South Pointe Elementary School

2015-16 School Improvement Plan

South Pointe Elementary School

1050 4TH ST, Miami Beach, FL 33139

http://southpointe.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	52%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	57%

School Grades History

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

*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
Not In DA	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

The South Pointe Elementary community recognizes that every unique child has gifts and talents. We accept the challenge to find and nurture these qualities in each child. We believe every educator, student and parent has the ability, talent, and desire to make dramatic changes in their and other's education. Therefore, our mission at South Pointe Elementary is to:
Provide inquiry-based learning in a safe, supportive environment where our staff develops critical thinkers who are reflective, compassionate, and internationally minded, life-long learners who create positive influences throughout the world.

Provide the school's vision statement

At South Pointe Elementary School, we are devoted to providing our students with a nurturing and safe environment to stimulate both personal and intellectual development. It is our purpose to foster the growth of the mind and the body by enlisting the support of the entire school community. This community includes the entire staff, students, parents and all other interested parties.
We aspire to enhance our students' understanding of the world beyond our walls by extending the components of our instructional program to include connections to real life experiences. Through daily interaction with an environment that is enriched with a strong multicultural flavor, a diversified technology base, and an instructional staff dedicated to this mission driven vision, we strive to achieve exemplary status among our peers.
South Pointe Elementary School's vision is to create a school environment where each individual child will be nurtured and educated based on his or her needs. We are committed to creating an environment where children grow to become globally aware, well rounded, peaceful citizens.

School Environment

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

Instructional personnel provide opportunities, through classroom projects, to learn about students' cultures. These projects provide opportunities to build relationships between teachers and students.

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

Providing a safe learning environment for the students of South Pointe Elementary is of utmost importance. Adequate supervision is provided by key staff members throughout the campus before, during, and after school. The schools reinforces the District's policy of Zero Tolerance on Bullying. The School Counselor consistently addresses specific needs requested by the classroom teacher and visits those classrooms to provide support. The School Counselor also provides Individual/Group Counseling to students to address their individual needs.

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

All staff members follow the school-wide Discipline Plan which addresses violations of the Code of Student Conduct in a progressive manner. Collaborative parent conferences are held when a student violates the Code of Student Conduct. Each teacher has designed their individual Classroom Management Plan. Parents sign and return this plan.

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

The School Counselor consistently addresses specific needs requested by the teacher and visits those classrooms to provide support. The School Counselor also provides individual/group counseling with students.

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

All students are reported to administration after each set of 3 tardies and/or 3 unexcused absences. Students and parents are met with and assistance is offered. If the tardies or absences continue a home visit is conducted and the school social worker meets with the family. The student also meets with the school counselor. A free assistance program is offered to those that qualify.
Students who score a Level 1 on the statewide standardized assessments in ELA or math are placed into our intervention program and start receiving assistance immediately. They are monitored monthly and if no progress is made the RtI process begins.

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	11	5	2	2	1	5	26
One or more suspensions	0	0	0	0	0	3	3
Course failure in ELA or Math	5	9	0	4	7	3	28
Level 1 on statewide assessment	0	0	0	6	7	6	19

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

Indicator	Grade Level			Total
	K	3	5	
Students exhibiting two or more indicators	2	2	3	7

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

Before school tutoring, reading intervention, parent meetings, home visits, referrals to school social worker, RtI, meetings with administration and counselor, on going progress monitoring , incentives for improvement.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Collaborative conversations/communication is key to building positive relationships with families. The PTA meets monthly with administration and a teacher representative present. Meetings are offered at different times to increase parent participation. All communication and workshops are offered in the two main languages spoken at our school, English and Spanish. Teachers have sign-up sheets for conferences on their front doors and are available at multiple times during each day.

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

A PTA representative and a staff representative attend the monthly Miami Beach Commerce meeting to share what is happening and the needs of our school. The PTA sends out a monthly news letter that promotes all activities occurring at our school. This news letter is emailed to the South of Fifth Street Association so that the business and residents in our schools neighborhood are notified and made part of our family. Collaborative conversations/communication is key to sustaining a successful business partnership in the
community.

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
Fishman, Melanie	Principal
Gonsky, Lisa	Assistant Principal
Fremson, Jessica	Guidance Counselor
Morris, Frank	Teacher, K-12
Figarola, Lourdes	Teacher, K-12
Gonzalez, Angela	Teacher, ESE
Balzano, James	Teacher, K-12

Duties

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

General Education Teachers: Provide intervention for students in the first level (core), second level (supplemental) and third level (intensive), collect data, collaborate with other staff and provide information about core subjects.

