Miami-Dade County Public Schools

Hibiscus Elementary School

2016-17 Schoolwide Improvement Plan

Hibiscus Elementary School

18701 NW 1ST AVE, Miami, FL 33169

http://hibiscus.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)
Elementary School PK-5	Yes	91%

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	B	C*	A	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 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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Hibiscus 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.

MISSION STATEMENT
The Hibiscus Elementary administrative team, faculty, support staff, parents, students, and community leaders believe that all children can learn. We believe that it is essential for all students to improve the quality of their writing and expand their vocabulary in the process.
We further believe that all students must acquire the reading and mathematics competencies, which will enable them to be productive contributors to society in the future. We believe that it is through constant high expectations and hard work that all can achieve the goals, which they set for themselves.
The administrative team, faculty, support staff, parents, and community accept the responsibility for students' mastery of certain basic competencies, which encourage the development of self-respect and sound value system.

b. Provide the school's vision statement.

VISION STATEMENT
Hibiscus Elementary School is a school where teachers, parents, and students work together to build a strong and sound, academic foundation based on district, state and national standards that will meet the challenges of an ever-changing diverse and technological environment.

2. School Environment

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

Hibiscus Elementary school has a multi-cultural staff which is reflective of our student population. The variation of cultures among the staff and student body reduces cultural barriers in communication, promotes cultural pride as well as respect of cultural differences.
The curriculum used has stories and illustrations that represent various cultures which often generates discussions and collaborative conversations regarding commonalities and differences of cultures. Multi-cultural representation is integrated throughout every aspect of the curriculum. The core subjects as well as special areas, use text-based instruction, interactive activities, and projects to promote learning about the various cultures represented within our student population to build relationships.
Our school also has multi- cultural programs and presentations throughout the year in which students and teachers learn through direct and indirect participation. Some of these school wide programs include: Hispanic Heritage, Winter Holiday program, Black History, and Haitian Heritage. We also cultivate strong, trusting relationships between students and teachers that foster academic growth and mutual respect of cultural differences.

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

Before and after school, staff members and student safety patrols have been assigned to designated areas throughout the school to create a safe environment. Access to the school aligns with district policies by minimizing access to the campus and requiring visitors to sign in with security as well as in the front office.

Morning Announcements incorporate the District's Campaign, "Core Values- Values Matters" as well as "Our Thought for the Day". These components help to create a school wide climate in which students learn to be respectful to others and themselves.

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.

We have established a code of conduct called HAWKS (H-have respect for each other; A- Always be kind; W- work hard; K- Keep everyone; S- safe). We also have an alternative to suspension plan and a school-wide behavior plan that focuses on positive behavior and rewards.

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.

Our staff is encouraged to build "mentoring" relationships with students. The counselor provides classroom support, conducts small group and individual counseling. Additionally, Character Education Lessons are implemented school-wide by the counselor and teachers. Community agencies provide support to assist students who need additional resources. This school year we have several mentoring support groups which are provided by: Honey Shine and 5000 Role Models.

3. Early Warning Systems

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

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

Hibiscus Elementary School uses the statewide, standardized assessment in Reading and Mathematics as the determining indicator when identifying students for Early Warning. Students scoring Level 1 and 2 in Reading and / or Level 1 and 2 in Mathematics are identified, selected and appropriately monitored throughout the school year.

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	3	1	1	1	3	0	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	7	4	8	0	17	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	0	3	12	17	0	0	0	0	0	0	32
Level 1 & 2 on statewide assessment	1	17	12	5	29	44	0	0	0	0	0	0	0	108

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	1	9	5	5	9	27	0	0	0	0	0	0	0	56

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

Hibiscus Elementary reviewed data from the iReady Reports and Dashboard. As a result of the 2015-2016 Reading FSA Assessment, students ranging within the lowest 25th percentile have been identified and are appropriately scheduled to receive intervention from the ELA teacher. Based on 2015-2016 FSA Mathematics Assessment, students scoring in the lowest 25th percentile are also appropriately scheduled and will receive Intervention during their Special Area class.

B. Family and Community Engagement

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

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. § 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 available at the school site.

2. Description

1. To increase the parental involvement of students who were not proficient in reading on the 2016 FSA, first and foremost was the identification of student in grades 3rd- 5th scoring level 1 and level 2., also providing the parent with documentation from the state of Florida.
• Leadership Team Meeting to develop an Action Plan
• Meeting with The Community Involvement Specialist (CIS) to review workshops through the Parent Academy that would provide and assist our parent with information to help their child.
• Created a parent survey
• Developed a parent workshop calendar for the school year
• Created a monthly parent calendar of school events and testing information
• Continue to inform parents using the Connect- Ed System
• Providing information on the school web site
• Grade level/subject area R/M/S/W parent meetings
• FSA Standards and Strategies parent meetings
• Individual/group counselling service for parent and students

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.

