West Hollywood Elementary School

2015-16 School Improvement Plan

West Hollywood Elementary School

6301 HOLLYWOOD BLVD, Hollywood, FL 33024

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	92%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	89%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the 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.

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
Focus	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

West Hollywood Elementary School will provide the opportunity and means for all students to achieve their maximum academic potential and develop social and life skills necessary to become engaged, global citizens.

Provide the school's vision statement

The vision of West Hollywood Elementary School is to build a school community that will foster leadership, life long learners, college and career success, dynamic communicators, responsible and aware global citizens to adapt to our ever-changing world!

School Environment

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

The teachers conduct community meetings that allow students to share their cultures and build relationships between teachers and students. They also use literature to teach the students about different cultures and tolerance.

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

As students arrive to school, they sit by the teacher's classroom and read a book to ensure a safe and orderly environment before they enter the classroom. As the students enter the classroom, the teacher greets them at the door and addresses concerns before beginning the school day. The school counselor teaches monthly character traits on the morning announcements and awards two students per class each month the Student of Month Award or Kid of Character Award. During the first weeks of school, the teachers teach, model and provide the students the opportunity to practice school-wide procedures and safety protocols. They provide feedback to ensure students master the school-wide procedures and protocol. Traffic and Safety Patrols provide as role models throughout the school and aide in enforcing school-wide procedures.

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

West Hollywood Elementary School follows Broward County Public School Discipline Matrix. In addition, West Hollywood Elementary School developed a School-wide Positive Behavior Plan. Daily the students recite the West Hollywood Elementary Pledge which denotes the student expectation of learning. During the first weeks of school, the teacher teaches, models, and allows the students to practice the school-wide agreements: active listening, mutual respect, and appreciations. The teachers further review and enforce the School-wide Behavior Skill Matrix that depicts what the agreements looks like, feels like, and sounds like in the classrooms/specials, hallway/stairway, bathroom/water fountain, cafeteria, playground, and dismissal area. The matrix is also posted throughout the school. When a student receives a Misconduct Form or a referral, they complete a reflection sheet that allows them to think about their behavior and what they would do differently.

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 coordinates a mentoring program that pairs a student with a mentor to serve as a role model for the student. The school counselor coordinates a peer counseling program to teach students how to mediate conflicts with peers. The school counselor conducts social skills and responsibility groups to meet the social needs of the students. The reading coach coordinates Reading Pals for struggling first grade students to serve as a mentor and aide in developing a love for reading.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/177718.

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

The process by which our school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement is we keep the lines of communication open with our partners. The teachers utilize Remind 101, student agendas, Parent Links, newsletters, flyers, and marque to communicate with parents and community members. Also, we meet with our local partners and we invite them to our school-wide events (i.e. Meet and Greet, Open House, Parent/Family Nights, Curriculum Nights, School Advisory Council (SAC) Meetings, Parent Teacher Association (PTA) Meetings, etc.) As a results of these partnerships, the partners sponsor a variety of events and provide both student and teacher incentives in an effort to contribute towards our goal of increasing student achievement.

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
Zekofsky, Aimee	Principal
Williams-Daniel, Tangela	Assistant Principal
Clinch, Jennifer	Instructional Coach
Khadaran, Deborah	Instructional Coach
Seperson, Laurie	Guidance Counselor
Cordero, Jenny	Teacher, ESE

Duties

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

The roles and responsibilities of the members, in terms of how they serve as instructional leaders and practice shared decision making is as follows:
The primary decision maker on our campus is Ms. Zekofsky, and her job is to guide our school and make decisions that in the best interest of our school to meet the needs of all stakeholders, to ensure that we achieve our goals, which are documented within our School Improvement Plan (SIP). Additionally, Ms. Zekofsky welcomes feedback from teachers, faculty and staff, as well as parents and students.
Dr. Daniel provides assistance and support to the principal and confers with her on all decisions.
The principal, assistant principal, instructional coaches, school counselor and ESE Specialist provide the faculty and staff with professional learning opportunities, as well as instructional and curriculum support to enhance their instructional practices and delivery, and classroom management strategies in an effort to positively impact student achievement.

