

Miami-Dade County Public Schools

Scott Lake Elementary School



2016-17 Schoolwide Improvement Plan

Scott Lake Elementary School

1160 NW 175TH ST, Miami, FL 33169

<http://scottlake.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

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

**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 Scott Lake 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 Scott Lake Elementary School is to strive to maintain high expectations of excellence for all students, teachers, parents, and staff. Through quality education, we will meet the diverse, multicultural needs of our students by fostering a lifelong love of learning and developing responsible and productive citizens for the 21st Century.

b. Provide the school's vision statement.

The vision of Scott Lake Elementary is to utilize a high standard of excellence, where our team will work cooperatively to implement instructional strategies to increase student achievement and provide a safe and nurturing environment.

2. School Environment

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

Instructional personnel and support staff provide students with learning opportunities through project based learning, using technology and real life application. These projects provide opportunities to build relationships between teachers and students. Additionally, the instructional staff, leadership team and student services team work collaboratively with the students' families to identify the needs of the students. Support is provided through a variety of means, such as the RtI process, Title I Parent Resource Center, the student services team and direct contact with the families. Additionally, the school schedules activities that incorporate cultural background and promote cultural awareness. The school culture is one that promotes respect, unity, and responsibility.

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

Providing a safe learning environment for the students at Scott Lake Elementary is of utmost importance. Adequate supervision is provided by key staff members throughout the campus before, during, and after school. The school reinforces the District's policy of Zero Tolerance on Bullying. The School Counselor consistently addresses specific needs requested by the classroom teacher and visits those classrooms to provide support. The School Counselor also provides Individual/Group Counseling to students to address their individual needs.

During the 2016-2017 school year, Scott Lake Elementary School has implemented the Cloud9World Character Building Initiative. The mission of Cloud9World is to support an evidence-based values education program that will instill in our students a deep concern for the well being of others; including their fellow students, teachers, family, and members of their local and broader communities. This is accomplished through teaching and reinforcing daily deep feelings of commitment to values that the students internalize deep feelings of commitment to global, non-denominational human values as ethical guides while they mature into young adults and beyond.

Also implemented this year is the Anti-Defamation League's No Place for Hate® initiative and Youth Crime Watch (YCW) which provides schools and communities with an organizing framework for combating bias, bullying and hatred, leading to long-term solutions for creating and maintaining a positive climate. No Place for Hate schools receive their designation by: Building inclusive and safe

communities in which respect is the goal, and all students can thrive; Empowering students, faculty, administration and family members to take a stand against hate and bullying by incorporating new and existing programs under one powerful message; Engaging schools and communities in at least three anti-bias activities per year, which ADL helps to develop; Sending a clear, unified message that all students have a place to belong.

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.

All staff members follow the school-wide Discipline Plan which addresses violations of the Code of Student Conduct in a progressive manner. Collaborative parent conferences are held when a student violates the Code of Student Conduct. Additionally, each teacher has created their individual Classroom Management Plan (i.e. Class DOJO, color coded system,).

The "Rings of Scholar" Student Incentive Program is to publicly recognize classes that exhibit exemplary behavior outside the classroom. Classes will earn a College Bound Sticker when "caught" being exemplary (i.e. Walking in a straight and quiet line in the hallway, during morning line-up, cafeteria). Classes can earn a College Bound sticker from any member of the staff at anytime throughout the school day. Classes that earn 25 College Bound Stickers or more each quarter will be recognized with a special reward from the Administrative Team. Once the nine weeks end, all earned College Bound Stickers will be removed and a new challenge will begin for the current nine-weeks.

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 5000 Role Models of Excellence Program have been established at Scott Lake for select 3rd-5th graders. The project's mission is to intervene in the lives of at-risk boys, young men at-promise for success in order to provide them with alternatives that will lead them away from lives of crime and violence. The 5000 Role Models of Excellence Project is dedicated to matching young men with adult male Role Models who are trained to lead them through a carefully charted path through grades K-12 and college or ensuring the attainment of other pose-secondary credentials. Additionally, the Girls of Distinction Program provides mentoring from members of the school staff and community.

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.

The administration and student services team monitors student attendance and suspension reports regularly. Letters are sent home to parents of students who are exhibiting excessive absences and/or tardies. Parent conferences are scheduled to address these issues. The administration, teachers, counselor and social worker participate in these conferences and provide support to the families. Also, referrals are made to local agencies as needed.

Attendance below 90 percent

One or more suspensions

Course failure in ELA or Math

Level 1 on statewide assessment

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	1	2	2	5	1	2	0	0	0	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	4	2	10	4	7	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	1	8	4	11	42	56	0	0	0	0	0	0	0	122

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	2	2	13	17	37	0	0	0	0	0	0	0	71

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

The Alternate to Suspension Plan provides intervention strategies which focus on preventative steps before suspension. These steps include reward for positive behavior and school-wide, class, and individual incentives. The Attendance Review Committee, comprised of the Assistant Principal, School Counselor, and Teacher meets weekly to analyze attendance data and collaborate with families to prevent excessive absences/tardies.

