Poinciana Park Elementary School

2015-16 School Improvement Plan

Poinciana Park Elementary School

6745 NW 23RD AVE, Miami, FL 33147

http://ppark.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	94%

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

School Grades History

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

*Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Poinciana Park Elementary School, our goals are to provide each student and staff member the opportunity to develop themselves to their fullest potential, to meet the individual needs of each child, and to make each parent an integral part of the educational process. In order to ensure students attain high achievement goals, teachers will provide a safe and stimulating environment in which students can learn. Parents, teachers, and community members will work cooperatively to encourage students to become responsible and productive citizens of the 21st century.

Provide the school's vision statement

Students at Poinciana Park Elementary School will leave fifth grade prepared and equipped with the necessary skills and knowledge for them to be competitive among their peers at the next level of their educational journey. Students will transfer the acquired skills to strategically solve problems in their everyday life.

School Environment

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

Teachers and staff are able to learn about the different cultures of our students and parents throughout the year. First, monthly interactive parent meetings are held at the school-site, which provides the opportunity for discussion and clarification amongst parents, students, and teachers. Secondly, teacher conferences provide the one on one conversation that assist in establishing strong supportive relationships amongst teachers and their students. Furthermore, as the District celebrates the different ethnic groups throughout the year, a variety of activities and lessons are presented that allow both teachers and students to display pride in their culture. Once the teachers and other staff members understand certain customs as it relates to various cultures; it paves a smooth transition on how to relate to students in different situations.

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

Students are greeted every morning by school personnel. They are escorted to the cafeteria for breakfast and are supervised by various staff members until their teacher picks them up for the start of their instructional day. Students are informed that all personnel are at their service if they need to talk, have a problem, or are aware of something that needs to be brought to an adult's attention. The administration, counselors, security monitors, Community Involvement Specialist, and other support personnel are clearly visible throughout the day to handle any situation that students may have. At dismissal, the same visibility is put in place until the campus is clear of all students. Furthermore, our counselor, student success coach, and social worker conduct small group sessions that allow students to express themselves and resolve conflicts.

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

A positive behavior system is the basis of our school-wide behavior plan. A group of teachers, support personnel, and administration formed a committee that created a rubric and a set of rules that teachers utilized as the basis for their individual classroom management systems. The plan was presented to the entire staff at the opening faculty meeting, and teachers utilized this information to create their individual behavior systems. Administrative chats were conducted with teachers to discuss their classroom management systems. Teachers also explained and reviewed their classroom management system to their students during the first week of school. A copy of their management plan was sent home to parents to review and sign. Through these venues, it was relayed and understood that students' behavior will determine their ability to earn rewards or loose privileges. Students understand that they must make positive decisions and display the actions that are expected and conveyed by the school; such as: being on task at all times, wearing proper uniform, displaying positive interactions with their peers, and informing staff of any known disturbance. In addition, the Character Values curriculum was embedded into the created rubric, and identified students are recognized by the Leadership Team on a monthly basis based on the respective value. Lastly, during the morning and afternoon announcements, inspirational and motivational tips are presented on being a good citizen and achieving school-wide goals.

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

Poinciana Park Elementary possesses an excellent student service team. Our counselor, student success coach, and school social worker identify students based on the early warning indicators such as a large number of referrals, high absenteeism, and low performance data to provide individual and group counseling. Students who are witnessed as being by themselves and very anti-social are also referred to the team to provide services if needed. Depending on the situation, parents are sometimes scheduled to attend the session to identify the root of the problem. Students and parents are also at times referred to outside agencies that can offer more assistance outside of the school building and hours. Furthermore, most of the staff members have identified one or more students that they serve as a "mentor" to throughout the year. The staff member will have informal conversations with their "mentee" to ensure that they are not in need of anything that is limiting their academic or social growth.

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 early warning system at Poinciana Park is heavily supported by the student services team. Any staff member can identify a student that seems to need the services of one of the support staff. Through the "Request for Counseling" and the "Request for Student Services" forms; either the Student Success Coach, School Counselor, or School Social Worker will be able to address the student's need. Our attendance committee also monitors excessive absences and tardy students; administration monitors students with academic concerns; and the Student Success Coach monitors and addresses an updated list of students that are identified as possessing two or more of the early warning indicators. The following is a list of the indicators that are monitored by the school:
1. Students missing more than 10% of the attendance
2. Students with excessive referrals
3. Students who perform at a Level 1 in Reading and/or mathematics
4. Students who have been retained.

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	6	13	16	3	7	3	48
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	7	6	10	3	8	0	34
Level 1 on statewide assessment	5	19	24	7	11	10	76
Retentions	5	8	5	6	0	0	24

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	8	12	16	3	14	11	64

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

These students are counseled by the Student Success Coach, School Counselor, Social Worker, and administration. They are monitored every two weeks to review attendance, academic, and behavioral performance. Parents will be informed and provided with empowerment strategies. Data chats will be held with the teacher and counselors to address the students' areas of need. If the behaviors persist, the teacher and parent will be informed of a future conference. Those who are not adhering with the plan will have have a parent-student conference arranged, and all stakeholders will be present to bring all resources together to rectify the undesired behaviors or habits. Students who meet the attendance criteria and other positive actions will be rewarded with incentives by administration.

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/189091.

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

Local community business men and women are invited to evening functions that are occurring. These individuals are invited to join the EESAC committee, to visit as guest speakers, and/or to participate in upcoming activities at the school. Through these activities, many community partners are able to identify

ways in which they can assist the school in reaching their goals.
In addition, by participating in functions such as, Principal for A Day and Junior Achievers, administration is able to form more business connections and relationships with various individuals to promote the vision and mission of the school.

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
Prakash, Amrita	Principal
Williams, Nika	Assistant Principal
Davila, Tonishia	Instructional Coach
Chester, Candice	Guidance Counselor
Dingle, Antoinette	Teacher, K-12
Dorvily, Nicole	Instructional Coach
Burkes-Taylor, Sebrina	Other

Duties

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

The overall objective of the team is to positively impact student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through proactive intervention.
Our team is comprised of the following:
• The Principal, Dr. Amrita J. Prakash and Assistant Principal , Nika L. Williams who ensure commitment and allocation of specific resources.
• Instructional Coaches: Nicole Dorvily and Tonishia Davila, will extend and report on meeting the goals of the leadership team by discussing feedback from grade level and subject area planning, as well as participating in problem-solving intervention groups.
• The School Counselor, Candice Chester and SPED Department Chairperson, Antoinette Dingle, will meet to review the needs and status of students that are involved in the RtI process.
• The Student Success Coach, Sebrina Burkes-Taylor will meet with students, teachers, and parents to provide successful strategies proven to improve the performance of students that display two or more early warning indicators.
The Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Exceptional Student Education (ESE) Teachers: Yania Chirino
• School Psychologist: Elysse Wasserman
• Social Worker: Luckencie Pierre
• Member of EESAC: Debra McEathron
• Staffing Specialist: Angela Richardson
• Community Involvement Specialist: Lakeisha Martin

