

Miami-Dade County Public Schools

# Golden Glades Elementary School



2015-16 School Improvement Plan

## Golden Glades Elementary School

16520 NW 28TH AVE, Opa Locka, FL 33054

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	99%

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

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	F*	F	D	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>.

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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
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our mission is to provide an environment where all students can learn, achieve, and develop confidence to meet the challenges of a changing and complex society. It is our goal to prepare students to succeed in a global society by providing a personalized and rigorous curriculum through excellence in teaching.

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

Golden Glades Elementary is dedicated to providing a rigorous educational experience to a diverse community where all students are expected to succeed as innovative thinkers. Our vision, as a community, is to cultivate character and foster life-long learning through a challenging educational experience in a safe environment.

#### School Environment

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

At our school, teachers are encouraged to establish positive relationships with their students by communicating with them and properly providing feedback to them. Having established a positive relationship with students encourage students to seek education and be enthusiastic about attending school daily and learning. Our school's process for building this culture is simple. Our teachers are strongly encouraged to forge positive relationships with all parents and consistently encourage them to become actively involved in their child's school environments. Such activities such as Open House, Title I Parent Meetings, several Dade Partnerships (eg. Hands on Miami, and Walgreens). These activities all assist our school community in establishing strong and lasting relationships.

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

A safe and nurturing environment are essential components of our schools community. Our students learn through a variety of instructional approaches to maximize their individual learning potential. Upon students arrival to school, each child is greeted by school security and an Administrator as they are ushered to our school cafe. During the breakfast block, students are closely monitored and have an opportunity to participate in our schools' Books for Breakfast program. During the school day, our staff is charged with the tasks of ensuring the safety of each child, and providing our students with various opportunities to be critical thinkers, and participate in extra-curricular activities. Students participation in such activities occur after-school and are showcased through the our school's cheer leading squad and the 5000 Role Model of Excellence club.

##### **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 goals of our school wide behavioral plan include the following:

- I. Increase positive student behavior choices and reduce negative behavior choices
- II. Reduce the numbers of Administrative Referrals



### III. Reduce the number of outdoor suspensions

Our School Rules are as follows:

- \*Be Responsible
- \*Keep hands, feet and objects to yourself
- \*Be honest and positive at all times
- \*Be respectful to self, others and school property

We teach the rules and procedures in the following ways:

- \*Classroom teacher teaches and reinforces the expectations daily
- \*M-DCPS Student Code of Conduct
- \*Parent Meetings
- \*Rules are posted in classrooms and throughout the building

Our comprehensive school wide behavior plan also includes school wide procedures, incentives, Bullying prevention, an intervention plan, and celebrations.

During the 2015-2016 school year, we were allocated a Success Coach who enforces positive behavior amongst students and provides support to those who have been identified as being high-risk.

### **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**

All students at Golden Glades Elementary can learn at their highest potential. Each student is regarded as a unique individual with intellectual, physical, social, and emotional needs. The entire school community shares in the responsibility of shaping a positive learning environment within our school.

A wide range of counseling services are available to serve the needs of students. The School counselor along with outside counseling agency are instrumental in facilitating this process. Our school has established a partnership with the Opa-Locka Community Development Center . This agency provides resources and assistance to families that include family counseling.

### **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**

Our school's early warning system uses readily available data to identify students who are at risk of not meeting grade level expectations or of dropping out. This data allows us to intervene early by providing the students and their family with support to overcome barriers. Our school uses both school-wide strategies and targeted interventions . We also examine school-level patterns in for the current school year and over time, in order to address systemic issues that may impede upon student progress. Our schools list of early warning indicators that are monitored include the following:

- \* Students who miss 10% or more of instructional time
- \*Students retained
- \*Students who are identified as Level one in ELA/Reading and/or Math
- \*Students who receive two or more behavior referrals
- \*Students who receive one or more behavior referrals that lead to suspension

### **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	1	5	4	0	5	9	24
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	1	3	1	3	3	4	15
Level 1 on statewide assessment	1	5	8	0	5	14	33

**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	1	5	8	3	6	14	37

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

For students who miss 10% or more of instructional time: Daily school attendance is closely monitored by the Success Coach to identify students that fall under this indicator. Once the student has been identified, then the Success Coach will conduct individual counseling sessions with the student, and contact the parent(s) for a conference. If absences remain consistent after interventions take place, the student(s) are referred to the schools Social Worker who opens a case to intervene and support the child and their family.

For students that have been retained: At the beginning of the academic school year, teachers are informed of students that have been retained. The Success Coach will monitor these students weekly during individual counseling sessions, classroom visits, and collaborate with teachers to support the students with academic and social/personal needs. If at any point throughout the course of the year these identified students show signs of academic regression or demonstrate emotional/behavioral concerns, a request for assistance is initiated to begin an in-depth analysis of the situation. This study is facilitated by the school counselor and include other school personnel such as the the parent, school's administration, teachers, school psychologist and possibly a staffing specialist.