Hibiscus Elementary builds partnerships throughout the local community. Through collaboration with the Community Involvement Specialist, contact is made with local businesses, parents, colleges and universities to secure and utilize resources to support the school and student achievement. Prior to the opening of schools, letters sharing the school's vision and need for support were hand delivered to local businesses. Hibiscus has secured partnerships with Wright and Young Funeral Home, Holsen Incorporated, Publix, McDonald's and several NFL football players, Branden Oliver, San Diego Chargers and Allen Hurns, Jacksonville Jacquars. In addition, the school's ESSAC committee recruits support from the community in an effort to partner with and provide incentives for our students for attendance, mastery on assessment and other academic progress. These established partnerships provide our students with resources and incentives to enhance their educational experience.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Vinas, Barbara	Principal
Wheeler, Ollie	Assistant Principal
Bryant, Patricia	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.

Kim Cox, Principal:
-Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff,ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Ollie Wheeler, Assistant Principal:
-Assists the Principal who provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Patricia Bryant, School Counselor:
Providing interventions, the school counselor and social worker continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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.

Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by reviewing: subject content, expected levels of performance, assessment data, progress of interventions, and enrichment activities.
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Conduct regular team meetings. Use the four step 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.
4. Collect Progress Monitoring Program (PMP) for all interventions and analyze data using the Tier 2 problem solving process after each PMP.

5. Maintain communication with staff for input and feedback, as well as provide updates on procedures and progress.
6. Develop a plan within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Monitor student progress, in an effort to examine the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting

goals and objectives.
Hibiscus Elementary meets state and federal requirements through the coordination of various federal, state and local services.
Title I resources are used to provide services to students requiring additional academic support.
The school's Community Involvement Specialist (CIS) encourages parental involvement by meeting with parents, providing printed materials, scheduling parent workshops through the Parent Academy and

coordinating with student services for community agency referrals. The CIS also serves to enhance partnerships between school personnel, parents and the surrounding business community.
Title III funds are used to supplement and enhance the programs for English Language Learners(ELL) by making the following services available:
• tutorial programs
• behavioral/mental counseling services
• professional development on best practices for ELL and content area teachers
• coaching and mentoring for ELL and content area teachers
• reading and supplementary instructional materials(K-12)
Title X
Hibiscus Elementary does not have any students that meet this criteria at this time. However the following procedures are in place if and when needed:
• The Department of Student Services provides parents with services as needed through the Project Upstart
Homeless Children and Youth in Transition.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless
students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless
children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• The School Community Involvement Specialist is the school based homeless coordinator and has been trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

The school offers Supplemental Academic Instruction in Character Education, Values Matter, Anti-Bullying and Substance Abuse Education. These programs are delivered school-wide through classroom instruction and followed up by small group and individual counseling as needed.
Nutrition requirements are implemented through the School Food Service Program for school breakfast, lunch and after care snacks using 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
Kim W. Cox	Principal
Sieta Mobley	Teacher
Melanye Shinhoster	Teacher
Maria Mori	Teacher
Elaine Dean	Teacher
Stephen Jenkins	Parent
Mercedes Phang	Parent
Marie Suffy	Parent
Xanthe Munnings	Parent
Ruth Dalberiste	Parent
Rosalyn Rogers	Business/Community
Mercedes Phang	Student
Betty Belair	Business/Community
Natasha Mayne	Business/Community
Sandra Bryan	Teacher
Nicola Thompson Hosang	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

A team of teachers, parents/community partners, students and administrators on the SAC committee were grouped together to evaluate each section of the School Improvement Plan. The team reviewed and revised some educational goals and strategies based on the school's data and the desired outcomes for next year.

b. Development of this school improvement plan

The SAC members contributed to each section of the School Improvement Plan. They were involved in reviewing and gathering information regarding student data. They also participated and assisted in writing the goals and strategies for the core components of the school improvement plan.

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

The SAC committee is responsible for making sure the SAC funds benefits all the students. The SAC also ensures that all expenditures are in line with School Improvement Plan and that the timeline for the annual budget is being followed. SAC is responsible for final decision-making at the school relating to implementation of the state system of school improvement and accountability.

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

Last year, 100% of SAC funds were used for student incentives and awards for student achievement. The funds were allocated throughout the year after each Interim Assessments for students who scored mastery and/ or demonstrated improvement. The funds were also allocated to each grade level in the school for End-of-the Year awards.

