

Miami-Dade County Public Schools

Norwood Elementary School



2016-17 Schoolwide Improvement Plan

Norwood Elementary School

19810 NW 14TH CT, Miami, FL 33169

<http://norwood.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	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

**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 Norwood Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Norwood Elementary School is to provide an environment which will prepare all students to be academically, socially, and physically successful in meeting the challenges of a multicultural society through technology, appropriate instructional strategies, self discipline, and parental and community support.

b. Provide the school's vision statement.

The vision of Norwood Elementary School is to create a learning climate where students, teachers, parents, community members and administrators feel welcome and confident. These stakeholders will be able to access and utilize technology to enhance teaching and learning which will result in improved academic achievement and narrowing of the achievement gap. Therefore, students will be prepared to compete in an ever-changing global society.

The mission of Norwood Elementary School is to provide an environment which will prepare all students to be academically, socially, and physically successful in meeting the challenges of a multicultural society through technology, appropriate instructional strategies, self-discipline, and community support.

2. School Environment

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

Teachers conduct data chats with students not only to inform them about their academic progress also to build a rapport with their students. Also teachers have conversations to encourage their students to succeed academically and to take ownership of their academic success.

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

Norwood provides character building classes, a Walk Safe Program, Values Matter and Cloud 9. These programs provide a safety net for our students which build their confidence and self-esteem. In addition, the counselor meets with students before, during, and after school to address issues students are facing. The principal has an open door policy for students to share any concerns.

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.

Norwood Elementary invites assistance into the classroom such as resource teachers and trained student support staff to work with teachers in the classroom. Protocols are established to ensure the safety of students in and around the building to maintain a stimulating, caring, and supportive climate for students and staff.

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.

Norwood provides individual and group counseling services for students. These services provide activities for character building, good attendance, and healthy eating habits. Norwood also have self esteem programs in place that teach students about character, conflict resolution, and community service.

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.

Norwood's early warning system indicators include attendance of students which fall below 90 percent, regardless of whether absence is excused or unexcused; a Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics; and course failure in English Language Arts or Mathematics. These indicators are used to identify students who may require additional intervention.

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	5	11	9	8	2	6	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	2	3	17	0	0	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	17	24	22	0	0	0	0	0	0	0	63

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		0	0	0	17	0	0	0	0	0	0	0	0	17

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

Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self reflection and development of critical thinking skills. Teachers use instructional strategies that requires students to apply knowledge and skills, integrate content and skills with other discipline, and use technologies as instructional resources and learning tools. In addition students schedule is aligned to allow for additional intervention during the school day.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/338948>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Norwood Elementary has a PTSA that provides information and support for parents. Norwood also communicates with parents through the district's Connect Ed System, parent workshops and teacher parent conferences. In addition, daily communication is conducted via student's Agenda Books, and Class Dojo. In our local community Dade Partners are a valuable resource to the school. Specifically the County Line Chiropractic Center, JPM, and Invest in Our Children, Incorporated.

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
Williams, Kevin	Principal
Richardson, Collette	Assistant Principal
Case, Judith	Instructional Coach
Mitchell, Angela	School Counselor
Monica, Lisa	Teacher, K-12
Aleman, Maria	Teacher, ESE
Miller, Andrea	Instructional Media

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

- Dr. Kevin Williams-Principal-schedule and facilitate regular RTI meetings, ensure attendance of team members, ensure actions steps are followed, allocate resources
- Collette Richardson-Assistant Principal-facilitate regular RTI meetings, ensure attendance of team members, ensure action steps are followed
- Judith Case-Reading Coach-assist in developing the SIP and MTSS problem solving
- Maria Aleman- SPED Program Specialist-assists in developing the SIP and MTSS problem solving
- Mi Yung Chung, School Psychologist-assists in developing the SIP and MTSS problem solving
- Elizabeth Mitchell-School Social Worker-assists in developing the SIP and MTSS problem solving

Tier 2

Lisa Monica-Primary Grade Chairperson/EESAC Chair-conduct regular meetings to evaluate intervention efforts for students by grade level

Tier 3

Administrators, Reading Coach, Guidance Counselor, and Grade-Level Chairpersons

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.

MTSS/RTI is an extension of Norwood's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data. The team's goal is to impact student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The MTSS Leadership Team uses the Tier 1 Problem Solving Process to set Tier 1 goals and monitor academic and behavioral data to evaluate progress. The data is analyzed to determine professional development for the faculty. The second level of support is Tier 2 which consists of supplemental instruction and interventions provided in addition to core instruction and behavioral supports to groups of targeted students who need additional support. The MTSS problem-solving process is used to carry out, monitor, and adjust as necessary, the supports that are defined in the SIP. Finally, MTSS end of year Tier 1 problem solving evaluates the SIP and determines strategies for the next school year's school improvement plan.