For students who are not proficient in reading by third grade: Extended learning opportunities are made available to students during the summer months following the conclusion of their third grade year. Additionally, students are given an additional hour of reading intervention during the regular school day. Typically, students that meet this indicator tend to fall into the lowest 25 percentile for reading and are targeted for additional reading support in the form of a small group push-in or by utilizing a technological based instructional program.

**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?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Please reference the 2015-2016 Parental Involvement Plan.

**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**

Our school builds and sustains partnerships through its advisory council (EESAC) and through the districts Principal for the Day initiative. Through active engagement with these entities, the school is able to secure and utilize resources that support student achievement. Additional, the school has a strong partnership with the Opa- Locka CDC. This agency provides care coordination to our students and their families. Students identified to receive these services have 3 or more Early Warning indicators.

**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
Spence , Crystal	Principal
Robinson, Tamika	Assistant Principal
Klasner, Shari	Instructional Media
Taylor, Teresa	Guidance Counselor
Durham, Katera	Administrative Support
Ferguson, Nicole	Instructional Coach
Rateau, Jeff	Instructional Coach
Albergottie, Fatimah	Guidance Counselor

**Duties**

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

Crystal J. Spence, Principal: The Principal will convey the common vision of increasing student performance, ensuring commitment and allocating needed resources. Additionally, the Principal will ensure the fidelity to the Rtl model by monitoring implementation of assessments, interventions and communicating with parents regarding school-based plans and activities.

Tamika R. Robinson, Assistant Principal: The assistant principal will assist the principal in conveying the common vision of increasing student performance. The assistant principal will ensure data-driven decision making and assist in monitoring the implementation of assessments, delivery of interventions, and professional development and communication with parents.

Nicole Ferguson Morris, Reading Coach: The reading coach will develop, lead and evaluate current instructional standards. The reading coach will model effective differentiated whole and small group lessons using research-based instructional practices. The coach will be involved in the on-going progress monitoring of students using key data points to create intervention groups. The coach will provide guidance on the district reading plan and support the implementation of Tier 1, Tier 2, and Tier 3 interventions.

Jeff Rateau: The Math Coach will develop, lead and evaluate the current instructional practices in Math. The coach is also responsible for providing instructional support to teachers through coaching

cycles. The coach will be involved in the on-going progress monitoring of students using key data points to create intervention groups.

Ms. Seraphin, School Psychologist: The shared school site psychologist will assist in the collection, interpretation, and analysis of data. She will assist in the development of intervention plans and will provide support for intervention fidelity and documentation. She will model effective classroom strategies for academic and behavior interventions that will assist targeted students.

Regular Education Grade Level Leaders: (Primary and Intermediate) Selected grade level leaders will work to build staff support, model effective lessons, observe classroom instruction and provide feedback. They will assist the administration and coach in conveying the common vision to the rest of the staff, share resources and participate in student data collections and providing students with incentives.

Special Education Grade Level Chairperson: The Grade Level Chairperson will collaborate with the regular education teachers to provide effective strategies for differentiating instruction and co-teaching. They will participate in student data collection and integrate core instructional activities/materials into all tiered instruction including self-contained, resource, and inclusion settings.

Shari Klasner, Media/ Technology Specialist: The Technology Specialist will manage technology necessary to display data of varied assessments given to students. She will provide professional development and technical support to teachers and staff regarding data management, software use, and instructional practices.

Teresa Taylor, School Counselor: The counselor will provide services relating to issues that are impeding our students from learning. The interventions will include individual strategies, planned whole class lessons and small group counseling. The school counselor will link child-serving and community agencies to the school and families to support the child's academic, emotional, and behavioral success.

Fatimah Albergottie, Success Coach: The school's Success Coach will be responsible for promoting positive student behaviors. Additionally, the Success Coach will monitor the Early Warning Systems and provide preventive strategies to support students at risk of not succeeding in school.

***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***

Our school's data-based problem solving processes will consist of the MTSS/RTI team meeting weekly to review school based instructional focus and intervention groups. This team will review i-Ready data to link instructional strategies needed by teachers and students after each assessment period. The team will review progress monitoring data at grade level meetings with teachers after the September, December, and April administrations of the i-Ready Diagnostics, District Interim and Mid-Year Assessments. During the meetings they will identify students who are meeting/exceeding benchmarks and those students at risk for not meeting mastery. The team will collaborate with teachers based on this information and identify professional development and resources that are needed in order to improve instruction, student performance, and help with the emotional well being of the students.