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 process through which the school leadership identifies and aligns all available resources in order to meet the needs of all students and maximize desired student outcomes, including the methodology for coordinating and supplementing federal, state and local funds, services and programs is accomplished by the following:

The leadership team meets regularly to solve and trouble shoot a variety of concerns on campus. There is open dialogue and everyone provides input on the relevant issues. Skilled practitioners on related subject matter will usually lead the discussion with the team members via contributing research, as well as their experiences, thoughts and ideas on the topic. Each leadership team member has weekly assigned grade level meetings to attend and address any school related concerns, and additional meetings may be held to resolve other concerns. In addition, the principal may assign a specific team member the task of facilitating a project and the facilitating team member will provide the leadership team with periodic updates/reports on a regular basis, or until the task is complete. The individuals involved in these leadership team meetings are the Principal, Assistant Principal, Guidance Counselor, Reading Coach, Math/Science Coach, and the ESE Specialist.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Christina Diaz-Vielman	Teacher
Aimee Zekofsky	Principal
Carla Bermudez	Teacher
ASP (After School Programs)	Business/Community
Angelica Spicer	Teacher
Tangela Williams-Daniel	Education Support Employee
Donald Pollas	Parent
Roudelyne Pollas	Parent
Rosemarie Campo	Parent
Noelby DeLaHoz	Parent
Mozella Tyler	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

The School Improvement Plan was discussed in different sections during SAC monthly meetings. All items in the SAC meeting agenda were approved and evaluated through a democratic process that entailed the participation of different community members, parents, teachers, and faculty members.

Development of this school improvement plan

The School Improvement Plan was developed using Florida Comprehensive Assessment scores (Science)/3rd Grade FSA (ELA), Broward County Public Schools Benchmark Assessment scores, End of Year Primary Assessments, Primary Instructional Reading Levels, parental, faculty and staff surveys. In addition, administrative walkthroughs and observations were conducted to determine academic and professional school needs.

Preparation of the school's annual budget and plan

The budget for School Improvement Plan is based on the school needs. Funds were allocated for extended learning opportunities, professional development materials, teacher salary, conferences and workshops, materials and supplies, Annual Parent Seminar, Parent Trainings (Curriculum Nights) and Refreshments.

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

Teacher Salary - $160,651.00
Substitute for Professional Development - $15,512
Conferences and Workshops - $780
Extended Learning Opportunities (Teacher Salary) - $17,849
Extended Learning Opportunities (Materials) - $1,557
Annual Parent Seminar - $120
Parent Trainings - Curriculum Nights - $2,489
Food & Refreshments for Curriculum Nights - $514
Supplies and Materials for Parent Trainings - $338

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
Clinch, Jennifer	Instructional Coach
Khadaran, Deborah	Instructional Coach
Wisnoski, Jennifer	Teacher, K-12
Seperson, Laurie	Guidance Counselor
Williams-Daniel, Tangela	Assistant Principal
Zekofsky, Aimee	Principal
Laplante, Aaron	Teacher, K-12
Perez, Alyssa	Teacher, K-12
Spicer, Angelica	Teacher, K-12
Bermudez, Carla	Teacher, K-12
Campo, Rosemarie	Teacher, PreK
Rosales, Ivonne	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT members will conduct bi-weekly Professional Learning Communities that focus on teaching students targeted instructional interventions and writing (Lucy Caulkins) as well as comprehension skills. Teachers implement researched based reading interventions along with writing and comprehension lessons with their students during the extended day of reading. They further follow the district's Focus Units of Study during their ninety minute reading block. Teachers also have the

opportunity to observe a colleague and provide feedback on the lesson. Likewise, the LLT reviews student data and facilitate grade level decisions to guide instruction including how to provide remediation and enrichment for the students. The LLT members conduct classroom walk throughs to determine the level of implementation, exemplar classes and teachers who may benefit from modeling.

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

The school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction is as follows:
The teachers meet weekly to plan for instruction and review student data. With Title I funds, the grade level teams will meet bi-monthly for professional development. Additionally, they will have the opportunity to observe one another and provide feedback to improve instruction. During the bi-weekly Professional Learning Communities (PLC's) the teachers can work together, analyze data, plan for instruction and share best practices.