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
Bryant, Patricia	School Counselor
Vinas, Barbara	Principal
Pierresaint, Beatrice	Teacher, K-12
Wheeler, Ollie	Assistant Principal
Mobley, Sieta	Teacher, K-12

b. Duties

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

The Literacy leadership team (LLT) will monitor and adjust the school's academic and behavioral goals through data collection and data analysis. The LLT will meet and discuss all updates that will or need to occur based on the results of the instructional and intervention programs. The LLT Leadership Team will monitor the fidelity of the delivery of instruction and intervention. Additionally, the LLT will provide levels of support and interventions to students based on data.Literacy will be viewed as an integral part of all the content areas.
- Phonics and Structural Analysis is embedded in the Reading program.
- Reciprocal Teaching will be incorporated with in the schema of literacy in all content areas.
- Wonder Works Intervention for those students reading below grade level.
- Writing is embedded in all subject areas.
The goal will be to help students see themselves as successful readers,who are growing in confidence and competence.

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

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

Each grade level conducts collaborative planning weekly with Grade Level Chairpersons as well as administrators. During collaborative planning, the Florida Standards are reviewed in relations to the District's Pacing Guide for each subject area. Teachers also discuss strategies to teach rigor and higher order enrichment activities. In addition to collaborative planning, teachers have volunteered to participate in a series of professional developments focusing on areas of concerns such as core subjects areas, attendance, discipline, wellness, safety, marketing and effective use of digital tools to enhance student engagement and learning. Teachers will utilize knowledge gained from the professional developments to engage in professional learning communities. These professional learning communities will discuss opportunities for growth as well as seek best practices amongst colleagues. Additionally, teachers review data with administrators and discuss strategies to improve student achievement.

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

- Job embedded professional development opportunities (i.e. common planning time, teacher planning days and faculty meetings)
- Common planning with Administrative Staff for subject area planning
- PLC opportunities will be provided for all teachers in order to provide additional support in a specific subject area and collaborate best practices
Provide peer - coaching support within the classroom setting to model best practices strategies for instruction

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

Provide support to the mentee by an experienced teacher with outstanding knowledge of the grade level content, materials and methods that support high standards.

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.

During weekly collaborative planning, item specifications and pacing guides are utilized to ensure that lessons plans, bell ringers, and Teacher Led Center(TLC) activities are aligned to the Florida Standards. Professional development is provided on an ongoing basis to assist in building teachers' capacity as they effectively implement the Florida 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 Leadership Team regularly meets to analyze, discuss, disaggregate and disseminate student data. In an effort to narrow the achievement gap, students are identified and monitored vertically to lessen the possibility of regression and to ensure that students who are not performing well make the necessary adjustments so they can move toward proficiency. Level 1 and 2 targeted students receive Reading Intervention through McGraw- Hill Wonder Works, in addition to the 90 minute Reading block, Differentiated Instruction and Intervention from ELA teachers Targeted level 1 and 2 students in Mathematics, receive interventions, small group instruction during 60 minute Mathematics block and push-in and pull-out assistance.

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: 1,440

Students will be given the opportunity to come to school at 7:30 am, daily to utilize the computer to access various software programs to build their identified skills.

Strategy Rationale

An increase in usage of iReady, MyOn Reader, Reflex Math, Imagine Learning will assist students to build their proficiency level on the FSA Assessment.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Wheeler, Ollie, owheeler@dadeschools.net

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

iReady Reports will be analyzed in December and March.

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.

At Hibiscus Elementary School, all incoming Kindergarten students are assessed prior to or upon entering
Kindergarten in order to ascertain individual and group needs and to assist in the development of robust
instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing using the VPK Assessment. In addition to the VPK Assessment, the Battle Developmental Inventory-2nd Edition (BDI-2) will be used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of identified incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Screening data will be collected and aggregated prior to November 30, 2016. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for

20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine the need for changes to the instructional and/or intervention programs.

The following are strategies that will be used to meet our goals:

1. Establish the "Welcome to Kindergarten" program to build partnership with local early

education programs, including the in-school prekindergarten program. Through this joint venture, parents

and children will gain familiarity with kindergarten as well as receive information relative to the matriculation

of students at the school. The principal will also meet with the center directors of neighborhood centers.

2. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready

School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.

3. Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

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. § 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"Â? 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

`1` = Problem Solving Step   🔍 `S123456` = Quick Key

Strategic Goals Summary

G1.   We will increase students' participation in science experiences using technology and hands -on activities.

G2.   We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas.

G3.   We will increase students' writing proficiency across all content areas.

G4.   We will increase students' mathematics proficiency by implementing and deliverying rigorous instruction as required by Mathematical Florida Standards (MAFS).