Title I, Part A

Golden Glades Elementary offers services that ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and

implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, foster, neglected and delinquent students. Golden Glades Elementary is also an RTI school which is provided with support from a Professional Development Curriculum Support Specialist which is funded from Title I, Part A funds. RTI is a state approved model for schools.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Golden Glades Elementary uses supplemental funds for improving basic education as follows:

- 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

N/A

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful education experience for homeless children by collaborating with parent, schools, and the community. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

Supplemental Academic Instruction (SAI)

Golden Glades Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Kimmii Lattery	Teacher
Crystal J. Spence	Principal
Pa'Reese Brown	Teacher
Shari Klasner	Teacher
Phyllis Sparks-Black	Teacher
Adrienne Anderson	Teacher
Vivienne Elliott	Teacher
Karen Rozier	Education Support Employee
Teresa Taylor	Education Support Employee
TawannaTrotter	Parent
	Student

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

At each phase in the development of the School Improvement Plan, the Principal provides the members of EESAC a working copy of the document for review and editing purposes. Once the members have reviewed and have a clear understanding of the plan, they then provide their recommendations and suggestions of ways to further improve the plan. All feedback from the EESAC is considered during the formulation of the School Improvement Plan.

*Development of this school improvement plan*

The role of the School Advisory Council is to assist in the preparation of the annual budget, and in the development and evaluation of the School Improvement Plan. The SAC is the school committee that deals with issues relating to school improvement. The General Appropriations Act provides a portion of funds for use by the SAC that is to be used for implementing the School Improvement Plan. The SAC members are collectively responsible for writing the school's improvement plan.

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

When the school advisory council votes on desired school activities or student achievement incentives, the cost of such activities are factored into the annual budget and submitted for approval.

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

We have projected to utilize our school improvement funds and include the activities:

School Carnival-\$ 400

Student Attendance Recognition-\$700

Student Academic Performance Recognition Programs-\$ 1,000

**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
Spence , Crystal	Principal
Robinson, Tamika	Assistant Principal
Ferguson, Nicole	Instructional Coach
Rateau, Jeff	Instructional Coach
Taylor, Teresa	Guidance Counselor
Klasner, Shari	Instructional Media

### Duties

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

Our major initiatives for the upcoming school year are:

- To increase the number of students that will be proficient on the 2015 Florida Standards Assessment (FSA) in Reading
- To increase the number of students that will be proficient on the 2015 Florida Standards Assessment (FSA) in Writing
- To adjust the delivery of curriculum and instruction to meet the specific needs of students
- To increase teacher accountability with low performing students
- To create student growth trajectories in order to identify and develop interventions

### 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**

Our school is building a culture for teacher collaboration and instruction by implementing the following actions:

- 1) Developing a Common Planning Schedule
- 2) Providing opportunities for teachers to share best practices during staff meetings
- 3) Provide opportunities for teachers to serve as models for specific content areas
- 4) Provide opportunities for teachers to observe their peers instructional delivery methods
- 5) Provide opportunities for teachers to participate in Lesson Studies and Professional Learning Communities

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

In an effort to recruit and retain highly qualified, and effective teachers to the school, the Principal's highlights the following work site conditions to prospective Teachers:

- 1) strong principal leadership
- 2) a collegial staff with a shared teaching philosophy
- 3) adequate resources necessary to teach
- 4) a supportive and active parent community

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

During the first few weeks of school the Mentor will assist the New Teacher in becoming familiar with the educational procedures, policies, and requirements of Golden Glades Elementary and M-DCPS respectively.

During this time, the Mentor may assist with the following:

- \* Becoming familiar with school, district, and state policies and procedures
- \* Securing materials such as supplies, curricular guides, and other resource materials
- \* Confirming that the New Teacher has the appropriate technology, books, and professional materials
- \* Discussing specific guidelines, responsibilities, and events that are unique to our building
- \* Identifying locations in the school that the New Teacher will need to know - library, cafeteria, playground, etc
- \* Assuring that the New Teacher understand the emergency policies and procedures
- \* Other needs as identified by the New Teacher or the school site

## 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***

The leadership of our school ensures that the core instructional programs and materials are aligned to the Florida Standards by conducting an in-depth review of the scope and sequence of the each curriculum alongside the established state standards. Documents such as the state of Florida Item specifications along with our districts instructional pacing guides are also instrumental when checking for the alignment of each instructional program.

#### 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 the onset of the school year, our teachers were provided with standardized test scores of students from the previous school year. Teachers used this data initially to formulate an idea of where students abilities lie academically. As the school year progressed, teachers were able to gain a clearer picture of student performance through their classwork, chapter quizzes and end of chapter results. The data from these sources assist teachers in developing plans to differentiate instruction according to students levels of performance.