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

The school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school is accomplished by the administrative team reviewing applications on AppliTrack along with resumes to determine highly qualified, certified-in-field, effective teacher candidates. They also attend job fairs and college mock interviews to recruit highly qualified, certified-in-field, effective teacher candidate. Likewise, administration observes student interns as possible candidates for employment. Furthermore, our leaders recognize that developing our staff members is key to building capacity. Therefore, we provide our faculty and staff with effective, relevant researched based Professional Development (PD) to improve their craft as professionals. Also, we solicit the assistance of our district personnel, as well as our very own staff members to train other staff members. This enables us to provide immediate training to our staff members when the need for professional development arises.

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

The school's teacher mentoring program, including the rational for pairings and planned mentoring activities is as follows:
We follow the Broward Schools District's NESS (New Educator Support System) mentoring program. The goal of our school-wide participation in this program is to provide ongoing and dedicated support to the new educators on our staff through the building of a mentor-mentee relationship,which is built on trust and collaboration. This is accomplished through the pairing of experienced educators who have demonstrated a level of expertise in the various facets of classroom management and instruction with new educators based on their needs, grade level, prior experience and/or education. Instructional Coaches are assigned and are to meet at least weekly with their new educators to provide support, assistance and to conduct informal classroom visits and provide feedback throughout the year. In addition, the NESS Liaison conducts monthly meetings with all new educators and instructional coaches to provide information and support on various topics deemed important by the school or district. These actions are taken with the purpose of developing capable teachers who are able to be an asset to our school when interacting with our children.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school purchased Journey's materials that were adopted by the Broward County School district as the core instructional reading program, which is aligned to the Florida State Standards. These materials are utilized daily along with the district's instructional pacing guide and student's progress is measured through the district's CARE package. Teachers collaborate in regards to the effectiveness of the core instructional reading program during weekly grade level meetings and biweekly Professional Learning Communities (PLC's). In addition, supplemental reading materials that are purchased for instruction, which are also researched-based and recommended by the International Reading Association, National Counsel Teachers of Math, and National Science Teachers Association.

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 teachers administer screening assessments to determine the students' present level of performance. They utilize Rigby Running Records (Kindergarten to third grade) and Burns and Roe Informal Reading Inventory (fourth and fifth grade). The teachers provide instruction at the students' instructional level and provide literacy centers to allow students to practice and deepen their knowledge. They use weekly and unit assessment to monitor the progress of the students. They also administer Rigby Running Records (Kindergarten to third grade) and Burns and Roe Informal Reading Inventory (fourth and fifth grade) each quarter to monitor the students' progress and adjust their teaching if the student makes progress or regresses. The teacher also models how to respond to text-based questions in writing workshop and confers with their students to improve their writing. In mathematics, teachers utilize chapter assessments, middle of the year assessments, standard-based questions, and math journals to monitor the progress of their students. The teacher also provide small group instruction and math centers to practice and accelerate their thinking. In Science, Kindergarten through fourth grade teach the annual assessed benchmarks and administer assessments to determine mastery. Fifth grade uses the Focus Unit of Study, science and STEM labs, and science journals, and Science mini-assessments to track the students progress. STEM is also taught as a Specials to teach Scientific Thinking, Inquiry and Process.

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

The teachers utilize researched based reading intervention materials and writing (Lucy Caulkins) and comprehension lessons. Teachers implement model lessons with complex text to demonstrate the targeted strategy for the week.

Strategy Rationale

The researched based reading intervention materials along with writing (Lucy Caulkins) and comprehension lessons will provide teachers with focused, differentiated and rigorous lessons to implement that will assist in closing the achievement gap that exist in reading and writing for students during the extended day of reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Clinch, Jennifer, jennifer.clinch@browardschools.com

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

Classroom walktrhoughs, school-wide College Hour Pacing Guide, iObservtions

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

To build community relationship and introduce early childhood students to West Hollywood Elementary School, West Hollywood Elementary School and the Early Childhood Education Department conducted a joint Parent Engagement Night with ELC4 and local Early Childhood Centers. West Hollywood Elementary School provides Kindergarten Round-up to recruit kindergarten students and share grade level expectations. Fifth grade students have the opportunities to learn about different magnets and to visit Apollo Middle School to get to know the campus and expectation for their six grade school year.

