

Broward County Public Schools

# Oakridge Elementary School



2015-16 School Improvement Plan

## Oakridge Elementary School

1507 N 28TH AVE, Hollywood, FL 33020

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	88%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	88%

### School Grades History

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

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>22</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>22</b>
Professional Development Opportunities	23
Technical Assistance Items	24
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Oakridge Elementary is to develop an effective learning environment through strong relationships between teachers, staff, students, parents, business partners and members of the community. We believe that all students can learn in a safe, standards-driven, technologically advancing, culturally diverse school.

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

The vision of Oakridge Elementary is to build a partnership between our parents and school through positive communication. We have a vision that teachers have a responsibility to provide a framework for parents to nurture their child's formal instruction at home. It is also our vision to provide an atmosphere where parents are able to express their views and to assist in problem solving.

#### School Environment

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

Students share their personal experience, family interests, and culture at the beginning of the school year through ice breaking/getting to know you activities. Throughout the school year teachers participate in monthly cultural awareness programs, such as Hispanic Heritage, and Black History Month. During these times students and teachers can present and share cultural experiences.

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

Teachers and administrators have an open door policy for students who are in need of guidance. The school also offers individual and family counseling services. Students are encouraged to come to school early to participate in the free breakfast program. Children can seek and talk to teachers and paraprofessionals before school. The students are greeted thorough out the day with a smile and words of encouragement from all employees. The Aftercare program at the school also offers a close family atmosphere.

##### **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 students are expected to follow school rules in and out of the classrooms. Each teacher has their expectations for behavior posted in the classroom. These rules are written by the students and teachers during the first week of school to promote a positive and incident free learning environment. Teachers follow the discipline matrix when dealing with behavioral issues. Administration is trained on the latest changes/updates in the matrix annually. These changes/updates are presented to the faculty through out the school year during monthly staff meetings.

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



Students' needs are constantly being addressed in all areas. The school utilizes the expertise of the ESE specialist as well as the school counselor to aid students in need of social/emotional support. Children and their families that are seeking school and/or home counseling services are provided with these services through outside agencies such as Chrysalis and Children's Family Services.

**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**

**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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

**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 available at the school site.

**Description**

We believe that a partnership must exist between our parents and school. We promote positive communication between the school and our students' homes. We provide a variety of opportunities for parents to be involved in activities that support our school. We believe teachers have a responsibility to provide a framework for parents to nurture their child's formal instruction at home. We provide materials and strategies that can successfully be used at home to reinforce the academic success of children. It is our goal to provide an atmosphere where parents are able to express their

views and to assist in problem solving in an open an positive climate at school. We want parents to understand that we value them as stakeholders and emphasize their roles as advocates.

**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**

We are continually looking to build a mutually beneficial partnership with local businesses to enhance our school, community and businesses. Their participation is encouraged in our school by interacting with our students through programs such as Book Pals and Writing Pals. Business leaders are invited to become members of our SAC and attend our monthly SAC meetings. All our partners are listed on our school website and included in our monthly newsletters.

**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
Charlotin, Gregory	Assistant Principal
Friedman, Debra	Principal
Moore, Kelly	Teacher, K-12
Rivera, Sara	Teacher, K-12
Oakley, Kara	Teacher, PreK
Killianski, Gabriella	Instructional Media
Calabrese, Christa	Teacher, K-12
Heise, Brooke	SAC Member
Pendlebury, Brie-Anne	Teacher, K-12
Hernandez, Ann Marie	Teacher, K-12
Sanders, Cherie	Instructional Coach

**Duties**

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

The school-based Rtl Leadership Team is an integral part of the development of our SIP. Prior to the start of the school year (and as new students enroll), members identify students in need of Tier II and Tier III strategies based on previous school year student data and teacher input. Also, members regularly examine Tier I data to assist with improving the core curriculum and the school wide behavior plan. They also review the Rtl process, resources available (i.e. intervention records, progress monitoring graphs generated for individual students, Struggling Readers' Chart and Struggling Math Chart), for interventions and to develop goals for targeted students and subgroups.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)***

**responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The RtI Leadership Team meets at least two times per month. The Guidance Counselor coordinates RtI meetings. Students are identified by classroom teachers and/or members of the RtI Leadership Team through data analysis. Once identified, teachers contact their grade level Case Manager who assists with recommendations for interventions and monitoring of students, based on the outcome of classroom interventions. Monitoring activities include the transfer of data collected to appropriate graphs or tables to document growth. Administration provides follow-up via academic conferences with the Leadership Team and individual teachers as needed.

