

Miami-Dade County Public Schools

Linda Lentin K 8 Center



2015-16 School Improvement Plan

Linda Lentin K 8 Center

14312 NE 2ND CT, North Miami Beach, FL 33161

<http://llk-8.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	91%

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

School Grades History

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

**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

MISSION: The mission of Linda Lentin K-8 Center is to challenge our students to engage in moral thinking, subject area journaling, authentic problem-based learning and the successful completion of curriculum standards.

Linda Lentin K-8 Center is to embrace the multicultural community of which we are a part of. Through this action, we will improve academic skills, increase social maturity, physical potential, and the emotional growth of our pre-kindergarten through eighth grade students. The staff, parents, and community will promote respect for all ideas and cultures. We welcome the challenge of providing a safe environment which meets the need of the students and helps them become resourceful and productive citizens of an ever-changing world. The focus upon the positive ideals related to attitude, attendance and achievement will be used to monitor the progress of our mission.

Student Achievement

We consistently implement research-based programs and promote on-going professional development to give our students a world-class education.

Safety

We monitor our facility, students and colleagues closely and adhere to recommended safety procedures at all times.

Diversity

We celebrate our diversity, differences, and invite parents, community, business partners and other stakeholders to become involved in the school's vision.

Quality

We pursue the highest quality of educational experiences designed to support the whole child.

Provide the school's vision statement

VISION: The Linda Lentin K-8 Center team prepares a culturally diverse student population to become proactive learners who set goals, measure progress and achieve mastery at each grade level.

School Environment

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

Linda Lentin K-8 Center will use the student climate survey to indicate student needs and build productive teacher student relationships. Our administrators and staff use a proactive approach in obtaining the resources needed for teaching and learning. As we enter another school year, our staff members will work closely with all stakeholders to analyze the indicators of true school success. Additionally, District Interims and technology-based targeted learning goals will be used to evaluate our student's performance. Instructional staff will implement collaborative learning protocols and the Gradual Release Model to ensure that our teachers and students establish and build successful academic relationships that lead to student achievement. We must reestablish and lift high expectations of our learners and foster a commitment to the quality delivery of instruction by our staff. This year we embrace the shift of instructional practices and the process by which we serve student academic needs.

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

It is our endeavor to continue to meet the unique challenges and spiraled perspective required to establish a safe and viable K-8 Center. With this in mind, administrators, school security and teachers will be stationed in key/intricate positions throughout the school to ensure student safety before, during and after school. School security monitors will be at the front of the school for parents/visitors to be signed in and given a pass for campus security. Individuals attempting to enter from the back of the school will be re-directed to the front for a pass. Students will be monitored in the a.m. on the hard courts (Elementary and Middle). Administrators, security monitors and teachers will monitor the cafetorium and bus drop off area. Teachers will assist with hall duties during transitions from one class to the next.

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

We have a schoolwide discipline plan in place to minimize distractions due to behavioral issues during instructional time. This plan includes all stakeholders. It is a scaffolded process that includes students, parents, teachers, counselors, school monitors, media specialist, CIS, CSI and administrators. It involves teachers establishing a buddy system and our school based Alternative to Suspension Program. With a singular focus on student achievement, attendance, academics and attitude, we strive to provide quality instruction for all learners. Based on the concept that students may benefit by reducing the number of suspensions each year, we will establish rigorous educational continuity and emotional stability for all our students. This school year will be characterized by strategic and fluid academic interventions, collaborative planning, targeted learning goals and monitoring to support all students. We believe that collaborative learning protocols will limit misbehavior in the classrooms due to positive student engagement. Parent Advisory Meetings are in place in order to address students with issues pertaining to academic, behavior, and health.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students are provided counseling resources and academic advisement to help them make choices in careers and future educational assignments. Additionally, the trust counselor at Linda Lentin K-8 Center is available to assist students who need extra support. Schoolwide support is provided through the RtI process to ensure that students are provided the proper social-emotional as well as academic well being. Master schedules for both the elementary and middle learning centers are developed around required instructional timelines. Our students are engaged in activities and clubs that promote healthy social environments. The students are members of the Florida Future Educators of America Club geared towards providing students with opportunities to shadow veteran instructors. The Bible Club is another social opportunity for the students of Linda Lentin. Lastly, the Achievers Club for our aspiring academicians.

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

The school's early warning system will include, but are not limited to, the following:

- 1) Students who miss 10% of instructional time based on school attendance record
- 2) Students with behavioral problems that led to suspension

- 3) Students who score a level 1 on the FSA in either ELA or Math
- 4) Grade 3 students who are not proficient in Reading
- 5) Students who are failing 2 or more courses

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	16	10	9	14	11	9	5	11	6	91	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	9	18	27	6	11	19	0	6	96	
Level 1 on statewide assessment	0	16	34	0	19	66	2	60	72	269	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level								Total
	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	35	61	41	36	86	26	71	84	440

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

Identify ELL students that have been in the program 10 semesters or more and refer to the LEP Committee for further determination
 Monitor retained students from the previous school year and refer them to the School Support Team for RTI
 Continue interventions in core subject areas to support Tier 2 and Tier 3 students that are in the RTI process
 Provide ongoing support and services in the areas of positive school culture by increasing student attendance and reducing the suspension rate through the use of the Early Warning System.

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/192754>.

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

Linda Lentin strives to promote a positive community connection. We build this relationship through partnership programs and encouraging our partners to take an active role on our Educational Excellence School Advisory Council. Each year we work with our partners to mobilize and channel resources into the school to support student achievement based on targeted strategies and goals. One of our programs is the Career Day activities that our partners participate in as well as other community organizations.

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
Young, Monefe	Principal
Adderly, Elaine	Assistant Principal
Rivette, Claude	Assistant Principal
Bailey-Smitherman, Lisa	Instructional Coach
Crumpler, Marla	Other
Antoine, Yvetot	Instructional Coach
Mayard, SheKinah	Instructional Coach
Joseph, Shirley	Instructional Coach
Nunez, Juana	Guidance Counselor
Agenor, Cherly	Teacher, K-12
Frost, Barbara	Teacher, K-12
Wright, Rosena	SAC Member
Dorval, Michelle	Guidance Counselor
Charles, Nell	Teacher, K-12
Lavender, Annie	Teacher, K-12
Berkowitz, Jacqueline	Teacher, K-12
Williams, Linda	Teacher, K-12
Lewis, Christal	Teacher, K-12

Duties

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

Linda Lentin K-8 Center's Leadership Team is comprised of the following:
Principal: The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. Trains faculty on the use and purpose on response to intervention (RtI). The principal will schedule the leadership team discussions monthly with the literacy leadership team and weekly with the Instructional leadership team through collaborative

planning meetings, Child Study Team meeting sessions will also be held after each FAIR and District Interim assessment period where student academic regression is indicated.