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/338533>.

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.

Collaborative conversations and communication is key to sustaining successful business partnerships in the community. Scott Lake has business partnerships with The City of Miami Gardens, Ibiley School Uniforms & More, Nick's Photo, Sunshine Child Programs and The Immanuel Temple. Incentives are provided by the partnerships to support school wide student and staff attendance programs.

Parents participate in the design of their school’s Parent Involvement Plan (PIP). The school improvement process and the annual Title I Annual Parent Meeting conducted at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program, include Title I CHESS, Common Threads World Cuisine Cooking Skills, Orchestra, Chorus and Book Club.

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, Kenneth	Principal
Sawyer-Cooper, Hilleary	Teacher, K-12
Isom, Sherria	Teacher, K-12
Balderramos, Fatima	Assistant Principal
Cunningham, Hillivi	School Counselor

b. Duties

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

The school’s MTSS/Rtl Leadership Team comprised of Transformation Coaches for Reading and Mathematics, Grade Level Chairs and Teacher Leaders, collaborate monthly to analyze data utilizing Gateway to Data (G2D), PMRN, CELLA, and District Interim Assessment reports. Data is compiled and linked to Instructional decisions, progress monitoring at the grade level and classroom level to recognize students who are meeting/exceeding standards. The leadership team will provide professional development and resources necessary to carry out effective interventions. Norms were established at the Opening of School Meeting and are reviewed at the start of each school wide meeting. The MTSS/Rtl ensures implementation of intervention and supports the process of building consensus and increasing communications among teachers, staff, students and parents. Weekly collaborative planning has been established for grade levels PK-5. During this time, instructional frameworks are established and collaboration of an effective plan is devised appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen. The Counselor offers quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions. In addition to providing interventions, student services personnel continue to link child-serving and community agencies to the schools and families to support the child’s academic, emotional, behavioral, and social success.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS/Rtl Leadership Team provides data on Tier 1, Tier 2, and Tier 3 students. Targets academic and social/emotional areas that need to be addressed and helps set clear expectations for instruction. The team facilitates the development of a systematic approach to teaching and aligns processes and procedures.

The MTSS/Rtl Problem-solving process guides the development and implementation of the SIP through its self-correcting method. Data collected and analyzed on Tier 1, Tier 2, and Tier 3 Targets identify the problem(s) and determines academic and behavioral goals. Further problem analysis determines possible causes of the identified problem so that evidenced-based interventions are selected or developed, and then implemented. Constant progress monitoring of SIP goals are reviewed and discussed during monthly EESAC meetings.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
LaKesha Wilson-Rochelle	Principal
Sherria Isom	Teacher
Geraldine Jean	Teacher
Sheren Broadhurst	Teacher
Moira McAn	Teacher
Emmanuela Louis	Teacher
Mary-Ann Karcher	Teacher
Shaun Marshall	Student
Mercy Brown	Parent
Rodney Elibert	Education Support Employee
Kianna Starks	Student
George Clayton	Parent
Wildrede Jaques	Education Support Employee
	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

Data from i-Ready indicates that the strategies identified on last year's school improvement plan were met with fidelity.

b. Development of this school improvement plan

The School Advisory Council (SAC) members engage in the problem-solving process by reviewing the previous year's data and provide suggested strategies that address the educational needs of the current student population. Closing the achievement gap and increasing the number of students meeting proficiency is the main focus. This collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed.

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

The projected use of school EESAC funds includes \$2,199.00 to be used for student recognition during the annual Awards Assemblies and iReady supplemental resources for reading and math.

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

School Improvement funds were utilized to purchase in the amount of \$790.00 consumable iReady books to support School Improvement goals for Reading, Writing and Math.

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, Kenneth	Principal
Warren, Yvuanda	Teacher, K-12
Harris, Natalie	Teacher, K-12
Cristo, Annett	Teacher, K-12
Isom, Sherria	Teacher, K-12
Johnson, Ruby	Teacher, K-12
Joseph, Alia	Teacher, K-12
Mobley, Shenika	Teacher, K-12
Albaz , Susan	Teacher, K-12
Balderramos, Fatima	Assistant Principal
Cunningham, Hillivi	School Counselor

b. Duties

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

During the 2016-17 school year, the LLT will focus on programs, resources, and personnel in order to provide an enriching learning environment for students as well as closing the achievement gap and increasing overall reading proficiency. Students will be encouraged to participate in several literacy activities including: Two Book Fairs (Fall and Spring), a Morning Book Club, Storybook Character Parade (October), Reading in the Garden (December), MyOn, and reading contests. Classroom teachers plan collaboratively with the media specialist and regularly visit the media center for the purpose of instruction and circulation of library materials.

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.