Title I funds are used to provide additional instructional positions to support the educational program for our students. Also, parent involvement training sessions are funded by Title I, as well as professional development sessions for teachers that address effective instructional practices in reading, writing, mathematics, science, data analysis, learning centers, student assessment, and common core. Violence prevention programs including anti-bullying projects are supported by the Guidance Counselor and Assistant Principal. Projects include activities for Peace week, Bullying Prevention Week, Say No to Drugs observances. The district's homeless department is contacted for collaboration and support for all homeless children including provision of appropriate transportation and any community support programs available. Additionally, the school hosts a Harvest Drive and Holiday Gift Collection Drive to provide food, clothing, books, and educational games to our most needy families. The Food and Nutrition Services Department provides teachers with health and nutrition materials aligned to the common core as well as a focused attention on providing more locally grown fresh fruits and vegetables.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Brooke Heise	Teacher
Kara Oakley	Teacher
Sara Rivera	Teacher
Kelly Moore	Teacher
Gabriella Killianski	Teacher
Debra Friedman	Principal
Ann Marie Hernandez	Teacher
Christa Calabrese	Teacher
Brie Anne Pendlebury	Parent
Cherie Sanders	Education Support Employee
Rosa Bacon	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

SAC meets once a month throughout the year. During these meetings all members discuss, review, and analyze the SIP. Student data is shared and is used to determine the effective use of implemented plans.

*Development of this school improvement plan*

In May of 2015, SAC members discussed the 2015-2016 SIP plan. Specifically, the parents supported the full implementation of the Daily 5 program. At the first SAC meeting of every year the draft of the plan is introduced and SAC members discuss and provide input to strengthen the plan. Throughout the school year all stake holders continue to discuss the SIP and the plan is modified accordingly.

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

The plan is prepared to reflect the school's budgetary needs as deemed by the leadership team with the collaboration of SAC members.

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

Based on last year's approved funding requests by SAC the funds will be used to purchase the following items:

- Diagnostic Assessment of Reading materials
- Materials and supplies for on-going projects
- Purchase of additional classroom books including, but not limited to, literary and informational text

***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:**

<b>Name</b>	<b>Title</b>
Friedman, Debra	Principal
Charlotin, Gregory	Assistant Principal
Killianski, Gabriella	Instructional Media
Moore, Kelly	Teacher, K-12
Oakley, Kara	Teacher, PreK
Rivera, Sara	Teacher, K-12
Calabrese, Christa	Teacher, K-12
Hernandez, Ann Marie	Teacher, K-12
Sanders, Cherie	Instructional Coach
Pendlebury, Brie-Anne	Teacher, K-12

**Duties**

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

Major LLT initiatives for this school year include the following:

- Implement Common Core Standards in Literacy
- Implement Daily 5 Reading and Cafe
- Continue to implement school wide reading practice activities (before school)
- Continue implementation of a school wide Accelerated Reader student achievement program

- Monitor school wide implementation of the District's K-12 Reading Plan
- Implement applicable components from the District's Struggling Reader's Chart
- Provide training and support for teachers to administer the DAR, analyze the results and implement strategies to increase student performance in reading
- Provide training and support for teachers to differentiate reading instruction to students in all AYP subgroups
- Provide parent training sessions that support home-based literacy connections
- Implement Rigby Assessments for grades 1st, 2nd, 3rd
- Implement FAIR for grades K-5

## 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**

Teachers have common planning periods daily as well as PLC meetings to collaborate and discuss best practices and the implementation of school wide goals.

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

NESS Liaison - Enter educator in school induction program (NESS) and provide program orientation as teachers are hired.