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

Poinciana Park Elementary utilizes a process in which data is reviewed amongst all team members. Student data is continuously reviewed and utilized to drive the instructional groupings and practices among classes. Based on student achievement, resources are purchased, services are provided, and strategies are revised in order to meet the needs of our students.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities,such as our after-school program and Saturday Academy. Our school-based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school via home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at our school site. Instructional Coaches develop, lead, and evaluate school core content standards and programs; as well as, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students' needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk;" and assist in the design and implementation for progress monitoring, data collection, and data analysis. They also participate in the design and delivery of professional development; as well as provide support for assessment and implementation monitoring. Parents participate in the design of the Parent Involvement Plan (PIP- which is provided in three languages), the school improvement process, the life of the school, and the Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/ Family Involvement Survey will be used towards the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program while planning for the 2016 – 2017 school year. An all-out effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in all three languages, will be available online and via hard copy (at Poinciana Park and District meetings) for parents to complete. Other components that are integrated into the Poinciana Park Elementary school-wide program include an extensive Parental Program and special support services that provide assistance to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

Poinciana Park Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure the unique needs of migrant students are met. Students are also provided extended learning opportunities (after school and Saturday school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds for reading and supplementary instructional materials. The aforementioned service will be provided should the funds

become available for the 2015 – 2016 school year and should the FLDOE approve the application.
Title VI, Part B -
NA
Title X- Homeless
Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, Poinciana Park Elementary, and the community. Project Upstart, Homeless Children & Youth Program assists Poinciana Park with the identification, enrollment, attendance, and transportation of homeless students. Poinciana Park is eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act, which ensures that homeless children and youth are not stigmatized, separated, segregated, or isolated based on their status as homeless and are provided with all entitlements.
Supplemental Academic Instruction (SAI)
Poinciana Park Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by the classroom teachers and the counselor. Training and technical assistance for teachers, administration, and the counselor is also a component of this program. Poinciana Park Elementary will also implement five curriculum lessons via the school counselor on bullying and violence prevention per grade level.
Nutrition Programs
1) Poinciana Park Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program (school breakfast and school lunch) at Poinciana Park Elementary School follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs - N/A
Head Start
Poinciana Park Elementary has 3 Head Start classrooms. Joint activities, including professional development and transition processes are shared.
Adult Education
N/A
Career and Technical Education
By promoting Career Pathways and Programs of Study, students will complete academy programs and have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
Job Training
N/A
Other
The team at Poinciana Park Elementary is staffed by a School Social Worker (shared between schools).
Miami Lighthouse/ Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at Poinciana Park Elementary via vision vans and corrective lenses to all failed vision screenings if the parent/ guardian cannot afford the exams and or the lenses.
HIV/AIDS Curriculum: AIDS Get the Facts!
AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities,

and resources for providing HIV/AIDS instruction.

HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; Instruction in Acquired Immune Deficiency Syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Work-site HIV/AIDS Handbook, and Control of Communicable Diseases in School Guidebook for School Personnel.

HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jacaira Jiles	Student
Debra McEathron	Teacher
Dr. Amrita J. Prakash	Principal
Nilsa Baillou	Teacher
Debrina Martin	Teacher
Kia Parker	Teacher
Joann Johnson	Teacher
Beverly Johnson	Education Support Employee
Juan Reyneri	Business/Community
Roy Thompson	Business/Community
Eve McKinsey	Business/Community
Kaya Crowder	Parent
Tonika Washington	Parent
Maximo Jean-Jacques	Parent
Jacaira Jiles	Student
Renee Cromartie	Teacher
Charlyn Strachen	Business/Community
Karla Brown	Business/Community

Duties

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

Evaluation of last year's school improvement plan

As the committee reflected on last year's School Improvement Plan, it was agreed that the goals were adequate. Improving student achievement, attendance, and behavior are all factors that would steer the school in the direction in which is desired. All of these goals are factors in improving the quality of the whole child. The strategies were well written but it was determined that it was the monitoring portion of the plan that needed to be revisited. The puzzle piece that needs to be revisited is the one that requires two way open and constant communication between all stakeholders in reference to current data. If all stakeholders are aware of the academic position of the students, they will be prone to following the strategies listed on the plan.

Development of this school improvement plan

The SAC meets monthly to review the data, barriers, and strategies stated in the school improvement plan. All stakeholders, at this time, discuss their observations and concerns from their peers in the educational community. These ideas and concerns are heard and addressed, and ultimately incorporated into revising the SIP.

Preparation of the school's annual budget and plan

This year, the SAC decided that the funds will be allocated for students in two different venues. First, $1,000.00 would be spent on purchasing award ceremony trophies for student achievement and student attendance. Secondly, $938.00 will be spent on purchasing incentives for students who achieve receive academic or behavioral recognition during the 2015-2016 school year.

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

Last year, The SAC divided the funds into two allocations. $1000. 00 was spent on obtaining award ceremony trophies for the student achievement. In addition, $938.00 was spent on purchasing incentives for students who achieved a prize level towards the Positive Behavior Plan.

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
Prakash, Amrita	Principal
Williams, Nika	Assistant Principal
Martin, Debrina	Teacher, K-12
Dingle, Antoinette	Teacher, K-12
Davila, Tonishia	Instructional Coach
Chester, Candice	Guidance Counselor
Cromartie, Renee	Teacher, K-12
McEathron, Debra	Teacher, K-12
Suarez, Jo-Ann	Teacher, K-12
Brache, Edwin	Paraprofessional
Green, Corinthia	Teacher, K-12
perez, Maydivi	Teacher, K-12
Freire, Ruby	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team are to positively impact student learning, encourage a literate climate to support effective learning, create capacity of reading knowledge within

the school building, gather knowledge about literacy and resources, organize study groups, initiate action research, support peer coaching, and examine student artifacts.

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

During faculty meetings and common planning sessions, teachers are provided with an environment that allows opinions to be heard. Ideas and strategies are requested from all staff members in all areas of educational planning. This strengthens the message that the school is working together to achieve student success. During various staff meetings, teachers are sometimes asked to share their best practices. This sends the message that it is not only one way to complete a task. In addition, teachers are encouraged to participate in lesson studies and professional learning communities which foster teacher collaboration, conversation, and trust.
The leadership team is consistent and fair with all decisions. Therefore the same expectations are seen across the school, no matter the grade level, program, or department. Professional conversations are held between administration and staff members both informally and formally. These practices establish a collaborative environment throughout the building.

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

Administration will provide opportunities for instructional staff to assume leadership roles at the school site.
The leadership team will establish Professional Learning Communities for continued professional growth. Administration will provide opportunities for staff to attend Professional Development Workshops targeting individual teachers' subject areas
The leadership team will also conduct Lesson Studies to provide teachers with opportunities to exchange successful strategies &ideas.

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

Poinciana Park Elementary provides opportunities for staff to strengthen, reinforce, and revise their instructional practices by pairing less experienced or struggling teachers with more experienced teachers in their respective field. Listed below are the mentoring teams for this school year:
Jo-ann Suarez has been chosen to mentor Maydivi Perez. Ms. Suarez is an experienced reading teacher who has utilized various strategies and activities that have produced student success. Ms. Perez is a novice kindergarten teacher who is responsible for all subject areas.
Ms. Tapanes, an experienced Pre-Kindergarten teacher is paired with Ms. Parra, an experienced kindergarten teacher who struggles with classroom management, to provide positive behavior strategies, which will promote an environment that is conducive to teaching and learning.

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

Teachers plan their lessons with the guidance of both the Items Specifications document and the District Pacing Guide. Before planning the weekly lessons, the instructional coach and the teacher participate in an activity known as unwrapping the benchmark. By unwrapping the benchmark, teachers are able to identify exactly what is expected to be taught as it relates to each standard and benchmark. Teachers are able to scaffold the lesson to not only ensure that the objective is being taught, but provides the student with any pre-requisites that may be needed for the topic that the student does not have at the time. By utilizing the planning cards and items specifications, teachers are also able to create questions that address the targeted benchmark on all levels of instruction.