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. We will increase students' participation in science experiences using technology and hands -on activities. 1a

🔑 G087704

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	49.0

Targeted Barriers to Achieving the Goal 3

- Limited use of technology and hands-on rigorous activities to engage students in higher order thinking skills inquiry.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scott-Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, GIZMO, Discovery Education, JJ Boot Camp, Study Jams, Brain Pop

Plan to Monitor Progress Toward G1. 8

Teachers will analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate higher order thinking skills.

Person Responsible
Sieta Mobley

Schedule
Monthly, from 8/22/2016 to 3/22/2017

Evidence of Completion
GIZMO Reports, Science Baseline and Mid-Year Assessments Reports, Topic Assessments and 2017 FCAT 2.0 Science Assessments

G2. We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas. 1a

🔍 G087705

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of the rigor required by the LAFS.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core programs: McGraw-Hill Reading Wonders/WonderWorks Supplemental: I-Ready, MyOnReader, Imagine Learning (ELL)

Plan to Monitor Progress Toward G2. 8

Using the Gradual Release, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible
Barbara Vinas

Schedule
Monthly, from 9/15/2016 to 3/10/2017

Evidence of Completion
Formative: i-Ready Reports, Wonders's by McGraw- Hill Reports, Quizzes/Tests, Summative Assessment: 2017 FSA

G3. We will increase students' writing proficiency across all content areas. 1a

🔑 G087706

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Limited opportunity for students to write across all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Task Cards, Rubrics, Anchor Charts, Graphic Organizers, McGraw-Hill Reader/Writer Workshop , Imagine Learning (ELL)

Plan to Monitor Progress Toward G3. 8

Using the Gradual Release Model and data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Barbara Vinas

Schedule

Monthly, from 10/5/2016 to 3/3/2017

Evidence of Completion

Formative: I -Ready Reports, McGraw- Hill, Quizzes/Tests, Pre Writing Assessment and Post Writing Assessment Summative Assessment: 2017 FSA

G4. We will increase students' mathematics proficiency by implementing and deliverying rigorous instruction as required by Mathematical Florida Standards (MAFS). 1a

🔍 G087707

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	53.0

Targeted Barriers to Achieving the Goal 3

- Inconsistency in the use of rigor in lesson planning and delivery of instruction as required by Mathematical Florida Standards (MAFS).

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core: GoMath Teacher Edition; Go Math (Online) - Destination Math, Animated Math Models, HMH Mega Math (K-5); GoMath (Paper - based) - Reteach Book Supplement: Reflex, Gizmos (Grade 3-5), I-Ready, Ready Common Core Workbooks, Additional 30 minute intervention block outside of the 60 minute instructional block for Grades 3-5, Promethean Boards

Plan to Monitor Progress Toward G4. 8

Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Barbara Vinas

Schedule

Monthly, from 9/15/2016 to 3/10/2017

Evidence of Completion

Formative: Reflex Reports, I-Ready Reports, Go-Math Quizzes/Tests, Topic Assessments, Summative Assessment: 2017 FSA

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. We will increase students' participation in science experiences using technology and hands -on activities. 1

🔑 G087704

G1.B1 Limited use of technology and hands-on rigorous activities to engage students in higher order thinking skills inquiry. 2

🔑 B233181

G1.B1.S1 Plan and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, engaging instructional activities. 4

🔑 S246107

Strategy Rationale

Stakeholders will use student data to review strengths and weaknesses to identify clear and obtainable instructional paths.

Action Step 1 5

Establish clear and obtainable objectives for development of engaging, rigorous hands-on or virtual activities.

Person Responsible

Sieta Mobley

Schedule

Monthly, from 9/20/2016 to 3/10/2017

Evidence of Completion

District Baseline and Mid-Year Interim Assessments, lesson plans, student artifacts

Action Step 2 5

Attend iCAD meetings that will focus on identified strategies in action plan.

Person Responsible

Sieta Mobley

Schedule

Monthly, from 9/7/2016 to 2/28/2017

Evidence of Completion

Registration document and completion of follow up action plan.

Action Step 3 5

Plan collaboratively with science teachers using the District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of specific grade-level topics, including essential labs.

