

Southside Preparatory Academy

45 SW 13TH ST, Miami, FL 33130

<http://southside.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	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	B*	C	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 Southside Preparatory Academy

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.

Southside Elementary Museums Magnet school is committed to providing a culturally diverse learning environment in collaboration with museums throughout the community. A humanities-based curriculum infused with museum resources and learning expeditions provides hands-on, mind-on authentic learning experiences taking the students beyond the walls of the classroom. At Miami-Dade County's first elementary Museums Magnet School, Southside is designed to use the wealth of teaching and learning resources of local museums and cultural institutions. That means that teachers and students learn to use objects, artifacts, and museum experiences as part of their daily classroom practice regardless of the subject they're studying. Teachers adapt traditional instructional strategies and curricula into ones that use objects to create innovative, multidisciplinary educational experiences for students. The goal of this transformation is to promote flexible and rigorous thinking skills based on personal interactions with works of art, historical artifacts, and everyday objects that meet Florida Standards and ultimately improve student academic achievement in a diverse student population.

b. Provide the school's vision statement.

Southside Elementary Museums Magnet school is a unique and challenging museums-based learning environment, which enables students to Explore, Examine, Experiment and Exhibit, therefore, becoming self-directed, creative, critical thinkers.

2. School Environment

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

In an effort to learn about our students' cultures and beliefs a Multicultural Committee was established consisting of parents, teachers and students where the focus is on creating an awareness of the various cultures represented at Southside Elementary.

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

The school creates an environment where students feel safe and respected before, during and after school through different monitoring approaches. Before school, security personnel are in the front entrance of our school to receive students as they enter and exit the school. Students are then escorted by Safety Patrols to a supervised area. During school hours, all entrances to the building are monitored and supervised by security personnel. After school hours, teachers are carefully monitoring their students and stay with them until they are picked up by their parents. Remaining students are then supervised by a security monitor.

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.

The school wide behavioral system in place is to follow the Student Code of Conduct. Our Discipline Committee establishes school wide expectations, consequences and provides additional support to those teachers in need of effective strategies on how to handle disruptive behaviors.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The social-emotional needs of all students are being met through a variety of ways: such as, Big Brother Big Sister, Do the Right Thing, SPOT Success, School Counselor, outside therapists and Coast Guard.

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.

Southside Elementary has a record of 62 students with an attendance that is below 90 percent. 57 students failed a course in ELA and/or Math. 86 of our students received a 1 on the statewide assessment and 32 students were retained.

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	12	19	8	7	10	6	0	0	0	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	10	11	5	17	10	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	3	13	29	0	11	30	0	0	0	0	0	0	0	86
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retention	2	13	5	4	8	0	0	0	0	0	0	0	0	32

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	5	17	29	5	20	33	0	0	0	0	0	0	0	109

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

FSA level 1 and 2 students and students scoring below the 40th percentile on the SAT-10, MUST receive intervention in addition to or in extension of the 90 minute reading.

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

Southside Elementary works very diligently to keep parents informed of their child's progress. Parents are notified via progress reports, report cards, and parent/teacher communication meetings. Parents are encouraged to be school volunteers and participate in both museum learning expeditions (field trips) and become room parents. Parents are invited to attend school wide activities such as open-house, museum exhibit nights, Parent Academies and other various school activities.

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.

Throughout the year, the Dade-Partner Liaison networks with various community members and organizations

in an effort to partner with the school in order to provide resources and support the programs and activities that aid in student achievement. Local partners include the Conrad Hotel, City of Miami Police and KAPOW (Kids and the Power of Work.)

The Lead Teacher collaborates with several museums to provide teaching and learning opportunities both on site and at the various museums.

To sustain the partnerships, administration works closely with each partner in an effort to determine in kind contributions and human resources that will support school initiative to increase student achievement.