Title I, Part A

Norwood Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities after-school and in some cases during the summer. Furthermore, the district coordinates with Title II and Title III in ensuring staff development needs are provided. Norwood also provides support services to students through the usage of a Reading Coach who identifies and analyzes existing literature on scientifically based curriculum and behavioral assessments and intervention approaches. The Reading Coach also identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessments, implementation, and monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; a Title I Championship Chess Team; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title X- Homeless

Norwood seeks to ensure a successful educational experience for homeless children by collaborating with parents and community agencies. Project Upstart, Homeless Children & Youth Program partners with Norwood Elementary to:

- assist in the identification, enrollment, attendance, and transportation of homeless students
- provide a homeless sensitivity and awareness campaign

The School Counselor provides training for Norwood's registrar on the procedures for enrolling homeless students and for the 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 Counselor continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Violence Prevention Programs

Norwood ventures to decrease the violence in the lives of students by offering a Bully Prevention

Program, a Gun Safety Program, a Walk Safe Program, Faux Paw internet safety campaign, Drug Abuse Awareness Program, and Child Abuse and Prevention activities. Furthermore, Norwood employs the Safe and Drug-Free Schools Program to address violence, drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors. Finally, elementary counselors focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

Norwood Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Additionally, Norwood provides nutrition education, as per state statute, through physical education classes, as well as through various programs which ventures to educate students on healthy dietary decisions. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jasmine Johnson	Student
Sheila Killings	Education Support Employee
Joyce Harden	Education Support Employee
Yashaywa Teague	Teacher
Lourdes Castillo	Teacher
Aisha-Safiya Allen	Teacher
Lisa Monica	Teacher
Cristina Bautista	Teacher
Yohanna Bonilla	Parent
Katonya Bien Aime	Parent
Majorie Cross	Parent
Jasmine Johnson	Student
Dr. Kevin Williams	Principal
Evelyn St. Phar	Parent
Raquel Motta	Parent
Lola Ishola	Parent
LaKeisha Campbell	Parent
Clarence Stephenson	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC assisted with evaluating the results of the school improvement plan to ensure the needs of the school improvement plan are addressed, targeted, and implemented. The SAC reviewed data and uses that data to drive instruction.

b. Development of this school improvement plan

The SAC work together with the Leadership team to review data to ensure the school needs are addressed and targeted in the school improvement plan.

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

In preparation of the school's annual budget SAC will hold meetings to review the needs of the school, and the projected funds that will be available to purchase instructional materials, staff, and other miscellaneous materials that we need to function throughout the school year.

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

School Improvement funds were used to purchase instructional for Florida Standards, custodial materials, and to hire hourly employees. Total amount allocated was \$2300.00.

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
Williams, Kevin	Principal
Richardson, Collette	Assistant Principal
Case, Judith	Instructional Coach
Miller, Andrea	Instructional Media
Aleman, Maria	Teacher, ESE
Monica, Lisa	Teacher, K-12

b. Duties

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

1. Norwood Elementary will increase the implementation of the Florida Standards and improve literacy in Reading, Language Arts, Mathematics, Social Science and Science in kindergarten through grades 5.
2. Norwood Elementary will strengthen the implementation of Reading and Writing across the curriculum. Special Area classes will implement literary strategies within their curriculum.
3. The implementation of Computer-Assisted Instruction will increase substantially. District web-based programs such as I Ready for Reading and Math, and Reflex Math will provide opportunities for students to become acclimated with instructional tasks on the computer.
4. Norwood will implement a literacy week.

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.

Teachers are provided with common planning time to discuss learning goals. They participate in Professional Learning Communities to improve their instructional methods, discuss research-based best practices, and collaborate monthly to share effective practices and evaluate implementation. Additionally month Professional Conversations are conducted by the Leadership Team.

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

- The Assistant Principal will contact select universities for interns to recruit teachers to the school
- Selected veteran teachers will provide mentoring to teachers

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

MINT Program-A mentor teacher who is enthusiastic about the profession, patient, and a good listener will be paired with a novice teacher to guide the teacher and contribute to their professional growth. Planned mentoring activities include: planning, meetings, observation and conferencing, trainings, and model effective instructional techniques.

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.