Person Responsible

Barbara Vinas

Schedule

Weekly, from 9/20/2016 to 3/10/2017

Evidence of Completion

Lesson plans, administrative walk-thru documentation, student artifacts

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

Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Barbara Vinas

Schedule

Weekly, from 9/16/2016 to 3/10/2017

Evidence of Completion

Formative: GIZMO Reports, JJ Boot Camp Reports, Science Baseline and Mid-Year Assessment Reports, Topic Assessments, Summative: 2017 FCAT 2.0 Science Assessment

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

Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Barbara Vinas

Schedule

On 3/10/2017

Evidence of Completion

Formative: Reflex Reports, I-Ready Reports, Go-Math Quizzes/Tests, Summative: 2017 FCAT 2.0 Science Assessment

G2. We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas. 1

🔍 G087705

G2.B1 Limited evidence of the rigor required by the LAFS. 2

🔍 B233182

G2.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. 4

🔍 S246109

Strategy Rationale

Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Plan weekly with grades K-5 to effectively incorporate the Text Based Writing Prompt to expose the rigor required by the LAFS. A team of selected teachers will modeling and support identified teachers in grades K-2. Review data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use i-Ready data to guide whole and small instruction.

Person Responsible

Barbara Vinas

Schedule

Biweekly, from 9/19/2016 to 2/3/2017

Evidence of Completion

Reflected in the lesson plans, student journals, and classroom observations

Action Step 2 5

Provide a professional development on the LAFS and Item Specifications identifying specific instructional implications.

Person Responsible

Barbara Vinas

Schedule

On 11/2/2016

Evidence of Completion

PD rosters, lesson plans, student artifacts

Action Step 3 5

Provide a professional development for primary grade teachers on the implementation of Differentiated Instruction with targeted alignment to the LAFS.

Person Responsible

Barbara Vinas

Schedule

On 11/2/2016

Evidence of Completion

PD rosters, lesson plans, student artifacts

Action Step 4 5

Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.

Person Responsible

Barbara Vinas

Schedule

Weekly, from 9/19/2016 to 3/3/2017

Evidence of Completion

Lesson plans, student artifacts

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Barbara Vinas

Schedule

Daily, from 9/15/2016 to 3/10/2017

Evidence of Completion

Formative: i-Ready Reports, Wonder's McGraw- Hill, Quizzes/Tests, Summative Assessment: 2017 FSA

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Administrators will review data reports and student artifacts as well as classroom walk-throughs to monitor instructions for effectiveness.

Person Responsible

Barbara Vinas

Schedule

Monthly, from 9/19/2016 to 3/3/2017

Evidence of Completion

Formative:i-Ready Reports, Wonder's McGraw- Hill Reports, Quizzes/Tests,Student Artifacts, Summative Assessment: 2017 FSA

G3. We will increase students' writing proficiency across all content areas. [1]

🔑 G087706

G3.B1 Limited opportunity for students to write across all content areas. [2]

🔑 B233185

G3.B1.S1 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing by explicitly teaching various modalities and genres of writing. [4]

🔑 S246112

Strategy Rationale

Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Action Step 1 [5]

Use the District Writing Pacing Guide to effectively plan, deliver and monitor text-based academic writing in grades 3-5.

Person Responsible

Barbara Vinas

Schedule

Weekly, from 9/7/2016 to 3/10/2017

Evidence of Completion

Student artifacts

Action Step 2 [5]

Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.

Person Responsible

Barbara Vinas

Schedule

On 2/3/2017

Evidence of Completion

PD Rosters, lesson plans, student writing journals

Action Step 3 5

Plan for mini lessons aligned to the data gathered from formal and informal assessments and use technology, such as Writer's Workspace, to meet student needs.

Person Responsible

Barbara Vinas

Schedule

Monthly, from 10/5/2016 to 3/3/2017

Evidence of Completion

Student artifacts, lesson plans, classroom observations.

Action Step 4 5

Conduct weekly classroom walkthroughs to ensure effective writing instruction aligned to LAFS and student needs, and consistent utilization of technology.

Person Responsible

Barbara Vinas

Schedule

Weekly, from 8/29/2016 to 3/10/2017

Evidence of Completion

Lesson plans, student artifacts

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Barbara Vinas

Schedule

Monthly, from 9/19/2016 to 3/3/2017

Evidence of Completion

Formative - I-Ready Reports, Wonder's McGraw- Hill Reports, Quizzes/Tests, Pre Writing Assessment, and Post Writing Assessment, Summative Assessment: 2017 FSA

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Barbara Vinas

Schedule

Monthly, from 9/15/2016 to 3/10/2017

Evidence of Completion

Formative: i-Ready Reports, Wonder's McGraw- Hill Reports , Quizzes/Tests, Pre Writing Assessment and Post Writing Assessment, Summative Assessment: 2017 FSA

G4. We will increase students' mathematics proficiency by implementing and deliverying rigorous instruction as required by Mathematical Florida Standards (MAFS). 1

🔑 G087707

G4.B1 Inconsistency in the use of rigor in lesson planning and delivery of instruction as required by Mathematical Florida Standards (MAFS). 2

🔑 B233186

G4.B1.S1 Increase Rigor and Higher Order Thinking Skills 4

🔑 S246114

Strategy Rationale

Students will be able to consistently use higher order thinking skills in solving mathematical problems.