Exceptional Student Education (ESE) Teacher: Integrates core instructional activities/materials into instruction and collaborates with general education teachers; collects data and uses this information to drive instruction when planning interventions; monitors progress to ensure that students are improving in academic achievement; ensures that students are exposed to grade level instruction, as well as, meeting individual goals.

Assistant Principal, Provides guidance on K-12 Reading Plan; provides technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier I and Tier II intervention plans.

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

MTSS/RtI is an extension of South Pointe Elementary's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing examination of data which impact student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

South Pointe Elementary School's MTSS/RtI Leadership Team is composed of:
Principal; Assistant Principal; Second Grade Teacher; ELL Teacher; EESAC Chairperson; Media Specialist; School Psychologist and School Counselor. The MTSS/ RtI team addresses student learning based on analysis of data. The MTSS/RtI team works cohesively to initiate plans for students that will address the intervention strategies needed to be implemented in order to promote student achievement. This team ensures that MTSS/RtI is being implemented with fidelity and that assessment of MTSS/RtI skills is being documented and used to drive instruction. The team will ensure that adequate professional development to support MTSS/RtI is implemented and will communicate with parents regarding school based MTSS/RtI plans and activities.

Title III Funds will once again be used to provide supplemental instruction before and after school for ESOL students. Math and reading tutorial programs will be offered to second through fifth grade.
We are not eligible or do not have students who qualify for the other programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Melanie Fishman	Principal
Elizabeth Schepis	Business/Community
Jessica Burns	Parent
Eve Shinebloom	Parent
Pierre Deagostini	Parent
Cristy Farhat	Parent
Jason Bogart	Teacher
Ben Groff	Teacher
Sonia Sacheli	Teacher
Jennifer Barrios	Teacher
Georgio Schepis	Student
Betty Arsenault	Teacher
Katie Rhodes	Parent
Angela Gonzalez	Teacher
Alexandra Kennison	Teacher
Celine Clark	Teacher
Marina Kievsky	Parent
Sladja Stantic	Parent
Mary Claire	Parent
Faiza Liban	Parent
Isabella Klopukh	Student
James Balzano	Teacher
Estrella Mitrani	Teacher

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

Our EESAC meeting addressed the purpose of the School Improvement Plan, reviewed and made suggestions for the upcoming school year.

Development of this school improvement plan

School Advisory Council (SAC) will meet the first Wednesday of every other month and as needed to develop, revise and monitor the progress of the School Improvement Plan. In addition, the council will discuss and vote on how the SAC funds will best serve the school to meet the School Improvement Plan goals.

Preparation of the school's annual budget and plan

The projected use of school EESAC funds $1000.00 to be used to purchase FSA incentives and Accelerated Reader books.

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

FSA Incentives- $500.00
Accelerated Reader Books - $500.00

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Fishman, Melanie	Principal
Gonsky, Lisa	Assistant Principal
Fremson, Jessica	Guidance Counselor
Figarola, Lourdes	
Balzano, James	Teacher, K-12
Morris, Frank	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will target the union of the IB interdisciplinary themes and the new Common Core Curriculum. Another initiative will be the development of rubrics for the authentic assessment of student progress with an emphasis on higher thinking skills. Writing will be implemented across disciplines.

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

All content area teachers collaborate with each other and administrators during collaborative planning sessions. During these sessions, teachers highlight best practices while the administrative team assists in the preparation of the delivery of the lesson. Administrators provide support based on teachers' needs.

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

Regular meetings of new teachers with Principal.-Principal
Partnering new teachers with veteran staff- Assistant Principal
Collaboration with colleagues- IB Coordinator
Partnerships with local universities to recruit future teachers- Assistant Principal

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

Ms. Arkin (teacher mentor) will assist any new teachers if we should get any. This will occur during common planning meetings and as needed. Ms. Arkin is an experienced teacher who has taught Pre-K-through 5th grade. She demonstrated excellence in all categories of her yearly observation.

