

Miami-Dade County Public Schools

West Lakes Preparatory Academy



2016-17 Schoolwide Improvement Plan

West Lakes Preparatory Academy

8435 W 36TH AVE, Hialeah, FL 33018

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	61%
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	2017-18
Grade	A

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
Appendix 1: Implementation Timeline	21
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	22
Technical Assistance Items	23
Appendix 3: Budget to Support Goals	23

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 West Lakes Preparatory Academy

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

West Lakes Preparatory Academy will provide a learning community that maximizes the academic, creative and personal potential of all its students. In addition, we will provide an educational environment that bridges the gaps between textbook knowledge, practical application, and abstract thought, while inspiring and stimulating intellectual curiosity that will guide our learners throughout their lives.

b. Provide the school's vision statement.

The vision of the West Lakes Preparatory Academy is to establish an educational partnership with the home, school, and community that provides students with an optimal learning environment.

2. School Environment

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

At West Lakes Preparatory Academy, the students learn about various cultures and build relationships through classroom activities and lessons. The school has hosted cultural activities for Hispanic Heritage month and activities are currently being planned for African American History month. With such a small group of students currently attending the school, students were able to identify the countries of their parents' origin during Hispanic Heritage month. The students and their teachers dressed and presented the information researched. Through these endeavors, teachers and their students continue to build positive relationships.

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

West Lakes Preparatory Academy has excellent and dedicated teachers. We believe that our responsibility is to our students first and to the community and the society that we serve. We maintain a positive teaching and learning environment. The staff is comprised of 8 full-time staff members. Of this group, 1 is an administrator, 5 are classroom teachers, and 2 are clerical employee.

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.

West Lakes Preparatory Academy is committed to promoting a positive learning environment. Appropriate

behavior is encouraged and reinforced within the school setting.

School wide Incentives:

- Staff will actively monitor student's behavior rewarding them with verbal praises and/or redirecting student behavior as needed.
- Staff will identify students exhibiting positive behavior and complete a ticket. This ticket is to be

turned into the

office and read on the announcements describing the positive behavior exhibited.

- Students exhibiting positive behavior attend field trips.
- Students exhibiting positive behavior receive citizenship awards.

In addition to frequent verbal praise and encouragement, West Lakes Preparatory Academy faculty and staff will recognize and celebrate good behavior through school wide incentive programs.

Professional Development:

- Professional development activities will present information on de-escalation skills prevention, positive intervention, assertion and problem solving.
- Professional development activities will also include high quality instructional strategies to be used.
- Classroom management, organization, and instructional strategies will be addressed by the exemplary educators, facilitator, district and administrative staff.

Strategies to Promote Model Behavior:

- View behaviors like academics – something to be taught
- Focus on changing and teaching behavior
- Focus on effective prevention
- Positive climate (Teacher-student relationship)
- Teach expectations
- Support non-exclusionary options for discipline
- Teachers directly instruct and model behavior expectations and rules.
- Classroom rules and expectations are posted in the classroom.
- Teachers establish routines and procedures.

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.

Counseling Intervention Strategies:

- Identified students will be required to participate
- Counseling will focus on behavioral needs
- Counseling to be delivered via a trained professional (social worker, counselor, school psychologist)

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.

West Lakes Preparatory Academy has implemented an intervention program for students who are not making sufficient progress. Students not making progress include: students failing English Language Arts or Math and students with attendance reports below 90 percent.

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

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

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

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	1	0	0	0	0	0	0	0	0	0	0	1	

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

West Lakes Preparatory Academy offers afternoon tutoring to selected first and second graders who are struggling in the area of Reading and Math. Students performing below grade level are also enrolled in growth monitoring using i-Ready Reading and Mathematics. West Lakes Preparatory Academy uses McGraw's Wonder Works program as part of the intervention program.

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. Description

West Lakes Preparatory Academy will notify parents in various ways through phone calls, the Remind App, and letters sent home to ensure the participation in school decisions and activities. Communication will be made informing them of any EESAC meetings, PTSA meetings, or Parent Nights. All stakeholders receive flyers welcoming them to tour West Lakes Preparatory Academy and learn more about our exciting and upcoming educational endeavors.

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.

West Lakes Preparatory Academy will build partnerships with the local community through various events at the school that invites the community in to participate, by partnering with local restaurants for family nights and canvassing new home developments with school paraphernalia. Through these efforts we will seek donors and volunteers to gain additional resources to assist with student achievement goals.

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
Lumpkin, Richelle	Principal
Rafael, Tiffanie	Instructional Coach
Cramer, Carolin	Teacher, K-12
Martinez, Gloria	Teacher, K-12
Beatty, Adriana	Teacher, PreK

b. Duties

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

Richelle Lumpkin, Principal: Provide support and instructional leadership, set expectations, ensure commitment, allocate resources, actively participates in School-Based Leadership Team meetings, ensure that faculty is aware of MTSS through continuous professional development and support implementation.

Tiffanie O'Reilly, Reading Coach: Provide support, set expectations, provide instructional leadership, ensure commitment, participate in School-Based Leadership Team meetings, and lead MTSS meetings.