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.

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 students' individualized needs are met through differentiated instruction in all grade levels across all content areas, then students' academic performance will improve.

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 students' individualized needs are met through differentiated instruction in all grade levels across all content areas, then students' academic performance will improve. 1a

G074666

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	45.0
FSA Mathematics - Achievement	45.0
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal 2

- Funds (Extended Day, Title One and Extended Learning Opportunities)
- Stipend (Title One)
- Substitutes to cover classes for Professional Development/Professional Learning Communities
- Literacy Coach and District Reading Coach
- Paraprofessional for Reading Intervention
- Leveled Literacy Intervention (LLI) Grades Kindergarten to 2 grade
- Reading Pals in First Grade
- America Reads Counts (Nova Southeastern University)
- Teachers
- Write In Reader
- Running Records (Rigby/Informal Reading Inventory/Benchmark Assessment System)
- I-Ready
- Formative Assessments
- Thinking Maps
- Journey's Tool Kit
- Rti/MTSS Team
- Digital 5/Schoology
- The Comprehension Toolkit for Primary and Intermediate (Active Reading)
- Math Coach and District Math Coach
- Math Intervention

Targeted Barriers to Achieving the Goal 3

- Targeted differentiated instruction needs to occur within all classrooms.

Plan to Monitor Progress Toward G1. 8

Collect and analyze performance data

Person Responsible
Aimee Zekofsky

Schedule
Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion
An increase in student achievement 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 students' individualized needs are met through differentiated instruction in all grade levels across all content areas, then students' academic performance will improve. `1`

🔑 G074666

G1.B1 Targeted differentiated instruction needs to occur within all classrooms. `2`

🔑 B194999

G1.B1.S1 Implement strategic, targeted, differentiated Professional Learning Communities to plan instruction to address diverse student needs and utilize formative assessments across all grade levels to monitor and adjust instruction. `4`

🔑 S206588

Strategy Rationale

This is necessary because of the complexity of the Florida standards and the need for the level of rigor required for students to meet grade level expectations for college and career readiness, as well as assessment data should drive instruction.

Action Step 1 `5`

Conduct & Analyze Screening of Informal and Formal Assessments to determine and monitor students present level of performance

Person Responsible

Jennifer Clinch

Schedule

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

Evidence of Completion

PMP Grade Level Spreadsheet, Virtual Counselor, Broward County Florida Standards Mini-Assessments data (BAFS), Running Records(IRI/Rigby), Monthly writing prompts, chapter test, I-Ready data

Action Step 2 `5`

Provide Professional Development on Multiple Teaching Strategies to target instruction

Person Responsible

Jennifer Clinch

Schedule

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

Evidence of Completion

iObservation data, walkthroughs, teacher lesson plans

Action Step 3 `5`

Create non-static, flexible small groups for students in reading and math during the instructional day and Saturday Camp

Person Responsible

Jennifer Clinch

Schedule

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

Evidence of Completion

iObservation data, walkthroughs, teacher lesson plans

Action Step 4 `5`

Create differentiated learning centers for students to practice skills with different level of complexities

Person Responsible

Jennifer Clinch

Schedule

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

Evidence of Completion

iObservation data, walkthroughs, teacher lesson plans, photographs, video

Action Step 5　5

Conduct teacher-student and administrator-student progress monitoring conferences

Person Responsible

Aimee Zekofsky

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

iObservation data, walkthroughs, teacher lesson plans, photographs, video, student conference form

Action Step 6　5

Teachers will model strategic think alouds, accountable talk situations and text-based questions

