

Broward County Public Schools

Colbert Elementary School



2016-17 Schoolwide Improvement Plan

Colbert Elementary School

2701 PLUNKETT ST, Hollywood, FL 33020

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	D	

**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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Colbert Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Colbert Museum Magnet School is to provide a challenging learning environment which enables our students to acquire the necessary skills and knowledge to be successful in a diverse and ever-changing society.

b. Provide the school's vision statement.

Our vision is to provide the students of Colbert Museum Magnet School with the skills to investigate, understand, and transform our world.

2. School Environment

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

Students and teachers share their personal experiences, family interests and culture at the beginning of the year through ice-breaker and getting to know you activities.

Throughout the school year, classes will participate in cultural awareness programs designed to increase student and staff understanding of the myriad of cultures within our school. During these units of study, staff and students will have the opportunity to present and share aspects of their particular cultures.

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

Students are greeted each morning by administration, teachers and staff as they enter the campus. Staff members provide supervision prior to the school day, but this supervision also enables all staff members to create relationships with students they may not have opportunity to come in contact with during the instructional day. Students are encouraged to seek out the assistance of any staff member if they encounter situations that make them feel uncomfortable.

Supervision at the end of the day again allows students and staff to connect and develop relationships that reach beyond the classroom. Our aftercare program is available for students and fosters relationships in a supportive and secure atmosphere.

c. 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 established school rules in all areas of the campus. Classroom teachers have expectations for behavior posted. Teachers align consequences for misconduct with the elementary discipline matrix. Teachers follow clearly delineated steps when assigning consequences for misbehavior.

Our school-wide plan provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledging positive behaviors as well as procedures for handling

incidents of misconduct.

All staff members receive updates to the matrix at regularly scheduled staff meetings.

d. 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.

Classroom teachers are the first contact for students, but Colbert Museum Magnet also coordinates services through our Guidance Counselor, ESE Specialist, School Social Worker, and affiliated counselors. Our Guidance Counselor conducts classroom lessons and coordinates small group counseling sessions based on student needs. Students may have the opportunity to become peer mediators and peer tutors, and work with other students under the supervision of our Guidance Counselor.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

NA

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

NA

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/308050>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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 and community. Through our Sprouting STEM Museum Magnet program, we are looking to involve professionals in the fields of Science, Technology, Engineering and Math as mentors to our students as they begin to explore possible career paths. Their participation is also encouraged in our school by sponsoring our student robotics and environmental teams. Business leaders are invited to become members of our SAC and attend our monthly SAC meetings.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Yackel, Patricia	Principal
Millar, Mark	Instructional Coach
Silk, Nancy	Instructional Coach
Engel, Pamela	Teacher, ESE
McLeod, Dorsett	Assistant Principal
Beagle, Tiffany	Instructional Coach
Neat, Chentel	SAC Member
Finnk, Amy	Attendance/Social Work

b. Duties

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

The team monitors the effectiveness of the instruction and interventions being implemented. The effectiveness of instruction ultimately determines how we determine appropriate action steps and modifications to goals.

The team regularly examines 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.

2. 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 team works to identify the problem, analyze available data, develop and implement an intervention plan, monitor student progress and finally to evaluate its' effectiveness. As this team works with all curriculum areas and with all grade levels, they have a vital role in our SIP development and implementation.

At Colbert, Title 1 funds provide for additional teachers and teacher assistants to improve student achievement particularly among low performing/at-risk students. Title 1 funds are also used to develop comprehensive school-specific staff development opportunities aimed at improving classroom performance which ultimately should lead to increased student achievement. In an effort to improve the partnership between home and school, Title 1 funds are used for parent programs that provide families with the tools they need to support student learning in the home. Title 1 funds when available are also used to provide Extended Learning Opportunities.

Colbert currently has 2 Head Start classes, which provide our students with the early intervention program aimed at increasing their probability of success in Kindergarten.