Norwood utilizes the district's pacing guides, LAFS, MAFS, i-Ready adaptive diagnostic online instruction and the state adopted textbooks to ensure our core instruction are aligned with the Florida State 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.

Teachers collect data from district and classroom assessments and collaborate with their grade level and Reading Coach to drive their classroom instruction and provide differentiated instruction. Specifically, ability grouping and additional resources are placed in each classroom to meet student's needs based on assessment results.

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: 10,800

High quality additional learning time to bridge the achievement gap between high-and low-achieving. Students are identified by the early warning system, and those students in the lowest 25-35 percentile on the state assessment in reading or mathematics. To provide additional hours of academic instruction by offering before, after or during school tutoring/ interventions. Continue to provide enrichment programs through the Chess team.

Strategy Rationale

To improve instruction in core academic subjects and to provide a well rounded education for students. Target students identified by the early warning system, and those students in the lowest 25-35 percentile on the state assessment in reading or mathematics.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Richardson, Collette, crichardson1@dadeschools.net

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

The Reading Coach and teachers will use I-Ready and Weekly Assessment data to allocate additional instruction time and evaluate implementation and outcomes to improve the quality of the extended learning opportunities as needed.

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.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and hourly paraprofessionals. This will assist in providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Additionally, prior to transitioning into kindergarten, some local area pre-schools visit Norwood Elementary School to orient their students with the lay-out of the building and familiarize them with the school. Furthermore, an orientation meeting is held for pre-kindergarten parents and students where kindergarten standards and expectations are reviewed and distributed. As students register for kindergarten, the office provides the parents with a "Summer Learning" calendar of activities to promote student learning during the summer as well as a reading log, a requirement of the school, which aids in transitioning students from preschool to elementary 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.

Students at Norwood Elementary participate in the Career Week program every year. Local businesses provide information to students about their business and how to pursue their career goals.

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.** We will increase student achievement by improving Core Instruction across all content areas.
- G2.** We will use the Early Warning System (EWS) Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.
- G3.** During the 2016-2017 school year, the goal is to increase STEAM enhancements activities in Science, Technology, Engineering, Arts and Mathematics. The amount of student participation will increase from 50% to 60%.
- G4.** See Title 1 PIP for this goal

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 student achievement by improving Core Instruction across all content areas. 1a

G087930

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - Hispanic	
AMO Math - SWD	
FCAT 2.0 Science Proficiency	60.0
FSA ELA Achievement	72.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	66.0
Math Gains	60.0
Math Lowest 25% Gains	52.0

Targeted Barriers to Achieving the Goal 3

- In depth collaborative planning/rigor/use of instructional frameworks Lack of Knowledge of standards Class environment

Resources Available to Help Reduce or Eliminate the Barriers 2

- Computer lab, Promethean boards, laptops, Miami-Dade County Public Schools online resources, i-Ready, Unique Learning, STAR, Accelerated Reader, Reading Coach and Interventionists, Paraprofessionals - Reading A-Z, Imagine Learning, and Moby Max, Reflex
- I Ready, GIZMOS, Discovery Education, Reflex Math

Plan to Monitor Progress Toward G1. 8

I-Ready Diagnostic AP 1 and AP 2 Assessments, and classroom assessment results from G2D Progress and Proficiency Reports and the FSA.

Person Responsible

Kevin Williams

Schedule

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

Evidence of Completion

Lesson Plans, anchor charts, sign-in sheets, pacing guides, student work

G2. We will use the Early Warning System (EWS) Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1a

G087931

Targets Supported 1b

Indicator	Annual Target
Attendance rate	6.0
2+ Behavior Referrals	
Non-proficient Reading by Grade 03	15.0

Targeted Barriers to Achieving the Goal 3

- According to data , 8% of our students miss 10% or more of available instructional time. Our goal is to decrease the percentage to 6% for the 2016-2017 school year.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Counselor, School Social Worker, Community Involvement Specialists, and MTSS/ RTI Team

Plan to Monitor Progress Toward G2. 8

The data that will be collected throughout the year via Attendance Bulletin, Assembly sign in sheets, and Referral forms.

Person Responsible

Collette Richardson

Schedule

Monthly, from 9/26/2016 to 5/12/2017

Evidence of Completion

Sign in Sheets, copies of attendance bulletin, copies of certificates, counselor logs, iAttend Report

G3. During the 2016-2017 school year, the goal is to increase STEAM enhancements activities in Science, Technology, Engineering, Arts and Mathematics. The amount of student participation will increase from 50% to 60%. 1a

G087932

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- According to the 2016 FCAT 2.0 administration, Life Science was the category which demonstrated the weakest student performance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Gizmos, Virtual Field Trips, Science Collaborations, Discovery Education, C Palms, Virtual Manipulatives, Florida Focus

Plan to Monitor Progress Toward G3. 8

District Assessments Summative: 2016 FCAT 2.0 Science Assessment, GIZMO Reports, and Student work samples will be reviewed on a monthly basis to ensure we are meeting our goal.