Action Step 1 5

Conduct weekly collaborative planning sessions focused on pacing guides, item specifications and lesson plan development.

Person Responsible

Barbara Vinas

Schedule

Weekly, from 9/19/2016 to 3/10/2017

Evidence of Completion

GoMath TE, item specs (3-5), pacing guides, agenda, lesson plan documents, classroom/ student data - DI group forms

Action Step 2 5

Attend monthly ICAD meetings with District personnel.

Person Responsible

Sieta Mobley

Schedule

Monthly, from 9/7/2016 to 2/28/2017

Evidence of Completion

In-service activity roster, reflection

Action Step 3 `5`

Conduct classroom walkthroughs and support selected teachers on a weekly basis during quarter 1 with the effective modeling of rigor, higher order thinking questions, and differentiated instruction.

Person Responsible

Sieta Mobley

Schedule

Daily, from 8/29/2016 to 3/10/2017

Evidence of Completion

Walkthrough checklist; lesson plans; student work

Action Step 4 `5`

Support teachers with the disaggregation of the data from chapter tests, benchmark assessments and i-Ready Interim Assessment. Discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

Person Responsible

Barbara Vinas

Schedule

Monthly, from 10/1/2016 to 3/3/2017

Evidence of Completion

Data reports from formal and informal assessments; data debriefing agendas, sign-in sheets; Instructional action plans to include secondary benchmark for teacher-led center, DI folders, DI groups

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Barbara Vinas

Schedule

Monthly, from 10/5/2016 to 3/3/2017

Evidence of Completion

Formative: I-Ready Reports, Reflex Reports, Go-Math Quizzes/Tests, Topic Assessments, Summative Assessment: 2017 FSA

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Barbara Vinas

Schedule

Monthly, from 9/15/2016 to 3/10/2017

Evidence of Completion

Formative: Reflex, I-Ready Reports, Go-Math Quizzes/Tests, Topic Assessments, Summative Assessment: 2017 FSA