For example, in the case of a student who demonstrates a lack of understanding with distinguishing between even and odd numbers. The teacher in this scenario would modify the amount of problems assigned to the student and place more of an emphasis on reteaching the skill using the gradual release model. This can be done by supplementing instruction using concrete manipulatives or other effective strategies. Once the student has benefited from this explicit instruction, the student should then be re-assessed to monitor their progress with acquiring the skill.

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



**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

In compliance with the Extended Day Statute for lower performing schools, our school will provide each student with an additional hour of reading enrichment or remediation of skill during each school day of the 2015 -2016. The school will utilize the SAXON Phonics program and the McGraw Hill Wonderworks Program for remediation. Other curriculum resources such as Reading Plus and Accelerated Reader will be used to enrich the skills of those students who are performing at or above grade level.

### **Strategy Rationale**

The instructional programs that are utilized during the extended day are effective researched based curriculum's that have proven to be successful with struggling readers.

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

- Core Academic Instruction
- Enrichment

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

Spence , Crystal , pr2161@dadeschools.net

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

Initial placement test will be given to students at the beginning the year for correct group placement purposes. Throughout the course of the academic year, ongoing progress monitoring data will be collected to be analyzed and to further determine the effectiveness of the extended day strategy.

## **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 1 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 environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title 1 Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPIE) Program. HIPPIE provides in-home training for parents to become more involved in the educational process of their three-and four-year old children.

Golden Glades Elementary School offers a Pre-K program. There are currently two classrooms each having one full-time teacher and one full-time paraprofessional. The effectiveness of the program is monitored throughout the year by classroom walkthroughs, assessments, and site visits from the Office of Early Childhood. Parents are encouraged to enroll their students via newsletter, flyers, marquee, and Connet-Ed messages. Parents of students attending our VPK classes are encouraged to volunteer and to spend the day learning with their children.

Students that were currently in our VPK classrooms visited the kindergarten classrooms toward the end of the school year and had the opportunity to engage with kindergarten students and teachers. Pre-K students were administered the Phonological and Early Literacy Inventory (PELI), and their scores were printed and used to assess student progress. All students were assessed prior to entering kindergarten and the kindergarten teachers have all of their pertinent data. Early childhood teachers attend grade level meetings with the kindergarten teachers to review data, discuss students' progress and expectations. Pre-kindergarten students transitioning into kindergarten will also be given the FLKRS School Readiness Test to assess their readiness skills within the first thirty days of school. The FAIR will also be used school wide to monitor student progress in the basic literacy skills. Early childhood teachers attend grade level meetings with the kindergarten teachers. Additionally, the Ready School Miami Initiative enhances and ensures a successful transition from early childhood programs to kindergarten.

Parents are continually invited to the school. Parents have several opportunities to meet with teachers and participate in informational and resourceful transition meetings. Meetings are held throughout the year. Our Community Involvement Specialist is also instrumental in bridging parent communication with the school.

### College and Career Readiness

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

Our school has established successful partnerships with ST. Thomas University , Florida International University and Florida Memorial University. Students and faculty from each institution exercise their opportunity to interact with our students by engaging in lectures about college and career readiness. Through our partnerships, students have visited a college campus, competed against other students in a region wide Science Fair , and have gained valuable insight on a variety of careers and industries.

***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***

Each year our school coordinates a Career and Industry Fair where students are exposed to and learn about various careers and industries of interest. As a followup activity from participating in the annual Career and Industry Fair, students are asked to write about which career or industry interest them most and provide evidence to support their claim.

***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***

- \* Plan tours of local college campuses
- \* Attend College Fairs
- \* Provide students with assistance on choosing a career or field industry to pursue and study
- \* College student mentors

## Needs Assessment

### Problem Identification

## Data to Support Problem Identification

### Portfolio Selection

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

### Data Uploads

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

The following documents were submitted as evidence for this section:

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### Problem Identification Summary

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

### Problem Analysis Summary

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

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## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** To increase student achievement by improving core instruction in 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

G073970

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	25.0
ELA/Reading Gains District Assessment	25.0
FCAT 2.0 Science Proficiency	37.0
CELLA Writing Proficiency	37.0

**Resources Available to Support the Goal** 2

- Instructional Coaches will support all teachers.
- Teachers will participate in Professional Development course offerings through the CORE Initiative and District course offerings.
- Teachers will infuse the use of technology throughout core instruction at all grade levels.
- iReady
- Reflex Math Intervention program
- myON Reader
- LAFS Planning Cards
- Daily Learning Targets
- McGraw Hill Wonder Works and Saxon Interventions
- Florida Items Specification (Reading , Math, and Science)
- Collaborative Planning
- Instructional Pacing Guides
- Go Math Florida Teachers Edition
- Science Frameworks
- J&J Boot Camp
- Essential Labs
- Science Grab Bag Activities
- Curriculum Support Specialist
- Daily Student Attendance Reports
- Student Success Coach

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent use of the NGSSS and Florida Standards to ensure standards based instruction aligned to the cognitive complexity of the standard.