Person Responsible

Kevin Williams

Schedule

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

Evidence of Completion

GIZMO Reports, Student samples, Student Learning Journals

G4. See Title 1 PIP for this goal 1a

G087933

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0

Targeted Barriers to Achieving the Goal 3

- Economically Disadvantaged parents, Lack of knowledge and Education, and Language

Resources Available to Help Reduce or Eliminate the Barriers 2

- PTSA, School Counselor, Miami Dade Parental Resource Center

Plan to Monitor Progress Toward G4. 8

Sign in sheets and counselor log, for school activities will be collected to review the progress of the goal

Person Responsible

Collette Richardson

Schedule

Monthly, from 9/16/2015 to 5/12/2016

Evidence of Completion

Sign In sheets for school activities, Counselor log

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 student achievement by improving Core Instruction across all content areas. **1**

 G087930

G1.B1 In depth collaborative planning/rigor/use of instructional frameworks Lack of Knowledge of standards
Class environment **2**

 B233796

G1.B1.S1 Collaborative Conversations Provide Professional Developments during grade level meetings to all teachers and assure that the administration actively participates in the conversation. **4**

 S246628

Strategy Rationale

Improve student achievement and increase teacher's knowledge of LAFS

Action Step 1 **5**

Provide Professional Developments during grade level meetings to all teachers and assure that the administration actively participates in the conversation.

Person Responsible

Kevin Williams

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, agendas, and anchor charts

Action Step 2 **5**

Develop and implement lessons, ensuring instruction is aligned with clear focus addressing the Language Arts Florida Standards (LAFS).

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, students work, pacing guides, LAFS

Action Step 3 5

Follow up on the implementation of developed lessons that include explicit instruction based on collaborative conversations that address LAFS.

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, students work, pacing guides, LAFS

Action Step 4 5

Conduct coaching cycles on the delivery of developed lessons that include explicit instruction that addresses LAFS utilizing the gradual release responsibility model based on teacher needs.

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Coaching Logs, calendar

Action Step 5 5

Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction that addresses LAFS based on collaborative conversations.

Person Responsible

Kevin Williams

Schedule

Daily, from 9/12/2016 to 5/26/2017

Evidence of Completion

Walkthrough look fors

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

Reading Coaches will attend grade level meetings to assist teachers with rigorous planning.

Person Responsible

Collette Richardson

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson plans, student work, and pacing guide

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

Grade level meetings with Reading coaches to ensure effective delivery of instruction

Person Responsible

Collette Richardson


Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, anchor charts

G1.B1.S2 Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction that addresses LAFS based on collaborative conversations. 4

 S246629

Strategy Rationale

Ensure effective delivery of instruction

Action Step 1 5

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction based on collaborative conversations.

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/12/2016 to 5/12/2017

Evidence of Completion

Walkthrough look fors,

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The effective delivery of lessons based on collaborative conversations in reading, mathematics and science.

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/12/2016 to 5/12/2017

Evidence of Completion

Look fors, lesson plans, student work

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrators will meet with teachers to reflect on effective instructional delivery

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/12/2016 to 5/12/2017

Evidence of Completion

Lesson Plans, data chats

G2. We will use the Early Warning System (EWS) Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1

G087931

G2.B1 According to data , 8% of our students miss 10% or more of available instructional time. Our goal is to decrease the percentage to 6% for the 2016-2017 school year. 2

B233797

G2.B1.S1 Norwood will participate in a school wide attendance incentive program. For example, students will receive attendance recognition through assemblies, certificates, and homework passes. 4

S246630

Strategy Rationale

To improve attendance which in turn will improve academic achievement.