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					
G2.B1.S1.A2 A319014	Provide a professional development on the LAFS and Item Specifications identifying specific...	Vinas, Barbara	10/5/2016	PD rosters, lesson plans, student artifacts	11/2/2016 one-time
G2.B1.S1.A3 A319015	Provide a professional development for primary grade teachers on the implementation of...	Vinas, Barbara	10/5/2016	PD rosters, lesson plans, student artifacts	11/2/2016 one-time
G2.B1.S1.A1 A319013	Plan weekly with grades K-5 to effectively incorporate the Text Based Writing Prompt to expose the...	Vinas, Barbara	9/19/2016	Reflected in the lesson plans, student journals, and classroom observations	2/3/2017 biweekly
G3.B1.S1.A2 A319018	Provide professional development to teachers on the new Writing Standards, Item Specifications, and...	Vinas, Barbara	10/5/2016	PD Rosters, lesson plans, student writing journals	2/3/2017 one-time
G1.B1.S1.A2 A319011	Attend iCAD meetings that will focus on identified strategies in action plan.	Mobley, Sieta	9/7/2016	Registration document and completion of follow up action plan.	2/28/2017 monthly
G4.B1.S1.A2 A319022	Attend monthly ICAD meetings with District personnel.	Mobley, Sieta	9/7/2016	In-service activity roster, reflection	2/28/2017 monthly
G3.MA1 M332310	Using the Gradual Release Model and data reports will be reviewed and instruction will be adjusted...	Vinas, Barbara	10/5/2016	Formative: I -Ready Reports, McGraw-Hill, Quizzes/Tests, Pre Writing Assessment and Post Writing Assessment Summative Assessment: 2017 FSA	3/3/2017 monthly
G2.B1.S1.MA1 M332299	Administrators will review data reports and student artifacts as well as classroom walk-throughs to...	Vinas, Barbara	9/19/2016	Formative:i-Ready Reports, Wonder's McGraw- Hill Reports, Quizzes/Tests,Student Artifacts, Summative Assessment: 2017 FSA	3/3/2017 monthly
G2.B1.S1.A4 A319016	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through...	Vinas, Barbara	9/19/2016	Lesson plans, student artifacts	3/3/2017 weekly
G3.B1.S1.MA1 M332307	Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as...	Vinas, Barbara	9/19/2016	Formative - I-Ready Reports, Wonder's McGraw- Hill Reports, Quizzes/Tests, Pre Writing Assessment, and Post Writing Assessment, Summative Assessment: 2017 FSA	3/3/2017 monthly
G3.B1.S1.A3 A319019	Plan for mini lessons aligned to the data gathered from formal and informal assessments and use...	Vinas, Barbara	10/5/2016	Student artifacts, lesson plans, classroom observations.	3/3/2017 monthly
G4.B1.S1.MA1 M332312	Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as...	Vinas, Barbara	10/5/2016	Formative: I-Ready Reports, Reflex Reports, Go-Math Quizzes/Tests, Topic Assessments, Summative Assessment: 2017 FSA	3/3/2017 monthly
G4.B1.S1.A4 A319024	Support teachers with the disaggregation of the data from chapter tests, benchmark assessments and...	Vinas, Barbara	10/1/2016	Data reports from formal and informal assessments; data debriefing agendas, sign-in sheets; Instructional action plans to include secondary benchmark for teacher-led center, DI folders, DI groups	3/3/2017 monthly
G2.MA1 M332305	Using the Gradual Release, data reports will be reviewed and instruction will be adjusted as needed.	Vinas, Barbara	9/15/2016	Formative: i-Ready Reports, Wonders's by McGraw- Hill Reports, Quizzes/Tests, Summative Assessment: 2017 FSA	3/10/2017 monthly
G4.MA1 M332313	Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as...	Vinas, Barbara	9/15/2016	Formative: Reflex Reports, I-Ready Reports, Go-Math Quizzes/Tests, Topic Assessments, Summative Assessment: 2017 FSA	3/10/2017 monthly
G1.B1.S1.MA1 M332296	Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as...	Vinas, Barbara	9/16/2016	Formative: Reflex Reports, I-Ready Reports, Go-Math Quizzes/Tests,	3/10/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Summative: 2017 FCAT 2.0 Science Assessment	
G1.B1.S1.MA1 🔑 M332297	Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as...	Vinas, Barbara	9/16/2016	Formative: GIZMO Reports, JJ Boot Camp Reports, Science Baseline and Mid-Year Assessment Reports, Topic Assessments, Summative: 2017 FCAT 2.0 Science Assessment	3/10/2017 weekly
G1.B1.S1.A1 🔑 A319010	Establish clear and obtainable objectives for development of engaging, rigorous hands-on or virtual...	Mobley, Sieta	9/20/2016	District Baseline and Mid-Year Interim Assessments, lesson plans, student artifacts	3/10/2017 monthly
G1.B1.S1.A3 🔑 A319012	Plan collaboratively with science teachers using the District Pacing Guide to implement a routine...	Vinas, Barbara	9/20/2016	Lesson plans, administrative walk-thru documentation, student artifacts	3/10/2017 weekly
G2.B1.S1.MA1 🔑 M332300	Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as...	Vinas, Barbara	9/15/2016	Formative: i-Ready Reports, Wonder's McGraw- Hill, Quizzes/Tests, Summative Assessment: 2017 FSA	3/10/2017 daily
G3.B1.S1.MA1 🔑 M332306	Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as...	Vinas, Barbara	9/15/2016	Formative: i-Ready Reports, Wonder's McGraw- Hill Reports , Quizzes/Tests, Pre Writing Assessment and Post Writing Assessment, Summative Assessment: 2017 FSA	3/10/2017 monthly
G3.B1.S1.A1 🔑 A319017	Use the District Writing Pacing Guide to effectively plan, deliver and monitor text-based academic...	Vinas, Barbara	9/7/2016	Student artifacts	3/10/2017 weekly
G3.B1.S1.A4 🔑 A319020	Conduct weekly classroom walkthroughs to ensure effective writing instruction aligned to LAFS and...	Vinas, Barbara	8/29/2016	Lesson plans, student artifacts	3/10/2017 weekly
G4.B1.S1.MA1 🔑 M332311	Using the Gradual Release Model, data reports will be reviewed and instruction will be adjusted as...	Vinas, Barbara	9/15/2016	Formative: Reflex, I-Ready Reports, Go-Math Quizzes/Tests, Topic Assessments, Summative Assessment: 2017 FSA	3/10/2017 monthly
G4.B1.S1.A1 🔑 A319021	Conduct weekly collaborative planning sessions focused on pacing guides, item specifications and...	Vinas, Barbara	9/19/2016	GoMath TE, item specs (3-5), pacing guides, agenda, lesson plan documents, classroom/student data - DI group forms	3/10/2017 weekly
G4.B1.S1.A3 🔑 A319023	Conduct classroom walkthroughs and support selected teachers on a weekly basis during quarter 1...	Mobley, Sieta	8/29/2016	Walkthrough checklist; lesson plans; student work	3/10/2017 daily
G1.MA1 🔑 M332298	Teachers will analyze, interpret, compare and evaluate text using clear and relevant evidence and...	Mobley, Sieta	8/22/2016	GIZMO Reports, Science Baseline and Mid-Year Assessments Reports, Topic Assessments and 2017 FCAT 2.0 Science Assessments	3/22/2017 monthly

V. Professional Development Opportunities

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

G1. We will increase students' participation in science experiences using technology and hands -on activities.

