them opportunities to create knowledge through initiative shared with supportive adults. Pre-K and Head Start students participate in the administration of the statewide kindergarten screening tool to determine their readiness for Kindergarten. The data from this screening is analyzed and used for placement.

Establish the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school Pre-Kindergarten and Head Start 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 also meet with the center directors of neighborhood centers.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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

G073947

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	18.0

Resources Available to Support the Goal 2

- Collaborative Planning, Wonders, District Curriculum Support Specialist, Instructional Coaches, Lesson Plan Template, Professional Development, Model Classroom, Webb's Depth of Knowledge, Items Specifications

Targeted Barriers to Achieving the Goal 3

- Teachers need opportunities to develop rigorous lessons and need professional development in specific strategies to increase the level of rigor during differentiated instruction.

Plan to Monitor Progress Toward G1. 8

On-going monitoring of the implementation of research based instructional strategies through assessing student progress, classroom walkthroughs, and collaborative planning with teachers.

Person Responsible

Necole Beckham

Schedule

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

Evidence of Completion

Increase in performance data

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**

 G073947

G1.B1 Teachers need opportunities to develop rigorous lessons and need professional development in specific strategies to increase the level of rigor during differentiated instruction. **2**

 B193125

G1.B1.S1 Provide teachers with collaborative learning opportunities and professional development in developing lesson plans that are in-dept and aligned to the Florida Standards. **4**

 S204640

Strategy Rationale

If teachers effectively collaborate and develop in depth lesson plans, then the quality of instruction and student achievement will increase.

Action Step 1 **5**

Conduct Collaborative planning sessions focusing on incorporating rigorous questions and activities for differentiated instruction.

Person Responsible

Necole Beckham

Schedule

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

Evidence of Completion

Lesson Plans, Agendas, Sign-In Sheets, Administrative Walkthroughs, Observations, Assessments

Action Step 2 5

Provide professional development opportunity on incorporating higher order questions and activities.

Person Responsible

Necole Beckham

Schedule

On 6/9/2016

Evidence of Completion

Lesson Plans and Activities, Agendas, Sign-in Sheets, Administrative Walkthroughs, Observations

Action Step 3 5

Model how to incorporate Higher Order Thinking questions and activities within the lesson.

Person Responsible

Necole Beckham

Schedule

On 6/9/2016

Evidence of Completion

Lesson Plans and Activities, Coaches' Logs, Student Work Products, Administrative Walkthroughs, Observations

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

Observation through the coaching cycle and administrative walkthroughs

Person Responsible

Necole Beckham

Schedule

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

Evidence of Completion

Weekly lesson Plans, Common Planning Agendas, Sign-in Sheets, Student Work

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

Daily walk-throughs will be conducted focusing on delivery of rigorous lessons and differentiated instruction.

Person Responsible

Ann Lewis

Schedule

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

Evidence of Completion

Lessons plans, Students' Activities, Student Work Products

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

The Leadership Team will analyze performance data.

Person Responsible

Ann Lewis

Schedule

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

Evidence of Completion

Increase in Performance Data

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	Conduct Collaborative planning sessions focusing on incorporating rigorous questions and activities for differentiated instruction.	Beckham, Necole	8/24/2015	Lesson Plans, Agendas, Sign-In Sheets, Administrative Walkthroughs, Observations, Assessments	6/9/2016 weekly
G1.B1.S1.A2	Provide professional development opportunity on incorporating higher order questions and activities.	Beckham, Necole	8/24/2015	Lesson Plans and Activities, Agendas, Sign-in Sheets, Administrative Walkthroughs, Observations	6/9/2016 one-time
G1.B1.S1.A3	Model how to incorporate Higher Order Thinking questions and activities within the lesson.	Beckham, Necole	8/24/2015	Lesson Plans and Activities, Coaches' Logs, Student Work Products, Administrative Walkthroughs, Observations	6/9/2016 one-time
G1.MA1	On-going monitoring of the implementation of research based instructional strategies through assessing student progress, classroom walkthroughs, and collaborative planning with teachers.	Beckham, Necole	8/24/2015	Increase in performance data	12/18/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Daily walk-throughs will be conducted focusing on delivery of rigorous lessons and differentiated instruction.	Lewis, Ann	8/24/2015	Lessons plans, Students' Activities, Student Work Products	6/9/2016 weekly
G1.B1.S1.MA3	The Leadership Team will analyze performance data.	Lewis, Ann	8/24/2015	Increase in Performance Data	6/9/2016 monthly
G1.B1.S1.MA1	Observation through the coaching cycle and administrative walkthroughs	Beckham, Necole	8/24/2015	Weekly lesson Plans, Common Planning Agendas, Sign-in Sheets, Student Work	6/9/2016 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.

Technical Assistance Items

Technical Assistance 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 Teachers need opportunities to develop rigorous lessons and need professional development in specific strategies to increase the level of rigor during differentiated instruction.

G1.B1.S1 Provide teachers with collaborative learning opportunities and professional development in developing lesson plans that are in-dept and aligned to the Florida Standards.

PD Opportunity 1

Provide professional development opportunity on incorporating higher order questions and activities.

Facilitator

Necole Beckham, Deedee Hinson, Marta Torres, Richelene Joseph

Participants

Kindergarten through Eighth grade classroom teachers

Schedule

On 6/9/2016

Budget

Budget Data

1	G1.B1.S1.A1	Conduct Collaborative planning sessions focusing on incorporating rigorous questions and activities for differentiated instruction.	\$0.00
2	G1.B1.S1.A2	Provide professional development opportunity on incorporating higher order questions and activities.	\$0.00
3	G1.B1.S1.A3	Model how to incorporate Higher Order Thinking questions and activities within the lesson.	\$0.00
Total:			\$0.00