Ben Sheppard Elementary School

2016-17 Schoolwide Improvement Plan

Ben Sheppard Elementary School

5700 W 24TH AVE, Hialeah, FL 33016

http://bensheppard.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	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	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 was approved by the Dade County School Board on 9/30/2016.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Ben Sheppard 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.

To provide all students with an excellent instructional program in which their individual needs are met by providing qualified teachers who utilize effective teaching practices in order for every student to be prepared to compete in a global society.

b. Provide the school's vision statement.

Ben Sheppard Magnet Elementary aims to provide a quality education where all students will reach their fullest potential within a caring and secure environment.

2. School Environment

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

In order to respect and honor all students' cultures, Ben Sheppard Elementary teachers integrate cultural experiences and curriculum content throughout the year, including but not limited to Hispanic Heritage, Black History, Women's History, Holocaust Awareness and Character Education. To support the building of relationships between teachers, students and parents, the Ben Sheppard Elementary Community Involvement Specialist (C.I.S) offers monthly parent workshops which helps to solidify the home-school connection and secure a positive relationship between the teachers and students.
Additionally we maintain relationships with parents by facilitating parent-teacher conferences, the use of email or parent portal, and providing progress reports and report cards. Students are provided the opportunity to attend field trips through the Cultural Passport program as well as in-school functions/ events and/or literacy activities.

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

Students are closely monitored before, during and after school by our instructional, security and administrative staff. We also provide after-school care services until 6:00 p.m., Monday through Friday.

Fifth grade students also serve as Safety Patrols and assist in creating a safe and respectful environment. This program is overseen by instructional and administrative staff.

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.

Ben Sheppard Elementary has developed a schoolwide intervention strategy to reduce disruptive behavior and suspensions, that may impede students during instructional time. This helps to embrace the diverse needs of the students to support a positive school culture.

The school utilizes School Wide Alternatives to Suspension that includes:
Step One: Warning

Step Two: Teacher Conference with student
Step Three: Teacher notifies parent for Conference
Step Four: Refer to School Counselor where a Behavior Contract will be done with the student and the parent will be notified
Step Five: Detention
Step Six: Revocation of all School-Wide Special Events and extracurricular activities, parents notified (one week indoor suspension)
Step Seven: Student will be placed on Special Assignment duty within the school, Parent will be notified, and Behavior Contract will be revised/updated.

Faculty and Staff review the Code of Student Conduct, train and implement LEAPS Behavior Program, and attend Professional Development activities to learn positive behavior strategies. Faculty is also trained in order to implement FABs and BIPs and the School Counselor will provide teachers with techniques on how to deal with bullying and disruptive behaviors in class.

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.

Ben Sheppard Elementary School has an in-house School Counselor that provides present insight on the cognitive, social, psychological, and physical development of students that may influence academic success. School Counselor also offers quality services and expertise on curriculum program design, comprehensive student evaluation, and specialized intervention and serves as a link between community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 early warning system at Ben Sheppard Elementary School includes warning indicators for the following:
-Attendance below 90% regardless of unexcused or excused absence.
-1 or more previous suspensions, in or out of school.
-A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.

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	3	4	11	1	10	6	0	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	46	47	35	0	0	0	0	0	0	0	128
Retention	9	5	18	8	5	7	0	0	0	0	0	0	0	52
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	9	27	37	16	55	48	0	0	0	0	0	0	0	192

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

Ben Sheppard Elementary School uses a variety of intervention strategies to improve the academic performance of students that are identified by the early warning system. These strategies include an additional 30 minutes of reading intervention (pull-out model) using the WonderWorks program. Another strategy used is Differentiated Instruction, using supplemental materials from the Wonders Core Reading Program and the I-Ready computer program. After school tutoring is also provided for selected students in the areas of reading and math. In addition to these strategies, computer programs such as Reflex Math, Accelerated Reader, MyOn, and Imagine Learning are utilized based on individual student needs.

B. Family and Community Engagement

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

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

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

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

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/314501.

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.

The Community Involvement Specialist contacts local businesses to seek their support by developing a partnership with the school. Local businesses provide incentives for our students to support their academic achievement. In turn, the school will provide the business with art work, painting the store windows at holiday times, and exposure of their business to the school community by sponsoring "Family Nights".

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Tagle, Eduardo	Principal
Brown, Alicia	Assistant Principal
Zayas, Angela	Assistant Principal
Alvarez, Maria	Teacher, K-12
Ruiz, Pura	Instructional Coach
Osborn, David	Instructional Coach
Egues, Anamary	Teacher, ESE

b. Duties

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

*PRINCIPAL: Establishes a common vision for the implementation of data-driven instruction and the use of data-based decision making. Ascertains that the school-based team is implementing MTSS/RtI and ensures
implementation of intervention support and the maintenance of all documentation. Secures adequate professional development to support MTSS/RtI implementation, and communicates with staff and parents
regarding school-based MTSS/RtI plans and activities.

*ASSISTANT PRINCIPALS: Assist the Principal in the establishment of a common vision for the implementation of data-driven instruction and the use of data-based decision-making. Aide the Principal in the supervision of the MTSS/RtI team and its implementation of all processes. Support the Principal in the collection of all documentation and the provision of adequate professional development opportunities for all staff members. Communicate with staff and parents regarding school-based MTSS/RtI plans and activities.