G1.B1 Limited use of technology and hands-on rigorous activities to engage students in higher order thinking skills inquiry.

G1.B1.S1 Plan and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, engaging instructional activities.

PD Opportunity 1

Attend iCAD meetings that will focus on identified strategies in action plan.

Facilitator

District Curriculum Support Specialists

Participants

Teacher Leaders

Schedule

Monthly, from 9/7/2016 to 2/28/2017

G2. We will increase students' reading proficiency by planning and delivering rigorous instruction in all content areas.

G2.B1 Limited evidence of the rigor required by the LAFS.

G2.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

PD Opportunity 1

Provide a professional development on the LAFS and Item Specifications identifying specific instructional implications.

Facilitator

District Curriculum Support Specialist

Participants

Teachers

Schedule

On 11/2/2016

PD Opportunity 2

Provide a professional development for primary grade teachers on the implementation of Differentiated Instruction with targeted alignment to the LAFS.

Facilitator

North Region Curriculum Support Specialist

Participants

Teachers

Schedule

On 11/2/2016

G3. We will increase students' writing proficiency across all content areas.

G3.B1 Limited opportunity for students to write across all content areas.

G3.B1.S1 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing by explicitly teaching various modalities and genres of writing.

PD Opportunity 1

Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.

Facilitator

District Curriculum Support Specialist

Participants

Teachers

Schedule

On 2/3/2017

PD Opportunity 2

Plan for mini lessons aligned to the data gathered from formal and informal assessments and use technology, such as Writer's Workspace, to meet student needs.

Facilitator

Participants

Schedule

Monthly, from 10/5/2016 to 3/3/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Establish clear and obtainable objectives for development of engaging, rigorous hands-on or virtual activities.				$2,227.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6000	511000-PROP - BOOKS/ LIBRARY RESOURCES	2401 - Hibiscus Elementary School	Title I, Part A		$2,227.50
			Notes: JJ Boot Camp, Grades 3rd - 5th			
2	G1.B1.S1.A2	Attend iCAD meetings that will focus on identified strategies in action plan.				$0.00
3	G1.B1.S1.A3	Plan collaboratively with science teachers using the District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of specific grade-level topics, including essential labs.				$0.00
4	G2.B1.S1.A1	Plan weekly with grades K-5 to effectively incorporate the Text Based Writing Prompt to expose the rigor required by the LAFS. A team of selected teachers will modeling and support identified teachers in grades K-2. Review data to provide teachers of ELL students with grade level specific activities that incorporate Imagine Learning. Use i-Ready data to guide whole and small instruction.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		$0.00
			Notes: Substitute Coverage			
5	G2.B1.S1.A2	Provide a professional development on the LAFS and Item Specifications identifying specific instructional implications.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2401 - Hibiscus Elementary School			$0.00
6	G2.B1.S1.A3	Provide a professional development for primary grade teachers on the implementation of Differentiated Instruction with targeted alignment to the LAFS.				$0.00
7	G2.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.				$0.00
8	G3.B1.S1.A1	Use the District Writing Pacing Guide to effectively plan, deliver and monitor text-based academic writing in grades 3-5.				$0.00
9	G3.B1.S1.A2	Provide professional development to teachers on the new Writing Standards, Item Specifications, and genre specific rubric.				$0.00

10	G3.B1.S1.A3	Plan for mini lessons aligned to the data gathered from formal and informal assessments and use technology, such as Writer's Workspace, to meet student needs.	$0.00
11	G3.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective writing instruction aligned to LAFS and student needs, and consistent utilization of technology.	$0.00
12	G4.B1.S1.A1	Conduct weekly collaborative planning sessions focused on pacing guides, item specifications and lesson plan development.	$0.00
13	G4.B1.S1.A2	Attend monthly ICAD meetings with District personnel.	$0.00
14	G4.B1.S1.A3	Conduct classroom walkthroughs and support selected teachers on a weekly basis during quarter 1 with the effective modeling of rigor, higher order thinking questions, and differentiated instruction.	$0.00
15	G4.B1.S1.A4	Support teachers with the disaggregation of the data from chapter tests, benchmark assessments and i-Ready Interim Assessment. Discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.	$0.00
		Total:	$2,227.50