All content area teachers collaborate with transformation coaches and administrators during collaborative planning sessions. During these sessions, teachers highlight best practices while the transformation coaches assist in the preparation of the delivery of the lesson. Administrators provide support based on teachers' needs and data.

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

Research has continually indicated that the most important factor in individual student achievement is the effectiveness of the teacher in the classroom. Standards, technology, facilities, and instructional materials all contribute to a world-class education, but none are as significant a predictor of student success as the quality of the teacher. In order to recruit and retain highly qualified teachers, Scott Lake Elementary will implement a comprehensive approach that attends to both recruiting, preparing, and supporting the effectiveness of new teachers, as well as to the recognition, professional development and improvement of veteran instructors. The plan is inclusive of all stakeholders that form and influence our education system: Department staff, colleges of education, community colleges, school district personnel staff, teachers, administrators, parents, and the business community. Scott Lake Elementary will continue to collaborate with these organizations and highly qualified Instructional Coaches in order to provide support to new teachers.

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

Implemented Teacher Teaching Teachers (TTT) Mentoring Program where new teachers and early career teachers are paired with veteran teachers to share best practices and strategies that focus on Florida Standards. Additionally, continuously collaborate with local colleges and universities where new teachers obtain advanced degrees. Expand innovative programs that require new teachers increased time in a variety of classroom settings. Build on the established standards and develop a competency-based accountability model that is easily understood.

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.

District Pacing Guides and State Item Specifications are reviewed during collaborative planning sessions to ensure that core instructional programs and materials are aligned to Florida's standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

During collaborative planning sessions, transformation coaches debrief with content area teachers to provide updated data based on classroom assessment. The effective use of instructional focus calendars are implemented. Data chats with the administration are held quarterly and data is analyzed. Students are grouped in to differentiated instruction groups. The purpose of the differentiated instruction groups is to the correct the deficiency through small group instruction.

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: 4,320

All students participating in the After-School Tutoring program will focus in reading and math competency and closing the achievement gap. .

Strategy Rationale

Based on the results of the 2016 FSA Reading and Math Assessments, there is a need to provide students with intervention and enrichment programs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Kenneth, pr4881@dadeschools.net

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

i-Ready Diagnostics, three times per school year.

Strategy: Weekend Program

Minutes added to school year: 1,920

Students participating in Saturday School program will focus on enhancing proficiency for reading and math.

Strategy Rationale

Based on the results of the 2016 FSA Reading and Math Assessments, there is a need to provide students with intervention and enrichment programs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Balderramos, Fatima, fbalderramos@dadeschools.net

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

Performance Coach Pre and Post Assessment, twice per school year.

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.

Students in the Kindergarten program are assessed at the beginning of the school year using the Florida

Kindergarten Readiness Screening (FLKRS). Data collected from this screening will be used to plan academic and social/emotional instruction for students in kindergarten. Instruction will include modeling, guided practice, and independent practice of all skills. The FAIR component of (FLKRS) will be re-administered mid-year and analyzed to drive instruction for the remainder of the year. An end-of-year assessment will indicate if students have achieved mastery on the Kindergarten grade level expectations.

Assessment tools to determine student readiness in Pre-Kindergarten and Kindergarten General Education

and Special Education:

-Oral Language Proficiency Scale (OLPS)

Pre-Kindergarten General Education:

-Child Observation Record (COR)

Pre-Kindergarten Special Education:

-The Devereux Early Childhood Assessment (DECA)

-Learning Accomplishment Profile Diagnostic edition (LAP-D)

-LAP-D screening for General Education students

-Phonological and Early Literacy Inventory

-Battelle Developmental Inventory (BDI 2)

-Preschool Key Experience Note Form

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.

The "Rings of Scholar" Student Incentive Program is to publicly recognize classes that exhibit exemplary behavior outside the classroom. Classes will earn a College Bound Sticker when "caught" being exemplary (i.e. Walking in a straight and quiet line in the hallway, during morning line-up, cafeteria). Classes can earn a College Bound sticker from any member of the staff at anytime throughout the school day. Classes that earn 25 College Bound Stickers or more each quarter will be recognized with a special reward from the Administrative Team. Once the nine weeks end, all earned College Bound Stickers will be removed and a new challenge will begin for the current nine-weeks. In addition, a college or university is featured quarterly on campus as well as morning announcements.

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in Literacy.
- G2.** To increase student achievement by improving core instruction in Mathematics.
- G3.** To increase student achievement by improving core instruction in Science.
- G4.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

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 Literacy. 1a

G087972

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- During teacher questioning, there is limited evidence of wait time and probing.

Resources Available to Help Reduce or Eliminate the Barriers 2

- To eliminate and/or reduce this barrier, Effective Questioning protocols, Webb's Depth of knowledge as well as a variety of questioning strategies will be used.

