

Miami-Dade County Public Schools

Leewood K 8 Center



2016-17 Schoolwide Improvement Plan

Leewood K 8 Center

10343 SW 124TH ST, Miami, FL 33176

<http://leewood.dadeschools.net>

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)
Combination School PK-8	No	31%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 Leewood K 8 Center

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.

Leewood K-8 Center's mission is to prepare our students to shape the world. Our philosophy is "If you believe....You can 'A'chieve."

b. Provide the school's vision statement.

Leewood K-8 Center's vision is to strive to develop responsible, productive citizens by providing an optimal educational environment that is conducive to learning today and in the future.

2. School Environment

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

The District's Values Matter initiative, is presented to our students every day on the morning announcements. Students are encouraged to demonstrate Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect and Responsibility throughout the school day and school year. A positive referral system has been implemented to encourage respect and kindness throughout the day. Furthermore, the school celebrates Hispanic Heritage Month, African American History Month, Women's History Month, American Indian Month, Jewish History Month and much more.

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

The school provides security before, during and after school to create a safe atmosphere for students. Administrators are visible throughout the school day, and especially before school as they greet students, parents and community members and after school for dismissal. Furthermore, bullying lessons are incorporated in the yearly curriculum by every grade level. Lessons are provided by the school counselor regarding being "bucket-fillers," meaning students demonstrate positive actions toward their peers and teachers.

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.

Each teacher employs an Assertive Discipline Plan in the classroom that delineates both appropriate and inappropriate behaviors and consequences. Positive referrals are rewarded to students who demonstrate a good attitude or a kind action toward their peers and those students are recognized on the WLWD Good Morning Leewood Show.

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.

Throughout the school year, the students are exposed to academic, social/personal/emotional, and career awareness skills. As needed, students are provided with small group counseling, individual counseling, and/or class activities in order to promote character development and the development of social, personal, and emotional skills. Additionally, the school provides services to promote conflict

resolution skills, decision-making skills, organizational skills, time management, and good study habits. Assistance and guidance is provided to promote academic achievement, and career awareness related to the talents and interests of students. Events and celebrations such as our Positive Referrals program, "Peace Day", Red Ribbon Week, Bully Prevention Month, Homeless Awareness, Blue Ribbon Week ("Stop The Violence"), and our Career Day are among the activities that will foster good character traits and student achievement among our students.

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.

Attendance below 90 percent, regardless of whether absence is excused or a result of the utilization of Student Success Centers and/or the Pathways Program
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Retention
Special Education
Economically Disadvantaged
ESOL
Mobility

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	1	1	1	0	1	0	7	5	1	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	2	1	1	3	5	2	4	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 & 2 on statewide assessment	3	9	2	1	29	21	38	31	18	0	0	0	0	152
	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	2	1	1	0	10	14	15	18	3	0	0	0	0	64

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

Students identified by the early warning system are provided with reading intervention on a daily basis. The attendance committee will meet monthly to monitor attendance and identify problems in a timely fashion. Students are referred to the school counselor when identified as being at-risk for behavior.

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?

No

1. PIP Link

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

2. Description

Our school has a strong PTSA with a tremendous amount of parent participation. We have consistently won the Golden Apple Award for volunteerism. The school's mission and vision is posted throughout the school and on the school's website. Parents are kept informed of their child's progress through the parent portal, quarterly progress reports and student agendas.

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.

Leewood K-8 Center along with PTSA have established positive relationships with many agencies and businesses in the community. Those partners include Main Street Children's Dentistry, Little Swimmers, Institute for Children and Family Health, YMCA of Greater Miami South Dade Family Center, Papa John's Pizza, and Alpha Sportswear & Apparel. This school year, prior to their generous in-kind services, they are registered through Miami-Dade County Public Schools System as a Dade Partner. These businesses have supported our students and school in various ways. Community businesses help provide incentives to our students and parents. They also collaborate with us on events that promote student achievement and awareness such as Open House, Career Day, Red Ribbon Week, specific safety events, to name a few. Our Community Partners also volunteer many hours of their time at our school, all with the ultimate goal of increasing student achievement and parental involvement. Leewood K-8 Center is proud to have received the 2014 Parental Involvement Award from the Florida Department of Education and Florida PTSA.