Assistant Principals: Maintain documentation of student identification, assessments, progress monitoring, and tier placement. The Assistant Principals will refer students to SST who do not make consistent gains after utilizing course supplemental and intensive interventions and contact the parents to obtain consent for evaluation under IDEA. The AP will ensure that the multidisciplinary team and the parent meet to review all data and determine whether the student is eligible to receive Special Education Services. Work with maintenance employees, security employees, and assigned grade levels to ensure that all entities are functioning efficiently. Additionally, attend the leadership meetings with the principal for collaborative discussions and targeted discussions for school-wide improvement.

Curriculum Coaches: Provide the school site specific assessments in Reading, Writing, Mathematics and Science. The coaches will maintain the identified students' District Interim(s) and FAIR assessments and bring this data to all leadership and grade level discussions. Conduct classroom walk throughs for collaborative discussion with content specific departments/grade level instructional staff. Provide feedback and suggested implementation for increased student achievement. Attend all leadership/coaches meeting for debriefing purposes. The coaches support and provide curriculum guidance in order to build teacher capacity.

Grade Chairs: Serve as the formal Rtl Leadership Team members; providing current behavior and academic data to the discussions held regarding the selected students on their respective grade levels. Conducts grade level meeting for collaborative discussions of student academic achievement and effective implementation of suggested strategies submitted by administration, the literacy coaches, and District personnel. Plan and attend parent orientation meetings to communicate expected school to home connections as it relates to student academic achievement and positive social behaviors. Plan and attend parent conferences for student achievement.

EESAC: Sole responsibility is to make final decisions at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. The EESAC is responsible for working with the principal to monitor student achievement and progress throughout the year. Additionally, play an intricate role in the writing of the SIP as a result of student generated data.

Professional Development School Liaison: Manages all data generated in Thinkgate and schedules the online access so that all staff members can register for the school site Professional Development sessions.

Counselors: Provides expertise related to the child's developmental needs, extended counseling, and community resources available to support the student and family as needed.

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

The school leadership will meet collaboratively at identified times throughout the year to review student data from baseline, District Interim Assessments, pre- and post assessments per content area in order to address and meet the needs of our students for maximum desired outcomes.

The Literacy Leadership Team and Instructional leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern(s) across the school. The principal, assistant principals, reading coaches, media specialist, content area teachers, grade level chairpersons, EESAC members will serve on these teams which will meet:

Administrative Meetings: Fridays 9:30 - 10:30 a.m.

Instructional Leadership Team: Fridays, 10:00 - 11:00 a.m.

Literacy Leadership Team: 2nd Wednesday Monthly 2:10 - 3:00 p.m.

EESAC: Once a month.

The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the Reading Leadership Team by:

- holding meetings at convenient times;
- providing adequate notice of meetings;
- providing time/coverage (if needed) to attend meetings;
- providing Master Plan Points (MPP) and team building activities for members commitment and participation; and
- offering professional growth opportunities such as educational retreats.

Meeting agendas and sign-in rosters will be maintained in the principal's office to reflect frequency and attendance of all stakeholders. Additionally, weekly reflections of administrators and instructional coaches via online logs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Monefe Young	Principal
Rosena Wright	Teacher
Rosalind Pickens	Teacher
Sherron Guyton	Teacher
Shaketha Ritchie	Teacher
Carol Johnson	Teacher
Melony Listhrop	Education Support Employee
Barbara Frost	Teacher
Joan Morrison-Samuda	Teacher
Lillian Padilla	Parent
Theresa Richardson	Parent
Christelle DuBois	Parent
Nina Dean	Parent
Lacee Sullivan	Business/Community
John K. Wright	Business/Community
Alex Martinez	Business/Community
Eddy Barea	Business/Community
Willie Flowers	Business/Community
Lyndja Langlois	Education Support Employee
Nathaniel Gomez	Business/Community
Patrick Hosty	Student
Ruth Faustin	Student
Anitria Roberts-Flanders	Parent
Nedline Oreste	Parent

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*

The Educational Excellence School Advisory Council (EESAC) assisted in the writing and revision of the School Improvement Plan. The council made recommendations as to the selection of incentives for students who made learning gains and the composition of mandatory uniforms up for majority vote by parents and students this year. Specific student incentives include but were not limited to books for the library, books as gifts, book bags with supplies, calculators, cameras, movie passes and achievement medallions. Ancillary Reading, Math and Science Support materials included book updates, and Writing Boot camp for 4th and 8th grade.

Development of this school improvement plan

The Educational Excellence School Advisory Council (ESSAC) will assist with the writing and revision of the School Improvement Plan. The membership will review data in all content areas to determine needs of improvement. Discussion from all stakeholders will be taken into consideration for writing the action plan and steps for increased student achievement. All members will review the entire SIP for approval of the document. The EESAC will provide input on the needs and interests of the parent and school community as it impacts student achievement.

Preparation of the school's annual budget and plan

The Educational Excellence School Advisory Council (EESAC) will have an active role in the preparation of the school's budget and implementation plan of strategic classroom innovations through ancillary materials. The principal will discuss the current years budget with the membership. Provide data that will be analyzed by the members and suggested ancillary funding will be recommended for increased student achievement. Each SAC meeting will address student needs as a result of data trends reflected on District Assessments. Members will discuss effective use of funding that directly affects student achievement. The council will make recommendations as to the selection of incentives for students who have made learning gains and the composition of mandatory uniforms up for majority vote by parents and students this year. Specific student incentives include but are not limited to books for the library, books as gifts, book bags with supplies, calculators, cameras, movie passes and achievement medallions. Ancillary Reading, Math and Science Support materials include Accelerated Reader Software and book updates, and Science Boot Camp for 5th grade and Synergistic Modules for 7th and 8th grade. Additionally, the principal will address instructional Professional Development, with the members, as it relates to student achievement and budgetary concerns.