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
Tellez, Linette	Principal
Bravo, Annette	Assistant Principal
Calero, Richard	Teacher, K-12
Chisholm, Karen	Teacher, K-12
Mason, Elizabeth	Teacher, K-12
	Teacher, K-12
Montoya, Delilah	Teacher, K-12
Maiz, Iciar	Teacher, K-12

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)

• Mr. Salvatore Schiavone, Principal and Ms. Annette Bravo, Assistant Principal will schedule and facilitate regular RTI meetings, ensure attendance of team members, ensure follow up of actions steps, and allocate resources. In addition, to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

• Instructional Coach(es)

o Reading: Ms. Iciar Maiz

o Math: Ms. Delilah Montoya

o Science: Mr. Richard Calero

• Exceptional Student Education (ESE) Teacher(s)

o Ms. Nefer del Valle

Ms. Carmen Otero

English Language Learner (ELL) Teacher

o Ms. Elizabeth Mason

• School Counselor

o Ms. Iraida Espinosa:

• School Psychologist

o Dr. Israel Sarasti

• School Social Worker

o Alina Bermudez

Tier 2

• Selected members (Assistant Principal, School Counselor, Exceptional Education Teachers, ELL Teacher and School Psychologist) of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade and intervention.

• In addition to those selected, other teachers will be involved when needed to provide information or revise implementation methods.

Tier 3 SST

• Selected (Assistant Principal, School Counselor, Exceptional Education Teachers, ELL Teacher, School Psychologist and Social Worker) 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 MTSS Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using 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.
3. Responding when grades, subject areas, classes, or individual students have not shown a positive response.
4. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
5. 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.
6. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM)/Growth Monitoring (iReady) data for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur quarterly.

1. Review OPM/Growth Monitoring (iReady) data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response.
3. Select students for SST Tier 3 intervention.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement

Title III funds will be used for the English Language Learner Tutoring Academy which will provide afterschool tutoring to ELL's needing remediation in Reading, Mathematics, Writing, and Science.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Karen Chisholm	Teacher
Emily Sones	Teacher
Iciar Maiz	Teacher
Eustaches Cella	Teacher
Katherine Prelaz	Teacher
Claudia Camara	Teacher
Claudia Zuriarrain	Education Support Employee
Salvatore Schiavone	Principal
Donna Hamilton	Teacher
Cindy Redmond	Teacher
Beatriz Livingsston	Parent
Mechel Walker	Student
Azul Girola	Student
Samantha Ponce	Student
Marisela Perdomo	Parent
Rosalind Ward	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

At the following SAC meeting, there will be a full review of the goals and strategies of the School Improvement Plan.

b. Development of this school improvement plan

The SAC convenes to nominate members to serve on the SIP Writing and Review Committee. These members draft the current School Improvement Plan using suggestions for completion based on input from stakeholders as well as current assessment data.

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

After the final school budget is approved and allocated in October, the principal provides the SAC Committee with available funds and use of discretionary monies. Additionally, the EESAC approved the transfer of \$2,999.00 to be used by the school for small purchases such as food related student incentives and recognition certificates and other tangible reward items related to academic achievement..

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

The EESAC approved the transfer of \$2,999.00 to be used by the school for small purchases such as food related student incentives and recognition certificates and other tangible reward items related to academic achievement. Of that amount, \$1,752 was used and the balance was returned to the EESAC funds.

****ASK ARCHER ABOUT LAST YEAR****

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
Tellez, Linette	Principal
Bravo, Annette	Assistant Principal
Montoya, Delilah	Teacher, K-12
Calero, Richard	Teacher, K-12
Chisholm, Karen	Teacher, K-12
Mason, Elizabeth	Teacher, K-12
Maiz, Iciar	Teacher, K-12

b. Duties

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

- Integration and implementation of Language Arts Florida Standards
- Participation and involvement in Professional Learning Communities

- Literacy Night
- AR & MyOn Quarterly Incentives

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.

Southside Elementary's strategies to encourage positive working relationships between teachers are to provide common planning across all grade levels and conduct monthly data chats with administrators. In addition, department head chairpersons will disseminate subject based information gathered at district meetings.

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

The school principal interviews potential candidates to fill open positions. Candidates selected for a position are assigned a mentor. The mentor ensures that the teacher, new to the school, is provided with suggestions and strategies to find success at the workplace. Faculty and staff participate in a variety of District mandated and self-selected Professional Development opportunities in order to understand and implement current best practices aligned to classroom based instruction.

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

Mentors are assigned to beginning teachers and teachers new to the district. For beginning teachers, the assigned mentor is an instructional personnel who is a National Board Certified and/or has received specialized training and is a Clinical Education Certified instructor. Mentors collaborate with teachers to assist with gaining an understanding of implemented curriculum and other pedagogical matters.

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.

Reading and Mathematics instructional materials utilized in our school are aligned with Florida Standards. Science instructional materials and standards are provided by the district through the district's science website.

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.