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

The leadership team will conduct a review of student work samples and analyze student performance data observations.

**Person Responsible**

Tamika Robinson

**Schedule**

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

**Evidence of Completion**

Student work student assessments lesson plans data chat protocols

## 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**

 G073970

**G1.B1** Inconsistent use of the NGSSS and Florida Standards to ensure standards based instruction aligned to the cognitive complexity of the standard. **2**

 B193179

**G1.B1.S1** Utilize the Florida Standards and the NGSSS when planning for and delivering instruction in all content areas. **4**

 S204683

### Strategy Rationale

Heighten teachers understanding of the standards to be taught, along with the levels of complexity for each grade level.

### Action Step 1 **5**

Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the LAFS.

#### Person Responsible

Nicole Ferguson

#### Schedule

Monthly, from 10/22/2015 to 10/22/2015

#### Evidence of Completion

Sign-in sheets, agenda, PD handouts, lesson plans

### Action Step 2 5

Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the MAFS.

**Person Responsible**

Jeff Rateau

**Schedule**

Monthly, from 10/30/2015 to 10/30/2015

***Evidence of Completion***

Evident in lesson plans, instruction and Topic Assessment scores

### Action Step 3 5

Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the NGSSS for Science.

**Person Responsible**

Tamika Robinson

**Schedule**

On 10/7/2015

***Evidence of Completion***

Sign In sheets , agenda, lesson plans

### Action Step 4 5

Provide professional development on comprehensive lesson planning and purpose driven standard instruction aligned to the Language Arts Florida Standards that scaffold to the highest level of DOK.

**Person Responsible**

**Schedule**

On 11/18/2015

***Evidence of Completion***



### Action Step 5 5

Monitor/Follow-up on effective implementation of Language Arts Florida Standards during planning and instructional delivery.

**Person Responsible**

Crystal Spence

**Schedule**

Weekly, from 9/28/2015 to 12/11/2015

***Evidence of Completion***

Walk-through documentation

### Action Step 6 5

Work collaboratively during common planning to unwrap the standards, employ the effective use of the Language Arts Florida Standards, Item Specifications, planning cards, and create rigorous lesson plans.

**Person Responsible**

Nicole Ferguson

**Schedule**

Weekly, from 9/28/2015 to 12/11/2015

***Evidence of Completion***

### Action Step 7 5

Conduct coaching cycles with fourth and fifth grade teachers and model the different components of the instructional framework aligned to LAFS.

**Person Responsible**

Nicole Ferguson

**Schedule**

On 12/11/2015

***Evidence of Completion***

**Action Step 8** 5

Employ the effective use of the MAFS Item Specifications and Webb's DOK in order to create rigorous lessons.

**Person Responsible**

Jeff Rateau

**Schedule**

Daily, from 9/28/2015 to 10/30/2015

***Evidence of Completion***

Evident in lesson plans, instruction and Topic Assessment scores

**Action Step 9** 5

Plan for how the unwrapped standards will be explicitly taught to ensure student understanding.

**Person Responsible**

Jeff Rateau

**Schedule**

Weekly, from 9/28/2015 to 10/30/2015

***Evidence of Completion***

Evident in lesson plans, instruction and Topic Assessment scores

**Action Step 10** 5

Provide Professional Developments in reference to unwrapping the standards and C-Palms during grade level meetings to all teachers and assure that the administration actively participates in the conversation.

**Person Responsible**

Jeff Rateau

**Schedule**

On 10/30/2015

***Evidence of Completion***

Evident in lesson plans, instruction and Topic Assessment scores

**Action Step 11** 5

Follow up on the implementation of developed lessons that include explicit instruction based on collaborative conversations that address MAFS.

**Person Responsible**

**Schedule**

Weekly, from 9/28/2015 to 11/16/2015

**Evidence of Completion**

Evident in lesson plans, instruction and Topic Assessment scores

**Action Step 12** 5

Conduct coaching cycles on the delivery of developed lessons that include explicit instruction that addresses MAFS utilizing the gradual release responsibility model based on teacher needs.

**Person Responsible**

Jeff Rateau

**Schedule**

Weekly, from 9/28/2015 to 12/11/2015

**Evidence of Completion**

Evident in lesson plans, instruction and Topic Assessment scores

**Action Step 13** 5

Conduct walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction that addresses MAFS.

**Person Responsible**

Crystal Spence

**Schedule**

Daily, from 9/28/2015 to 12/11/2015

**Evidence of Completion**

Administrative Walk through documentation

**Action Step 14** 5

Provide PD on the utilization of the pacing guides, FCAT 2.0 Item Specs, along with a variety of standards based resource that will assist in the planning and delivery of targeted instruction.