SAI funds are used to provide additional support for at-risk K-5 students in all core areas.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Patricia Yackel	Principal
Kelly Rito	Business/Community
Carole Felicien-Lewis	Parent
Kerian Ferguson	Parent
Sharhoda Day	Teacher
Jinyann Padilla	Teacher
Kaheisha Smith	Parent
Chentel Neat	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

Colbert Museum Magnet school did not meet the goals set in the 2015-2016 School Improvement Plan. Goals for proficiency in the the 2016-2017 school year will be aligned with the Florida Standards assessments.

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.

b. Development of this school improvement plan

SAC is involved throughout the year in monitoring the implementation of the plan as well as determining changes based upon the needs of our school. They approve allocation of accountability funds for SIP initiatives. They also participate in the creation of the new plan.

c. Preparation of the school's annual budget and plan

SAC projects budgetary needs based on the activities set forth in the School Improvement Plan. These activities include but are not limited to extended learning opportunities, staff development, student enrichment activities and materials to support school-wide activities.

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

Based on approved funding requests by SAC, funds will be used to purchase the following items:

- ELO intervention materials
- Site licenses for on-line resources
- Materials and supplies for on-going projects.
- Purchase of additional classroom books including, but not limited to, literary and informational text

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

No

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

Colbert Museum Magnet needs to recruit additional members to participate as voting members of SAC.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Yackel, Patricia	Principal
Forbing, Heather	Teacher, K-12
Spieler-isaacs, Julie	Teacher, K-12
Beagle, Tiffany	Instructional Coach
McLeod, Dorsett	Assistant Principal
Day, Sharhoda	Teacher, K-12
Fox, Casey	Teacher, K-12
Denicolo, Gabriela	Teacher, K-12
Weissman, Jennifer	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Major initiatives will include:

- Implementation of the Florida State Standards across curriculum areas.
- School wide focus on close reading and increasing students' ability to cite specific evidence when answering text dependent questions.
- Expand Implementation of Small Group Guided Reading
- Continue to implement school wide reading practice activities (before school, and at dismissal)
- Continue implementation of a school-wide reading 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 BAS and analyze the results and implement strategies to increase student performance in reading
- Provide training and support for teachers to differentiate reading instruction to students
- Provide parent training sessions that support home-based literacy connections

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

In order to provide opportunities for collaboration and planning, all grade levels have common planning times. In addition, each grade level team will have at least 2 PLC sessions per month dedicated to improving instruction within Reading/LA, Math, and Science.

Provisions are in place for teachers to engage in professional development opportunities specific to their individual needs, including but not limited to Digital 5, STEM, Small Group Guided Reading, and Florida Standards.

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

When hiring new teachers to the school, resumes are reviewed for candidates who are highly qualified and possess the experience and training background commensurate with the needs of our school.

For teachers new to the profession, mentoring includes providing guidance in lesson development and planning and can take the form of consultation and modeling. This support will be provided by an instructional coach as well by members of the grade level team. The reading coach is also available as a mentor.

For teachers not new to teaching, mentoring includes orienting them to the procedures and practices of our school. This support is provided by the Team Leader.

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

Teachers new to the profession or new to the school are paired with an Instructional Coach, who offers assistance in all areas of curriculum, lesson planning, as well as classroom management as needed. The Reading Coach is also available for coaching, modeling and mentor assistance.

Teachers aspiring to administrative roles are offered opportunities to take on leadership positions within

the school, including but not limited to Team Leader, Administrative Designee, Academic Camp Coordinator, SAC Chair and Enrichment Clubs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers work collaboratively and with Instructional Coaches to design lessons that are aligned to the Florida standards. Websites including, but not limited to FSassessments.org, Cpalms.org, SchoolCity.com and district sites assist teachers by providing resources for 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.