Southside Elementary analyzes student data to identify strengths and weaknesses in order to differentiate instruction. Students are then organized into groups according to their level of understanding of particular standards. After small group instruction, the teacher will reassess and determine if mastery has been attained or if there is a need for additional remediation.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 21,600

Targeted students receive intervention in Reading, Mathematics and Science.

Strategy Rationale

In order to provide ELL students with additional instruction of core content in a small group setting.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bravo, Annette, annettebravo@dadeschools.net

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

Interim Assessment Data will be analyzed to determine the effectiveness of strategies taught.

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.

Prior to school opening, incoming kindergarten students and their parents participate in an orientation meeting to gain an understanding of the kindergarten curriculum as well as District and school policies. Throughout the year, parents are encouraged to have frequent communication with teachers to collaborate in a school to home connection. In the Fall, representatives from neighboring middle schools visit with our Fifth Graders to discuss curriculum and electives available to ease the transition from elementary to middle 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.

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

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

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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

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. To increase student achievement by improving core instruction in all content areas. 1a

G087928

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - African American	81.0
AMO Reading - Hispanic	74.0
AMO Reading - White	88.0
AMO Reading - ELL	68.0
AMO Reading - SWD	49.0
AMO Reading - ED	74.0
FSA ELA Achievement	65.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	60.0
CELLA Listening/Speaking Proficiency	57.0
CELLA Reading Proficiency	38.0
CELLA Writing Proficiency	41.0
FAA Writing Proficiency	0.0
AMO Math - All Students	80.0
AMO Math - African American	85.0
AMO Math - Hispanic	76.0
AMO Math - White	90.0
AMO Math - ELL	73.0
AMO Math - SWD	49.0
AMO Math - ED	75.0
FSA Mathematics Achievement	70.0
Math Gains	64.0
Math Lowest 25% Gains	56.0
FCAT 2.0 Science Proficiency	47.0

Targeted Barriers to Achieving the Goal 3

- Lack of implementation of Core Curriculum with fidelity

Resources Available to Help Reduce or Eliminate the Barriers 2

- Strong leadership team, technology, reading/math/science contacts, supplemental district approved online programs, core curriculum materials, pacing guides and district website materials.

Plan to Monitor Progress Toward G1. 8

Follow FCIM using data from Interim assessments

Person Responsible

Linette Tellez

Schedule

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

Evidence of Completion

Formative Assessments: District Interim Assessment Summative Assessments: Results of 2015 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. To increase student achievement by improving core instruction in all content areas. 1

G087928

G1.B1 Lack of implementation of Core Curriculum with fidelity 2

B233790

G1.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. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

S246626

Strategy Rationale

To ensure that all standards are being taught.

Action Step 1 5

Conduct a faculty meeting focusing upon the utilization of core content curriculum resources, pacing guides, item specs and learning targets.

Person Responsible

Linette Tellez

Schedule

On 11/2/2016

Evidence of Completion

Sign in sheet/Agenda of Faculty Meeting

Action Step 2 5

Provide a PD on frameworks of explicit whole group instruction and the use of higher order questioning (Subject specific break out session).

Part A: Framework

Part B: Questioning

Person Responsible

Linette Tellez

Schedule

On 11/8/2016

Evidence of Completion

Sign-in Sheet, agenda, powerpoint and reflection

Action Step 3 5

Part A: Teachers will use common planning structures to plan effectively using pacing guide, standards and/or item specifications.

Part B: Teachers will use whole group framework and higher order thinking questioning to explicitly deliver whole group instruction.

Person Responsible

Linette Tellez

Schedule

Biweekly, from 9/6/2016 to 6/8/2017

Evidence of Completion

Lesson Plans

Action Step 4 5

Grade level chairs will debrief with teachers, providing clarification and support as needed.

- Grade level chairs will refer to Lead Teachers for additional support.

Person Responsible

Linette Tellez

Schedule

Monthly, from 9/6/2016 to 6/8/2017

Evidence of Completion

Grade level minutes

Action Step 5 5

Administration will monitor the implementation of effective planning and explicit instruction through established frameworks and the use of higher order thinking questioning stems.