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
Bovo, Eduardo	Principal
Boyd, Deanne	Teacher, K-12
Fields, Wendy	Teacher, K-12
Margolesky, Denise	Teacher, K-12
Marinelli, Irene	Teacher, K-12
Meador, Mark	Teacher, K-12
Picos, Magda	Teacher, K-12
Jewett, Elizabeth	Teacher, K-12
Saliers, Kristina	Teacher, K-12
Silva Haj, Karen	School Counselor
Coscolluela, Beatriz	Instructional Media
Vreones, Staci	Teacher, K-12
Perry, Kerriane	Teacher, ESE
Milanes, Hilda	Assistant Principal

b. Duties

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

Tier 1 (Leadership Team)

Administrator, Bart Christie, will schedule and facilitate regular Leadership Team meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.

In addition to Tier 1 problem solving, the Leadership Team members will meet at least every other month to review consensus, infrastructure, and implementation of building level Leadership decisions.

Tier 2

Selected members of the Leadership Team, which include the Psychologist, LEA, Social Worker and Grade Level Teacher will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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 Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

- Holding regular team meetings where problem solving is the sole focus.
- Using a delineated problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
- Determining how we will know if students have made expected levels of progress towards proficiency.
- Responding when grades, subject areas, classes, or individual students have not shown a positive response by implementing a problem solving process and monitoring progress of instruction.
- Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
- Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The Leadership Team will

- Review OPM data for intervention groups to evaluate group and individual student response.
- Support interventions where there is not an overall positive group response
- Select students for SST Tier 3 intervention

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bart D. Christie	Principal
Vivian Beiley	Teacher
Deanne Boyd	Teacher
Wendy Fields	Teacher
Irene Marinelli	Teacher
Karen Terilli	Teacher
Michelle Rodriguez	Education Support Employee
William Boeringer	Business/Community
Carmen Piles	Parent
Darlene Fox	Business/Community
Sarah Beiro	Parent
Minette Rivero	Parent
Melissa Ravinet	Parent
Kim Dearmas	Business/Community
Cheryl Collier	Teacher
Rikki Walker	Teacher
Rosa Sankows	Education Support Employee
Mailil Ruiz	Education Support Employee
Monica Barrios	Parent
Daina Daniels	Student
Emelie Perez	Student
Daniel Farinas	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

The EESAC members were given an opportunity to make recommendations for changes to last year's School Improvement Plan at the end of the previous school year. Their suggestions were incorporated as appropriate into this year's plan and the School Improvement Plan was written by a committee that included EESAC members. The entire EESAC will review and approve the final plan.

b. Development of this school improvement plan

Suggestions made by current EESAC members, developed through communication with their stakeholder groups, have been incorporated into this year's plan as appropriate.

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

The school's annual budget will be shared with EESAC, but not prepared by EESAC. The EESAC is responsible for developing, implementing and monitoring the School Improvement Plan. EESAC funds are spent as voted upon by EESAC members in a manner that affects the largest school population.

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

EESAC funds were used to purchase a subscription for BrainPop (\$2195.00) school-wide, with the remainder (\$1720.00) used to provide professional development for teachers on the Common Core State Standards and substitute coverage as needed.

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
Bovo, Eduardo	Principal
Boyd, Deanne	Teacher, K-12
Fields, Wendy	Teacher, K-12
Margolesky, Denise	Teacher, K-12
Marinelli, Irene	Teacher, K-12
Picos, Magda	Teacher, K-12
Jewett, Elizabeth	Teacher, K-12
Saliers, Kristina	Teacher, K-12
Silva Haj, Karen	School Counselor
Coscolluela, Beatriz	Instructional Media
Vreones, Staci	Teacher, K-12
Perry, Kerriane	Teacher, ESE
Milanes, Hilda	Assistant Principal

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

Our Core Reading Program, McGraw-Hill Reading Wonders, provides the basis for instruction and connects meaningfully to supplemental materials. The Core Reading Program correlates to all Reading and Language Arts Next Generation Sunshine State Standards and Common Core Standards and addresses the six areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. Our Supplemental Intervention Reading Program is used flexibly as part of our individualized differentiated instruction. Our Comprehensive Intervention Reading Program, Wonder Works, is used to provide practice in phonemic awareness, phonics, fluency, vocabulary and comprehension. In addition to implementing the CRRP, our LLT will focus on increasing the use of novel studies to at least two per grading period in every grade level in an effort to increase students' fluency, vocabulary and comprehension skills.