Plan to Monitor Progress Toward G1. 8

iReady Data will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible

Kenneth Williams

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Agendas; Sign-in Log during Data Chats

G2. To increase student achievement by improving core instruction in Mathematics. 1a

G087973

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	60.0

Targeted Barriers to Achieving the Goal 3

- During classroom walkthroughs and coach support, teacher questioning showed limited evidence of wait time and probing. Most teacher questioning is at the recall level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Effective Questioning Protocols, Think Central -High Stakes Test Prep, Math infographic and iReady data will be used to target barrier.

Plan to Monitor Progress Toward G2. 8

Progress Monitoring Data will be collected and analyzed to determine progress toward goal.

Person Responsible

Hilleary Sawyer-Cooper

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data, Data Chats, Sign-in Log, Collaborative Conversations with Transformation Coaches

G3. To increase student achievement by improving core instruction in Science. 1a

G087974

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	61.0

Targeted Barriers to Achieving the Goal 3

- Limited planning for explicit instruction and student check for understanding aligned to cognitive complexity of the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- JJ Bootcamp Resources, FCAT 2.0 Item Specifications, Essential Labs, Bell Ringers, and Discovery Education will be used to target barrier.

Plan to Monitor Progress Toward G3. 8

Analyze student performance data on Topic Assessments

Person Responsible

Fatima Balderramos

Schedule

Every 3 Weeks, from 8/22/2016 to 6/7/2017

Evidence of Completion

G2D Data reports

G4. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1a

G087975

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	

Targeted Barriers to Achieving the Goal 3

- Limited parent attendance and parental involvement within the academic culture of the school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MDCPS Parent Academy, The Melissa Institute-Saturday Parent Workshops, TPS Talks(Teacher-Parent-Student) Classroom teachers

Plan to Monitor Progress Toward G4. 8

Percent of attendance to Parent Workshops and data chats

Person Responsible

Kenneth Williams

Schedule

Weekly, from 8/22/2016 to 6/7/2017

Evidence of Completion

Attendance sheets, Connect Ed Reports , Class Dojo

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 Literacy. 1

G087972

G1.B1 During teacher questioning, there is limited evidence of wait time and probing. 2

B233912

G1.B1.S1 Enhance teacher questioning during whole- group and small group instruction using data and resources to meet specified student needs in order to target all students. 4

S246730

Strategy Rationale

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

Action Step 1 5

Utilize collaborative planning to collaborate with ELA teachers to create a variety of text-dependent higher-order thinking questions.

Person Responsible

Sherria Isom

Schedule

Weekly, from 8/22/2016 to 10/31/2016

Evidence of Completion

Collaborative planning agendas, lesson plans, student work products

Action Step 2 5

Utilize Backwards Design during collaborative planning to create products that provide strong performance of understandings based on LAFS.

Person Responsible

Sherria Isom

Schedule

Monthly, from 8/22/2016 to 12/21/2016

Evidence of Completion

Collaborative planning agendas, lesson plans, D.I., Instructional Plans

Action Step 3 5

Provide professional development to all ELA teachers on questioning strategies and the development of higher-order thinking questions.

Person Responsible

Fatima Balderramos

Schedule

Monthly, from 8/22/2016 to 12/21/2016

Evidence of Completion

PD agendas/Sign-in, Instructional Plans,

Action Step 4 5

Conduct coaching cycles and model questioning strategies and higher order thinking questions based on teacher need.

Person Responsible

Sherria Isom

Schedule

Weekly, from 8/22/2016 to 10/31/2016

Evidence of Completion

Coaching Logs, Coaching Cycle Documentation

Action Step 5 5

Monitor and follow-up on the implementation of questioning strategies provided during professional development and use of summative/formative data to guide planning/instruction.

Person Responsible

Kenneth Williams

Schedule

Weekly, from 8/22/2016 to 12/21/2016

Evidence of Completion

Collaborative planning agendas, D.I., Instructional Plans

Action Step 6 5

Provide professional development on analyzing summative/formative data sources to guide planning and instruction.

Person Responsible

Sherria Isom

Schedule

On 11/30/2016

Evidence of Completion

sign-in sheets, meeting agenda

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

Conduct classroom walk-throughs to monitor the effective use of lesson planning and delivery of instruction to include implementation of a variety of strategies to engage students in higher order learning tasks.

Person Responsible

Kenneth Williams

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Follow-up Collaborative Conversations with Administrative Team and Transformation Coaches based on Classroom Walkthroughs.

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

Debrief with transformation coaches on the implementation of lesson planning and delivery. Analyze student performance data.

Person Responsible

Kenneth Williams

Schedule

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

Evidence of Completion

Sign-in Logs, Agendas

G2. To increase student achievement by improving core instruction in Mathematics. 1

G087973

G2.B1 During classroom walkthroughs and coach support, teacher questioning showed limited evidence of wait time and probing. Most teacher questioning is at the recall level. 2

B233913

G2.B1.S1 Provide opportunities for collaborative planning to strengthen the focus of instruction during whole and small-group instruction. 4

S246731

Strategy Rationale

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

Action Step 1 5

Provide professional development to all Math teachers on questioning strategies and the development of higher-order thinking questions using Effective Questioning Protocol.