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

The leadership team reviews data and identifies the strengths and areas of need across each grade level as data from various assessments are provided. This allows the team to identify the secondary benchmarks that need to take place in small groups during the instructional block. In addition, this data guides the extended learning programs, which take place after school and on Saturdays. Students that have a large gap between themselves and the rest of the grade level are identified to refer to the RtI team. This information is utilized to conduct data chats between administration and teachers to identify strategies that will assist in student success for the areas of need.
The instructional coaches meet with teachers utilizing their data to create the instructional focus calendars.These calendars are used to identify both the primary and secondary benchmarks by teacher.During these meetings, the instructional coach assist the teacher in identifying activities and lessons that address the particular areas of need.If a particular concept was not mastered by the majority of the class, the teacher and the instructional coach will create a plan on how to reteach the concept.
Student and parent data chats are conducted by teachers to discuss student performance on assessments as well. Teachers provide students and parents with information discussing the strengths and areas of need for the individual child. Parents and students are then provided with strategies, activities, and programs to build the students' skills and knowledge of the concepts. Information regarding technological usage of programs such as iReady and Reflex Math are taken into consideration during these meetings as well. If there is low usage of the programs and low scores of the students, the teacher will be instructed to ensure that students utilize the programs with fidelity to build a stronger foundation in the respective subject areas.

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: 60

Due to our status as one of the lowest 100 schools, our school must employ an extended school day. During the extra hour provided to daily instruction, students are provided with reading intervention in small group settings, with a ratio of one teacher to ten students. The intervention is one of two researched based programs, known as Saxon and Reading Wonder Works, which assists students with reading skills ranging from phonemic awareness to reading comprehension.

Strategy Rationale

By strengthening the fundamental skills of our students, these programs will increase the fluency level of our students. By building students' fluency in reading, the skills and comprehension that teachers are providing in the core instruction will become more accessible for the students to absorb.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Prakash, Amrita, pr4501@dadeschools.net

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

Both programs have a built in progress monitoring portion that indicates which area a student needs to focus on to achieve continued progress in the area of reading. This data is recorded by the personnel that provides the intervention lessons. The Reading Coach, in turn, collects the data from all of the interventionists and compile it on a spreadsheet for the leadership team to review. In addition, the iReady program has a built in progress monitoring program, and this data is compared to the intervention data and reviewed for progress. Students that are not showing any growth in the programs are then referred to the school's RtI team for further support.

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

The Title I Administration assists Poinciana Park Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in an environment that renders opportunities to create knowledge through initiatives shared with supportive adults.

Throughout the year, our Pre-K teachers and paraprofessionals will collaborate with the instructors from the kingergarten classes to provide ideas of activities that will assist students in preparing for kindergarten. During the months of March and April, professionals from the Head Start classrooms, along with their students, will visit an assigned Poinciana Park Elementary kindergarten class; and participate in various classroom activities that the students will be exposed to in the upcoming year. The Pre-School Transition plan at Poinciana Park Elementary School includes conducting informational meetings with parents and student visitations to kindergarten classrooms. During these

visitations, the pre-school students participate in the kindergarten routines and curriculum. The staff provides parents with packets of activities, registration materials, and offers workshops to train parents to assist their children at home. An exit interview and the Phonological Awareness and Early Literacy Assessment (PELI) will be given to each student enrolled in the Poinciana Park Elementary pre-kindergarten class prior to exiting the class at the end of the year to assess early language and literacy.

Furthermore, during the first thirty days of kindergarten, all students participate in the Florida Kindergarten Readiness Screening (FLKRS) which assesses print letter knowledge, phonological awareness/processing, and social/emotional development. This tool will provide data to assist in the planning of instruction and determine the need for student intervention. Low-performing students are targeted early, and once identified; certified teachers and paraprofessionals will begin working with those low-performing students. The staff also provides parents with packets of activities and parent workshops to train parents to assist their children at home to afford a smooth transition into kindergarten.

All fifth grade students participate in the articulation process with Brownsville Middle. This process informs the fifth grade students about the new demands and opportunities they will have in middle school. The school counselor conducts various lessons with the fifth grade class to prepare them for the social challenges they may face. Lastly, Poinciana Park Elementary hosts our Annual Magnet Fair, which provides both parents and students the opportunity to learn about the different programs that are being offered in the District.

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.

G2.   To provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System

G3.   To Increase student achievement by increasing the use of technology.

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`

🔍 G074061

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	64.0
AMO Math - All Students	76.0
FCAT 2.0 Science Proficiency	28.0
FAA Writing Proficiency	45.0

Resources Available to Support the Goal `2`

- Literacy Coach; Administration; Curriculum Support Specialist; McGraw-Hill Refresher PD; Your Turn Practice Books (Gr. 3-5); Planning cards; Pacing Guides; LAFS Correlation Chart; Items Spec; and LAFS Task Cards

- Math Coach; Curriculum Support Specialist; Administration; and Curriculum Resources

- Pacing Guides; Planning Cards; FCAT 2.0 Item Specifications; J & J Bootcamp; AIMS Activity Books; Essential Labs; Explore Learning Gizmos; Discovery Education; CER Task; Curriculum Support Specialist; Administration; and Bell Ringers

Targeted Barriers to Achieving the Goal `3`

- There has been an emphasis on the instructional frameworks and planning aligned to the standards, as a result; there is limited evidence of effective planning and instructional delivery that supports the weekly and daily objectives.

- There is limited evidence of the effective delivery of whole group instruction and lack of understanding of the gradual release process.

- There is an inconsistent use of the NGSSS to ensure that standard-based instruction is scaffolded and aligned to the cognitive complexity of standards.

Plan to Monitor Progress Toward G1. `8`

The Leadership team will analyze data throughout the year.

Person Responsible
Amrita Prakash

Schedule
Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion
Increase in Performance Data

G2. To provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System 1a

🔍 G074062

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	76.0
AMO Reading - All Students	64.0
FCAT 2.0 Science Proficiency	28.0

Resources Available to Support the Goal 2

- Attendance Bulletin, Incentives, Announcements, Truancy Committee, Community Involvement Specialist, Counselor, Student Success Coach, Social Worker, Teachers, Administration, and Connect-Ed

Targeted Barriers to Achieving the Goal 3

- The number of students with 10 absences or more has increased.

Plan to Monitor Progress Toward G2. 8

The leadership team will monitor the absences on the daily attendance bulletin to identify the attendance rate throughout the year.

Person Responsible

Amrita Prakash

Schedule

Daily, from 8/31/2015 to 5/27/2016

Evidence of Completion

Attendance Bulletins and District Attendance Charts

G3. To Increase student achievement by increasing the use of technology. [1a]

G074063

Targets Supported [1b]

Indicator	Annual Target
AMO Math - All Students	76.0
AMO Reading - All Students	64.0
FCAT 2.0 Science Proficiency	28.0
FAA Writing Proficiency	45.0

Resources Available to Support the Goal [2]

- iReady, myON, Reflex Math, Gizmos, Discovery Education, Promethean Boards, desktop computers in all classrooms, and the JumpStart program.