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

EESAC funds were used to purchase ancillary materials for mathematics in the amount of \$1,500:

Used for Differentiated Instruction

EESAC funds were used to purchase incentives for academic purposes in the amount of \$750.00:

EWS

EESAC funds were used support science initiatives in the amount of \$2.00

EESAC funds were used to purchase FOSS Kits for science in the amount of \$1,250.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Frost, Barbara	Teacher, K-12
Wright, Rosena	Teacher, K-12
Charles, Nell	Teacher, K-12
Lavender, Annie	Teacher, K-12
Berkowitz, Jacqueline	Teacher, K-12
Agenor, Cherly	Teacher, K-12
Williams, Linda	Teacher, K-12
Lewis, Christal	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month. The reading coaches must be a member of the Literacy Leadership Team.

The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The LLT will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. This multi-disciplinary team will encourage the development of lessons that provide students with opportunities for research and incorporate writing throughout.

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

Linda Lentin has a waiver on file which allows for school-wide collaborative planning. At Linda Lentin, each grade level team and instructional coach plan their curriculum, thematic units, and lessons including classroom-based assessments through careful analysis of the Florida Standards and academic needs of the students. Collaborative planning affords the teachers the opportunity to make connections by examining their practices, engaging in productive dialogue with colleagues, and developing their skills. This strategy effectively encourages positive working relationships between teachers. Best practices are shared among departments, and model classes are identified in the effort to create ways for collegial support.

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

On an ongoing basis, and through the administration, the school does the following:

1. Enable Prospective Teachers to interim at the school or perform classroom observations and internships

through outreach with local universities.
2. Partner new teachers with teacher mentors.

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

On an ongoing basis, and through the administration, the school does the following:

1. Host regular meetings with new teachers and school administration and curriculum support team.
2. Through the LLT, offer supplemental mentoring with focus teacher based on area of need.

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

Linda Lentin's technology infrastructure supports teaching and learning as it relates to the instructional focus mandated in the Florida Standards. Gradual Release Strategy is implemented in all classrooms which allows for uniformity in instructional practices and focused guided instruction for all learners. Priority was given to the effective implementation of a comprehensive master schedule that allows for purposeful supplemental and intensive instruction outside of the core content area classes. All instructional staff is encouraged to provide grade level appropriate rigorous instruction through the use of the aforementioned strategy. The implementation and use of lesson study to remediate student deficiencies is the corner stone of academic achievement. Effective channeling and feedback are provided for student reflection and improvement. Baseline Assessments, District Interims and technological diagnoses provide instructional staff with the proper data for continuous improvement of school-wide instructional programs. Effective evaluation, communication, and collaboration between instructors, administrators, coaches and ETO support personnel ensures that the teaching and learning process is highly aligned with the expectations of 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

Data analysis of student work folders, Baseline Assessment, and District Interim Assessments are used to determine whole group lessons, small group lessons, and Differentiated Instruction based on the diverse learning abilities of the students. At Linda Lentin K-8 Center teaching and re-teaching is imperative for continuous academic improvement. Instructional collaboration, professional development and effective implementation are the vehicle by which instructional staff will continuously and effectively monitor students experiencing difficulty attaining the proficient or advanced level on the state assessment. Classroom instructional framework allows teachers to infuse enrichment according to data for mastery and teacher one-to-one support and remediation of concepts during teacher led sessions.

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: 600

Instruction in reading, mathematics, writing and science will be provided for targeted students.

Strategy Rationale

Instruction in core academic subjects will assist with student progression. Enrichment activities will provide the students with a well-rounded education and enhance their critical thinking skills. Teachers can monitor students' progress as a result of their participation in extended learning strategies.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

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

Technology-based diagnostics/assessments, as well as, student folders will be used to analyze the effectiveness of the strategies utilized.

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

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

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

G073971

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
FCAT 2.0 Science Proficiency	44.0
AMO Math - African American	
FSA English Language Arts - Achievement	
AMO Math - ED	
FSA Mathematics - Achievement	
AMO Math - ELL	
Math Lowest 25% Gains	67.0
ELA/Reading Lowest 25% Gains	63.0
AMO Reading - All Students	
ELA/Reading Gains	65.0
Math Gains	65.0
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	

Resources Available to Support the Goal 2

- Technology, Personnel, ETO support personnel, Supplies, Pacing Guides
- Pearson Interactive text, Essential Labs, Lab Materials, District pacing guides, FCAT 2.0 item specs, District and ETO resources (Dropbox and google drive), Discovery Education Videos, Gizmo Simulations
- Go Math Textbooks, FL Ready Common Core Textbooks, McGraw Hill, i-Ready, ETO Resources, Promethean Boards, CPalms, Pacing Guides, FLDOE Item Specifications, Reflex, Edgenuity, Info Graphics
- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets
- Professional development-content specific, Edgenuity, NBC Learn, Discovery Education. Civics Test Item Specifications (FLDOE), 7th grade Civics Task Cards. Social Studies Instructional Framework, suggested Lesson Plan Template with Gradual Release of Responsibility Model (GRRM).

Targeted Barriers to Achieving the Goal 3

- Instructional delivery and lesson structure are not consistently aligned to the FCAT 2.0 item specs and the NGSSS.
- Teacher preparedness to deliver in-depth instruction of the Mathematics Florida State Standards (MAFS)
- There is limited evidence of effective planning and instructional delivery to the Language Arts Florida Standards (LAFS).
- Effective common planning which would lead to rigorous classroom instruction

Plan to Monitor Progress Toward G1. 8

State, District and classroom assessments results will be used to monitor the effectiveness of instruction.

Person Responsible

Monefe Young

Schedule

Monthly, from 9/22/2015 to 6/9/2016

Evidence of Completion

Data results: Monthly benchmark assessments, Topic assessments, Unit assessments, Interim and State assessments

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

 G073971

G1.B1 Instructional delivery and lesson structure are not consistently aligned to the FCAT 2.0 item specs and the NGSSS. **2**

 B193180

G1.B1.S1 "Utilize the FCAT 2.0 item specifications, Pacing Guides, and planning cards during instructional pre-planning and collaborative planning to align instructional delivery with the NGSSS. **4**

 S204684

Strategy Rationale

This will help focus science instruction, keep teachers within the content limit and in bound with the Pacing Guide .