Person Responsible

Jennifer Clinch

Schedule

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

Evidence of Completion

iObservation data, walkthroughs, teacher lesson plans, photographs, video

Action Step 7　5

Teachers will implement Focus Unit of Studies

Person Responsible

Aimee Zekofsky

Schedule

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

Evidence of Completion

iObservation data, walkthroughs, teacher lesson plans, team meeting notes

Action Step 8 5

Implement Student Compacting & Independent Study for Advanced Learners

Person Responsible

Aimee Zekofsky

Schedule

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

Evidence of Completion

iObservation data, walkthroughs, teacher lesson plans, photographs, video, team meeting notes, professional learning community notes

Action Step 9 5

Create a strategic planning calendar to share with staff

Person Responsible

Aimee Zekofsky

Schedule

On 6/9/2016

Evidence of Completion

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

Conducting targeted classroom walk-throughs focusing on Professional Learning Communities topics

Person Responsible

Aimee Zekofsky

Schedule

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

Evidence of Completion

I-Observation data and classroom walk-through forms.

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

Conducting monthly formative assessments in reading, math and writing focused on the Florida Standards

Person Responsible

Aimee Zekofsky

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Monthly formative assessment data in reading, math and writing

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

Conducting monthly data chats with teachers and students.

Person Responsible

Aimee Zekofsky

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Monthly formative assessment data in reading, math and writing.

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

Conducting targeted classroom walk-throughs focusing on Professional Learning Communities topics

Person Responsible

Aimee Zekofsky

Schedule

Biweekly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Increase in performance data (student and teacher)

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

Conduct monthly formative assessments in reading, math and writing.

Person Responsible

Aimee Zekofsky

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Increase in performance data (student and teacher)

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

Conduct monthly teacher-student and administrator-student data chat conferences

Person Responsible

Aimee Zekofsky

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Increase in performance data (student and teacher)

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	Conduct & Analyze Screening of Informal and Formal Assessments to determine and monitor students present level of performance	Clinch, Jennifer	8/24/2015	PMP Grade Level Spreadsheet, Virtual Counselor, Broward County Florida Standards Mini-Assessments data (BAFS), Running Records(IRI/Rigby), Monthly writing prompts, chapter test, I-Ready data	6/9/2016 weekly
G1.B1.S1.A2	Provide Professional Development on Multiple Teaching Strategies to target instruction	Clinch, Jennifer	8/24/2015	iObservation data, walkthroughs, teacher lesson plans	6/9/2016 monthly
G1.B1.S1.A3	Create non-static, flexible small groups for students in reading and math during the instructional day and Saturday Camp	Clinch, Jennifer	8/24/2015	iObservation data, walkthroughs, teacher lesson plans	6/9/2016 monthly
G1.B1.S1.A4	Create differentiated learning centers for students to practice skills with different level of complexities	Clinch, Jennifer	8/24/2015	iObservation data, walkthroughs, teacher lesson plans, photographs, video	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A5	Conduct teacher-student and administrator-student progress monitoring conferences	Zekofsky, Aimee	9/14/2015	iObservation data, walkthroughs, teacher lesson plans, photographs, video, student conference form	6/9/2016 monthly
G1.B1.S1.A6	Teachers will model strategic think alouds, accountable talk situations and text-based questions	Clinch, Jennifer	8/24/2015	iObservation data, walkthroughs, teacher lesson plans, photographs, video	6/9/2016 monthly
G1.B1.S1.A7	Teachers will implement Focus Unit of Studies	Zekofsky, Aimee	8/24/2015	iObservation data, walkthroughs, teacher lesson plans, team meeting notes	6/9/2016 monthly
G1.B1.S1.A8	Implement Student Compacting & Independent Study for Advanced Learners	Zekofsky, Aimee	8/24/2015	iObservation data, walkthroughs, teacher lesson plans, photographs, video, team meeting notes, professional learning community notes	6/9/2016 monthly
G1.B1.S1.A9	Create a strategic planning calendar to share with staff	Zekofsky, Aimee	8/24/2015		6/9/2016 one-time
G1.MA1	Collect and analyze performance data	Zekofsky, Aimee	8/24/2015	An increase in student achievement data	6/9/2016 quarterly
G1.B1.S1.MA1	Conducting targeted classroom walk-throughs focusing on Professional Learning Communities topics	Zekofsky, Aimee	9/14/2015	Increase in performance data (student and teacher)	6/9/2016 biweekly
G1.B1.S1.MA5	Conduct monthly formative assessments in reading, math and writing.	Zekofsky, Aimee	9/14/2015	Increase in performance data (student and teacher)	6/9/2016 monthly
G1.B1.S1.MA6	Conduct monthly teacher-student and administrator-student data chat conferences	Zekofsky, Aimee	9/14/2015	Increase in performance data (student and teacher)	6/9/2016 monthly
G1.B1.S1.MA1	Conducting targeted classroom walk-throughs focusing on Professional Learning Communities topics	Zekofsky, Aimee	8/24/2015	I-Observation data and classroom walk-through forms.	6/9/2016 daily
G1.B1.S1.MA3	Conducting monthly formative assessments in reading, math and writing focused on the Florida Standards	Zekofsky, Aimee	9/14/2015	Monthly formative assessment data in reading, math and writing	6/9/2016 monthly
G1.B1.S1.MA4	Conducting monthly data chats with teachers and students.	Zekofsky, Aimee	9/14/2015	Monthly formative assessment data in reading, math and writing.	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. If students' individualized needs are met through differentiated instruction in all grade levels across all content areas, then students' academic performance will improve.