Targeted Barriers to Achieving the Goal [3]

- Teachers and students have limited exposure to utilizing both the hardware and the programs

Plan to Monitor Progress Toward G3. [8]

Monitor the usage of the technological programs throughout the school; then compare it with the quarterly interim scores.

Person Responsible

Amrita Prakash

Schedule

Monthly, from 10/12/2015 to 5/20/2016

Evidence of Completion

Observations during Daily Walkthroughs, Usage Reports from Computer Programs, and Interim Data Reports

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

🔑 G074061

G1.B1 There has been an emphasis on the instructional frameworks and planning aligned to the standards, as a result; there is limited evidence of effective planning and instructional delivery that supports the weekly and daily objectives. 2

🔑 B193347

G1.B1.S1 Teachers will plan and deliver instruction that is based on standards and/or specific course benchmarks that is rigorous, purposeful, and engaging. 4

🔑 S204888

Strategy Rationale

By utilizing the LAFS standards and the gradual release model, teachers will strengthen their practices of planning and implementing effective lessons.

Action Step 1 5

During common planning sessions, teachers will collaborate to gain a deeper understanding by discussing end products, reviewing the previous week's end products with a rubric and practicing the components of the framework and strategies to ensure effective delivery and implementation so that delivery aligns to expectations

Person Responsible

Amrita Prakash

Schedule

Weekly, from 9/9/2015 to 1/12/2016

Evidence of Completion

During classroom walk-throughs, lesson plans and activities that were discussed in common planning will be identified and aligned to the instruction taking place.

Action Step 2 `5`

Create an agenda (primary) and calendar (intermediate) that states expectations and what will take place.

Person Responsible

Amrita Prakash

Schedule

Quarterly, from 9/9/2015 to 9/23/2015

Evidence of Completion

Agenda by grade level (K-2) and the calendar (Intermediate) each quarter

Action Step 3 `5`

Create a rubric for reviewing end products to determine if goals and expectations were met, as stated in the lesson plans. It will also determine next steps for planning and implementation.

Person Responsible

Amrita Prakash

Schedule

On 9/23/2015

Evidence of Completion

End Product Review Rubric

Action Step 4 `5`

Teachers will participate in Lesson Studies & Professional Learning Communities to observe best practices in action and provide feedback about them.

Person Responsible

Amrita Prakash

Schedule

Every 3 Weeks, from 9/9/2015 to 12/18/2015

Evidence of Completion

During classroom walk-throughs, improved instructional delivery will be evident.

Action Step 5 `5`

Create an incentive program to encourage teachers to come prepared to common planning, actively participate, and publicly recognize successes.

Person Responsible

Tonishia Davila

Schedule

On 9/23/2015

Evidence of Completion

Incentive Program, Photographs; and Certificates

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

While attending weekly common planning sessions, verify regular attendance by teachers and observe instruction during daily classroom walk-throughs to identify the topics, activities, and strategies that were discussed during the prior common planning sessions.

Person Responsible

Amrita Prakash

Schedule

Daily, from 9/14/2015 to 12/18/2015

Evidence of Completion

Sign-In Sheets from common planning sessions; identified learning targets in teachers' lesson plans; and notes from daily classroom walk-throughs

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

Student scores on assessments throughout the year will be reviewed by the leadership team

Person Responsible

Amrita Prakash

Schedule

Biweekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Lesson Plans, Increase of Performance Assessment Data, Observations of activities aligned to data and planning during classroom walk-throughs

G1.B2 There is limited evidence of the effective delivery of whole group instruction and lack of understanding of the gradual release process. 2

🔑 B193348

G1.B2.S1 Teachers will utilize the Gradual release Model to deliver instruction and lessons to students. 4

🔑 S204890

Strategy Rationale

By utilizing the Gradual Release Model, students will be able to watch the teacher model a lesson, work with their peers to gain a deeper understanding, and work on their own to practice the skill. These opportunities taking place each day during instruction will promote a deeper understanding of the concepts for all students.

Action Step 1 5

Teachers will attend a professional development on the Gradual Release of Responsibility Model.

Person Responsible

Nicole Dorvily

Schedule

On 9/23/2015

Evidence of Completion

This strategy, documented by sign-in sheets, will have been mastered when the information provided at the professional development is observed in action and with fidelity during classroom walk-throughs.

Action Step 2 5

The Math Coach will conduct coaching cycles with identified teachers that will address specific needs to strengthen the gradual release process. These cycles will be chunked into different sections of the Gradual Release Model in order to ensure full understanding and mastery.

Person Responsible

Nicole Dorvily

Schedule

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

Evidence of Completion

This strategy, documented by sign-in sheets, will have been mastered when the gradual release model is observed with fidelity during classroom walk-throughs.

Action Step 3 5

Teachers will participate in Lesson Studies and Professional Learning communities to share best practices in the use of the Gradual release Model.

Person Responsible

Nicole Dorvily

Schedule

Every 3 Weeks, from 10/1/2015 to 12/18/2015

Evidence of Completion

This strategy, as documented by sign-in sheets, will have been mastered when the gradual release model, along with the shared activities are observed being utilized with fidelity during classroom walk-throughs.

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

Activities and strategies from common planning sessions, the professional development, and professional learning communities be looked for during daily classroom walkthroughs.

Person Responsible

Nika Williams

Schedule

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

Evidence of Completion

notes and feedback provided from daily walkthroughs

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

Student work seen during classroom walkthroughs and scores on students assessments will be reviewed and discussed.

Person Responsible

Nika Williams

Schedule

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

Evidence of Completion

Data Chat logs, Student Assessment Scores, and notes from classroom walkthroughs

G1.B2.S2 Teachers will utilize the Math Florida Standards and the Items Specifications when planning and delivering instruction. 4

S204891

Strategy Rationale

By utilizing these instructional tools, teachers will ensure that they are providing the students with the appropriate content that is required for successful completion of the grade level.

Action Step 1 5

The Math coach will provide ongoing support through common planning, focusing on incorporating the gradual release model during instruction utilizing the Mathematics Florida Standards and the Florida Standards Assessment Item Specifications to drive the creation of the lessons.

Person Responsible

Nicole Dorvily

Schedule

Weekly, from 9/14/2015 to 12/18/2015

Evidence of Completion

Sign In Sheets and Agendas from Common Planning, as well as individual teachers' weekly lesson plans

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

The administrator will attend weekly common planning sessions and verify attendance of teachers to their respective sessions. During daily classroom walk-throughs, topics, lessons, and activities discussed during planning sessions will be looked for and feedback will be provided to both the teachers and instructional coach.

Person Responsible

Nika Williams

Schedule

Daily, from 9/21/2015 to 12/18/2015

Evidence of Completion

Notes and feedback from daily walk-throughs

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

The scores of on-going assessments and computer assisted reports will be reviewed for student growth and regression and discussed

Person Responsible

Nika Williams

Schedule

Biweekly, from 9/21/2015 to 12/18/2015

Evidence of Completion

CAP reports, Assessment Data, and Sign-In Sheets from Leadership Meetings

G1.B3 There is an inconsistent use of the NGSSS to ensure that standard-based instruction is scaffolded and aligned to the cognitive complexity of standards. `2`

B193349

G1.B3.S1 Teachers will utilize the NGSS, Planning Cards, and Pacing Guides when planning and delivering instruction. `4`

S204892

Strategy Rationale

As teachers have a designated plan of activities for the time allotted; they will be able to focus on the one target for the week with meaningful and purposeful instruction.