Person Responsible

Hilleary Sawyer-Cooper

Schedule

On 11/8/2016

Evidence of Completion

PD agenda/Sign-in, Teacher Lesson Plans

Action Step 2 5

Collaborate with Math teachers during common planning to create a variety of higher order thinking questions aligned to MAFS.

Person Responsible

Hilleary Sawyer-Cooper

Schedule

Weekly, from 8/22/2016 to 12/21/2016

Evidence of Completion

Collaborative Planning agenda, Teacher lesson plans, Student authentic work products

Action Step 3 5

Conduct coaching cycles and model questioning strategies based on teacher need.

Person Responsible

Hilleary Sawyer-Cooper

Schedule

Daily, from 8/22/2016 to 12/21/2016

Evidence of Completion

Coaching log/calendar, Documentation of Debrief following model session

Action Step 4 5

Develop a mini lesson/quiz using Kahoot that demonstrates higher order thinking questions.

Person Responsible

Hilleary Sawyer-Cooper

Schedule

Weekly, from 8/22/2016 to 12/21/2016

Evidence of Completion

Kahoot Survey

Action Step 5 5

Utilize Backwards Planning Design during collaborative planning to create products that provide strong performance of understandings based on MAFS.

Person Responsible

Hilleary Sawyer-Cooper

Schedule

Weekly, from 8/22/2016 to 12/21/2016

Evidence of Completion

Formative and Summative Assessment Results

Action Step 6 5

Follow-up on the implementation of questioning strategies provided during professional development and use of summative/formative data to guide planning/instruction.

Person Responsible

Kenneth Williams

Schedule

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

Evidence of Completion

Walk-through documentation, Administrative Feedback

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

Conduct classroom walk-through to monitor the effective use of lesson planning and delivery of instruction with a clear focus aligned to the standard.

Person Responsible

Kenneth Williams

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Follow-up Collaborative Conversations with Transformation coaches.

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

Debrief with transformation coaches on the implementation of lesson planning and delivery and effective implementation of higher-order learning tasks.

Person Responsible

Kenneth Williams

Schedule

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

Evidence of Completion

Follow-up Collaborative Conversations with Transformation coaches.

G3. To increase student achievement by improving core instruction in Science. 1

G087974

G3.B1 Limited planning for explicit instruction and student check for understanding aligned to cognitive complexity of the standards. 2

B233914

G3.B1.S1 Utilize NGSS Standards to develop and align explicit lessons to assist with delivery of explicit instruction and student check for understanding. Develop plans that are clear, logical, sequential aligned to standards. 4

S246732

Strategy Rationale

Inconsistent planning for explicit instruction and student check for understanding aligned to cognitive complexity of the standards

Action Step 1 5

Provide Professional Development of the use of pacing guide, planning cards, and item specification to align resources, activities, and tasks to the standards for grades K-5

Person Responsible

Fatima Balderramos

Schedule

On 10/12/2016

Evidence of Completion

Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block

Action Step 2 5

Provide opportunities for collaborative planning with K-4th grade teachers on a bi-weekly basis.

Person Responsible

Fatima Balderramos

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block

Action Step 3 5

Provide opportunities for collaborative planning with fifth grade teachers on a weekly basis.

Person Responsible

Fatima Balderramos

Schedule

Weekly, from 8/22/2016 to 12/21/2016

Evidence of Completion

Evidence in lesson plans, formal & informal observations during the instructional block, Interactive Journals

Action Step 4 5

Model during planning the delivery of explicit instructions to assist in producing student authentic work for targeted teachers and ensure Check for Understanding questions are completed.

Person Responsible

Fatima Balderramos

Schedule

Weekly, from 8/22/2016 to 12/21/2016

Evidence of Completion

Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block

Action Step 5 5

Model during planning how to select the appropriate reading text aligned to standards to deliver explicit instruction in K-5.

Person Responsible

Fatima Balderramos

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block

Action Step 6 5

Monitor the effective use of pacing guides, planning cards, and Item Specifications aligned to standards. Look fors will be focused on the completion of Checks for Understanding and explicit instruction to determine mastery.

Person Responsible

Fatima Balderramos

Schedule

Daily, from 8/22/2016 to 12/21/2016

Evidence of Completion

Walk-Through documentation

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

On-going monitoring of teachers implementing strategies

Person Responsible

Fatima Balderramos

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Follow-up Collaborative Conversations with Administrative Team and Curriculum Support Specialist based on Classroom Walkthroughs.

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

Conduct classroom walkthroughs to monitor the effectiveness of the implementation and instruction of STEM activities.