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.

Professional Learning Communities (PLCs) have been created for every core subject area, as well as for the integration of instructional technology and digital convergence. PLCs will meet monthly to discuss best practices across grade levels and departments. Additionally, grade levels will meet weekly to collaborate on lesson plans, discuss student issues and share ideas. Data chats will be held with the administration on the last Thursday of every month to ensure that student needs are being addressed in a timely fashion.

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

Regular meetings of new teachers with principal.
Partnering new teachers with veteran staff.

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

N/A

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 follow the pacing guides provided by the District which are closely aligned to Florida's standards. All textbooks are chosen by the District to ensure that the core instructional programs in all schools are aligned to Florida's standards.

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.

The administration provides all classroom teachers student assessment data at the beginning of the school year. As the year progresses and interim assessments are given, the administration meets with classroom teachers to discuss students' individual needs and monitors student progress during Data Chats, held on the last Thursday of every month. Classroom teachers differentiate instruction by teaching both whole group and in small, fluid groups. Students who score a Level 1 or 2 on the state assessment in Reading are provided with Reading intervention strategies for thirty minutes daily in kindergarten through fifth grade. Middle school students who need intervention are placed in an Intensive Reading class.

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:

N/A

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

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

N/A

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.

Administration schedules a Kindergarten readiness workshop for all incoming parents, inviting local Day Care and Preschool students living in the area. Our local pre-kindergarten students participate in a Kindergarten Day to ease the transition from Pre-K to Kindergarten. A Curriculum Fair is held for the fifth graders as they transition to middle school. Our Region sponsors a Curriculum Expo for students entering high school. In addition, we hold a Magnet Fair for our eighth graders as they transition to high school.

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.

N/A

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

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 core instruction is increased in all content areas then student achievement will improve.

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 core instruction is increased in all content areas then student achievement will improve. 1a

G087694

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	91.0
AMO Math - All Students	89.0

Targeted Barriers to Achieving the Goal 3

- Limited use of PLCs to encourage integration of digital instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Expert teachers, i-Ready, My On Reader, Reflex Math, Think Central, Gizmos, Discovery Learning, NBC Learn, ScienceSaurus Handbooks, Lab Kits, Edmodo, CPALMS, BrainPOP, Pacing Guides, District personnel, technology (tablets, laptops, Interactive White boards), professional skills, teacher adaptation of gradual release of responsibility model.

Plan to Monitor Progress Toward G1. 8

Administration will monitor for progress toward meeting student achievement goal by comparing scores on Fall and Winter Interim assessments.

Person Responsible

Eduardo Bovo

Schedule

Monthly, from 10/3/2016 to 11/25/2016

Evidence of Completion

Evidence of progress towards effective implementation will consist of an increase of scores between the Fall and Winter Interim assessments.

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 core instruction is increased in all content areas then student achievement will improve. 1

 G087694

G1.B1 Limited use of PLCs to encourage integration of digital instruction. 2

 B233145

G1.B1.S1 Create Professional Learning Communities (PLCs) early in the year to encourage collaboration among teachers and provide instructional support and strategies for integrating instructional technology. 4

 S246081

Strategy Rationale

The PLCS will lend support to instructional staff in effectively implementing digital resources to yield results in student learning and achievement.

Action Step 1 5

Administration will create PLC groups focused on digital convergence across content areas.

Person Responsible

Eduardo Bovo

Schedule

On 10/3/2016

Evidence of Completion

Evidence of implementation of action step will be teacher surveys and meeting sign-in sheets.