Action Step 1 5

A special assembly will take place to recognize students for attendance

Person Responsible

Collette Richardson

Schedule

Every 2 Months, from 9/12/2016 to 5/26/2017

Evidence of Completion

Sign in sheet from assemblies

Action Step 2 5

Place the name of award recipients in a highly visible place

Person Responsible

Collette Richardson

Schedule

Every 2 Months, from 9/12/2016 to 5/19/2017

Evidence of Completion

Names of the recipients will be posted throughout the school building

Action Step 3 5

Norwood will hold a drawing for a special prize donated by a local business for perfect attendance

Person Responsible

Collette Richardson

Schedule

Every 2 Months, from 11/14/2016 to 5/5/2017

Evidence of Completion

Name of business and name of the winner

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

Attendance will be monitored through an electronic verification system

Person Responsible

Collette Richardson

Schedule

Every 2 Months, from 10/3/2016 to 5/12/2017

Evidence of Completion

Receipts from purchases, certificates, attendance bulletin

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

The Assistant Principal and Guidance Counselor will monitor the attendance bulletin and meet to discuss students who have improved their attendance.

Person Responsible

Collette Richardson


Schedule

Every 6 Weeks, from 10/10/2016 to 5/12/2017

Evidence of Completion

Attendance Bulletin and Counselor Log

G2.B1.S2 Provide information for parents about the value of attendance and the consequences of poor attendance **4**

 S246631

Strategy Rationale

Explain why school attendance matters for academic success and school policies for poor attendance

Action Step 1 **5**

Notify parents through Connect Ed referring to students attendance

Person Responsible

Kevin Williams

Schedule

Daily, from 9/12/2016 to 5/26/2017

Evidence of Completion

Connect Ed message recording

Action Step 2 **5**

Communicate with parents through email, flyers, and student agendas the importance of attendance.

Person Responsible

Collette Richardson

Schedule

Every 6 Weeks, from 9/12/2016 to 5/26/2017

Evidence of Completion

Email read receipt, copies of flyers and agendas

Action Step 3 5

Provide a copy of the school policies about attendance

Person Responsible

Collette Richardson

Schedule

On 10/7/2016

Evidence of Completion

Copy of parent signature

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Check attendance bulletin for improved attendance

Person Responsible

Collette Richardson

Schedule

Daily, from 10/10/2016 to 5/26/2017

Evidence of Completion

Copy of attendance bulletin

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The Assistant Principal and Guidance Counselor will monitor the attendance bulletin and meet to discuss students who have improved their attendance.

Person Responsible

Collette Richardson


Schedule

Every 6 Weeks, from 10/10/2016 to 5/26/2017

Evidence of Completion

Attendance bulletin and Counselor Log

G2.B1.S3 Refer students with frequent absences to the counselor or social worker **4**

 S246632

Strategy Rationale

The counselor or school social worker can diagnose the problem and recommend solutions to alleviate the circumstances that are contributing to the problem.

Action Step 1 **5**

The assistant principal will refer students to the school counselor or social worker for excessive absences and tardies.

Person Responsible

Collette Richardson

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

The counselor or social worker will collect Referral forms to address the problem

Action Step 2 **5**

Guidance Counselor will monitor student attendance and absences by checking the daily attendance sheet

Person Responsible

Collette Richardson

Schedule

Daily, from 9/12/2016 to 5/12/2017

Evidence of Completion

Copy of the Daily Attendance sheet

Action Step 3 5

Guidance Counselor or social worker will follow up with students who have been referred for excessive absences and tardies

Person Responsible

Collette Richardson

Schedule

Every 6 Weeks, from 10/10/2016 to 5/5/2017

Evidence of Completion

Counselor log sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

The Guidance Counselor or social worker will keep a log of meetings with students and parents

Person Responsible

Kevin Williams

Schedule

Every 2 Months, from 8/22/2016 to 5/19/2017

Evidence of Completion

Guidance Counselor Logs and Referral Forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Provide the Guidance Counselor or Social Worker with a list of students who have improved their attendance and discuss the solutions that they implemented and their success with students

Person Responsible

Collette Richardson

Schedule

Every 6 Weeks, from 11/7/2016 to 5/12/2017

Evidence of Completion

Provide the names of students who have improved their attendance and academics, progress reports and attendance certificates

G3. During the 2016-2017 school year, the goal is to increase STEAM enhancements activities in Science, Technology, Engineering, Arts and Mathematics. The amount of student participation will increase from 50% to 60%. **1**

G087932

G3.B1 According to the 2016 FCAT 2.0 administration, Life Science was the category which demonstrated the weakest student performance. **2**

B233798

G3.B1.S1 During 2016-2017 school year, Norwood Elementary School will conduct a Science Fair. Students will use the Scientific Method to examine real world experiences through investigational activities, they will use GIZMOs to conduct investigations, Discovery Education, and Student Learning Journals. These activities will be concentrated skills related to Life Science reporting category. In addition a weekly Wednesday after-school GIZMO tutoring lab will be created **4**

S246633

Strategy Rationale

To increase student achievement on FCAT Science 2.0

Action Step 1 **5**

Provide professional development during grade level meeting to all teachers and ensure that the administrators participate in the conversations

Person Responsible

Kevin Williams

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Sign-in sheets and agenda.