Person Responsible

Fatima Balderramos


Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Sign-in Logs, Agendas


G4. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. **1**

 G087975

G4.B1 Limited parent attendance and parental involvement within the academic culture of the school. **2**

 B233915

G4.B1.S1 Learning Environment- Promote accountability for learning that holds high academic expectations for all students and parents within the school culture. **4**

 S246733

Strategy Rationale

To provide parents with strategies to help increase student achievement.

Action Step 1 **5**

Provide Saturday Academy Parent Workshops (The Melissa Institute Curriculum)

Person Responsible

Fatima Balderramos

Schedule

Weekly, from 10/15/2016 to 12/17/2016

Evidence of Completion

PD Resources, Meeting Agenda/Sign-In Sheet

Action Step 2 **5**

Facilitate Parent Academy Sessions

Person Responsible

Fatima Balderramos

Schedule

Monthly, from 8/22/2016 to 12/21/2016

Evidence of Completion

Parent Academy Logs

Action Step 3 5

Conduct TPS (Teacher Parent Student) Talks

Person Responsible

Fatima Balderramos

Schedule

Weekly, from 10/15/2016 to 12/21/2016

Evidence of Completion

Data Goal Sheets, Sign-in Sheet, Data Protocols

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

Review parent workshop attendance and data chat logs

Person Responsible

Kenneth Williams

Schedule

Weekly, from 8/24/2016 to 6/8/2017

Evidence of Completion

Follow-up Collaborative Conversations with Counselors

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

Attend Attendance Review Committee Meetings

Person Responsible

Fatima Balderramos

Schedule

Weekly, from 8/24/2016 to 6/7/2017

Evidence of Completion

Sign-in Logs, Agendas

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					
G3.B1.S1.A1 A320493	Provide Professional Development of the use of pacing guide, planning cards, and item specification...	Balderramos, Fatima	8/22/2016	Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block	10/12/2016 one-time
G1.B1.S1.A1 A320481	Utilize collaborative planning to collaborate with ELA teachers to create a variety of...	Isom, Sherria	8/22/2016	Collaborative planning agendas, lesson plans, student work products	10/31/2016 weekly
G1.B1.S1.A4 A320484	Conduct coaching cycles and model questioning strategies and higher order thinking questions based...	Isom, Sherria	8/22/2016	Coaching Logs, Coaching Cycle Documentation	10/31/2016 weekly
G2.B1.S1.A1 A320487	Provide professional development to all Math teachers on questioning strategies and the development...	Sawyer-Cooper, Hilleary	11/8/2016	PD agenda/Sign-in, Teacher Lesson Plans	11/8/2016 one-time
G1.B1.S1.A6 A320486	Provide professional development on analyzing summative/formative data sources to guide planning...	Isom, Sherria	9/22/2016	sign-in sheets, meeting agenda	11/30/2016 one-time
G4.B1.S1.A1 A320499	Provide Saturday Academy Parent Workshops (The Melissa Institute Curriculum)	Balderramos, Fatima	10/15/2016	PD Resources, Meeting Agenda/Sign-In Sheet	12/17/2016 weekly
G1.B1.S1.A2 A320482	Utilize Backwards Design during collaborative planning to create products that provide strong...	Isom, Sherria	8/22/2016	Collaborative planning agendas, lesson plans, D.I., Instructional Plans	12/21/2016 monthly
G1.B1.S1.A3 A320483	Provide professional development to all ELA teachers on questioning strategies and the development...	Balderramos, Fatima	8/22/2016	PD agendas/Sign-in, Instructional Plans,	12/21/2016 monthly
G1.B1.S1.A5 A320485	Monitor and follow-up on the implementation of questioning strategies provided during professional...	Williams, Kenneth	8/22/2016	Collaborative planning agendas, D.I., Instructional Plans	12/21/2016 weekly
G2.B1.S1.A2 A320488	Collaborate with Math teachers during common planning to create a variety of higher order thinking...	Sawyer-Cooper, Hilleary	8/22/2016	Collaborative Planning agenda, Teacher lesson plans, Student authentic work products	12/21/2016 weekly
G2.B1.S1.A3 A320489	Conduct coaching cycles and model questioning strategies based on teacher need.	Sawyer-Cooper, Hilleary	8/22/2016	Coaching log/calendar, Documentation of Debrief following model session	12/21/2016 daily
G2.B1.S1.A4 A320490	Develop a mini lesson/quiz using Kahoot that demonstrates higher order thinking questions.	Sawyer-Cooper, Hilleary	8/22/2016	Kahoot Survey	12/21/2016 weekly
G2.B1.S1.A5 A320491	Utilize Backwards Planning Design during collaborative planning to create products that provide...	Sawyer-Cooper, Hilleary	8/22/2016	Formative and Summative Assessment Results	12/21/2016 weekly
G3.B1.S1.A3 A320495	Provide oppurtunities for collaborative planning with fifth grade teachers on a weekly basis.	Balderramos, Fatima	8/22/2016	Evidence in lesson plans, formal & informal observations during the instructional block, Interactive Journals	12/21/2016 weekly