Action Step 1 **5**

Science Coach will conduct job-embedded PD on the use of the pre-planning form in order to successfully unwrap science benchmark during collaboration.

Person Responsible

Yvetot Antoine

Schedule

Weekly, from 9/28/2015 to 10/16/2015

Evidence of Completion

Collaborative planning, agenda and sign-in sheet.

Action Step 2 5

Science Coach will conduct coaching cycle with targeted teachers on lesson delivery aligned to the NGSSS.

Person Responsible

Yvetot Antoine

Schedule

Biweekly, from 9/22/2015 to 12/18/2015

Evidence of Completion

Coaching and observation logs.

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

Administrative Classroom and Planning observations, Review of planning summary sheets and lesson plans

Person Responsible

Claude Rivette

Schedule

Weekly, from 9/22/2015 to 12/18/2015

Evidence of Completion

Classroom observation logs, common planning summaries and logs, students' assignments, District data, and topic test

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

Administrative Classroom observations and walkthroughs

Person Responsible

Monefe Young

Schedule

Weekly, from 9/22/2015 to 6/10/2016

Evidence of Completion

Classroom observation, walkthrough reports, District data, and topic test

G1.B1.S2 Utilize interactive journals to scaffold instruction and produce authentic student work. 4

S204685

Strategy Rationale

This will help student organize their thoughts, increase their analytical skills and increase student performance.

Action Step 1 5

Model the effective use of interactive journals to scaffold instruction and produce authentic student work during collaborative planning.

Person Responsible

Yvetot Antoine

Schedule

On 12/18/2015

Evidence of Completion

Common planning agenda, students' notebook and folders

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

Administrative walkthroughs, monitor lesson plans and delivery

Person Responsible

Claude Rivette

Schedule

Weekly, from 9/28/2015 to 12/18/2015

Evidence of Completion

Observation logs, students journals and folders

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

Conduct administrative walkthroughs, and review lesson plans

Person Responsible

Monefe Young

Schedule

Weekly, from 9/28/2015 to 12/18/2015

Evidence of Completion

Students' journals, lesson plans, collaboration planning agendas

G1.B2 Teacher preparedness to deliver in-depth instruction of the Mathematics Florida State Standards (MAFS) 2

 B193181

G1.B2.S1 Utilize planning protocols including the use of the Florida State Assessment Item Specifications during planning and instruction. 4

 S204686

Strategy Rationale

Maximizing the use of the mathematics instructional block by selectively choosing problems and tasks aligned to the expectations of the content standards including cognitive complexity levels will enhance student learning and performance

Action Step 1 5

Conduct collaborative planning sessions unwrapping standards with the use of Florida Item Specifications to ensure instructional content is aligned to the Florida State Standards.

Person Responsible

Shirley Joseph

Schedule

Weekly, from 9/22/2015 to 4/8/2016

Evidence of Completion

Common planning agenda, minutes, lesson plans and completed activities

Action Step 2 5

Design lesson plans utilizing the MAFS Item Specifications, McGraw Hill Inquiry labs and Go Math Problem solving including assessment enhanced questions.

Person Responsible

Shirley Joseph

Schedule

Daily, from 9/22/2015 to 6/9/2016

Evidence of Completion

Instructional Delivery, Lesson Plans, Student Work Samples

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will monitor collaborative planning, lesson plans, instructional delivery and coaching support.

Person Responsible

Claude Rivette

Schedule

Weekly, from 9/22/2015 to 4/8/2016

Evidence of Completion

Administrative documents, planning agenda, coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Disaggregation of performance data and data analysis

Person Responsible

Claude Rivette

Schedule

Monthly, from 9/22/2015 to 4/8/2016

Evidence of Completion

State, District and classroom assessments results will be used to monitor the effectiveness of instruction.

G1.B2.S2 Utilize the gradual release of responsibility model as an instructional framework. 4

S204687

Strategy Rationale

The gradual release model will support students in content, skills and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities and complete increasingly complex mathematical tasks.

Action Step 1 5

Implement coaching cycles with teachers in need of support with instructional delivery

Person Responsible

Shirley Joseph

Schedule

Weekly, from 9/22/2015 to 5/30/2016

Evidence of Completion

Coaching Logs

Action Step 2 5

Conduct collaborative planning sessions to design lessons with the gradual release model of responsibility as an instructional framework

Person Responsible

Shirley Joseph

Schedule

Weekly, from 9/22/2015 to 4/8/2016

Evidence of Completion

Lesson plans, Instructional delivery, Student work samples

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will monitor lesson plans and instructional delivery for the implementation of the gradual release of responsibility model.

Person Responsible

Claude Rivette

Schedule

Weekly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Lesson plans, student work samples, observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will monitor student performance data to ensure effectiveness of instruction

Person Responsible

Monefe Young


Schedule

Monthly, from 9/22/2015 to 6/9/2016


Evidence of Completion

State, District and classroom assessments results will be used to monitor the effectiveness of instruction.

G1.B3 There is limited evidence of effective planning and instructional delivery to the Language Arts Florida Standards (LAFS). **2**

 B193182

G1.B3.S1 Backwards planning using standard based instruction infusing the gradual release model. **4**

 S204688

Strategy Rationale

This strategy will ensure that teachers consistently develop, align and deliver instruction beginning with backwards planning, using standards based instruction infusing the components of gradual release. Support will continue during collaborative planning to further develop instructional delivery.

Action Step 1 **5**

Provide professional development on backwards planning using standards based instruction infusing the components of gradual release.

Person Responsible

SheKinah Mayard

Schedule

Weekly, from 9/22/2015 to 12/18/2015

Evidence of Completion

Agendas, sign-in sheets, developed lesson plans that contain evidence of backwards planning.

Action Step 2 **5**

Administration conducts classroom walk throughs monitoring implementation of developed lesson plans demonstrating application of backwards planning.

Person Responsible

SheKinah Mayard

Schedule

Weekly, from 9/22/2015 to 12/18/2015

Evidence of Completion

Administration walkthrough form, developed lesson plans that contain evidence of backwards planning.

Action Step 3 5

Teachers who demonstrate consistent alignment and delivery of planned instruction, support will continue during collaborative planning to further develop instructional delivery.

Person Responsible

Elaine Adderly

Schedule

Weekly, from 9/22/2015 to 12/18/2015

Evidence of Completion

Collaborative planning sign-in sheets and developed lesson plans with evidence of the gradual release model.

