

Broward County Public Schools

Lauderhill Paul Turner Elementary School



2016-17 Schoolwide Improvement Plan

Lauderhill Paul Turner Elementary School

1500 NW 49TH AVE, Lauderdale Lakes, FL 33313

[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 PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

**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 Lauderhill Paul Turner 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.

Lauderhill Paul Turner will provide an enriched teaching and learning environment that encourages all students to reach their maximum potential in a safe and civil environment.

b. Provide the school's vision statement.

Our vision at Lauderhill Paul Turner is to provide a world-class learning experience in a caring, sharing and stimulating learning environment where trust, honor and respect are paramount.

2. School Environment

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

The faculty reviews the data to determine the school's population. All stakeholders are invited to attend School Improvement meetings and parental involvement activities to collaborate and generate school activities. These activities involve cultural education through field trips, guest speakers and partnerships. Students are encouraged to share and collaborate in their native language.

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

We ensure students' safety by providing supervision in strategic areas in the school every morning. Parents and all visitors are required to check in at the front office to obtain a pass; that must be visible at all times. During school hours all classroom doors are locked and any student traveling throughout the building must have a partner with him/her. At dismissal, all students are escorted by a teacher or a paraprofessional to their designated area: bus area, car riders/ walkers, or the after care program located in the schools cafeteria. Staff members are highly visible and accessible to students providing encouraging words and motivation. Students are addressed every morning by our Principal or Assistant Principal via our morning announcements. They are reminded to show good character, treat everyone with respect, and to always do their own personal best when it comes to academics. Additionally students are recognized during the morning and afternoon announcements for showing good character traits.

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.

Lauderhill Paul Turner is committed to providing an environment, which fosters and builds both academic excellence and good character. During preplanning the school wide behavior management plan is reviewed by the faculty and staff. Each teacher is required to develop a progressive classroom management system for his or her classroom with posted rewards and consequences. The Lauderhill Paul Turner Elementary Guidelines are also posted in a visible location. These

guidelines remind students of the expectations in classroom and throughout the building. The behavior management plan outlines addressing student behavior, Level 1 & 2 offenses and referral

procedures. Students are encouraged daily to show good character and to make the right choices in all areas of the school.

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.

The school ensures that Social Emotional needs of all students are met by providing Mentors from the Mental Health Association via the Listener Program. Selected students are paired with a listener who meets with them once a week for 30 minutes speak to them about various topics to help boost their self-esteem. We also provide counseling services for students in need via the various counseling vendors associated with Broward Public Schools. On the classroom level, new students or students who need extra support are paired with another student for extra assistance and moral support. In addition, the School Counselor meets Social -emotional needs by implementing programs such as the Character Education program, the Peace program, and various classroom activities that promote social-emotional growth.

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/308975>.

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.

Lauderhill Paul Turner builds and sustains resources through collaborative community networking such as the local businesses and community offices. We collaborate and develop goals to assist with the success of the school for the year. Resources are identified such as services, food, books, etc. Our partners also attend our SAC committee meetings. These goals are monitored through surveys and stakeholder feedback.

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
Garrick, Richard	Principal
Creightney, Nicole	Instructional Coach
Jones, Tangelia	Instructional Coach
Johnson, Wendell	Assistant Principal
Glover, Crystal	Other
Bodden, Tanya	Other
Bryan, Abbie	School Counselor

b. Duties

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

The school-based MTSS Team works collaboratively with the School Improvement Team and School Advisory Committee to develop and implement the School Improvement Plan. Strategies and materials are developed as part of the School Improvement Plan to address the needs of the students. The staff will be trained on the process for identifying and referring students for support. The instructional team collaborates to determine the process in initiating goals for the School Improvement Plan.

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.