G3.B1.S1.A4 A320496	Model during planning the delivery of explicit instructions to assist in producing student...	Balderramos, Fatima	8/22/2016	Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block	12/21/2016 weekly
G3.B1.S1.A6 A320498	Monitor the effective use of pacing guides, planning cards, and Item Specifications aligned to...	Balderramos, Fatima	8/22/2016	Walk-Through documentation	12/21/2016 daily
G4.B1.S1.A2 A320500	Facilitate Parent Academy Sessions	Balderramos, Fatima	8/22/2016	Parent Academy Logs	12/21/2016 monthly
G4.B1.S1.A3 A320501	Conduct TPS (Teacher Parent Student) Talks	Balderramos, Fatima	10/15/2016	Data Goal Sheets, Sign-in Sheet, Data Protocols	12/21/2016 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
G3.MA1 M333741	Analyze student performance data on Topic Assessments	Balderramos, Fatima	8/22/2016	G2D Data reports	6/7/2017 every-3-weeks
G4.MA1 M333744	Percent of attendance to Parent Workshops and data chats	Williams, Kenneth	8/22/2016	Attendance sheets, Connect Ed Reports , Class Dojo	6/7/2017 weekly
G4.B1.S1.MA1 M333742	Attend Attendance Review Committee Meetings	Balderramos, Fatima	8/24/2016	Sign-in Logs, Agendas	6/7/2017 weekly
G1.MA1 M333735	iReady Data will be collected and reviewed throughout the year to determine progress toward the...	Williams, Kenneth	8/22/2016	Agendas; Sign-in Log during Data Chats	6/8/2017 quarterly
G2.MA1 M333738	Progress Monitoring Data will be collected and analyzed to determine progress toward goal.	Sawyer-Cooper, Hilleary	8/22/2016	Data, Data Chats, Sign-in Log, Collaborative Conversations with Transformation Coaches	6/8/2017 quarterly
G1.B1.S1.MA1 M333733	Debrief with transformation coaches on the implementation of lesson planning and delivery. Analyze...	Williams, Kenneth	8/22/2016	Sign-in Logs, Agendas	6/8/2017 weekly
G1.B1.S1.MA1 M333734	Conduct classroom walk-throughs to monitor the effective use of lesson planning and delivery of...	Williams, Kenneth	8/22/2016	Follow-up Collaborative Conversations with Administrative Team and Transformation Coaches based on Classroom Walkthroughs.	6/8/2017 daily
G2.B1.S1.MA1 M333736	Debrief with transformation coaches on the implementation of lesson planning and delivery and...	Williams, Kenneth	8/22/2016	Follow-up Collaborative Conversations with Transformation coaches.	6/8/2017 weekly
G2.B1.S1.MA1 M333737	Conduct classroom walk-through to monitor the effective use of lesson planning and delivery of...	Williams, Kenneth	8/22/2016	Follow-up Collaborative Conversations with Transformation coaches.	6/8/2017 daily
G2.B1.S1.A6 A320492	Follow-up on the implementation of questioning strategies provided during professional development...	Williams, Kenneth	8/22/2016	Walk-through documentation, Administrative Feedback	6/8/2017 weekly
G3.B1.S1.MA1 M333739	Conduct classroom walkthroughs to monitor the effectiveness of the implementation and instruction...	Balderramos, Fatima	8/22/2016	Sign-in Logs, Agendas	6/8/2017 daily
G3.B1.S1.MA1 M333740	On-going monitoring of teachers implementing strategies	Balderramos, Fatima	8/22/2016	Follow-up Collaborative Conversations with Administrative Team and Curriculum Support Specialist based on Classroom Walkthroughs.	6/8/2017 daily
G3.B1.S1.A2 A320494	Provide opportunities for collaborative planning with K-4th grade teachers on a bi-weekly basis.	Balderramos, Fatima	8/22/2016	Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block	6/8/2017 biweekly
G3.B1.S1.A5 A320497	Model during planning how to select the appropriate reading text aligned to standards to deliver...	Balderramos, Fatima	8/22/2016	Evidence in lesson plans, Agenda, Sign-In sheets, formal & informal observations during the instructional block	6/8/2017 biweekly
G4.B1.S1.MA1 M333743	Review parent workshop attendance and data chat logs	Williams, Kenneth	8/24/2016	Follow-up Collaborative Conversations with Counselors	6/8/2017 weekly

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in Literacy.

G1.B1 During teacher questioning, there is limited evidence of wait time and probing.

G1.B1.S1 Enhance teacher questioning during whole- group and small group instruction using data and resources to meet specified student needs in order to target all students.

PD Opportunity 1

Provide professional development to all ELA teachers on questioning strategies and the development of higher-order thinking questions.

Facilitator

Fatima Balderramos

Participants

Literacy Teachers

Schedule

Monthly, from 8/22/2016 to 12/21/2016

PD Opportunity 2

Provide professional development on analyzing summative/formative data sources to guide planning and instruction.