Action Step 2 **5**

Develop and implement lessons ensuring instruction is aligned with clear focus of addressing the Next Generation Sunshine State Standards (NGSSS)

Person Responsible

Kevin Williams

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Lesson plans, student work, pacing guides

Action Step 3 5

Follow up on the implementation of developed lessons that include explicit instructions based on collaborative conversations that address the NGSSS

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/1/2016 to 3/31/2017

Evidence of Completion

Classroom walk-throughs

Action Step 4 5

Conduct classroom walkthroughs to model the effective delivery of developed lessons that include explicit instruction that addresses NGSSS based on collaborative conversations.

Person Responsible

Kevin Williams

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Walk throughs/look fors

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

The Science Coach will attend grade level meetings to assist teachers with rigorous planning and to ensure the infuse of STEAM activities.

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Student work project, Science Fair, Lesson plan, collaborative planning and coach support logs

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

An increase in participation in the school's science Fair, student's performance on the Science assessment, and a greater interest in STEAM related career opportunities.

Person Responsible

Kevin Williams

Schedule

Weekly, from 9/12/2016 to 12/16/2016

Evidence of Completion

Science Fair projects, STEM related projects, Career Week activities

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.S2.A3 A320213	Provide a copy of the school policies about attendance	Richardson, Collette	9/12/2016	Copy of parent signature	10/7/2016 one-time
G3.B1.S1.MA1 M333510	An increase in participation in the school's science Fair, student's performance on the Science...	Williams, Kevin	9/12/2016	Science Fair projects, STEM related projects, Career Week activities	12/16/2016 weekly
G3.B1.S1.A3 A320219	Follow up on the implementation of developed lessons that include explicit instructions based on...	Williams, Kevin	9/1/2016	Classroom walk-throughs	3/31/2017 weekly
G2.B1.S1.A3 A320210	Norwood will hold a drawing for a special prize donated by a local business for perfect attendance	Richardson, Collette	11/14/2016	Name of business and name of the winner	5/5/2017 every-2-months
G2.B1.S3.A3 A320216	Guidance Counselor or social worker will follow up with students who have been referred for...	Richardson, Collette	10/10/2016	Counselor log sheet	5/5/2017 every-6-weeks
G1.MA1 M333502	I-Ready Diagnostic AP 1 and AP 2 Assessments, and classroom assessment results from G2D Progress...	Williams, Kevin	9/12/2016	Lesson Plans, anchor charts, sign-in sheets, pacing guides, student work	5/12/2017 monthly
G2.MA1 M333509	The data that will be collected throughout the year via Attendance Bulletin, Assembly sign in...	Richardson, Collette	9/26/2016	Sign in Sheets, copies of attendance bulletin, copies of certificates, counselor logs, iAttend Report	5/12/2017 monthly
G3.MA1 M333512	District Assessments Summative: 2016 FCAT 2.0 Science Assessment, GIZMO Reports, and Student work...	Williams, Kevin	9/12/2016	GIZMO Reports, Student samples, Student Learning Journals	5/12/2017 monthly
G2.B1.S1.MA1 M333503	The Assistant Principal and Guidance Counselor will monitor the attendance bulletin and meet to...	Richardson, Collette	10/10/2016	Attendance Bulletin and Counselor Log	5/12/2017 every-6-weeks
G2.B1.S1.MA1 M333504	Attendance will be monitored through an electronic verification system	Richardson, Collette	10/3/2016	Receipts from purchases, certificates, attendance bulletin	5/12/2017 every-2-months
G1.B1.S2.MA1 M333500	Administrators will meet with teachers to reflect on effective instructional delivery	Williams, Kevin	9/12/2016	Lesson Plans, data chats	5/12/2017 weekly
G1.B1.S2.MA1 M333501	The effective delivery of lessons based on collaborative conversations in reading, mathematics and...	Williams, Kevin	9/12/2016	Look fors, lesson plans, student work	5/12/2017 weekly
G1.B1.S2.A1 A320207	Plan for and deliver instruction that is based on standards and/or specific course...	Williams, Kevin	9/12/2016	Walkthrough look fors,	5/12/2017 weekly
G2.B1.S3.MA1 M333507	Provide the Guidance Counselor or Social Worker with a list of students who have improved their...	Richardson, Collette	11/7/2016	Provide the names of students who have improved their attendance and academics, progress reports and attendance certificates	5/12/2017 every-6-weeks