Administration and Instructional Coaches monitor classroom practice to ensure lessons are implemented with fidelity and rigor.

b. Instructional Strategies

1. 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 use formative and summative assessments to gather data to individualize instruction for students. Flexible groups, individual learning plans and a variety of interventions are implemented by the teacher to assist students needing remediation. Supplemental programs, such as myOn, First in Math, Gizmos, Reflex Math and iReady allow students to receive instruction based on their instructional level. Student performance data is monitored to determine the need for instructional modifications.

2. 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: 0

Select students are invited to attend VIP camp which provides 45 min per week of intensive instruction in Reading and/or Math.

Strategy Rationale

Camps were designed based on student performance on the 2016 FSA.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McLeod, Dorsett, dorsett.mcleod@browardschools.com

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

Select students are invited to attend VIP camp which provides 45 min per week of intensive instruction in Reading and/or Math.

Strategy: After School Program

Minutes added to school year: 0

Select students are invited to attend camps which provide 60 min per week of intensive instruction/enrichment in Reading, Math and/or Science.

Strategy Rationale

Small group instruction will allow students to receive additional instruction/enrichment in core content areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McLeod, Dorsett, dorsett.mcleod@browardschools.com

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

Select students are invited to attend VIP camp which provides 45 min per week of intensive instruction in Reading and/or Math.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Head Start (HS) program has implemented a Literacy, Math and Science curriculum on all HS classrooms. The program has aligned their Literacy and Math standards with the K-3 national standards to improve educational outcomes. This connection between curricula and child expectations has contributed to students who are better prepared to succeed in Kindergarten. An end of year report is placed in students' folders to familiarize Kindergarten teachers with the students' progress in HS. The HS program also provides assistance to families by providing specific information as it pertains to the enrollment process for Kindergarten programs.

Students in our HS and PreK ESE classes are invited to all school events, and participate in a Kindergarten Round-up in spring when parents are offered assistance in registering for Kindergarten. In addition, students new to our school, and their parents are given a tour of campus.

5th grade students will meet with staff from feeder middle schools to discuss expectations and learn about school specific programs.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA

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

NA

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

NA

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If lessons aligned to the Florida Standards are implemented with fidelity across content areas, student proficiency will increase.

Strategic Goals Detail

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

G1. If lessons aligned to the Florida Standards are implemented with fidelity across content areas, student proficiency will increase. **1a**

 G084851

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	42.0
FSA Mathematics Achievement	53.0
FCAT 2.0 Science Proficiency	40.0

Targeted Barriers to Achieving the Goal **3**

- Lack of understanding of, and inconsistent alignment of instruction to Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Reading and Math programs aligned to the Florida State Standards, Engineering is Elementary (STEM), Focused Units of Study in all the content areas (language arts, reading, math, science, and social studies), leveled reading materials, iReady, myOn, Reflex Math, First in Math, Acaletics, Gizmos, Professional Learning Communities, Teacher Leaders and Instructional Coaches.

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

Instructional practice

Student assessment data

Person Responsible

Patricia Yackel

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Classroom Learning Walks Broward Assessment of Florida Standards (BAFS) Formative Assessments BAS results Writing prompts Skill groups Chapter tests Rubric scores iReady assessments Student work samples

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

 = Problem Solving Step  S123456 = Quick Key

G1. If lessons aligned to the Florida Standards are implemented with fidelity across content areas, student proficiency will increase. 1

 G084851

G1.B1 Lack of understanding of, and inconsistent alignment of instruction to Florida Standards. 2

 B225622

G1.B1.S1 Provide opportunities for teachers to participate in professional development focused on implementation of Florida Standards. 4

 S238009

Strategy Rationale

If teachers focus instruction on rigorous curriculum, assessment, remediation and enrichment, then student achievement will increase.

Action Step 1 5

We will schedule professional development on Florida Standards, to focus on alignment of lessons to content limits, with appropriate learning goals and scales.