Administrators - Assign teachers new to school and/or grade level to team leader or highly qualified teacher at specific grade level.

Professional Learning Community (PLC) Facilitators - Facilitators identified to coordinate and lead PLCs learning initiatives.

Team Leaders, Administrators, and Support team - Teachers and staff plan with their grade level teams to address and solve instructional, behavioral, and procedural concerns, participate in the RtI process, and conduct lesson studies and review formative student data results via team planning and support team weekly collaboration meetings.

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

There are three levels to our school's mentoring program. Anyone who is a first year teacher or new to the district will receive a NESS coach to mentor them through their first year. Coaches assist the mentees on various levels, including, but not limited to classroom management, lesson planning, and administrative responsibilities. Teachers that are new to the school and have worked in the district are invited to an orientation program (Oakridge 101), and mentored to help them acclimate to our school's procedures. Lastly, when a teacher is new to a grade they are also mentored by the team leader to assist them in understanding the curriculum expectations for the grade.

## 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 work collaboratively in designing lessons that are aligned to the Florida standards. Websites such as FSassessments.org, Cpalms.org, and district subject area wikis assist teachers in

creating high quality lessons that use the test specifications to drive the instruction. Teachers also attend district coaching meetings as well as workshops to keep them informed of the latest best practices. These meetings/workshops provide high levels of standards based instructional lessons and provide teachers with curriculum maps and/or pacing guides.

### 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**

Teachers and support staff continuously use formative and summative assessments to individualize instruction for students. Student groups, one-on-one conferencing, and a variety of instructional strategies are implemented by the teacher to assist students that are having difficulty. Special programs, such as Accelerated Reader, iReady and Reflex Math allow students to receive instruction based on their academic level. Students are monitored on a continuous basis to determine the need for instructional modifications. Groups are also available for English language learners with little to no knowledge of English geared towards their language acquisition. In addition, support team members disaggregate data to determine student placement for their special skills focused groups.

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

**Strategy:** Extended School Day

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

Instructional time has been extended by one hour beyond the normal school day. During the extra hour students will receive additional intensive reading instruction and enrichment. Students will be engaged in comprehending rigorous texts through all content areas. During these times students are working with interdisciplinary units and/or science and social studies content.

#### **Strategy Rationale**

Based upon student data additional rigorous instruction of informational text was seen to be needed.

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

- Teacher collaboration, planning and professional development

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

Charlotin, Gregory, [gregory.charlotin@browardschools.com](mailto:gregory.charlotin@browardschools.com)

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

During the intensive reading time teachers are giving formative and summative assessments. As the teachers are working with the students, they use the assessment results to modify their teaching strategies to ensure the maximum student achievement growth possible. Additionally students will take 2 Benchmark Assessments and 2 Intermediary Assessments followed by data chats for progress monitoring and to differentiate instruction for individual students.

### 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**

During the 2014 - 2015 school year, our school hosted a Preschool ESE program. The Preschool ESE teachers met with the kindergarten teachers to share assessment data and assist in the transition process for students who remained at the school. All Preschool ESE and kindergarten students and parents are invited to an Orientation prior to the first day of school so they may meet teachers and teacher assistants and to learn about their child's new teacher and class. During these sessions, students also participate in classroom activities. During Title I Public Meeting/Open House, parents learn about important school and Title1 information, policies and opportunities. Following that, parents are invited to seek further information via a question/answer session. Additionally, each school year our kindergarten team collaborates with our local preschools to invite incoming students to our Kindergarten Round Up events and to solicit their help in advertising our registration process to our future students.

Annually our 5th grade students are involved in the Junior Achievement of South Florida curriculum program where they learn basic economic principles during the school year with a culminating trip to JA Biztown. This helps the students use the "real life" skills they have learned throughout the year to run a successful town.