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

All materials and programs used at the school are provided by Miami-Dade County public schools. The text books that are ordered are approved by the district to meet the Florida Standards. The teachers attend trainings and receive a copy of the Florida Standards which must be referenced in their lesson plans.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data from the previous years SAT, FSA, and i-Ready is used to determine class placement and need of intervention. The students who score below a 50 percent on SAT or are a Level 1 or 2 on FSA or place in the red on i-Ready during the last assessment begin the year in intervention and are invited to participate in before school tutoring. Data is collected monthly, and quarterly and is used during grade level meetings to set goals and plan for future instruction. Baseline, fall and winter assessments are administered. Students are then grouped based on the benchmarks they need assistance with. This information is evident in the teacher's lesson plans.

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: Before School Program

Minutes added to school year: 2,160

South Pointe Elementary School offers before and after school tutoring to bubble students as well as any student who needs extra practice. i-Ready is offered in the Computer Lab and small group sessions are held with certified teachers.

Strategy Rationale

The extra time working on the specific benchmarks that the student is not successful on will help to bring the student to the level he/she needs to be.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Fishman, Melanie, pr5091@dadeschools.net

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

Students learn a specific benchmark and are then provided a weekly benchmark assessment to see if the student has mastered the benchmark. If the student has not mastered the skill, it is retaught and another assessment given. The District Fall and Winter assessments are also used to determine the effectiveness of the tutoring.

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

South Pointe Elementary houses approximately 20 students ages 3 to 4 in the Head Start program and another 20 students in the VPK program. Both programs implement the High Scope curriculum. The teachers plan with the Kindergarten teachers on a weekly basis. The students who participate in these early childhood programs attend field trips and class presentations that the Kindergarten teachers arrange.
In order to facilitate the transition from Pre-K to kindergarten, the Pre-K students visit the Kindergarten students and shadow them for periods of time before the school year ends. Parents are invited in for Kindergarten orientation. While the parents attend the orientation their children participate in Kindergarten activities provided for by Kindergarten teachers. Parents of students entering Kindergarten in the fall who attend community early childhood centers are invited to participate in these activities.

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](link), 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:

  .

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.   We will increase student achievement by improving core instruction across all content areas.

Strategic Goals Detail

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

G1. We will increase student achievement by improving core instruction across all content areas. 1a

🔍 G074232

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
CELLA Writing Proficiency	89.0
AMO Math - All Students	
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- Common Planning Time, Reading Wonder Series, Wonders Foundation Skills, I-Ready, Accelerated Reader, Gateway to Data (G2D), Pacing Guide Websites, and Star Testing

- Houghton Mifflin Harcourt Go Math series, Moby Max,

- Gizmo, P-Sell

Targeted Barriers to Achieving the Goal 3

- There is a need for the teachers to differentiate the instruction based on data to ensure all students needs are being met wit rigor and purpose.

Plan to Monitor Progress Toward G1. 8

Interim Assessment Data and progress monitoring from I-Ready will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible

Melanie Fishman

Schedule

Quarterly, from 9/2/2015 to 6/9/2016

Evidence of Completion

Agendas; sign in log during data chats

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. We will increase student achievement by improving core instruction across all content areas. `1`

🔑 G074232

G1.B1 There is a need for the teachers to differentiate the instruction based on data to ensure all students needs are being met wit rigor and purpose. `2`

🔑 B193815

G1.B1.S1 Provide professional development opportunities on how to analyze multiple data sources and use the information to create customized learning groups based on need .(Thinkgate, Interims, i-Ready). `4`

🔑 S205348

Strategy Rationale

Interim Assessment Data and i-Ready data will be collected and reviewed throughout the year to determine progress toward the goal.

Action Step 1 `5`

Literacy, Mathematics, Science, social Studies: Provide professional development during grade level planning on questioning strategies and the development of higher order thinking questions throughout all curriculums.

Person Responsible

Lisa Gonsky

Schedule

Monthly, from 9/2/2015 to 6/9/2016

Evidence of Completion

Sign-in sheet; agenda, grade level meeting summaries

Action Step 2 `5`

Teachers will use disaggregated data from i-Ready (K-5) , STAR testing (K-2), Go Math beginning of the year test and the district science pre-test as well as formative assessments to plan for differentiated instruction. Lesson plans will incorporate higher order questions of varying complexity and require students to engage in accountable talk. The data will also be used to identify students in need of intervention or enrichment during the Differentiated Instruction.

Person Responsible

Melanie Fishman

Schedule

Quarterly, from 9/2/2015 to 6/9/2016

Evidence of Completion

Class room walk throughs, lesson plans and lists of differentiated groups.