G2.B1.S3.A2 A320215	Guidance Counselor will monitor student attendance and absences by checking the daily attendance...	Richardson, Collette	9/12/2016	Copy of the Daily Attendance sheet	5/12/2017 daily
G2.B1.S1.A2 A320209	Place the name of award recipients in a highly visible place	Richardson, Collette	9/12/2016	Names of the recipients will be posted throughout the school building	5/19/2017 every-2-months
G2.B1.S3.MA1 M333508	The Guidance Counselor or social worker will keep a log of meetings with students and parents	Williams, Kevin	8/22/2016	Guidance Counselor Logs and Referral Forms	5/19/2017 every-2-months
G1.B1.S1.MA1 M333498	Grade level meetings with Reading coaches to ensure effective delivery of instruction	Richardson, Collette	9/12/2016	Lesson Plans, anchor charts	5/26/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1 M333499	Reading Coaches will attend grade level meetings to assist teachers with rigorous planning.	Richardson, Collette	9/12/2016	Lesson plans, student work, and pacing guide	5/26/2017 weekly
G1.B1.S1.A1 A320202	Provide Professional Developments during grade level meetings to all teachers and assure that the...	Williams, Kevin	9/12/2016	Sign in sheets, agendas, and anchor charts	5/26/2017 monthly
G1.B1.S1.A2 A320203	Develop and implement lessons, ensuring instruction is aligned with clear focus addressing the...	Williams, Kevin	9/12/2016	Lesson Plans, students work, pacing guides, LAFS	5/26/2017 weekly
G1.B1.S1.A3 A320204	Follow up on the implementation of developed lessons that include explicit instruction based on...	Williams, Kevin	9/12/2016	Lesson Plans, students work, pacing guides, LAFS	5/26/2017 weekly
G1.B1.S1.A4 A320205	Conduct coaching cycles on the delivery of developed lessons that include explicit instruction that...	Williams, Kevin	9/12/2016	Coaching Logs, calendar	5/26/2017 weekly
G1.B1.S1.A5 A320206	Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include...	Williams, Kevin	9/12/2016	Walkthrough look fors	5/26/2017 daily
G2.B1.S1.A1 A320208	A special assembly will take place to recognize students for attendance	Richardson, Collette	9/12/2016	Sign in sheet from assemblies	5/26/2017 every-2-months
G2.B1.S2.MA1 M333505	The Assistant Principal and Guidance Counselor will monitor the attendance bulletin and meet to...	Richardson, Collette	10/10/2016	Attendance bulletin and Counselor Log	5/26/2017 every-6-weeks
G2.B1.S2.MA1 M333506	Check attendance bulletin for improved attendance	Richardson, Collette	10/10/2016	Copy of attendance bulletin	5/26/2017 daily
G2.B1.S2.A1 A320211	Notify parents through Connect Ed referring to students attendance	Williams, Kevin	9/12/2016	Connect Ed message recording	5/26/2017 daily
G2.B1.S2.A2 A320212	Communicate with parents through email, flyers, and student agendas the importance of attendance.	Richardson, Collette	9/12/2016	Email read receipt, copies of flyers and agendas	5/26/2017 every-6-weeks
G2.B1.S3.A1 A320214	The assistant principal will refer students to the school counselor or social worker for excessive...	Richardson, Collette	9/12/2016	The counselor or social worker will collect Referral forms to address the problem	5/26/2017 weekly
G3.B1.S1.MA1 M333511	The Science Coach will attend grade level meetings to assist teachers with rigorous planning and to...	Williams, Kevin	9/1/2016	Student work project, Science Fair, Lesson plan, collaborative planning and coach support logs	5/31/2017 weekly
G3.B1.S1.A4 A320220	Conduct classroom walkthroughs to model the effective delivery of developed lessons that include...	Williams, Kevin	8/22/2016	Walk throughs/look fors	5/31/2017 weekly
G3.B1.S1.A1 A320217	Provide professional development during grade level meeting to all teachers and ensure that the...	Williams, Kevin	8/22/2016	Sign-in sheets and agenda.	6/9/2017 weekly
G3.B1.S1.A2 A320218	Develop and implement lessons ensuring instruction is aligned with clear focus of addressing the...	Williams, Kevin	8/22/2016	Lesson plans, student work, pacing guides	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. We will increase student achievement by improving Core Instruction across all content areas.

G1.B1 In depth collaborative planning/rigor/use of instructional frameworks Lack of Knowledge of standards
Class environment

G1.B1.S1 Collaborative Conversations Provide Professional Developments during grade level meetings to all teachers and assure that the administration actively participates in the conversation.