G1.B1 Targeted differentiated instruction needs to occur within all classrooms.

G1.B1.S1 Implement strategic, targeted, differentiated Professional Learning Communities to plan instruction to address diverse student needs and utilize formative assessments across all grade levels to monitor and adjust instruction.

PD Opportunity 1

Conduct & Analyze Screening of Informal and Formal Assessments to determine and monitor students present level of performance

Facilitator

Team Leaders

Participants

teachers, faculty, and administration

Schedule

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

PD Opportunity 2

Provide Professional Development on Multiple Teaching Strategies to target instruction

Facilitator

Team Leaders

Participants

teachers and faculty that work with students

Schedule

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

PD Opportunity 3

Create non-static, flexible small groups for students in reading and math during the instructional day and Saturday Camp

Facilitator

Team Leaders

Participants

teachers and faculty that work with students

Schedule

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

PD Opportunity 4

Create differentiated learning centers for students to practice skills with different level of complexities

Facilitator

Team Leaders

Participants

teachers and faculty that work with students

Schedule

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

PD Opportunity 5

Conduct teacher-student and administrator-student progress monitoring conferences

Facilitator

Team Leaders

Participants

teachers and faculty that work with students

Schedule

Monthly, from 9/14/2015 to 6/9/2016

PD Opportunity 6

Teachers will model strategic think alouds, accountable talk situations and text-based questions

Facilitator

Team Leaders

Participants

teachers and faculty that work with students

Schedule

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

PD Opportunity 7

Implement Student Compacting & Independent Study for Advanced Learners

Facilitator

Team Leaders

Participants

teachers and faculty that work with students

Schedule

Monthly, from 8/24/2015 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	**Conduct & Analyze Screening of Informal and Formal Assessments to determine and monitor students present level of performance**				**$0.00**
2	G1.B1.S1.A2	**Provide Professional Development on Multiple Teaching Strategies to target instruction**				**$0.00**
3	G1.B1.S1.A3	**Create non-static, flexible small groups for students in reading and math during the instructional day and Saturday Camp**				**$3,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5900	100-Salaries	0161 - West Hollywood Elementary School	Other		$3,500.00
			Notes: School Accountability Funds			
4	G1.B1.S1.A4	**Create differentiated learning centers for students to practice skills with different level of complexities**				**$0.00**
5	G1.B1.S1.A5	**Conduct teacher-student and administrator-student progress monitoring conferences**				**$0.00**
6	G1.B1.S1.A6	**Teachers will model strategic think alouds, accountable talk situations and text-based questions**				**$0.00**
7	G1.B1.S1.A7	**Teachers will implement Focus Unit of Studies**				**$0.00**
8	G1.B1.S1.A8	**Implement Student Compacting & Independent Study for Advanced Learners**				**$0.00**
9	G1.B1.S1.A9	**Create a strategic planning calendar to share with staff**				**$0.00**
					Total:	**$3,500.00**