**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**

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

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

**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**

**Needs Assessment**

**Problem Identification**

**Data to Support Problem Identification**

**Portfolio Selection**

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

**Data Uploads**

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

The following documents were submitted as evidence for this section:

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**Problem Identification Summary**

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

**Problem Analysis Summary**

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

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## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** If we improve the infrastructure of our instructional delivery with fidelity, then student achievement will improve across the 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.** If we improve the infrastructure of our instructional delivery with fidelity, then student achievement will improve across the content areas. **1a**

G074659

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	
Level 1 - All Grades	51.0
ELA/Reading Gains District Assessment	61.0

**Resources Available to Support the Goal** **2**

- Daily Five - Cafe - Next level reading program to Daily 5 that provides students with reading strategies to overcome their weak areas, while giving teachers an opportunity to conduct skill groups and conferencing
- I-Ready - Diagnostic & Instructional based program that provides valid and reliable growth measure to individualize instruction
- Science Boot Camp - Science program aligned with the NGSSS and content limits.
- Extended Learning - Students stay an extra hour after the school day to receive intensive reading instruction.
- Integrated Curriculum – All classes are implementing an integrated literacy curriculum where science and social studies lessons are taught daily in combination with literacy.
- Literacy Coach - Trains the staff on reading content and instruction, supports teachers, assists in lesson planning/instruction, and works with small groups.
- Daily Five - Full implementation of Daily Five in all classrooms K-5. Instructional staff received a copy of the book and completed a book study in 2012-2013 school year. New teachers in 2013 - 2014 received a copy of the Daily Five book and will receive support from team leaders and/or mentors. All classrooms are participating in having students 1) Read to Self, 2) Read to Someone, 3) Listen to Reading, 4) Work on Writing, and 5) Word Work.
- Journeys Basal Reading Series - All K-5 teachers had the opportunity to attend summer professional development sessions and all received the basal reader provided by the district as a resource in teaching reading content. Series also provides leveled readers for individualized instruction.
- Teachers in grades 3-5 are provided Kids Discover magazines as informational text on a variety of high interest science and social studies topics.
- Classroom Textbooks - All content areas have a textbook to support instruction. Teachers can use these texts with their students as a resource to supplement their reading curriculum.
- Novels and informational text - The Media Center contains class/small group sets of books for novel studies and informational text activities.
- Professional Learning Community (PLC) - The PLCs meet twice a month to discuss best practices and monitor the rigor and fidelity of implementation of strategies to meet their reading, writing, mathematics, science, and social studies goals.
- Communicating Across Broward (CAB) Conference - The Elementary Literacy Resources (ELR), Elementary Math, Elementary Science, Writing Conference, and the Social Studies Conference are excellent resource where teachers can receive information directly from district experts, share resources, collaborate with other teachers in the district, and find support for their teaching by asking/ answering questions they may have.
- FSA workshops - Teachers attend district training on effective teacher practices implementing core state standards. Teachers received resources to assist them in lesson planning throughout the year.
- Manipulatives - Each classroom has a large set of manipulatives to aide in hands-on learning experiences.
- Go Math - The math textbook is a great resource for teaching that is aligned with FSA Standards.
- Science Fusion – Kindergarten through fifth grade teachers have access to the science fusion textbook and online component. Students can go online and complete digital labs that pertain to the content.
- Journals – All classes maintain a year long science journal. Students respond to text, draw diagrams, and maintain notes on their content.
- Delta Science Kits – Teachers in all grades have Delta Science Kits from previous series. These kits provide a plethora of materials allowing students to have hands-on learning experiences.
- Science Lab – Students in second through fifth grade have access to a science lab up to two times a week. During lab they work cooperatively completing projects, experiments, and technology assignments.
- Computer Lab - All students

also can utilize the computer lab to access I-Ready, Reflex Math as well as do research for many class projects.

- Write in Reader -
- Daily 3
- Formative assessments -

**Targeted Barriers to Achieving the Goal** 3

- Implementation of rigorous instruction during entire academic day including during but not limited to Daily 5, CAFE and Extended Learning hour.

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

Collect data from various assessments including but not limited to, Accountable talk, I-Ready, Rigby/FAIR, Running Records, Write in Reader, monthly writing prompts, Math formative assessments from biweekly CARE cycles and BSA.