**Person Responsible**

Tamika Robinson

**Schedule**

On 10/30/2015

**Evidence of Completion**

Sign In sheets , agenda, lesson plans

**Action Step 15** 5

Utilize common planning to properly unwrap the benchmarks and to plan effective lessons to the cognitive complexity of the benchmarks.

**Person Responsible**

Tamika Robinson

**Schedule**

Daily, from 9/28/2015 to 12/11/2015

**Evidence of Completion**

Evident in lesson plans, instruction and Topic Assessment scores

**Action Step 16** 5

Create and utilize instructional frameworks with an emphasis on explicit instruction and student generated work.

**Person Responsible**

Tamika Robinson

**Schedule**

Weekly, from 9/28/2015 to 12/11/2015

**Evidence of Completion**

Evident in lesson plans, instruction and Topic Assessment scores

**Action Step 17** 5

Provide learners with daily opportunities to solve real world problems and answer extended response questions that are directly related to the benchmark.

**Person Responsible**

Tamika Robinson

**Schedule**

Daily, from 9/28/2015 to 12/11/2015

**Evidence of Completion**

Evident in lesson plans, instruction and Topic Assessment scores

**Action Step 18** 5

Monitor the implementation of the NGSSS into the teachers lesson plans

**Person Responsible**

Tamika Robinson

**Schedule**

Daily, from 9/28/2015 to 12/11/2015

**Evidence of Completion**

Ongoing progress monitoring ; alignment of data to instructional planning, delivery and resources for science.

**Action Step 19** 5

Attendance reports will be reviewed and all students who fall below 90 percent attendance will be identified and individual counseling sessions will be conducted to identify variables.

**Person Responsible**

Fatimah Albergottie

**Schedule**

Daily, from 9/28/2015 to 12/11/2015

**Evidence of Completion**

Attendance reports constantly reflect an increase in student attendance by 98 percent or higher

**Action Step 20** 5

An informative letter will be given to parents of students who have 3 or more absences

**Person Responsible**

Fatimah Albergottie

**Schedule**

Weekly, from 9/28/2015 to 12/11/2015

**Evidence of Completion**

Incentives will be implemented monthly recognizing homeroom classes with perfect attendance as well as individual students with consistent 100 percent attendance

**Action Step 21** 5

Incentives will be implemented monthly recognizing homeroom classes with perfect attendance as well as individual students with consistent 100 percent attendance

**Person Responsible**

Fatimah Albergottie

**Schedule**

On 12/11/2015

**Evidence of Completion**

Attendance reports constantly reflect an increase in student attendance by 98 percent or higher

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

The Principal with the assistance of the school's leadership team will monitor and support the fidelity of implementation of each action step listed in this plan.

**Person Responsible**

Crystal Spence

**Schedule**

Daily, from 9/28/2015 to 12/11/2015

**Evidence of Completion**

Administrative walkthrough documentation, teacher's lesson plans, authentic samplings of student work, interactive journals with corrective feedback, formal and informal assessments, instructional coaching cycle documentation, coaching logs and schedules aligned to support the needs of the teachers.

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

The Principal with the assistance of the school's leadership team will monitor and support the fidelity of implementation of each action step listed in this plan.

**Person Responsible**

Crystal Spence

**Schedule**

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

**Evidence of Completion**

Administrative walkthrough documentation, teacher's lesson plans, authentic samplings of student work, interactive journals with corrective feedback, formal and informal assessments, instructional coaching cycle documentation, coaching logs and schedules aligned to support the needs of the teachers.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the LAFS.	Ferguson, Nicole	10/22/2015	Sign-in sheets, agenda, PD handouts, lesson plans	10/22/2015 monthly
G1.B1.S1.A2	Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the MAFS.	Rateau, Jeff	10/30/2015	Evident in lesson plans, instruction and Topic Assessment scores	10/30/2015 monthly
G1.B1.S1.A3	Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the NGSSS for Science.	Robinson, Tamika	10/7/2015	Sign In sheets , agenda, lesson plans	10/7/2015 one-time
G1.B1.S1.A4	Provide professional development on comprehensive lesson planning and purpose driven standard instruction aligned to the Language Arts Florida Standards that scaffold to the highest level of DOK.		11/18/2015		11/18/2015 one-time
G1.B1.S1.A5	Monitor/Follow-up on effective implementation of Language Arts Florida Standards during planning and instructional delivery.	Spence , Crystal	9/28/2015	Walk-through documentation	12/11/2015 weekly
G1.B1.S1.A6	Work collaboratively during common planning to unwrap the standards, employ the effective use of the Language Arts Florida Standards, Item Specifications, planning cards, and create rigorous lesson plans.	Ferguson, Nicole	9/28/2015		12/11/2015 weekly
G1.B1.S1.A7	Conduct coaching cycles with fourth and fifth grade teachers and model the different components of the instructional framework aligned to LAFS.	Ferguson, Nicole	9/28/2015		12/11/2015 one-time