Mrs. Carolin Cramer, General Primary Education Teacher: Actively participate in MTSS meetings, provide information about core instruction at the primary level, participate in student data collection, ensure data are organized and displayed, assist with data interpretation, deliver Tier 1 instruction / intervention, collaborate with staff to implement Tier 2 interventions, and integrate Tier 1 materials / instruction with Tier 2/3 activities.

Mrs. Gloria Martinez, General Primary Education Teacher: Actively participate in MTSS meetings, provide information about core instruction at the intermediate level, participate in student data collection, ensure data are organized and displayed, assist with data interpretation, deliver Tier 1 instruction / intervention, collaborate with staff to implement Tier 2 interventions, and integrate Tier 1 materials / instruction with Tier 2/3 activities.

Mrs. Adrianna Beatty, Exceptional Student Education (ESE) Teacher: Actively participate in MTSS meetings, participate in student data collection and data analysis, integrate core instructional activities / materials into Tier 3 instruction, and collaborate with general education teachers through co-teaching activities and inclusionary participation.

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

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

1. Holding regular team meetings where problem solving is the sole focus. 2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. 3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?) 4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction) 5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively. 6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or

individual student diagnostic and progress monitoring assessment. 7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Gloria Martinez	Teacher
Richelle Lumpkin	Principal
Tiffanie O'Reilly	Teacher
Carolyn Cramer	Teacher
Levy Bonnin	Business/Community
Lillie Murillo	Parent
Maritza Vargas	Parent
Maria Ballesteros	Parent
Heather Tufts-Murphy	Business/Community
Linda Breland	Education Support Employee

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

N/A

b. Development of this school improvement plan

The SAC recommended goals and objectives for 2016-2017.

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

N/A

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

N/A

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.

Currently taking measures to ensure requirements are established and 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
Rafael, Tiffanie	Instructional Coach
Lumpkin, Richelle	Principal
Cramer, Carolin	Teacher, K-12
Martinez, Gloria	Teacher, K-12
Beatty, Adriana	Teacher, PreK
Perez, Nicole	Teacher, K-12

b. Duties

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

The major initiative of the LLT this year will be to monitor the fidelity of the implementation of the Reading Plan, Mathematics/Science curriculums, analyze the usage of i-Ready for Reading and Mathematics and collect and analyze data in order to formulate professional development activities that will direct instruction.

The LLT members will work closely with all grade level members in order to create a collaborative environment that fosters sharing and learning amongst all subject areas in all grade levels applicable to our school.

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.

The school's master schedule has been developed so all grade levels have common planning throughout the school year. Within the common planning block teachers collaborate together for lesson

studies and planning. Also professional development is provided throughout the school year for all teachers.

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

Creating partnerships with local universities to recruit teachers, provide in-house professional development to develop and retain highly qualified, certified-in-field, effective teachers to the school.

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

The school currently does not have beginning teachers but will participate in the MINT program should a beginning teacher be hired.

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.

West Lakes Preparatory Academy follows the district pacing guide in order to align all instructional programs to Florida Standards.

b. Instructional Strategies

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

West Lakes Preparatory Academy has data chats with all grade levels in order to analyze each class' data and student progress. After each i-Ready diagnostic assessment teachers rearrange groups as needed. Students are provided specific instructions on the areas that sufficient progress was not made. Also, students making progress are given enrichment material in order to continue making progress.

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: 1,080

After school tutorial program is being provided to selected first and second grade students.

Strategy Rationale

In order to improve student achievement in the area of reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lumpkin, Richelle, pr3001@dadeschools.net

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

I-Ready reports and tutoring portfolio

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.

West Lakes Preparatory Academy staff will distribute kindergarten preparation brochures and other documents to interested parents throughout the year. The school also provides incoming Kindergarten students and their parents with an orientation before the start of school. This eases the transition from home or other pre-school programs. Parents and children from neighboring programs are welcome to visit the Kindergarten classrooms and observe the instructional program. At West Lakes Preparatory Academy, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional/intervention programs. The Florida Work Sampling System (WSS) is administered to assess the readiness of each child for kindergarten. Screening data will be collected and aggregated during the first thirty days of school. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

N/A

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.

N/A

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement by improving core instruction in all content areas. 1a

G088013

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Need for increased knowledge in instructional planning in all content area.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers, iReady, Classroom Based Assessments, Progress Monitoring Assessments, Performance Data Reports, Data Debriefing/Chats, Daily Classroom Walkthroughs, Scheduled Intervention

Plan to Monitor Progress Toward G1. 8

Administration will monitor the implementation of the Action Plan Steps by conducting classroom walk-throughs, conducting Leadership Team meetings, attending grade level meetings, and analyzing data.

Person Responsible

Richelle Lumpkin

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Leadership Meeting Minutes, Grade Level Meeting Minutes, Walk-through Notes, Data Analysis, and results of SAT Assessment.