In order to implement the MTSS process, data will be used from BASIS, teacher assessments, walk through logs, and classroom observations will be executed to make decisions for instruction and interventions (data-driven decision-making). Student data will be reviewed weekly by the grade level teachers during meetings to identify students that need additional interventions. Students that are not responding to the Tier 1 interventions will be evaluated through the RTI process. Further evaluation of the student's data will be addressed during MTSS/RTI meetings to determine Tier 2 and Tier 3 interventions. The RTI team will make recommendations based on the individual needs of the student. Title 1 funds at Lauderhill Paul Turner Elementary School are used to provide supplementary instruction to raise the achievement of students who are failing to meet state standards. Our Title 1 funded personnel are instructional or support staff who directly contribute to the education of our children and parents. Since our school has more than 95% of students receiving free or reduced priced meals, all Lauderhill Paul Turner Elementary students benefit from Title 1 funding. Title I funds may be spent for items listed below:

- *Employee Salaries
- *Employee Benefits
- *Professional Development
- *Equipment/Software
- *Library Books
- *Instructional Games
- *Parent Involvement Classes and Activities
- *Classroom Materials and Supplies
- *Textbooks
- *Travel

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Richard Garrick	Principal
Lamika Garland	Teacher
Tejkumari Budhai	Teacher
	Student

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

At the beginning of the school year stakeholders are invited to participate in the development of the School Improvement Plan. Stakeholders first determine through data analysis, where the school is presently and brainstorm goals. This is provided through input from discussions and surveys. Through an on-going process the plan is evaluated and realigned as needed based on the school goals and needs.

b. Development of this school improvement plan

The committee is involved in an on-going process with developing goals for the school improvement plan. Stakeholders have the opportunity to participate in developing through a collaborative process. In addition, throughout the school year the plan is revisited and revisions are made to the plan to align with current data

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

The SAC committee will make decisions regarding the school improvement funds using the decision making process based on the school improvement goals and school data. The committee will review the data at the beginning of the school year in order to make informed decisions.

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

The accountability funds of \$3500 were used for the purpose of Academic Camps. The funds were used primarily for curriculum materials that were used in the Academic Camps. Additional funds were allocated for teacher salaries and para-professional support.

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

Yes

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

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
Garrick, Richard	Principal
Johnson, Wendell	Assistant Principal
Jones, Tangela	Instructional Coach
Bodden, Tanya	Other
Bryan, Abbie	School Counselor
Creightney, Nicole	Instructional Coach

b. Duties

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

The major initiatives will be to increase fluency, vocabulary and comprehension through various reading and writing strategies. Literacy initiatives will also be addressed through the interdisciplinary approach using all areas of the disciplines to increase relevance and rigor in preparing our students for college and career readiness. The literacy centers will be based on the Daily 5 and student centered activities. Students will participate in a reading incentive program using the I-Ready Program to increase reading comprehension. The team will review data on monthly basis to make changes to instruction. The Literacy Team will also initiate ways to celebrate reading goals through incentives , student achievement activities and parental involvement.

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.

The teachers meet everyday during common planning as well as additional time during the week to plan lessons. During faculty meetings, team building activities help to encourage positive interaction. Professional Learning Communities also provide a forum for teachers to collaborate and share strategies to increase instructional success. Instructional Coaches meet with teachers to discuss grade level specific concerns as well as to provide resources and strategies.

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

- * The principal invites new teachers to a principal's orientation and tour of the school before the year begins.
- * The NESS T.I.E.R mentor program is initiated for new teachers through the district's orientation program.
- * Teachers and/or mentor coaches are assigned to assist new teachers or teachers who are having difficulties. T.I.E.R mentors meet weekly with new educators to address concerns and provide support.
- * T.I.E.R mentors are assigned to the teachers based on the grade level and experience. In addition, professional development and Professional Learning Communities are provided on a monthly basis.
- *Monthly support meetings are also provided for all new educators.

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

Teachers new to a grade level or those who may be experiencing difficulties in areas such as classroom management and instructional delivery are provided with a mentor. This is determined by observations and teacher conferences. The experienced teacher assists the mentee by modeling lessons, classroom observations, lesson planning, instructional delivery and parent conferencing.

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.

The Leadership Team met during the summer to review instructional programs for each grade level. The team assessed if the materials were aligned to the standards. Supplemental materials that teachers want to use are assessed by the Leadership Team prior to implementation.

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 implement standards based lessons. Standards based assessments are administered and the data is analyzed to determine effectiveness. Teachers examine the data results and make modifications to their instruction. Based on the results teachers will provide enrichment and remediation.

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: Extended School Day

Minutes added to school year: 2,880

Students in K-5 will have an extended day to increase reading instruction.

Strategy Rationale

The additional time on reading skills will increase vocabulary.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected bi-weekly using standards based assessment materials for Reading. Teachers discuss the data results and revise instructional plan to meet the needs of all learners.