Action Step 1 `5`

Provide a professional development on how to unwrap the benchmarks

Person Responsible

Nika Williams

Schedule

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

Evidence of Completion

Sign-In Sheets from Common Planning Session and Individual Teacher Lesson Plans

Action Step 2 5

Provide a Professional Development on how to scaffold instruction.

Person Responsible

Nika Williams

Schedule

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

Evidence of Completion

Sign-In Sheets from Common Planning Session and Individual Teacher Lesson Plans

Action Step 3 5

Provide a Professional Development on the utilization of resources to align and scaffold instruction

Person Responsible

Nika Williams

Schedule

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

Evidence of Completion

Sign-In Sheets from Common Planning Session and Individual Teacher Lesson Plans

Action Step 4 5

Model how to align instructional strategies to daily learning objectives during common planning sessions

Person Responsible

Nika Williams

Schedule

Weekly, from 9/14/2015 to 12/18/2015

Evidence of Completion

Sign-In Sheets from Common Planning Session and Individual Teacher Lesson Plans

Action Step 5 5

Conduct planning sessions to develop scaffolded lessons that are aligned to the daily learning objectives

Person Responsible

Nika Williams

Schedule

Weekly, from 9/21/2015 to 12/18/2015

Evidence of Completion

Sign-In Sheets from Common Planning Session and Individual Teacher Lesson Plans

Action Step 6 5

Teachers will review and discuss students' products to determine if the learning target was evaluated and met by the identified assignment or lesson.

Person Responsible

Nika Williams

Schedule

Biweekly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Sign-In Sheets from Common Planning Session and Individual Teacher Lesson Plans

Action Step 7 5

Monitor common planning sessions and delivery of instruction

Person Responsible

Nika Williams

Schedule

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

Evidence of Completion

Sign-In Sheets from Common Planning Session and notes from weekly walk-throughs

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

During classroom walkthroughs, strategies and techniques that were modeled and displayed during planning sessions and professional developments will be looked for.

Person Responsible

Nika Williams

Schedule

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

Evidence of Completion

Notes and feedback from classroom walkthroughs

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

The scores of assessments, classroom activities, and lab reports will be reviewed

Person Responsible

Nika Williams

Schedule

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

Evidence of Completion

Quarterly Assessment Scores, Graded Lab Reports, and Data Chat Notes

G2. To provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System [1]

🔑 G074062

G2.B1 The number of students with 10 absences or more has increased. [2]

🔑 B193350

G2.B1.S1 A school-wide attendance program, which includes all stakeholders, will be implemented to decrease the amount of absences. [4]

🔑 S204893

Strategy Rationale

By keeping parents, students, community members, and teachers informed about the direct correlation between student attendance and academic performance; all stakeholders will be encouraged to make more of an effort to ensure that students are in school everyday.

Action Step 1 [5]

Letters will be sent home by the homeroom teacher when a students returns to school without a note from the parent or doctor.

Person Responsible

Nika Williams

Schedule

Daily, from 8/31/2015 to 6/3/2016

Evidence of Completion

Logs of letters sent home & Signed returned letters in students' folders

Action Step 2 [5]

An attendance bulletin board is kept current for all stakeholders to identify with the daily percentage, as well as the homerooms with perfect attendance.

Person Responsible

Nika Williams

Schedule

Daily, from 8/25/2015 to 6/7/2016

Evidence of Completion

Daily Updated Bulletin Board

Action Step 3 `5`

Weekly and monthly rewards will be provided to students with perfect attendance by administration.

Person Responsible

Nika Williams

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Weekly Updated Bulletin Board with names of recognized students

Action Step 4 `5`

Attendance data chats will take place with administration to ensure that the attendance plan is being utilized and followed by all teachers.

Person Responsible

Amrita Prakash

Schedule

On 9/22/2015

Evidence of Completion

Sign-In Sheets & Agendas

Action Step 5 `5`

The truancy committee will schedule and meet with parents who obtain five or more unexcused absences.

Person Responsible

Nika Williams

Schedule

Weekly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Sign-In Sheets & Truancy Folders

Action Step 6 5

The attendance bulletin will be verified by teachers daily to capture any inaccurate attendance.

Person Responsible

Nika Williams

Schedule

Daily, from 9/14/2015 to 6/8/2016

Evidence of Completion

Copies of Bulletins with teachers' initials

Action Step 7 5

Parents and students will attend a meeting at three absences to discuss reasons for absences, offer assistance, and sign a contract.

Person Responsible

Nika Williams

Schedule

Weekly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Sign-In Sheets & Attendance Folders

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The attendance bulletin will be reviewed daily to verify that all teachers have checked the bulletin, to monitor students with increasing attendance issues, and to form the agenda for weekly meetings with the counselor to schedule parent meetings.

Person Responsible

Nika Williams

Schedule

Daily, from 9/14/2015 to 5/27/2016

Evidence of Completion

reviewed daily attendance bulletins and attendance meeting logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will continue to monitor the attendance bulletin to identify students that have more than three absences.

Person Responsible

Nika Williams

Schedule

Daily, from 9/14/2015 to 5/27/2016

Evidence of Completion

reduction of number of students being recorded on the daily attendance bulletin with more than three absences

G3. To Increase student achievement by increasing the use of technology. 1

G074063

G3.B1 Teachers and students have limited exposure to utilizing both the hardware and the programs 2

B193351

G3.B1.S1 Provide professional development on integrating the use of the Promethean boards and the new programs that will assist in planning and delivering instruction. 4

S204894

Strategy Rationale

Having a full understanding of how the technological resources work will providing teachers with better strategies and techniques to engage learners and increase student achievement.

Action Step 1 5

Provide an in-house opportunity for teachers to learn about the Promethean boards and how to utilize them more effectively.

Person Responsible

Amrita Prakash

Schedule

On 9/9/2015

Evidence of Completion

Sign- In Sheets, Use of Promethean Boards during Walkthroughs

Action Step 2 5

Provide in-house opportunities for teachers to view webcasts on the different technological programs that are being provided by the District.

Person Responsible

Nika Williams

Schedule

On 10/16/2015

Evidence of Completion

Registration Confirmations, Computer Program Reports,

Action Step 3 5

Provide opportunities for parents/ guardians to attend monthly meetings that inform them about the different technological programs and how they are being utilized.

Person Responsible

Nika Williams

Schedule

Monthly, from 9/30/2015 to 4/29/2016

Evidence of Completion

Parent Sign In Sheet, Power Point Presentation Slides, Evaluation Sheets

Action Step 4 5

Provide opportunities for guest speakers and professionals that work in vocational and technological programs to speak with the students.

Person Responsible

Amrita Prakash

Schedule

On 2/26/2016

Evidence of Completion

Student written feedback and evaluation forms

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Use of technology will be observed during classroom walkthroughs, identify how technology is being incorporated during common planning, and review computer program reports.

Person Responsible

Amrita Prakash

Schedule

Weekly, from 10/5/2015 to 5/20/2016

Evidence of Completion

Notes from Classroom Walkthroughs, feedback from weekly reports from each program, and agendas from common planning

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Review data from all subject area assessments and compare the proficiency reports to the usage reports on the technology programs

Person Responsible

Amrita Prakash

Schedule

Biweekly, from 10/5/2015 to 5/20/2016

Evidence of Completion

Data from all subject area assessments and technology program reports

G3.B1.S2 Provide students with the opportunity to interact with various modes of technology. 4

S204895

Strategy Rationale

Increased student engagement will increase student performance across content areas.