Person Responsible

Linette Tellez

Schedule

Monthly, from 9/6/2016 to 6/8/2017

Evidence of Completion

Official and Unofficial observational notes

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

Classroom walk through and informal/formal observations

Person Responsible

Linette Tellez

Schedule

Monthly, from 9/6/2016 to 6/8/2017

Evidence of Completion

Observational Notes and student work

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Linette Tellez









Schedule

Monthly, from 10/10/2016 to 6/8/2017

Evidence of Completion

iReady and/or district interim assessment reports

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  A320192	Conduct a faculty meeting focusing upon the utilization of core content curriculum resources,...	Tellez, Linette	11/2/2016	Sign in sheet/Agenda of Faculty Meeting	11/2/2016 one-time
G1.B1.S1.A2  A320193	Provide a PD on frameworks of explicit whole group instruction and the use of higher order...	Tellez, Linette	11/8/2016	Sign-in Sheet, agenda, powerpoint and reflection	11/8/2016 one-time
G1.MA1  M333494	Follow FCIM using data from Interim assessments	Tellez, Linette	10/10/2016	Formative Assessments: District Interim Assessment Summative Assessments: Results of 2015 FSA	6/8/2017 quarterly
G1.B1.S1.MA1  M333492	Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will...	Tellez, Linette	10/10/2016	iReady and/or district interim assessment reports	6/8/2017 monthly
G1.B1.S1.MA1  M333493	Classroom walk through and informal/ formal observations	Tellez, Linette	9/6/2016	Observational Notes and student work	6/8/2017 monthly
G1.B1.S1.A3  A320194	Part A: Teachers will use common planning structures to plan effectively using pacing guide,...	Tellez, Linette	9/6/2016	Lesson Plans	6/8/2017 biweekly
G1.B1.S1.A4  A320195	Grade level chairs will debrief with teachers, providing clarification and support as needed. -...	Tellez, Linette	9/6/2016	Grade level minutes	6/8/2017 monthly
G1.B1.S1.A5  A320196	Administration will monitor the implementation of effective planning and explicit instruction...	Tellez, Linette	9/6/2016	Official and Unofficial observational notes	6/8/2017 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Lack of implementation of Core Curriculum with fidelity

G1.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. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

TA Opportunity 1

Conduct a faculty meeting focusing upon the utilization of core content curriculum resources, pacing guides, item specs and learning targets.

Facilitator

Department Chairpersons and Administrators

Participants

Teachers

Schedule

On 11/2/2016

TA Opportunity 2

Provide a PD on frameworks of explicit whole group instruction and the use of higher order questioning (Subject specific break out session). Part A: Framework Part B: Questioning

Facilitator

Department Chairpersons and Administrators

Participants

Teachers

Schedule

On 11/8/2016

TA Opportunity 3

Part A: Teachers will use common planning structures to plan effectively using pacing guide, standards and/or item specifications. Part B: Teachers will use whole group framework and higher order thinking questioning to explicitly deliver whole group instruction.

Facilitator

Participants

Teachers

Schedule

Biweekly, from 9/6/2016 to 6/8/2017

TA Opportunity 4

Grade level chairs will debrief with teachers, providing clarification and support as needed. - Grade level chairs will refer to Lead Teachers for additional support.

Facilitator

Department Chairpersons and Grade Level Chairs

Participants

Teachers

Schedule

Monthly, from 9/6/2016 to 6/8/2017

TA Opportunity 5

Administration will monitor the implementation of effective planning and explicit instruction through established frameworks and the use of higher order thinking questioning stems.

Facilitator

Administrators

Participants

Teachers

Schedule

Monthly, from 9/6/2016 to 6/8/2017

VII. Budget

1	G1.B1.S1.A1	Conduct a faculty meeting focusing upon the utilization of core content curriculum resources, pacing guides, item specs and learning targets.	\$0.00
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2	G1.B1.S1.A2	Provide a PD on frameworks of explicit whole group instruction and the use of higher order questioning (Subject specific break out session). Part A: Framework Part B: Questioning	\$0.00
3	G1.B1.S1.A3	Part A: Teachers will use common planning structures to plan effectively using pacing guide, standards and/or item specifications. Part B: Teachers will use whole group framework and higher order thinking questioning to explicitly deliver whole group instruction.	\$0.00
4	G1.B1.S1.A4	Grade level chairs will debrief with teachers, providing clarification and support as needed. - Grade level chairs will refer to Lead Teachers for additional support.	\$0.00
5	G1.B1.S1.A5	Administration will monitor the implementation of effective planning and explicit instruction through established frameworks and the use of higher order thinking questioning stems.	\$0.00
Total:			\$0.00