Action Step 4 5

Teachers who demonstrate inconsistent alignment and delivery of planned instruction, focused coaching cycles will begin, as well as continued support in collaborative planning.

Person Responsible

SheKinah Mayard

Schedule

Daily, from 9/22/2015 to 12/18/2015

Evidence of Completion

Collaborative planning sign-in sheets, developed lesson plans with evidence of the gradual release model, Coaching Calendar, Coaching Cycle documentation

Action Step 5 5

Upon completion of coaching cycles, administration conducts walk throughs and provides feedback to teachers and coaches on the coaching cycles.

Person Responsible

SheKinah Mayard

Schedule

Daily, from 9/22/2015 to 12/18/2015

Evidence of Completion

Leadership team meeting for the purpose of setting the coaching calendar, and coaching cycle documentation, administrative notes on the effectiveness of collaborative planning and the coaching cycles.

Action Step 6 5

Support personnel will provide coaches with explicit feedback on the coaching cycle with selected teachers.

Person Responsible

Elaine Adderly

Schedule

Weekly, from 9/22/2015 to 12/18/2015

Evidence of Completion

Coach and CSS will plan, review and realign the effectiveness of coaching calendar and coaching cycle Documentation

Action Step 7 5

Person Responsible

Schedule

Weekly, from 9/26/2014 to 6/4/2015

Evidence of Completion

Action Step 8 5

Person Responsible

Schedule

Weekly, from 9/26/2014 to 6/4/2015

Evidence of Completion

Action Step 9 5

Person Responsible

Schedule

Weekly, from 9/26/2014 to 6/4/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.

Person Responsible

Elaine Adderly

Schedule

Weekly, from 9/22/2015 to 6/9/2016

Evidence of Completion

Lesson plans, instructional delivery, student work products, District data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Conduct classroom observations to monitor instructional delivery.

Person Responsible

Monefe Young

Schedule

Quarterly, from 9/22/2015 to 6/9/2016

Evidence of Completion

Lesson plans and instructional delivery.

G1.B3.S2 Building genre writing content knowledge through professional learning community. 4

S204689

Strategy Rationale

This strategy will ensure that teachers consistently develop, align and deliver instruction with the content knowledge of the writing standard with backwards planning using standards based instruction infusing the components of gradual release. Support will continue during collaborative planning and professional learning community to further develop instructional delivery.

Action Step 1 5

Provide professional development on the different modalities of writing standards (narrative, informative, and opinion/argumentative) as well as the state's writing rubric.

Person Responsible

Lisa Bailey-Smitherman

Schedule

On 10/30/2015

Evidence of Completion

Agenda, sign-in sheet, PD handouts

Action Step 2 5

Provide professional development on backwards planning using standards based instruction infusing the components of gradual release.

Person Responsible

SheKinah Mayard

Schedule

Weekly, from 9/22/2015 to 10/30/2015

Evidence of Completion

Agenda, Sign in sheets, developed lesson plans that contain evidence of backward planning.

Action Step 3 5

Administration conducts classroom walk through monitoring implementation of developed lesson plans demonstrating application of backwards planning.

Person Responsible

Elaine Adderly

Schedule

Daily, from 9/22/2015 to 9/22/2015

Evidence of Completion

Lesson Plans and instructional delivery

Action Step 4 5

Teachers who demonstrate consistent alignment and delivery of planned instruction, support will continue through professional learning community to further develop content knowledge.

Person Responsible

Lisa Bailey-Smitherman

Schedule

Daily, from 9/22/2015 to 6/9/2016

Evidence of Completion

Collaborative planning sign-in sheets and developed lesson plans with evidence of the gradual release model.

Action Step 5 5

Teachers who demonstrate inconsistent alignment and delivery of planned instruction, focused coaching cycles will begin, as well as continued support in collaborative planning.

Person Responsible

Lisa Bailey-Smitherman

Schedule

Daily, from 9/22/2015 to 12/18/2015

Evidence of Completion

Collaborative planning sign-in sheets and developed lesson plans with evidence of the gradual release model.

Action Step 6 5

Support personnel will provide coaches with explicit feedback on the coaching cycle with selected teachers.

Person Responsible

Elaine Adderly

Schedule

Daily, from 9/22/2015 to 12/18/2015

Evidence of Completion

Coach and CSS will plan, review and realign the effectiveness of coaching calendar and coaching cycle Documentation

Action Step 7 5

Upon completion of coaching cycles, administration conducts walk throughs and provides feedback to teachers and coaches on the coaching cycles.

Person Responsible

Elaine Adderly

Schedule

Weekly, from 9/22/2014 to 6/9/2016

Evidence of Completion

State's writing rubric, student work products, lesson plans, instructional delivery

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.

Person Responsible

Elaine Adderly

Schedule

Weekly, from 9/22/2015 to 9/22/2015

Evidence of Completion

Sign in sheet and student work.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.

Person Responsible

Elaine Adderly

Schedule

Weekly, from 9/22/2015 to 6/9/2016

Evidence of Completion

Student work folders with corrective feedback, District data.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Disaggregation of performance data and data analysis.

Person Responsible

Monefe Young

Schedule

Quarterly, from 9/22/2015 to 6/9/2016


Evidence of Completion

Students' work folders, State, District assessments data and ETO Implementation Action Plan results will be used to monitor the effectiveness of instruction.

G1.B4 Effective common planning which would lead to rigorous classroom instruction **2**

 B193183

G1.B4.S1 Build teacher capacity throughout the planning process with the use of Annotation and Text-Dependent questions for Close Reading and Word Sorts. **4**

 S204690

Strategy Rationale

To improve instructional delivery.

Action Step 1 **5**

Conduct common planning that follows the created agenda that will align the previously provided instructional resources in the creation of lesson plans aligned to standards and driven by student centered activities. Both the NGSSS and the LAFS-SS will be incorporated.

Person Responsible

SheKinah Mayard

Schedule

On 12/18/2015

Evidence of Completion

Action Step 2 **5**

Plan for a professional development opportunity to demonstrate implementation of annotation of text feature and text-dependent questions incorporated to classroom instruction

Person Responsible

SheKinah Mayard

Schedule

On 6/9/2016

Evidence of Completion

Action Step 3 5

Implementation of lesson plans created through collaborative planning.