Action Step 1 5

Teachers will assign a variety of activities, both classwork and home learning, utilizing the different District technology programs, as well as educational websites to motivate students about learning different concepts.

Person Responsible

Amrita Prakash

Schedule

Biweekly, from 9/7/2015 to 5/20/2016

Evidence of Completion

Individual teacher lesson plans and feedback from daily walk-throughs

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Daily classroom walk-throughs will be conducted to observe the use of technology by students and Computer Assisted Reports will be reviewed to monitor usage and performance

Person Responsible

Amrita Prakash

Schedule

Weekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Notes and feedback from classroom walk-throughs and weekly computer assisted reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

The leadership team will review, discuss, and compare the ongoing assessment data as it relates to the computer assisted reports for usage and performance levels.

Person Responsible

Amrita Prakash

Schedule

Weekly, from 10/12/2015 to 5/20/2016

Evidence of Completion

Minutes from the leadership meetings and notes from the assessment and computer assisted program reports.

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	During common planning sessions, teachers will collaborate to gain a deeper understanding by discussing end products, reviewing the previous week's end products with a rubric and practicing the components of the framework and strategies to ensure effective delivery and implementation so that delivery aligns to expectations	Prakash, Amrita	9/9/2015	During classroom walk-throughs, lesson plans and activities that were discussed in common planning will be identified and aligned to the instruction taking place.	1/12/2016 weekly
G1.B2.S1.A1	Teachers will attend a professional development on the Gradual Release of Responsibility Model.	Dorvily, Nicole	9/23/2015	This strategy, documented by sign-in sheets, will have been mastered when the information provided at the professional development is observed in action and with fidelity during classroom walk-throughs.	9/23/2015 one-time
G1.B2.S2.A1	The Math coach will provide ongoing support through common planning, focusing on incorporating the gradual release model during instruction utilizing the Mathematics Florida Standards and the Florida Standards Assessment Item Specifications to drive the creation of the lessons.	Dorvily, Nicole	9/14/2015	Sign In Sheets and Agendas from Common Planning, as well as individual teachers' weekly lesson plans	12/18/2015 weekly
G1.B3.S1.A1	Provide a professional development on how to unwrap the benchmarks	Williams, Nika	9/22/2015	Sign-In Sheets from Common Planning Session and Individual Teacher Lesson Plans	12/18/2015 weekly
G2.B1.S1.A1	Letters will be sent home by the homeroom teacher when a students returns to school without a note from the parent or doctor.	Williams, Nika	8/31/2015	Logs of letters sent home & Signed returned letters in students' folders	6/3/2016 daily
G3.B1.S1.A1	Provide an in-house opportunity for teachers to learn about the Promethean boards and how to utilize them more effectively.	Prakash, Amrita	9/9/2015	Sign- In Sheets, Use of Promethean Boards during Walkthroughs	9/9/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.A1	Teachers will assign a variety of activities, both classwork and home learning, utilizing the different District technology programs, as well as educational websites to motivate students about learning different concepts.	Prakash, Amrita	9/7/2015	Individual teacher lesson plans and feedback from daily walk-throughs	5/20/2016 biweekly
G1.B1.S1.A2	Create an agenda (primary) and calendar (intermediate) that states expectations and what will take place.	Prakash, Amrita	9/9/2015	Agenda by grade level (K-2) and the calendar (Intermediate) each quarter	9/23/2015 quarterly
G1.B2.S1.A2	The Math Coach will conduct coaching cycles with identified teachers that will address specific needs to strengthen the gradual release process. These cycles will be chunked into different sections of the Gradual Release Model in order to ensure full understanding and mastery.	Dorvily, Nicole	9/28/2015	This strategy, documented by sign-in sheets, will have been mastered when the gradual release model is observed with fidelity during classroom walk-throughs.	12/18/2015 monthly
G1.B3.S1.A2	Provide a Professional Development on how to scaffold instruction.	Williams, Nika	9/22/2015	Sign-In Sheets from Common Planning Session and Individual Teacher Lesson Plans	12/18/2015 weekly
G2.B1.S1.A2	An attendance bulletin board is kept current for all stakeholders to identify with the daily percentage, as well as the homerooms with perfect attendance.	Williams, Nika	8/25/2015	Daily Updated Bulletin Board	6/7/2016 daily
G3.B1.S1.A2	Provide in-house opportunities for teachers to view webcasts on the different technological programs that are being provided by the District.	Williams, Nika	10/5/2015	Registration Confirmations, Computer Program Reports,	10/16/2015 one-time
G1.B1.S1.A3	Create a rubric for reviewing end products to determine if goals and expectations were met, as stated in the lesson plans. It will also determine next steps for planning and implementation.	Prakash, Amrita	9/9/2015	End Product Review Rubric	9/23/2015 one-time
G1.B2.S1.A3	Teachers will participate in Lesson Studies and Professional Learning communities to share best practices in the use of the Gradual release Model.	Dorvily, Nicole	10/1/2015	This strategy, as documented by sign-in sheets, will have been mastered when the gradual release model, along with the shared activities are observed being utilized with fidelity during classroom walk-throughs.	12/18/2015 every-3-weeks
G1.B3.S1.A3	Provide a Professional Development on the utilization of resources to align and scaffold instruction	Williams, Nika	9/28/2015	Sign-In Sheets from Common Planning Session and Individual Teacher Lesson Plans	12/18/2015 weekly
G2.B1.S1.A3	Weekly and monthly rewards will be provided to students with perfect attendance by administration.	Williams, Nika	8/31/2015	Weekly Updated Bulletin Board with names of recognized students	6/3/2016 weekly
G3.B1.S1.A3	Provide opportunities for parents/ guardians to attend monthly meetings that inform them about the different technological programs and how they are being utilized.	Williams, Nika	9/30/2015	Parent Sign In Sheet, Power Point Presentation Slides, Evaluation Sheets	4/29/2016 monthly
G1.B1.S1.A4	Teachers will participate in Lesson Studies & Professional Learning Communities to observe best practices in action and provide feedback about them.	Prakash, Amrita	9/9/2015	During classroom walk-throughs, improved instructional delivery will be evident.	12/18/2015 every-3-weeks
G1.B3.S1.A4	Model how to align instructional strategies to daily learning objectives during common planning sessions	Williams, Nika	9/14/2015	Sign-In Sheets from Common Planning Session and Individual Teacher Lesson Plans	12/18/2015 weekly
G2.B1.S1.A4	Attendance data chats will take place with administration to ensure that the	Prakash, Amrita	9/21/2015	Sign-In Sheets & Agendas	9/22/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	attendance plan is being utilized and followed by all teachers.				