Action Step 2 5

Administration will provide opportunity for PLC groups to meet monthly to share Best Practices and collaborate on strategies.

Person Responsible

Eduardo Bovo

Schedule

Monthly, from 10/5/2016 to 5/31/2017

Evidence of Completion

Evidence of implementation of action step will be meeting sign-in sheets and agendas.

Action Step 3 5

Administration will monitor the increasing integration of instructional technology by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Eduardo Bovo

Schedule

Biweekly, from 10/28/2016 to 5/31/2017

Evidence of Completion

Evidence of implementation of action step will be walkthrough notes or observation documents.

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

Administration will monitor the increasing integration of instructional technology by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Eduardo Bovo

Schedule

Biweekly, from 10/21/2016 to 5/31/2017

Evidence of Completion

Evidence of integration of instructional technology with fidelity of action plan will be walkthrough notes or observation documentation.

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

Administration will monitor the effectiveness of the integration of instructional technology by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Eduardo Bovo







Schedule

On 3/1/2017

Evidence of Completion

Evidence of effectiveness of action plan will be independent student work and assessments.

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.B1.S1.A1  A318939	Administration will create PLC groups focused on digital convergence across content areas.	Bovo, Eduardo	10/3/2016	Evidence of implementation of action step will be teacher surveys and meeting sign-in sheets.	10/3/2016 one-time
G1.MA1  M332232	Administration will monitor for progress toward meeting student achievement goal by comparing...	Bovo, Eduardo	10/3/2016	Evidence of progress towards effective implementation will consist of an increase of scores between the Fall and Winter Interim assessments.	11/25/2016 monthly
G1.B1.S1.MA1  M332230	Administration will monitor the effectiveness of the integration of instructional technology by...	Bovo, Eduardo	11/4/2016	Evidence of effectiveness of action plan will be independent student work and assessments.	3/1/2017 one-time
G1.B1.S1.MA1  M332231	Administration will monitor the increasing integration of instructional technology by conducting...	Bovo, Eduardo	10/21/2016	Evidence of integration of instructional technology with fidelity of action plan will be walkthrough notes or observation documentation.	5/31/2017 biweekly
G1.B1.S1.A2  A318940	Administration will provide opportunity for PLC groups to meet monthly to share Best Practices and...	Bovo, Eduardo	10/5/2016	Evidence of implementation of action step will be meeting sign-in sheets and agendas.	5/31/2017 monthly
G1.B1.S1.A3  A318941	Administration will monitor the increasing integration of instructional technology by conducting...	Bovo, Eduardo	10/28/2016	Evidence of implementation of action step will be walkthrough notes or observation documents.	5/31/2017 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Limited use of PLCs to encourage integration of digital instruction.

G1.B1.S1 Create Professional Learning Communities (PLCs) early in the year to encourage collaboration among teachers and provide instructional support and strategies for integrating instructional technology.

PD Opportunity 1

Administration will provide opportunity for PLC groups to meet monthly to share Best Practices and collaborate on strategies.

Facilitator

Lead Teachers

Participants

PLC members

Schedule

Monthly, from 10/5/2016 to 5/31/2017

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Limited use of PLCs to encourage integration of digital instruction.

G1.B1.S1 Create Professional Learning Communities (PLCs) early in the year to encourage collaboration among teachers and provide instructional support and strategies for integrating instructional technology.

TA Opportunity 1

Administration will create PLC groups focused on digital convergence across content areas.

Facilitator

Lead Teachers

Participants

All faculty

Schedule

On 10/3/2016

VII. Budget

1	G1.B1.S1.A1	Administration will create PLC groups focused on digital convergence across content areas.				\$0.00
2	G1.B1.S1.A2	Administration will provide opportunity for PLC groups to meet monthly to share Best Practices and collaborate on strategies.				\$1,720.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2881 - Leewood K 8 Center	Other		\$1,720.00
			Notes: Funds from EESAC were designated for substitute coverage for Professional Development activities.			
3	G1.B1.S1.A3	Administration will monitor the increasing integration of instructional technology by conducting walkthroughs and formal and/or informal observations.				\$0.00
Total:						\$1,720.00