Person Responsible

SheKinah Mayard

Schedule

On 6/9/2016

Evidence of Completion

Action Step 4 5

Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support

Person Responsible

SheKinah Mayard

Schedule

On 6/9/2016

Evidence of Completion

Action Step 5 5

Debrief with teachers, Literacy Coach, ETO CSS and ETO IS to determine next steps

Person Responsible

SheKinah Mayard

Schedule

On 6/9/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration walkthroughs, coaching cycles, agendas, and sign in sheets.

Person Responsible

Elaine Adderly

Schedule

On 6/9/2016

Evidence of Completion

Administrative documents, planning logs, and

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administrator will conduct classroom observations.

Person Responsible

Monefe Young

Schedule

On 6/9/2016

Evidence of Completion

Lesson plans and Instructional delivery.

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	Science Coach will conduct job-embedded PD on the use of the pre-planning form in order to successfully unwrap science benchmark during collaboration.	Antoine, Yvetot	9/28/2015	Collaborative planning, agenda and sign-in sheet.	10/16/2015 weekly
G1.B1.S2.A1	Model the effective use of interactive journals to scaffold instruction and produce authentic student work during collaborative planning.	Antoine, Yvetot	9/28/2015	Common planning agenda, students' notebook and folders	12/18/2015 one-time
G1.B2.S1.A1	Conduct collaborative planning sessions unwrapping standards with the use of Florida Item Specifications to ensure instructional content is aligned to the Florida State Standards.	Joseph, Shirley	9/22/2015	Common planning agenda, minutes, lesson plans and completed activities	4/8/2016 weekly
G1.B2.S2.A1	Implement coaching cycles with teachers in need of support with instructional delivery	Joseph, Shirley	9/22/2015	Coaching Logs	5/30/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Provide professional development on backwards planning using standards based instruction infusing the components of gradual release.	Mayard, SheKinah	9/22/2015	Agendas, sign-in sheets, developed lesson plans that contain evidence of backwards planning.	12/18/2015 weekly
G1.B3.S2.A1	Provide professional development on the different modalities of writing standards (narrative, informative, and opinion/argumentative) as well as the state's writing rubric.	Bailey-Smitherman, Lisa	9/22/2014	Agenda, sign-in sheet, PD handouts	10/30/2015 one-time
G1.B4.S1.A1	Conduct common planning that follows the created agenda that will align the previously provided instructional resources in the creation of lesson plans aligned to standards and driven by student centered activities. Both the NGSSS and the LAFS-SS will be incorporated.	Mayard, SheKinah	9/22/2015		12/18/2015 one-time
G1.B1.S1.A2	Science Coach will conduct coaching cycle with targeted teachers on lesson delivery aligned to the NGSSS.	Antoine, Yvetot	9/22/2015	Coaching and observation logs.	12/18/2015 biweekly
G1.B2.S1.A2	Design lesson plans utilizing the MAFS Item Specifications, McGraw Hill Inquiry labs and Go Math Problem solving including assessment enhanced questions.	Joseph, Shirley	9/22/2015	Instructional Delivery, Lesson Plans, Student Work Samples	6/9/2016 daily
G1.B2.S2.A2	Conduct collaborative planning sessions to design lessons with the gradual release model of responsibility as an instructional framework	Joseph, Shirley	9/22/2015	Lesson plans, Instructional delivery, Student work samples	4/8/2016 weekly
G1.B3.S1.A2	Administration conducts classroom walk throughs monitoring implementation of developed lesson plans demonstrating application of backwards planning.	Mayard, SheKinah	9/22/2015	Administration walkthrough form, developed lesson plans that contain evidence of backwards planning.	12/18/2015 weekly
G1.B3.S2.A2	Provide professional development on backwards planning using standards based instruction infusing the components of gradual release.	Mayard, SheKinah	9/22/2015	Agenda, Sign in sheets, developed lesson plans that contain evidence of backward planning.	10/30/2015 weekly
G1.B4.S1.A2	Plan for a professional development opportunity to demonstrate implementation of annotation of text feature and text-dependent questions incorporated to classroom instruction	Mayard, SheKinah	9/22/2015		6/9/2016 one-time
G1.B3.S1.A3	Teachers who demonstrate consistent alignment and delivery of planned instruction, support will continue during collaborative planning to further develop instructional delivery.	Adderly, Elaine	9/22/2015	Collaborative planning sign-in sheets and developed lesson plans with evidence of the gradual release model.	12/18/2015 weekly
G1.B3.S2.A3	Administration conducts classroom walk through monitoring implementation of developed lesson pans demonstrating application of backwards planning.	Adderly, Elaine	9/22/2015	Lesson Plans and instructional delivery	9/22/2015 daily
G1.B4.S1.A3	Implementation of lesson plans created through collaborative planning.	Mayard, SheKinah	9/22/2015		6/9/2016 one-time
G1.B3.S1.A4	Teachers who demonstrate inconsistent alignment and delivery of planned instruction, focused coaching cycles will begin, as well as continued support in collaborative planning.	Mayard, SheKinah	9/22/2015	Collaborative planning sign-in sheets, developed lesson plans with evidence of the gradual release model, Coaching Calendar, Coaching Cycle documentation	12/18/2015 daily
G1.B3.S2.A4	Teachers who demonstrate consistent alignment and delivery of planned instruction, support will continue through	Bailey-Smitherman, Lisa	9/22/2015	Collaborative planning sign-in sheets and developed lesson plans with evidence of the gradual release model.	6/9/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	professional learning community to further develop content knowledge.				
G1.B4.S1.A4	Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support	Mayard, SheKinah	9/22/2015		6/9/2016 one-time
G1.B3.S1.A5	Upon completion of coaching cycles, administration conducts walk throughs and provides feedback to teachers and coaches on the coaching cycles.	Mayard, SheKinah	9/22/2015	Leadership team meeting for the purpose of setting the coaching calendar, and coaching cycle documentation, administrative notes on the effectiveness of collaborative planning and the coaching cycles.	12/18/2015 daily
G1.B3.S2.A5	Teachers who demonstrate inconsistent alignment and delivery of planned instruction, focused coaching cycles will begin, as well as continued support in collaborative planning.	Bailey-Smitherman, Lisa	9/22/2015	Collaborative planning sign-in sheets and developed lesson plans with evidence of the gradual release model.	12/18/2015 daily
G1.B4.S1.A5	Debrief with teachers, Literacy Coach, ETO CSS and ETO IS to determine next steps	Mayard, SheKinah	9/22/2015		6/9/2016 one-time
G1.B3.S1.A6	Support personnel will provide coaches with explicit feedback on the coaching cycle with selected teachers.	Adderly, Elaine	9/22/2015	Coach and CSS will plan, review and realign the effectiveness of coaching calendar and coaching cycle Documentation	12/18/2015 weekly
G1.B3.S2.A6	Support personnel will provide coaches with explicit feedback on the coaching cycle with selected teachers.	Adderly, Elaine	9/22/2015	Coach and CSS will plan, review and realign the effectiveness of coaching calendar and coaching cycle Documentation	12/18/2015 daily
G1.B3.S1.A7	[no content entered]		9/26/2014		6/4/2015 weekly
G1.B3.S2.A7	Upon completion of coaching cycles, administration conducts walk throughs and provides feedback to teachers and coaches on the coaching cycles.	Adderly, Elaine	9/22/2014	State's writing rubric, student work products, lesson plans, instructional delivery	6/9/2016 weekly
G1.B3.S1.A8	[no content entered]		9/26/2014		6/4/2015 weekly
G1.B3.S1.A9	[no content entered]		9/26/2014		6/4/2015 weekly
G1.MA1	State, District and classroom assessments results will be used to monitor the effectiveness of instruction.	Young, Monefe	9/22/2015	Data results: Monthly benchmark assessments, Topic assessments, Unit assessments, Interim and State assessments	6/9/2016 monthly
G1.B1.S1.MA1	Administrative Classroom observations and walkthroughs	Young, Monefe	9/22/2015	Classroom observation, walkthrough reports, District data, and topic test	6/10/2016 weekly
G1.B1.S1.MA1	Administrative Classroom and Planning observations, Review of planning summary sheets and lesson plans	Rivette, Claude	9/22/2015	Classroom observation logs, common planning summaries and logs, students' assignments, District data, and topic test	12/18/2015 weekly
G1.B2.S1.MA1	Disaggregation of performance data and data analysis	Rivette, Claude	9/22/2015	State, District and classroom assessments results will be used to monitor the effectiveness of instruction.	4/8/2016 monthly
G1.B2.S1.MA1	Administration will monitor collaborative planning, lesson plans, instructional delivery and coaching support.	Rivette, Claude	9/22/2015	Administrative documents, planning agenda, coaching logs	4/8/2016 weekly
G1.B3.S1.MA1	Conduct classroom observations to monitor instructional delivery.	Young, Monefe	9/22/2015	Lesson plans and instructional delivery.	6/9/2016 quarterly
G1.B3.S1.MA1	The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.	Adderly, Elaine	9/22/2015	Lesson plans, instructional delivery, student work products, District data	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	Administrator will conduct classroom observations.	Young, Monefe	9/22/2015	Lesson plans and Instructional delivery.	6/9/2016 one-time
G1.B4.S1.MA1	Administration walkthroughs, coaching cycles, agendas, and sign in sheets.	Adderly, Elaine	9/22/2015	Administrative documents, planning logs, and	6/9/2016 one-time
G1.B1.S2.MA1	Conduct administrative walkthroughs, and review lesson plans	Young, Monefe	9/28/2015	Students' journals, lesson plans, collaboration planning agendas	12/18/2015 weekly
G1.B1.S2.MA1	Administrative walkthroughs, monitor lesson plans and delivery	Rivette, Claude	9/28/2015	Observation logs, students journals and folders	12/18/2015 weekly
G1.B2.S2.MA1	Administration will monitor student performance data to ensure effectiveness of instruction	Young, Monefe	9/22/2015	State, District and classroom assessments results will be used to monitor the effectiveness of instruction.	6/9/2016 monthly
G1.B2.S2.MA1	Administration will monitor lesson plans and instructional delivery for the implementation of the gradual release of responsibility model.	Rivette, Claude	9/22/2015	Lesson plans, student work samples, observations	5/31/2016 weekly
G1.B3.S2.MA1	Disaggregation of performance data and data analysis.	Young, Monefe	9/22/2015	Students' work folders, State, District assessments data and ETO Implementation Action Plan results will be used to monitor the effectiveness of instruction.	6/9/2016 quarterly
G1.B3.S2.MA1	The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.	Adderly, Elaine	9/22/2015	Sign in sheet and student work.	9/22/2015 weekly
G1.B3.S2.MA1	The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.	Adderly, Elaine	9/22/2015	Student work folders with corrective feedback, District data.	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.