G3.B1.S1.A4	Provide opportunities for guest speakers and professionals that work in vocational and technological programs to speak with the students.	Prakash, Amrita	2/1/2016	Student written feedback and evaluation forms	2/26/2016 one-time
G1.B1.S1.A5	Create an incentive program to encourage teachers to come prepared to common planning, actively participate, and publicly recognize successes.	Davila, Tonishia	9/9/2015	Incentive Program, Photographs; and Certificates	9/23/2015 one-time
G1.B3.S1.A5	Conduct planning sessions to develop scaffolded lessons that are aligned to the daily learning objectives	Williams, Nika	9/21/2015	Sign-In Sheets from Common Planning Session and Individual Teacher Lesson Plans	12/18/2015 weekly
G2.B1.S1.A5	The truancy committee will schedule and meet with parents who obtain five or more unexcused absences.	Williams, Nika	9/25/2015	Sign-In Sheets & Truancy Folders	5/27/2016 weekly
G1.B3.S1.A6	Teachers will review and discuss students' products to determine if the learning target was evaluated and met by the identified assignment or lesson.	Williams, Nika	10/5/2015	Sign-In Sheets from Common Planning Session and Individual Teacher Lesson Plans	12/18/2015 biweekly
G2.B1.S1.A6	The attendance bulletin will be verified by teachers daily to capture any inaccurate attendance.	Williams, Nika	9/14/2015	Copies of Bulletins with teachers' initials	6/8/2016 daily
G1.B3.S1.A7	Monitor common planning sessions and delivery of instruction	Williams, Nika	9/28/2015	Sign-In Sheets from Common Planning Session and notes from weekly walk-throughs	12/18/2015 weekly
G2.B1.S1.A7	Parents and students will attend a meeting at three absences to discuss reasons for absences, offer assistance, and sign a contract.	Williams, Nika	9/25/2015	Sign-In Sheets & Attendance Folders	5/27/2016 weekly
G1.MA1	The Leadership team will analyze data throughout the year.	Prakash, Amrita	9/28/2015	Increase in Performance Data	5/27/2016 monthly
G1.B1.S1.MA1	Student scores on assessments throughout the year will be reviewed by the leadership team	Prakash, Amrita	9/14/2015	Lesson Plans, Increase of Performance Assessment Data, Observations of activities aligned to data and planning during classroom walk-throughs	5/27/2016 biweekly
G1.B1.S1.MA1	While attending weekly common planning sessions, verify regular attendance by teachers and observe instruction during daily classroom walk-throughs to identify the topics, activities, and strategies that were discussed during the prior common planning sessions.	Prakash, Amrita	9/14/2015	Sign-In Sheets from common planning sessions; identified learning targets in teachers' lesson plans; and notes from daily classroom walk-throughs	12/18/2015 daily
G1.B2.S1.MA1	Student work seen during classroom walkthroughs and scores on students assessments will be reviewed and discussed.	Williams, Nika	9/28/2015	Data Chat logs, Student Assessment Scores, and notes from classroom walkthroughs	12/18/2015 biweekly
G1.B2.S1.MA1	Activities and strategies from common planning sessions, the professional development, and professional learning communities be looked for during daily classroom walkthroughs.	Williams, Nika	9/28/2015	notes and feedback provided from daily walkthroughs	12/18/2015 daily
G1.B3.S1.MA1	The scores of assessments, classroom activities, and lab reports will be reviewed	Williams, Nika	9/28/2015	Quarterly Assessment Scores, Graded Lab Reports, and Data Chat Notes	12/18/2015 biweekly
G1.B3.S1.MA1	During classroom walkthroughs, strategies and techniques that were modeled and displayed during planning sessions and professional developments will be looked for.	Williams, Nika	9/28/2015	Notes and feedback from classroom walkthroughs	12/18/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.MA1	The scores of on-going assessments and computer assisted reports will be reviewed for student growth and regression and discussed	Williams, Nika	9/21/2015	CAP reports, Assessment Data, and Sign-In Sheets from Leadership Meetings	12/18/2015 biweekly
G1.B2.S2.MA1	The administrator will attend weekly common planning sessions and verify attendance of teachers to their respective sessions. During daily classroom walk-throughs, topics, lessons, and activities discussed during planning sessions will be looked for and feedback will be provided to both the teachers and instructional coach.	Williams, Nika	9/21/2015	Notes and feedback from daily walk-throughs	12/18/2015 daily
G2.MA1	The leadership team will monitor the absences on the daily attendance bulletin to identify the attendance rate throughout the year.	Prakash, Amrita	8/31/2015	Attendance Bulletins and District Attendance Charts	5/27/2016 daily
G2.B1.S1.MA1	Administration will continue to monitor the attendance bulletin to identify students that have more than three absences.	Williams, Nika	9/14/2015	reduction of number of students being recorded on the daily attendance bulletin with more than three absences	5/27/2016 daily
G2.B1.S1.MA1	The attendance bulletin will be reviewed daily to verify that all teachers have checked the bulletin, to monitor students with increasing attendance issues, and to form the agenda for weekly meetings with the counselor to schedule parent meetings.	Williams, Nika	9/14/2015	reviewed daily attendance bulletins and attendance meeting logs	5/27/2016 daily
G3.MA1	Monitor the usage of the technological programs throughout the school; then compare it with the quarterly interim scores.	Prakash, Amrita	10/12/2015	Observations during Daily Walkthroughs, Usage Reports from Computer Programs, and Interim Data Reports	5/20/2016 monthly
G3.B1.S1.MA1	Review data from all subject area assessments and compare the proficiency reports to the usage reports on the technology programs	Prakash, Amrita	10/5/2015	Data from all subject area assessments and technology program reports	5/20/2016 biweekly
G3.B1.S1.MA1	Use of technology will be observed during classroom walkthroughs, identify how technology is being incorporated during common planning, and review computer program reports.	Prakash, Amrita	10/5/2015	Notes from Classroom Walkthroughs, feedback from weekly reports from each program, and agendas from common planning	5/20/2016 weekly
G3.B1.S2.MA1	The leadership team will review, discuss, and compare the ongoing assessment data as it relates to the computer assisted reports for usage and performance levels.	Prakash, Amrita	10/12/2015	Minutes from the leadership meetings and notes from the assessment and computer assisted program reports.	5/20/2016 weekly
G3.B1.S2.MA1	Daily classroom walk-throughs will be conducted to observe the use of technology by students and Computer Assisted Reports will be reviewed to monitor usage and performance	Prakash, Amrita	9/14/2015	Notes and feedback from classroom walk-throughs and weekly computer assisted reports	5/20/2016 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 There has been an emphasis on the instructional frameworks and planning aligned to the standards, as a result; there is limited evidence of effective planning and instructional delivery that supports the weekly and daily objectives.