**Dade - 2161 - Golden Glades Elementary Schl - 2015-16 SIP**  
*Golden Glades Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A8	Employ the effective use of the MAFS Item Specifications and Webb's DOK in order to create rigorous lessons.	Rateau, Jeff	9/28/2015	Evident in lesson plans, instruction and Topic Assessment scores	10/30/2015 daily
G1.B1.S1.A9	Plan for how the unwrapped standards will be explicitly taught to ensure student understanding.	Rateau, Jeff	9/28/2015	Evident in lesson plans, instruction and Topic Assessment scores	10/30/2015 weekly
G1.B1.S1.A10	Provide Professional Developments in reference to unwrapping the standards and C-Palms during grade level meetings to all teachers and assure that the administration actively participates in the conversation.	Rateau, Jeff	10/30/2015	Evident in lesson plans, instruction and Topic Assessment scores	10/30/2015 one-time
G1.B1.S1.A11	Follow up on the implementation of developed lessons that include explicit instruction based on collaborative conversations that address MAFS.		9/28/2015	Evident in lesson plans, instruction and Topic Assessment scores	11/16/2015 weekly
G1.B1.S1.A12	Conduct coaching cycles on the delivery of developed lessons that include explicit instruction that addresses MAFS utilizing the gradual release responsibility model based on teacher needs.	Rateau, Jeff	9/28/2015	Evident in lesson plans, instruction and Topic Assessment scores	12/11/2015 weekly
G1.B1.S1.A13	Conduct walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction that addresses MAFS.	Spence , Crystal	9/28/2015	Administrative Walk through documentation	12/11/2015 daily
G1.B1.S1.A14	Provide PD on the utilization of the pacing guides, FCAT 2.0 Item Specs, along with a variety of standards based resource that will assist in the planning and delivery of targeted instruction.	Robinson, Tamika	10/30/2015	Sign In sheets , agenda, lesson plans	10/30/2015 one-time
G1.B1.S1.A15	Utilize common planning to properly unwrap the benchmarks and to plan effective lessons to the cognitive complexity of the benchmarks.	Robinson, Tamika	9/28/2015	Evident in lesson plans, instruction and Topic Assessment scores	12/11/2015 daily
G1.B1.S1.A16	Create and utilize instructional frameworks with an emphasis on explicit instruction and student generated work.	Robinson, Tamika	9/28/2015	Evident in lesson plans, instruction and Topic Assessment scores	12/11/2015 weekly
G1.B1.S1.A17	Provide learners with daily opportunities to solve real world problems and answer extended response questions that are directly related to the benchmark.	Robinson, Tamika	9/28/2015	Evident in lesson plans, instruction and Topic Assessment scores	12/11/2015 daily
G1.B1.S1.A18	Monitor the implementation of the NGSSS into the teachers lesson plans	Robinson, Tamika	9/28/2015	Ongoing progress monitoring ; alignment of data to instructional planning, delivery and resources for science.	12/11/2015 daily
G1.B1.S1.A19	Attendance reports will be reviewed and all students who fall below 90 percent attendance will be identified and individual counseling sessions will be conducted to identify variables.	Albergottie, Fatimah	9/28/2015	Attendance reports constantly reflect an increase in student attendance by 98 percent or higher	12/11/2015 daily
G1.B1.S1.A20	An informative letter will be given to parents of students who have 3 or more absences	Albergottie, Fatimah	9/28/2015	Incentives will be implemented monthly recognizing homeroom classes with perfect attendance as well as individual students with consistent 100 percent attendance	12/11/2015 weekly
G1.B1.S1.A21	Incentives will be implemented monthly recognizing homeroom classes with perfect attendance as well as individual	Albergottie, Fatimah	9/28/2015	Attendance reports constantly reflect an increase in student attendance by 98 percent or higher	12/11/2015 one-time



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	students with consistent 100 percent attendance				
G1.MA1	The leadership team will conduct a review of student work samples and analyze student performance data observations.	Robinson, Tamika	8/24/2015	Student work student assessments lesson plans data chat protocols	6/9/2016 biweekly
G1.B1.S1.MA1	The Principal with the assistance of the school's leadership team will monitor and support the fidelity of implementation of each action step listed in this plan.	Spence , Crystal	9/28/2015	Administrative walkthrough documentation, teacher's lesson plans, authentic samplings of student work, interactive journals with corrective feedback, formal and informal assessments, instructional coaching cycle documentation, coaching logs and schedules aligned to support the needs of the teachers.	9/28/2015 weekly
G1.B1.S1.MA1	The Principal with the assistance of the school's leadership team will monitor and support the fidelity of implementation of each action step listed in this plan.	Spence , Crystal	9/28/2015	Administrative walkthrough documentation, teacher's lesson plans, authentic samplings of student work, interactive journals with corrective feedback, formal and informal assessments, instructional coaching cycle documentation, coaching logs and schedules aligned to support the needs of the teachers.	12/11/2015 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

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

**G1.B1** Inconsistent use of the NGSSS and Florida Standards to ensure standards based instruction aligned to the cognitive complexity of the standard.