**Person Responsible**

Gregory Charlotin

**Schedule**

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

**Evidence of Completion**

Increases in student performance data

## Action Plan for Improvement

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

### Problem Solving Key

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

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


**G1.** If we improve the infrastructure of our instructional delivery with fidelity, then student achievement will improve across the content areas. **1**

 G074659

**G1.B1** Implementation of rigorous instruction during entire academic day including during but not limited to Daily 5, CAFE and Extended Learning hour. **2**

 B194984

**G1.B1.S1** Continuation of interdisciplinary units and/or science and social studies content. **4**

 S206577

### Strategy Rationale

Students need additional rigorous instruction of informational text to increase gains in reading achievement.

### Action Step 1 **5**

Highly effective learning time with fidelity focused on informational text woven throughout the content areas during the academic learning day.

### Person Responsible

Gregory Charlotin

### Schedule

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

### Evidence of Completion

BSA, Formative assessments and student generated work samples

**Action Step 2** 5

Weekly collaborative planning by all grade levels using data from formative assessments to guide planning/instruction.

**Person Responsible**

Gregory Charlotin

**Schedule**

On 6/9/2016

***Evidence of Completion***

Results from formative assessments.

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

Conduct bi-weekly classroom walk throughs during the academic learning day looking for rigorous instruction followed by feedback and discussion.

**Person Responsible**

Gregory Charlotin

**Schedule**

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

***Evidence of Completion***

Staff activities calendar that documents bi-weekly walk throughs focused on fidelity of rigorous instruction during academic learning time.

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

Collect data from various formative assessments to be used for data chats with teachers and students.

**Person Responsible**

Gregory Charlotin

**Schedule**

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

***Evidence of Completion***

Increases in students' performance data from formative testing.

## 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	Highly effective learning time with fidelity focused on informational text woven throughout the content areas during the academic learning day.	Charlotin, Gregory	8/24/2015	BSA, Formative assessments and student generated work samples	6/9/2016 daily
G1.B1.S1.A2	Weekly collaborative planning by all grade levels using data from formative assessments to guide planning/ instruction.	Charlotin, Gregory	8/24/2015	Results from formative assessments.	6/9/2016 one-time
G1.MA1	Collect data from various assessments including but not limited to, Accountable talk, I-Ready, Rigby/FAIR, Running Records, Write in Reader, monthly writing prompts, Math formative assessments from biweekly CARE cycles and BSA.	Charlotin, Gregory	8/24/2015	Increases in student performance data	6/9/2016 monthly
G1.B1.S1.MA1	Collect data from various formative assessments to be used for data chats with teachers and students.	Charlotin, Gregory	8/24/2015	Increases in students' performance data from formative testing.	6/9/2016 monthly
G1.B1.S1.MA1	Conduct bi-weekly classroom walk throughs during the academic learning day looking for rigorous instruction followed by feedback and discussion.	Charlotin, Gregory	8/24/2015	Staff activities calendar that documents bi-weekly walk throughs focused on fidelity of rigorous instruction during academic learning time.	6/9/2016 biweekly

## 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.** If we improve the infrastructure of our instructional delivery with fidelity, then student achievement will improve across the content areas.

**G1.B1** Implementation of rigorous instruction during entire academic day including during but not limited to Daily 5, CAFE and Extended Learning hour.

**G1.B1.S1** Continuation of interdisciplinary units and/or science and social studies content.

### PD Opportunity 1

Highly effective learning time with fidelity focused on informational text woven throughout the content areas during the academic learning day.

#### Facilitator

Literacy Coach and Team Leaders

#### Participants

All instructional teachers especially those new to the school or grade level

#### Schedule

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

### PD Opportunity 2

Weekly collaborative planning by all grade levels using data from formative assessments to guide planning/instruction.

#### Facilitator

Literacy Coach and Team leaders

#### Participants

All instructional teachers especially those new to the school or grade level

#### Schedule

On 6/9/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Highly effective learning time with fidelity focused on informational text woven throughout the content areas during the academic learning day.	\$0.00
2	G1.B1.S1.A2	Weekly collaborative planning by all grade levels using data from formative assessments to guide planning/instruction.	\$0.00
<b>Total:</b>			<b>\$0.00</b>