Person Responsible

Dorsett McLeod

Schedule

Monthly, from 8/3/2016 to 6/1/2017

Evidence of Completion

Planning formats and delivery of instruction

Action Step 2 5

Utilizing knowledge from PLCs and other PD offerings, teachers will plan lessons specifically aligned to grade level standards

Person Responsible

Tiffany Beagle

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Lesson Plans and delivery of instruction

Action Step 3 **5**

Utilizing Florida grade level standards, teachers will plan and deliver rigorous lessons across content areas.

Person Responsible

Patricia Yackel

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Student work samples, museum night presentations, lesson plans

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

Based on classroom learning walkthroughs, teachers will receive specific feedback on learning goals, lesson presentation, rigor, scales and student engagement.

Person Responsible

Dorsett McLeod

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Lesson plans, classroom observation, student work products, levels of discourse and student assessments

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

Delivery of lessons including Increasing rigorous content and application of knowledge in all the content areas, and student assessment data

Person Responsible

Patricia Yackel







Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Student performance on formative and summative assessments and student work samples
Classroom walkthroughs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M314362	Instructional practice Student assessment data	Yackel, Patricia	8/22/2016	Classroom Learning Walks Broward Assessment of Florida Standards (BAFS) Formative Assessments BAS results Writing prompts Skill groups Chapter tests Rubric scores iReady assessments Student work samples	6/1/2017 monthly
G1.B1.S1.MA1  M314354	Delivery of lessons including Increasing rigorous content and application of knowledge in all the...	Yackel, Patricia	8/22/2016	Student performance on formative and summative assessments and student work samples Classroom walkthroughs	6/1/2017 monthly
G1.B1.S1.MA1  M314355	Based on classroom learning walkthroughs, teachers will receive specific feedback on learning...	McLeod, Dorsett	8/22/2016	Lesson plans, classroom observation, student work products, levels of discourse and student assessments	6/1/2017 biweekly
G1.B1.S1.A1  A307969	We will schedule professional development on Florida Standards, to focus on alignment of lessons to...	McLeod, Dorsett	8/3/2016	Planning formats and delivery of instruction	6/1/2017 monthly
G1.B1.S1.A2  A307970	Utilizing knowledge from PLCs and other PD offerings, teachers will plan lessons specifically...	Beagle, Tiffany	8/10/2016	Lesson Plans and delivery of instruction	6/1/2017 weekly
G1.B1.S1.A3  A307971	Utilizing Florida grade level standards, teachers will plan and deliver rigorous lessons across...	Yackel, Patricia	8/10/2016	Student work samples, museum night presentations, lesson plans	6/1/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If lessons aligned to the Florida Standards are implemented with fidelity across content areas, student proficiency will increase.

G1.B1 Lack of understanding of, and inconsistent alignment of instruction to Florida Standards.

G1.B1.S1 Provide opportunities for teachers to participate in professional development focused on implementation of Florida Standards.

PD Opportunity 1

We will schedule professional development on Florida Standards, to focus on alignment of lessons to content limits, with appropriate learning goals and scales.

Facilitator

School-Based Leadership Team

Participants

Instructional Staff

Schedule

Monthly, from 8/3/2016 to 6/1/2017

PD Opportunity 2

Utilizing knowledge from PLCs and other PD offerings, teachers will plan lessons specifically aligned to grade level standards

Facilitator

School Based Team, District Facilitators

Participants

Instructional Staff

Schedule

Weekly, from 8/10/2016 to 6/1/2017

VII. Budget

1	G1.B1.S1.A1	We will schedule professional development on Florida Standards, to focus on alignment of lessons to content limits, with appropriate learning goals and scales.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Broward - 0231 - Colbert Elementary School - 2016-17 SIP
Colbert Elementary School

			District-Wide	General Fund		\$3,000.00
			Notes: Inservice Funds			
2	G1.B1.S1.A2	Utilizing knowledge from PLCs and other PD offerings, teachers will plan lessons specifically aligned to grade level standards				\$0.00
3	G1.B1.S1.A3	Utilizing Florida grade level standards, teachers will plan and deliver rigorous lessons across content areas.				\$0.00
Total:						\$3,000.00