G1.B1.S1 Teachers will plan and deliver instruction that is based on standards and/or specific course benchmarks that is rigorous, purposeful, and engaging.

PD Opportunity 1

During common planning sessions, teachers will collaborate to gain a deeper understanding by discussing end products, reviewing the previous week's end products with a rubric and practicing the components of the framework and strategies to ensure effective delivery and implementation so that delivery aligns to expectations

Facilitator

Tonishia Davila, Literacy Instructional Coach

Participants

Kindergarten - Fifth Grade Reading Teachers

Schedule

Weekly, from 9/9/2015 to 1/12/2016

PD Opportunity 2

Teachers will participate in Lesson Studies & Professional Learning Communities to observe best practices in action and provide feedback about them.

Facilitator

Tonishia Davila, Literacy Instructional Coach

Participants

Kindergarten - Fifth Grade Reading teachers

Schedule

Every 3 Weeks, from 9/9/2015 to 12/18/2015

G1.B2 There is limited evidence of the effective delivery of whole group instruction and lack of understanding of the gradual release process.

G1.B2.S1 Teachers will utilize the Gradual release Model to deliver instruction and lessons to students.

PD Opportunity 1

Teachers will attend a professional development on the Gradual Release of Responsibility Model.

Facilitator

Nicole Dorvily, Math Instructional Coach

Participants

Kindergarten - Fifth Grade Math Teachers

Schedule

On 9/23/2015

PD Opportunity 2

The Math Coach will conduct coaching cycles with identified teachers that will address specific needs to strengthen the gradual release process. These cycles will be chunked into different sections of the Gradual Release Model in order to ensure full understanding and mastery.

Facilitator

Nicole Dorvily, Math Instructional Coach

Participants

Kindergarten - Fifth Grade Math teachers

Schedule

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

PD Opportunity 3

Teachers will participate in Lesson Studies and Professional Learning communities to share best practices in the use of the Gradual release Model.

Facilitator

Nicole Dorvily, Math Instructional Coach

Participants

Kindergarten - Fifth Grade Math Teachers

Schedule

Every 3 Weeks, from 10/1/2015 to 12/18/2015

G1.B3 There is an inconsistent use of the NGSSS to ensure that standard-based instruction is scaffolded and aligned to the cognitive complexity of standards.

G1.B3.S1 Teachers will utilize the NGSS, Planning Cards, and Pacing Guides when planning and delivering instruction.

PD Opportunity 1

Provide a professional development on how to unwrap the benchmarks

Facilitator

Science Curriculum Support

Participants

All Science Teachers

Schedule

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

PD Opportunity 2

Provide a Professional Development on how to scaffold instruction.

Facilitator

Curriculum Support Specialist

Participants

All Science Teachers

Schedule

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

PD Opportunity 3

Provide a Professional Development on the utilization of resources to align and scaffold instruction

Facilitator

Curriculum Support Specialist

Participants

All Science Teachers

Schedule

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

PD Opportunity 4

Model how to align instructional strategies to daily learning objectives during common planning sessions

Facilitator

Curriculum Support Specialist

Participants

All Science Teachers

Schedule

Weekly, from 9/14/2015 to 12/18/2015

Technical Assistance Items

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

G3. To Increase student achievement by increasing the use of technology.

G3.B1 Teachers and students have limited exposure to utilizing both the hardware and the programs

G3.B1.S1 Provide professional development on integrating the use of the Promethean boards and the new programs that will assist in planning and delivering instruction.

PD Opportunity 1

Provide an in-house opportunity for teachers to learn about the Promethean boards and how to utilize them more effectively.

Facilitator

Vendor Presentation

Participants

All Teachers

Schedule

On 9/9/2015

PD Opportunity 2

Provide in-house opportunities for teachers to view webcasts on the different technological programs that are being provided by the District.

Facilitator

Vendor Presentation

Participants

All Teachers

Schedule

On 10/16/2015

PD Opportunity 3

Provide opportunities for parents/ guardians to attend monthly meetings that inform them about the different technological programs and how they are being utilized.

Facilitator

Instructional Coaches

Participants

Parents & Guardians

Schedule

Monthly, from 9/30/2015 to 4/29/2016

G3.B1.S2 Provide students with the opportunity to interact with various modes of technology.

PD Opportunity 1

Teachers will assign a variety of activities, both classwork and home learning, utilizing the different District technology programs, as well as educational websites to motivate students about learning different concepts.

Facilitator

Kindergarten - Fifth Grade teachers

Participants

Kindergarten - Fifth Grade Students

Schedule

Biweekly, from 9/7/2015 to 5/20/2016

Budget

Budget Data			
1	G1.B1.S1.A1	During common planning sessions, teachers will collaborate to gain a deeper understanding by discussing end products, reviewing the previous week's end products with a rubric and practicing the components of the framework and strategies to ensure effective delivery and implementation so that delivery aligns to expectations	$0.00
2	G1.B1.S1.A2	Create an agenda (primary) and calendar (intermediate) that states expectations and what will take place.	$0.00
3	G1.B1.S1.A3	Create a rubric for reviewing end products to determine if goals and expectations were met, as stated in the lesson plans. It will also determine next steps for planning and implementation.	$0.00
4	G1.B1.S1.A4	Teachers will participate in Lesson Studies & Professional Learning Communities to observe best practices in action and provide feedback about them.	$0.00

Budget Data

5	G1.B1.S1.A5	Create an incentive program to encourage teachers to come prepared to common planning, actively participate, and publicly recognize successes.	$0.00
6	G1.B2.S1.A1	Teachers will attend a professional development on the Gradual Release of Responsibility Model.	$0.00
7	G1.B2.S1.A2	The Math Coach will conduct coaching cycles with identified teachers that will address specific needs to strengthen the gradual release process. These cycles will be chunked into different sections of the Gradual Release Model in order to ensure full understanding and mastery.	$0.00
8	G1.B2.S1.A3	Teachers will participate in Lesson Studies and Professional Learning communities to share best practices in the use of the Gradual release Model.	$0.00
9	G1.B2.S2.A1	The Math coach will provide ongoing support through common planning, focusing on incorporating the gradual release model during instruction utilizing the Mathematics Florida Standards and the Florida Standards Assessment Item Specifications to drive the creation of the lessons.	$0.00
10	G1.B3.S1.A1	Provide a professional development on how to unwrap the benchmarks	$0.00
11	G1.B3.S1.A2	Provide a Professional Development on how to scaffold instruction.	$0.00
12	G1.B3.S1.A3	Provide a Professional Development on the utilization of resources to align and scaffold instruction	$0.00
13	G1.B3.S1.A4	Model how to align instructional strategies to daily learning objectives during common planning sessions	$0.00
14	G1.B3.S1.A5	Conduct planning sessions to develop scaffolded lessons that are aligned to the daily learning objectives	$0.00
15	G1.B3.S1.A6	Teachers will review and discuss students' products to determine if the learning target was evaluated and met by the identified assignment or lesson.	$0.00
16	G1.B3.S1.A7	Monitor common planning sessions and delivery of instruction	$0.00
17	G2.B1.S1.A1	Letters will be sent home by the homeroom teacher when a students returns to school without a note from the parent or doctor.	$0.00
18	G2.B1.S1.A2	An attendance bulletin board is kept current for all stakeholders to identify with the daily percentage, as well as the homerooms with perfect attendance.	$0.00
19	G2.B1.S1.A3	Weekly and monthly rewards will be provided to students with perfect attendance by administration.	$0.00
20	G2.B1.S1.A4	Attendance data chats will take place with administration to ensure that the attendance plan is being utilized and followed by all teachers.	$0.00
21	G2.B1.S1.A5	The truancy committee will schedule and meet with parents who obtain five or more unexcused absences.	$0.00
22	G2.B1.S1.A6	The attendance bulletin will be verified by teachers daily to capture any inaccurate attendance.	$0.00
23	G2.B1.S1.A7	Parents and students will attend a meeting at three absences to discuss reasons for absences, offer assistance, and sign a contract.	$0.00

Budget Data

24	G3.B1.S1.A1	Provide an in-house opportunity for teachers to learn about the Promethean boards and how to utilize them more effectively.	$0.00
25	G3.B1.S1.A2	Provide in-house opportunities for teachers to view webcasts on the different technological programs that are being provided by the District.	$0.00
26	G3.B1.S1.A3	Provide opportunities for parents/ guardians to attend monthly meetings that inform them about the different technological programs and how they are being utilized.	$0.00
27	G3.B1.S1.A4	Provide opportunities for guest speakers and professionals that work in vocational and technological programs to speak with the students.	$0.00
28	G3.B1.S2.A1	Teachers will assign a variety of activities, both classwork and home learning, utilizing the different District technology programs, as well as educational websites to motivate students about learning different concepts.	$0.00
		Total:	$0.00