Action Step 3 `5`

During common planning time best practices in using the data to create differentiated instruction groups during instruction time will be shared by teachers and checked by administration.

Person Responsible

Lisa Gonsky

Schedule

Weekly, from 9/2/2015 to 6/9/2016

Evidence of Completion

Sign-in sheet; minutes

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

Conduct classroom walkthroughs to monitor differentiated grouping based on data during class.

Person Responsible

Melanie Fishman

Schedule

Monthly, from 9/2/2015 to 6/9/2016

Evidence of Completion

Class room walk throughs, lesson plans and lists of differentiated groups.

<div style="background:#d4a82c">**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** `7`</div>

Administrative team will attend PD and ensure full participation of staff and engagement in collaborative conversations. Administrators will conduct classroom walkthroughs to ensure that differentiated groups are in place, they are based on data and that higher level questioning is in place.

Person Responsible

Melanie Fishman

Schedule

Weekly, from 9/2/2015 to 6/9/2016

Evidence of Completion

Students work folders. Teacher's lesson plans. Tiered homwork.

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	Literacy, Mathematics, Science, social Studies: Provide professional development during grade level planning on questioning strategies and the development of higher order thinking questions throughout all curriculums.	Gonsky, Lisa	9/2/2015	Sign-in sheet; agenda, grade level meeting summaries	6/9/2016 monthly
G1.B1.S1.A2	Teachers will use disaggregated data from i-Ready (K-5) , STAR testing (K-2), Go Math beginning of the year test and the district science pre-test as well as formative assessments to plan for differentiated instruction. Lesson plans will incorporate higher order questions of varying complexity and require students to engage in accountable talk. The data will also be used to identify students in need of intervention or enrichment during the Differentiated Instruction.	Fishman, Melanie	9/2/2015	Class room walk throughs, lesson plans and lists of differentiated groups.	6/9/2016 quarterly
G1.B1.S1.A3	During common planning time best practices in using the data to create differentiated instruction groups during instruction time will be shared by teachers and checked by administration.	Gonsky, Lisa	9/2/2015	Sign-in sheet; minutes	6/9/2016 weekly
G1.MA1	Interim Assessment Data and progress monitoring from I-Ready will be collected and reviewed throughout the year to determine progress toward the goal.	Fishman, Melanie	9/2/2015	Agendas; sign in log during data chats	6/9/2016 quarterly
G1.B1.S1.MA1	Administrative team will attend PD and ensure full participation of staff and engagement in collaborative conversations. Administrators will	Fishman, Melanie	9/2/2015	Students work folders. Teacher's lesson plans. Tiered homwork.	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	conduct classroom walkthroughs to ensure that differentiated groups are in place, they are based on data and that higher level questioning is in place.				
G1.B1.S1.MA1	Conduct classroom walkthroughs to monitor differentiated grouping based on data during class.	Fishman, Melanie	9/2/2015	Class room walk throughs, lesson plans and lists of differentiated groups.	6/9/2016 monthly

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. We will increase student achievement by improving core instruction across all content areas.

G1.B1 There is a need for the teachers to differentiate the instruction based on data to ensure all students needs are being met wit rigor and purpose.

G1.B1.S1 Provide professional development opportunities on how to analyze multiple data sources and use the information to create customized learning groups based on need .(Thinkgate, Interims, i-Ready).

PD Opportunity 1

Literacy, Mathematics, Science, social Studies: Provide professional development during grade level planning on questioning strategies and the development of higher order thinking questions throughout all curriculums.

Facilitator

Lisa Gonsky

Participants

Teachers in grades K-5

Schedule

Monthly, from 9/2/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Literacy, Mathematics, Science, social Studies: Provide professional development during grade level planning on questioning strategies and the development of higher order thinking questions throughout all curriculums.	$0.00
2	G1.B1.S1.A2	Teachers will use disaggregated data from i-Ready (K-5) , STAR testing (K-2), Go Math beginning of the year test and the district science pre-test as well as formative assessments to plan for differentiated instruction. Lesson plans will incorporate higher order questions of varying complexity and require students to engage in accountable talk. The data will also be used to identify students in need of intervention or enrichment during the Differentiated Instruction.	$0.00
3	G1.B1.S1.A3	During common planning time best practices in using the data to create differentiated instruction groups during instruction time will be shared by teachers and checked by administration.	$0.00
		Total:	$0.00