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

G1.B1 Instructional delivery and lesson structure are not consistently aligned to the FCAT 2.0 item specs and the NGSSS.

G1.B1.S1 "Utilize the FCAT 2.0 item specifications, Pacing Guides, and planning cards during instructional pre-planning and collaborative planning to align instructional delivery with the NGSSS.

PD Opportunity 1

Science Coach will conduct job-embedded PD on the use of the pre-planning form in order to successfully unwrap science benchmark during collaboration.

Facilitator

Science Curriculum Support Specialist and Science Coach

Participants

Science Teachers

Schedule

Weekly, from 9/28/2015 to 10/16/2015

PD Opportunity 2

Science Coach will conduct coaching cycle with targeted teachers on lesson delivery aligned to the NGSSS.

Facilitator

Science Curriculum Support Specialist and Science Coach

Participants

Science Teachers

Schedule

Biweekly, from 9/22/2015 to 12/18/2015

G1.B3 There is limited evidence of effective planning and instructional delivery to the Language Arts Florida Standards (LAFS).

G1.B3.S1 Backwards planning using standard based instruction infusing the gradual release model.

PD Opportunity 1

Provide professional development on backwards planning using standards based instruction infusing the components of gradual release.

Facilitator

Reading Coaches, & CSS

Participants

Teachers

Schedule

Weekly, from 9/22/2015 to 12/18/2015

PD Opportunity 2

Administration conducts classroom walk throughs monitoring implementation of developed lesson plans demonstrating application of backwards planning.

Facilitator

Principal and Assistant Principals

Participants

Teachers

Schedule

Weekly, from 9/22/2015 to 12/18/2015

PD Opportunity 3

Teachers who demonstrate consistent alignment and delivery of planned instruction, support will continue during collaborative planning to further develop instructional delivery.