PD Opportunity 1

Provide Professional Developments during grade level meetings to all teachers and assure that the administration actively participates in the conversation.

Facilitator

Reading, Math and Science Coaches

Participants

Faculty

Schedule

Monthly, from 9/12/2016 to 5/26/2017

G3. During the 2016-2017 school year, the goal is to increase STEAM enhancements activities in Science, Technology, Engineering, Arts and Mathematics. The amount of student participation will increase from 50% to 60%.

G3.B1 According to the 2016 FCAT 2.0 administration, Life Science was the category which demonstrated the weakest student performance.

G3.B1.S1 During 2016-2017 school year, Norwood Elementary School will conduct a Science Fair. Students will use the Scientific Method to examine real world experiences through investigational activities, they will use GIZMOs to conduct investigations, Discovery Education, and Student Learning Journals. These activities will be concentrated skills related to Life Science reporting category. In addition a weekly Wednesday after-school GIZMO tutoring lab will be created

PD Opportunity 1

Provide professional development during grade level meeting to all teachers and ensure that the administrators participate in the conversations

Facilitator

Asst. Principal, Mr. Jimenez, Science Coach

Participants

All Teachers

Schedule

Weekly, from 8/22/2016 to 6/9/2017

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	Provide Professional Developments during grade level meetings to all teachers and assure that the administration actively participates in the conversation.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4001 - Norwood Elementary School			\$1,500.00
			<i>Notes: Reading materials to enhance foundational skills and comprehension.</i>			
			4001 - Norwood Elementary School	Title I, Part A		\$1,500.00
			<i>Notes: Materials for Math</i>			
			4001 - Norwood Elementary School	Title I, Part A		\$1,500.00
			<i>Notes: Science materials to enhance STEM activities</i>			
2	G1.B1.S1.A2	Develop and implement lessons, ensuring instruction is aligned with clear focus addressing the Language Arts Florida Standards (LAFS).				\$0.00
3	G1.B1.S1.A3	Follow up on the implementation of developed lessons that include explicit instruction based on collaborative conversations that address LAFS.				\$0.00
4	G1.B1.S1.A4	Conduct coaching cycles on the delivery of developed lessons that include explicit instruction that addresses LAFS utilizing the gradual release responsibility model based on teacher needs.				\$0.00
5	G1.B1.S1.A5	Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction that addresses LAFS based on collaborative conversations.				\$0.00
6	G1.B1.S2.A1	Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Conduct classroom walkthroughs to monitor the effective delivery of developed lessons that include explicit instruction based on collaborative conversations.				\$0.00
7	G2.B1.S1.A1	A special assembly will take place to recognize students for attendance				\$0.00
8	G2.B1.S1.A2	Place the name of award recipients in a highly visible place				\$0.00
9	G2.B1.S1.A3	Norwood will hold a drawing for a special prize donated by a local business for perfect attendance				\$0.00
10	G2.B1.S2.A1	Notify parents through Connect Ed referring to students attendance				\$0.00
11	G2.B1.S2.A2	Communicate with parents through email, flyers, and student agendas the importance of attendance.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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			4001 - Norwood Elementary School	Title I, Part A		\$500.00
			<i>Notes: Notes</i>			
12	G2.B1.S2.A3	Provide a copy of the school policies about attendance				\$0.00
13	G2.B1.S3.A1	The assistant principal will refer students to the school counselor or social worker for excessive absences and tardies.				\$0.00
14	G2.B1.S3.A2	Guidance Counselor will monitor student attendance and absences by checking the daily attendance sheet				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4001 - Norwood Elementary School	School Improvement Funds		\$500.00
15	G2.B1.S3.A3	Guidance Counselor or social worker will follow up with students who have been referred for excessive absences and tardies				\$0.00
16	G3.B1.S1.A1	Provide professional development during grade level meeting to all teachers and ensure that the administrators participate in the conversations				\$0.00
17	G3.B1.S1.A2	Develop and implement lessons ensuring instruction is aligned with clear focus of addressing the Next Generation Sunshine State Standards (NGSSS)				\$0.00
18	G3.B1.S1.A3	Follow up on the implementation of developed lessons that include explicit instructions based on collaborative conversations that address the NGSSS				\$0.00
19	G3.B1.S1.A4	Conduct classroom walkthroughs to model the effective delivery of developed lessons that include explicit instruction that addresses NGSSS based on collaborative conversations.				\$0.00
					Total:	\$5,500.00