Facilitator

Sherria Isom

Participants

ELA Teachers

Schedule

On 11/30/2016

G2. To increase student achievement by improving core instruction in Mathematics.

G2.B1 During classroom walkthroughs and coach support, teacher questioning showed limited evidence of wait time and probing. Most teacher questioning is at the recall level.

G2.B1.S1 Provide opportunities for collaborative planning to strengthen the focus of instruction during whole and small-group instruction.

PD Opportunity 1

Provide professional development to all Math teachers on questioning strategies and the development of higher-order thinking questions using Effective Questioning Protocol.

Facilitator

Hilleary Sawyer-Cooper

Participants

K-5 Math Teachers

Schedule

On 11/8/2016

G3. To increase student achievement by improving core instruction in Science.

G3.B1 Limited planning for explicit instruction and student check for understanding aligned to cognitive complexity of the standards.

G3.B1.S1 Utilize NGSS Standards to develop and align explicit lessons to assist with delivery of explicit instruction and student check for understanding. Develop plans that are clear, logical, sequential aligned to standards.

PD Opportunity 1

Provide Professional Development of the use of pacing guide, planning cards, and item specification to align resources, activities, and tasks to the standards for grades K-5

Facilitator

Lolita Smith, Curriculum Support Specialist

Participants

Science Teachers

Schedule

On 10/12/2016

G4. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

G4.B1 Limited parent attendance and parental involvement within the academic culture of the school.

G4.B1.S1 Learning Environment- Promote accountability for learning that holds high academic expectations for all students and parents within the school culture.

PD Opportunity 1

Provide Saturday Academy Parent Workshops (The Melissa Institute Curriculum)

Facilitator

School Counselor and Success Coach

Participants

Parents

Schedule

Weekly, from 10/15/2016 to 12/17/2016

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	Utilize collaborative planning to collaborate with ELA teachers to create a variety of text-dependent higher-order thinking questions.	\$0.00
2	G1.B1.S1.A2	Utilize Backwards Design during collaborative planning to create products that provide strong performance of understandings based on LAFS.	\$0.00
3	G1.B1.S1.A3	Provide professional development to all ELA teachers on questioning strategies and the development of higher-order thinking questions.	\$0.00
4	G1.B1.S1.A4	Conduct coaching cycles and model questioning strategies and higher order thinking questions based on teacher need.	\$0.00
5	G1.B1.S1.A5	Monitor and follow-up on the implementation of questioning strategies provided during professional development and use of summative/formative data to guide planning/instruction.	\$0.00
6	G1.B1.S1.A6	Provide professional development on analyzing summative/formative data sources to guide planning and instruction.	\$0.00
7	G2.B1.S1.A1	Provide professional development to all Math teachers on questioning strategies and the development of higher-order thinking questions using Effective Questioning Protocol.	\$0.00
8	G2.B1.S1.A2	Collaborate with Math teachers during common planning to create a variety of higher order thinking questions aligned to MAFS.	\$0.00
9	G2.B1.S1.A3	Conduct coaching cycles and model questioning strategies based on teacher need.	\$0.00
10	G2.B1.S1.A4	Develop a mini lesson/quiz using Kahoot that demonstrates higher order thinking questions.	\$0.00
11	G2.B1.S1.A5	Utilize Backwards Planning Design during collaborative planning to create products that provide strong performance of understandings based on MAFS.	\$0.00
12	G2.B1.S1.A6	Follow-up on the implementation of questioning strategies provided during professional development and use of summative/formative data to guide planning/instruction.	\$0.00
13	G3.B1.S1.A1	Provide Professional Development of the use of pacing guide, planning cards, and item specification to align resources, activities, and tasks to the standards for grades K-5	\$0.00
14	G3.B1.S1.A2	Provide opportunities for collaborative planning with K-4th grade teachers on a bi-weekly basis.	\$0.00
15	G3.B1.S1.A3	Provide oppurtunities for collaborative planning with fifth grade teachers on a weekly basis.	\$0.00
16	G3.B1.S1.A4	Model during planning the delivery of explicit instructions to assist in producing student authentic work for targetted teachers and ensure Check for Understanding questions are completed.	\$0.00
17	G3.B1.S1.A5	Model during planning how to select the appropriate reading text aligned to standards to deliver explicit instruction in K-5.	\$0.00

18	G3.B1.S1.A6	Monitor the effective use of pacing guides, planning cards, and Item Specifications aligned to standards. Look fors will be focused on the completion of Checks for Understanding and explicit instruction to determine mastery.	\$0.00
19	G4.B1.S1.A1	Provide Saturday Academy Parent Workshops (The Melissa Institute Curriculum)	\$0.00
20	G4.B1.S1.A2	Facilitate Parent Academy Sessions	\$0.00
21	G4.B1.S1.A3	Conduct TPS (Teacher Parent Student) Talks	\$0.00
Total:			\$0.00