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. To increase student achievement by improving core instruction in all content areas. 1

 G088013

G1.B3 Need for increased knowledge in instructional planning in all content area. 2

 B234012

G1.B3.S1 Collaborative Grade Level Planning in all content areas to improve instructional delivery and engagement. 4

 S246809

Strategy Rationale

This strategy will provide multiple avenues to meet the needs of the students and teachers.

Action Step 1 5

Provide professional development in reading and math during the Opening of School meeting that addresses implementation of collaborative planning, instructional delivery, engagement, available resources, and individual student needs.

Person Responsible

Richelle Lumpkin

Schedule

On 8/22/2016

Evidence of Completion

Action Step 2 5

Work collaboratively during collaborative planning sessions to unwrap the standards, employ the effective use of the Florida Standards (LAFS and MAFS), Item Specifications, the 5 E's, and develop lesson plans that include authentic student work products that are aligned to the standards.

Person Responsible

Richelle Lumpkin

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Sign-in Sheets, Data Reports, and DI groups

Action Step 3 5

Core (Reading and Math) team members will meet on a monthly basis, review, analyze, and dis-aggregate data to help teachers drive their daily instruction and form DI groups.

Person Responsible

Richelle Lumpkin

Schedule

Weekly, from 8/28/2016 to 6/2/2017

Evidence of Completion

Action Step 4 5

Provide additional support to all teachers on the implementation of effective planning and instructional delivery through the coaching cycle and external professional development.

Person Responsible

Richelle Lumpkin

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Walk Through Notes, Coaching Logs, and PD Certificates

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will monitor the implementation of the Action Plan Steps by conducting classroom walk-throughs, conducting Leadership Team meetings, attending grade level meetings, and analyzing data.

Person Responsible

Richelle Lumpkin

Schedule

Monthly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Leadership Meeting Minutes, Grade Level Meeting Minutes, Walk-through Notes, and Data Analysis

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will monitor the implementation of the Action Plan Steps by analyzing data from the iReady and SAT scores.

Person Responsible

Richelle Lumpkin








Schedule

On 6/2/2017

Evidence of Completion

Leadership Meeting Minutes, Grade Level Meeting Minutes, Walk-through notes, and Data Analysis

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B3.S1.A1  A320712	Provide professional development in reading and math during the Opening of School meeting that...	Lumpkin, Richelle	8/19/2016		8/22/2016 one-time
G1.MA1  M333931	Administration will monitor the implementation of the Action Plan Steps by conducting classroom...	Lumpkin, Richelle	9/12/2016	Leadership Meeting Minutes, Grade Level Meeting Minutes, Walk-through Notes, Data Analysis, and results of SAT Assessment.	6/2/2017 monthly
G1.B3.S1.MA1  M333929	Administration will monitor the implementation of the Action Plan Steps by analyzing data from the...	Lumpkin, Richelle	9/12/2016	Leadership Meeting Minutes, Grade Level Meeting Minutes, Walk-through notes, and Data Analysis	6/2/2017 one-time
G1.B3.S1.A3  A320714	Core (Reading and Math) team members will meet on a monthly basis, review, analyze, and...	Lumpkin, Richelle	8/28/2016		6/2/2017 weekly
G1.B3.S1.A4  A320715	Provide additional support to all teachers on the implementation of effective planning and...	Lumpkin, Richelle	9/5/2016	Walk Through Notes, Coaching Logs, and PD Certificates	6/2/2017 weekly
G1.B3.S1.A2  A320713	Work collaboratively during collaborative planning sessions to unwrap the standards, employ the...	Lumpkin, Richelle	8/29/2016	Sign-in Sheets, Data Reports, and DI groups	6/8/2017 weekly
G1.B3.S1.MA1  M333930	Administration will monitor the implementation of the Action Plan Steps by conducting classroom...	Lumpkin, Richelle	9/12/2016	Leadership Meeting Minutes, Grade Level Meeting Minutes, Walk-through Notes, and Data Analysis	6/9/2017 monthly

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 all content areas.

G1.B3 Need for increased knowledge in instructional planning in all content area.

G1.B3.S1 Collaborative Grade Level Planning in all content areas to improve instructional delivery and engagement.

PD Opportunity 1

Provide professional development in reading and math during the Opening of School meeting that addresses implementation of collaborative planning, instructional delivery, engagement, available resources, and individual student needs.

Facilitator

Richelle Lumpkin

Participants

All teachers

Schedule

On 8/22/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Provide professional development in reading and math during the Opening of School meeting that addresses implementation of collaborative planning, instructional delivery, engagement, available resources, and individual student needs.	\$0.00
2	G1.B3.S1.A2	Work collaboratively during collaborative planning sessions to unwrap the standards, employ the effective use of the Florida Standards (LAFS and MAFS), Item Specifications, the 5 E's, and develop lesson plans that include authentic student work products that are aligned to the standards.	\$0.00
3	G1.B3.S1.A3	Core (Reading and Math) team members will meet on a monthly basis, review, analyze, and dis-aggregate data to help teachers drive their daily instruction and form DI groups.	\$0.00
4	G1.B3.S1.A4	Provide additional support to all teachers on the implementation of effective planning and instructional delivery through the coaching cycle and external professional development.	\$0.00
Total:			\$0.00