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.

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them to the school and the expectations for the coming year. In addition, Open House will be offered to parents to come and visit the classroom and discuss the curriculum. Throughout the school year parents are encouraged to come the parental involvement events and activities. In Pre-K and Head Start, teachers visit the parents at their home for conferences as well as school. Prior to the school year ending parents are invited to a promotion ceremony and are invited to tour the kindergarten classrooms. Kindergarten teachers also discuss the curriculum and the expectations. Community day cares are also informed of this event.

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.

In order to advance college and career awareness we try to connect students with professionals. At Lauderhill Paul Turner we have an annual Career Day where we bring professionals to our school. These professionals discuss what they do at their jobs and the type of education they needed in order to secure their jobs..

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

n/a

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

n/a

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.

n/a

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.** The goal is to improve assessment and monitoring practices to assist in making sound instructional decisions that increase student achievement.

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. The goal is to improve assessment and monitoring practices to assist in making sound instructional decisions that increase student achievement. 1a

G084854

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FCAT 2.0 Science Proficiency	45.0
FSA Mathematics Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Analysis of data to guide Instruction.
- Teachers have not mastered the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Community, In-house experts and District Professional Development/ conferences
- Data Chats
- Staff-wide Professional development

Plan to Monitor Progress Toward G1. 8

Student performance on assessments.

Person Responsible

Nicole Creightney

Schedule

On 5/19/2017

Evidence of Completion

Student performance on the standards based mini assessments will be collected and analyzed progress being made toward mastery of selected standards. Additional Assessments that will be reviewed. This includes assessments such as I-Ready, Common Assessments(teacher generated), Chapter Assessments, End of Cycle Assessments, 2017 FSA ELA/Math Data and 2017 FCAT 2.0 Science 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

 = Problem Solving Step  S123456 = Quick Key

G1. The goal is to improve assessment and monitoring practices to assist in making sound instructional decisions that increase student achievement. 1

G084854

G1.B1 Analysis of data to guide Instruction. 2

B225629

G1.B1.S1 The leadership team will meet with teachers to conduct data chats to determine the effectiveness of the curriculum and make data driven decisions to better meet the needs of all students.

4

S238016

Strategy Rationale

In order to increase student achievement we need to address student areas of weakness and remediate based on that data.

Action Step 1 5

Leadership Team will meet with teachers to analyze student performance on standards based assessments.

Person Responsible

Tangela Jones

Schedule

Monthly, from 10/17/2016 to 5/15/2017

Evidence of Completion

Data Chat Analysis Form, Data Charts

Action Step 2 5

Data will be used to determine instructional groups for remediation and/or enrichment.

Person Responsible

Tangela Jones

Schedule

Monthly, from 10/17/2016 to 5/15/2017

Evidence of Completion

Data Charts, Revised Instructional Group Documents

Action Step 3 **5**

A secondary assessment calendar will be developed to monitor progress.

Person Responsible

Tangela Jones

Schedule

Monthly, from 10/17/2016 to 5/15/2017

Evidence of Completion

Secondary Instructional Focus Calendar

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

Dates are placed on the school calendar and school wide reports will be collected and analyzed.

Person Responsible

Richard Garrick

Schedule

Monthly, from 10/17/2016 to 5/19/2017

Evidence of Completion

Data Chat Reports will be collected.

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

Student Performance on Assessment.

Person Responsible

Wendell Johnson

Schedule

On 5/15/2017

Evidence of Completion

Student Mastery as indicated by the student assessments. I-Ready Reports, Teacher generated common assessments, Chapter Assessments, End of Cycle Assessments 2017 FCAT Science and 2017 FSA in ELA and Math.

G1.B2 Teachers have not mastered the standards. **2**

 B225630

G1.B2.S1 The leadership team will organize and implement professional development to address the deficiencies in teachers understanding the standards. **4**

 S238017

Strategy Rationale

If teachers have mastered their understanding of the standards they will better be able to implement effective teaching strategies.

Action Step 1 **5**

Creating Professional development opportunities that address teachers professional needs.

Person Responsible

Wendell Johnson

Schedule

On 5/19/2017

Evidence of Completion

School Wide Attendance Sheet and PD agenda and minutes.