Facilitator

Reading Coaches

Participants

Teachers

Schedule

Weekly, from 9/22/2015 to 12/18/2015

G1.B3.S2 Building genre writing content knowledge through professional learning community.

PD Opportunity 1

Provide professional development on the different modalities of writing standards (narrative, informative, and opinion/argumentative) as well as the state's writing rubric.

Facilitator

Reading Coach and CSS

Participants

Teachers

Schedule

On 10/30/2015

G1.B4 Effective common planning which would lead to rigorous classroom instruction

G1.B4.S1 Build teacher capacity throughout the planning process with the use of Annotation and Text-Dependent questions for Close Reading and Word Sorts.

PD Opportunity 1

Conduct common planning that follows the created agenda that will align the previously provided instructional resources in the creation of lesson plans aligned to standards and driven by student centered activities. Both the NGSSS and the LAFS-SS will be incorporated.

Facilitator

Mayard, Shekinah

Participants

Teachers

Schedule

On 12/18/2015

PD Opportunity 2

Plan for a professional development opportunity to demonstrate implementation of annotation of text feature and text-dependent questions incorporated to classroom instruction

Facilitator

Mayard, Shekihan

Participants

Teachers

Schedule

On 6/9/2016

PD Opportunity 3

Implementation of lesson plans created through collaborative planning.

Facilitator

Mayard, Shekihan

Participants

Teachers

Schedule

On 6/9/2016

PD Opportunity 4

Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support

Facilitator

Mayard, Shekinah

Participants

Teachers

Schedule

On 6/9/2016

PD Opportunity 5

Debrief with teachers, Literacy Coach, ETO CSS and ETO IS to determine next steps

Facilitator

Mayard, Shekinah

Participants

Teachers

Schedule

On 6/9/2016

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	Science Coach will conduct job-embedded PD on the use of the pre-planning form in order to successfully unwrap science benchmark during collaboration.	\$0.00			
2	G1.B1.S1.A2	Science Coach will conduct coaching cycle with targeted teachers on lesson delivery aligned to the NGSSS.	\$0.00			
3	G1.B1.S2.A1	Model the effective use of interactive journals to scaffold instruction and produce authentic student work during collaborative planning.	\$0.00			
4	G1.B2.S1.A1	Conduct collaborative planning sessions unwrapping standards with the use of Florida Item Specifications to ensure instructional content is aligned to the Florida State Standards.	\$0.00			
5	G1.B2.S1.A2	Design lesson plans utilizing the MAFS Item Specifications, McGraw Hill Inquiry labs and Go Math Problem solving including assessment enhanced questions.	\$0.00			
6	G1.B2.S2.A1	Implement coaching cycles with teachers in need of support with instructional delivery	\$0.00			
7	G1.B2.S2.A2	Conduct collaborative planning sessions to design lessons with the gradual release model of responsibility as an instructional framework	\$0.00			
8	G1.B3.S1.A1	Provide professional development on backwards planning using standards based instruction infusing the components of gradual release.	\$0.00			
9	G1.B3.S1.A2	Administration conducts classroom walk throughs monitoring implementation of developed lesson plans demonstrating application of backwards planning.	\$0.00			
10	G1.B3.S1.A3	Teachers who demonstrate consistent alignment and delivery of planned instruction, support will continue during collaborative planning to further develop instructional delivery.	\$0.00			
11	G1.B3.S1.A4	Teachers who demonstrate inconsistent alignment and delivery of planned instruction, focused coaching cycles will begin, as well as continued support in collaborative planning.	\$35,500.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2911 - Linda Lentin K 8 Center			\$25,000.00
<i>Notes: Use funds to provide hourly intervention and before/after school hourly tutorials</i>						
			2911 - Linda Lentin K 8 Center	Title I Part A		\$2,000.00
<i>Notes: Use funds to provide ancillary and peripheral support materials for explicit instruction through Differentiated Instruction DI.</i>						

Budget Data					
			2911 - Linda Lentin K 8 Center	Title I Part A	\$8,500.00
			<i>Notes: Use funds to provide hourly intervention and before/after school hourly tutorials</i>		
12	G1.B3.S1.A5	Upon completion of coaching cycles, administration conducts walk throughs and provides feedback to teachers and coaches on the coaching cycles.			\$0.00
13	G1.B3.S1.A6	Support personnel will provide coaches with explicit feedback on the coaching cycle with selected teachers.			\$0.00
14	G1.B3.S1.A7				\$0.00
15	G1.B3.S1.A8				\$0.00
16	G1.B3.S1.A9				\$0.00
17	G1.B3.S2.A1	Provide professional development on the different modalities of writing standards (narrative, informative, and opinion/argumentative) as well as the state's writing rubric.			\$0.00
18	G1.B3.S2.A2	Provide professional development on backwards planning using standards based instruction infusing the components of gradual release.			\$0.00
19	G1.B3.S2.A3	Administration conducts classroom walk through monitoring implementation of developed lesson plans demonstrating application of backwards planning.			\$0.00
20	G1.B3.S2.A4	Teachers who demonstrate consistent alignment and delivery of planned instruction, support will continue through professional learning community to further develop content knowledge.			\$0.00
21	G1.B3.S2.A5	Teachers who demonstrate inconsistent alignment and delivery of planned instruction, focused coaching cycles will begin, as well as continued support in collaborative planning.			\$0.00
22	G1.B3.S2.A6	Support personnel will provide coaches with explicit feedback on the coaching cycle with selected teachers.			\$0.00
23	G1.B3.S2.A7	Upon completion of coaching cycles, administration conducts walk throughs and provides feedback to teachers and coaches on the coaching cycles.			\$0.00
24	G1.B4.S1.A1	Conduct common planning that follows the created agenda that will align the previously provided instructional resources in the creation of lesson plans aligned to standards and driven by student centered activities. Both the NGSSS and the LAFS-SS will be incorporated.			\$0.00
25	G1.B4.S1.A2	Plan for a professional development opportunity to demonstrate implementation of annotation of text feature and text-dependent questions incorporated to classroom instruction			\$0.00
26	G1.B4.S1.A3	Implementation of lesson plans created through collaborative planning.			\$0.00
27	G1.B4.S1.A4	Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support			\$0.00
28	G1.B4.S1.A5	Debrief with teachers, Literacy Coach, ETO CSS and ETO IS to determine next steps			\$0.00

Budget Data	
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Total:	\$35,500.00
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