**G1.B1.S1** Utilize the Florida Standards and the NGSSS when planning for and delivering instruction in all content areas.

### PD Opportunity 1

Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the LAFS.

#### Facilitator

Ms. Baldaramos Ms. Ferguson Morris

#### Participants

All ELA teachers grades K-5

#### Schedule

Monthly, from 10/22/2015 to 10/22/2015

### PD Opportunity 2

Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the MAFS.

#### Facilitator

Ms. St. Louis and Mr. Rataeu

#### Participants

All Math teachers grades K-5

#### Schedule

Monthly, from 10/30/2015 to 10/30/2015

### **PD Opportunity 3**

Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the NGSSS for Science.

**Facilitator**

Mr. Brinson

**Participants**

All Science teachers grades K-5

**Schedule**

On 10/7/2015

### **PD Opportunity 4**

Provide professional development on comprehensive lesson planning and purpose driven standard instruction aligned to the Language Arts Florida Standards that scaffold to the highest level of DOK.

**Facilitator**

Ms. Baldaramos

**Participants**

ELA teachers grade K-5

**Schedule**

On 11/18/2015

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the LAFS.	\$0.00
2	G1.B1.S1.A10	Provide Professional Developments in reference to unwrapping the standards and C-Palms during grade level meetings to all teachers and assure that the administration actively participates in the conversation.	\$0.00
3	G1.B1.S1.A11	Follow up on the implementation of developed lessons that include explicit instruction based on collaborative conversations that address MAFS.	\$0.00
4	G1.B1.S1.A12	Conduct coaching cycles on the delivery of developed lessons that include explicit instruction that addresses MAFS utilizing the gradual release responsibility model based on teacher needs.	\$0.00
5	G1.B1.S1.A13	Conduct walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction that addresses MAFS.	\$0.00
6	G1.B1.S1.A14	Provide PD on the utilization of the pacing guides, FCAT 2.0 Item Specs, along with a variety of standards based resource that will assist in the planning and delivery of targeted instruction.	\$0.00
7	G1.B1.S1.A15	Utilize common planning to properly unwrap the benchmarks and to plan effective lessons to the cognitive complexity of the benchmarks.	\$0.00
8	G1.B1.S1.A16	Create and utilize instructional frameworks with an emphasis on explicit instruction and student generated work.	\$0.00
9	G1.B1.S1.A17	Provide learners with daily opportunities to solve real world problems and answer extended response questions that are directly related to the benchmark.	\$0.00
10	G1.B1.S1.A18	Monitor the implementation of the NGSSS into the teachers lesson plans	\$0.00
11	G1.B1.S1.A19	Attendance reports will be reviewed and all students who fall below 90 percent attendance will be identified and individual counseling sessions will be conducted to identify variables.	\$0.00
12	G1.B1.S1.A2	Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the MAFS.	\$0.00
13	G1.B1.S1.A20	An informative letter will be given to parents of students who have 3 or more absences	\$0.00
14	G1.B1.S1.A21	Incentives will be implemented monthly recognizing homeroom classes with perfect attendance as well as individual students with consistent 100 percent attendance	\$0.00
15	G1.B1.S1.A3	Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the NGSSS for Science.	\$0.00
16	G1.B1.S1.A4	Provide professional development on comprehensive lesson planning and purpose driven standard instruction aligned to the Language Arts Florida Standards that scaffold to the highest level of DOK.	\$0.00

### Budget Data

17	G1.B1.S1.A5	Monitor/Follow-up on effective implementation of Language Arts Florida Standards during planning and instructional delivery.	\$0.00
18	G1.B1.S1.A6	Work collaboratively during common planning to unwrap the standards, employ the effective use of the Language Arts Florida Standards, Item Specifications, planning cards, and create rigorous lesson plans.	\$0.00
19	G1.B1.S1.A7	Conduct coaching cycles with fourth and fifth grade teachers and model the different components of the instructional framework aligned to LAFS.	\$0.00
20	G1.B1.S1.A8	Employ the effective use of the MAFS Item Specifications and Webb's DOK in order to create rigorous lessons.	\$0.00
21	G1.B1.S1.A9	Plan for how the unwrapped standards will be explicitly taught to ensure student understanding.	\$0.00
<b>Total:</b>			<b>\$0.00</b>