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

We will monitor the minutes and grade level presentations of professional learning.

Person Responsible

Wendell Johnson

Schedule

On 5/26/2017

Evidence of Completion

Grade level presentations on the new material and Minutes for the Professional learning.

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

We will monitor student performance on various assessments.

Person Responsible

Tangela Jones










Schedule

Monthly, from 9/19/2016 to 5/12/2017

Evidence of Completion

Student Mastery as indicated by the student assessments. I-Ready Reports, Teacher generated common assessments, Chapter Assessments, End of Cycle Assessments 2017 FCAT Science and 2017 FSA in ELA and Math.

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.B2.S1.MA1  M314373	We will monitor student performance on various assessments.	Jones, Tangela	9/19/2016	Student Mastery as indicated by the student assessments. I-Ready Reports, Teacher generated common assessments, Chapter Assessments, End of Cycle Assessments 2017 FCAT Science and 2017 FSA in ELA and Math.	5/12/2017 monthly
G1.B1.S1.MA1  M314371	Student Performance on Assessment.	Johnson, Wendell	10/17/2016	Student Mastery as indicated by the student assessments. I-Ready Reports, Teacher generated common assessments, Chapter Assessments, End of Cycle Assessments 2017 FCAT Science and 2017 FSA in ELA and Math.	5/15/2017 one-time
G1.B1.S1.A1  A307977	Leadership Team will meet with teachers to analyze student performance on standards based...	Jones, Tangela	10/17/2016	Data Chat Analysis Form, Data Charts	5/15/2017 monthly
G1.B1.S1.A2  A307978	Data will be used to determine instructional groups for remediation and/or enrichment.	Jones, Tangela	10/17/2016	Data Charts, Revised Instructional Group Documents	5/15/2017 monthly
G1.B1.S1.A3  A307979	A secondary assessment calendar will be developed to monitor progress.	Jones, Tangela	10/17/2016	Secondary Instructional Focus Calendar	5/15/2017 monthly
G1.MA1  M314375	Student performance on assessments.	Creightney, Nicole	10/17/2016	Student performance on the standards based mini assessments will be collected and analyzed progress being made toward mastery of selected standards. Additional Assessments that will be reviewed. This includes assessments such as I-Ready, Common Assessments(teacher generated), Chapter Assessments, End of Cycle Assessments, 2017 FSA ELA/ Math Data and 2017 FCAT 2.0 Science Data.	5/19/2017 one-time
G1.B1.S1.MA1  M314372	Dates are placed on the school calendar and school wide reports will be collected and analyzed.	Garrick, Richard	10/17/2016	Data Chat Reports will be collected.	5/19/2017 monthly
G1.B2.S1.A1  A307980	Creating Professional development opportunities that address teachers professional needs.	Johnson, Wendell	9/5/2016	School Wide Attendance Sheet and PD agenda and minutes.	5/19/2017 one-time
G1.B2.S1.MA1  M314374	We will monitor the minutes and grade level presentations of professional learning.	Johnson, Wendell	9/12/2016	Grade level presentations on the new material and Minutes for the Professional learning.	5/26/2017 one-time

V. Professional Development Opportunities

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

G1. The goal is to improve assessment and monitoring practices to assist in making sound instructional decisions that increase student achievement.

G1.B2 Teachers have not mastered the standards.

G1.B2.S1 The leadership team will organize and implement professional development to address the deficiencies in teachers understanding the standards.

PD Opportunity 1

Creating Professional development opportunities that address teachers professional needs.

Facilitator

Wendell Johnson/ Yasmine Jacotin

Participants

Pre-K through 5 teachers

Schedule

On 5/19/2017

VII. Budget

1	G1.B1.S1.A1	Leadership Team will meet with teachers to analyze student performance on standards based assessments.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2800	391-Subagreements up to \$25,000	1381 - Lauderhill Paul Turner Elem.	Title I, Part A		\$5,000.00
			Notes: Notes			
2	G1.B1.S1.A2	Data will be used to determine instructional groups for remediation and/or enrichment.				\$0.00
3	G1.B1.S1.A3	A secondary assessment calendar will be developed to monitor progress.				\$0.00
4	G1.B2.S1.A1	Creating Professional development opportunities that address teachers professional needs.				\$0.00
Total:						\$5,000.00