*READING COACH: Provide essential leadership for the school's research-based curriculum programs. Create, supervise, and deliver long-term staff professional development processes that support both the development and implementation of the school core content standards and programs. Identify and analyze existing research on scientifically based strategies as well as intervention approaches. Analyze current data in order to identify systematic patterns of students needs while working with district/region/school personnel to develop appropriate intervention strategies. Assist with the school's screening process in order to provide
early intervening services for children considered "at risk"; facilitate the design and implementation of all
progress monitoring, data collection, and data analysis.

*MATHEMATICS LIAISON and SCIENCE LEADER: Provide essential leadership for the school's research-based curriculum programs. Create, supervise, and deliver long-term staff professional development processes that support both the development and implementation of the school core content standards and programs. Identify and analyze existing research on scientifically based strategies as well as intervention approaches. Analyze current data in order to identify systematic patterns of students needs while working with district/region/school personnel to develop appropriate intervention strategies. Assist with the school's screening process in order to provide early intervening services for children considered "at risk"; facilitate the design and implementation of all progress monitoring, data collection, and data analysis.

*EXCEPTIONAL STUDENT EDUCATION (ESE) REPRESENTATIVE: Provides insight into

Exceptional Student Education practices, shares research-based instructional strategies for the differentiated instruction of ESE students, participates in student data collection, integrates core instructional activities/resources into Tier 3 instruction, and collaborates with general education teachers through such activities as consultation, collaboration and co-teaching.

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.

Ben Sheppard Elementary School uses intervention strategies from the Multi-Tiered System of Support (MTSS) and Response to Intervention (RtI). Students in Tier 1 receive differentiated instruction from teachers during the 2-hour reading/language arts block. Teachers are responsible for analyzing data and determine the skills that need to be covered based on results of the I-Ready Diagnostic and/or weekly/bi-weekly assessments.
Administrators will monitor assessment data and conduct data chats to evaluate progress towards goals at least three times per year, after the administration of the I-Ready diagnostic exam. Assistant principal and/or reading coach will ensure students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. The MTSS Leadership Team at Ben Sheppard Elementary will use the Tier 1 Problem Solving process to set Tier 1 goals and monitor academic and behavioral data to evaluate progress towards those goals at least three times per year. The team will hold regular meetings to discuss students' response to intervention.
The team will use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

Students in Tier 2 will receive additional interventions because they have not met proficiency. Supplemental instruction and interventions are provided in addition to the support from Tier 1. The interventions will include an additional 30 minutes of daily instruction in Reading either by pull-out or push-in models. The WonderWorks program will be utilized on a daily basis for these students. Monthly evaluation/review of Ongoing Progress Monitoring (OPM) data of intervention groups and individual students will be monitored by the MTSS Leadership team.

Students in Tier 3 will receive additional interventions because they have not met proficiency in Tiers 1 and 2. In addition to the support provided in Tiers 1 and 2, these students will receive an additional 30 to 45 minutes of intensive reading intervention. Supplemental materials utilized may vary based on individual students' need.
If students in Tier 3 do not meet expected progress, the RtI team will meet to determine the next step for the student. This could be revising the intervention or recommending the child for an evaluation.

Title I, Part A
Ben Sheppard Elementary will provide for an annual orientation meeting to inform parents of students in the Title I Program of their right to be involved. We offer meetings at flexible times; provide transportation, childcare and home visits for parents. In addition, we actively involve parents in planning, reviewing, and improving the Title I Program and the Parental involvement Plan (PIP).

Our school also provides high quality curriculum and instruction in a supportive and effective learning environment that enables the participating English Language Learner (ELL) student to meet the State's student academic achievement standards. We will provide students with the opportunity to acquire basic English language proficiency before inclusion in the school-wide Progress Monitoring Plan (PMP). Furthermore, parent conferences will be initiated for ELL students in ESOL Levels I and II, that have not shown adequate progress on progress monitoring assessments. Our school will

ensure that promotion for ELL students and ELL students with disabilities in all grades is based on the student's performance in their dominant language. We will provide parents with written notification at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course.

Ben Sheppard Elementary School staff ensures that students requiring additional intervention are assisted through differentiated instruction in reading and mathematics. Services are provided by the classroom
teacher and through tutorial programs offered both during and after school. Summer school was offered to all third grade students that were retained.

The district coordinates with Title II and Title III in ensuring that staff development is provided. Curriculum Coaches work with school administration to develop and evaluate the school core content standards and programs; identify and analyze existing literature on scientifically based curriculum and behavior assessment and intervention approaches and identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. The curriculum coaches also assist the administration with whole school screening programs that provide early intervening services for children considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and monitoring the implementation of these strategies. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services and support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Ben Sheppard Elementary School provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure the unique needs of migrant students are met. Ben Sheppard Magnet Elementary School coordinates services with the district to support the Educational Alternative Outreach program and Drop-out Prevention programs.

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) by
providing funds to offer tutorial programs and parent outreach activities. These funds will also be used to provide professional development on best practices for ELL and content area teachers, coaching and mentoring for ELL and content area teachers, purchasing of supplementary materials in reading and mathematics.

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless
children by collaborating with parents, schools, and the community. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. Project Upstart assists schools with the identification, enrollment, attendance, and transportation of homeless students.
Ben Sheppard Elementary has identified the school counselor as the Homeless Liaison. The Homeless Liaison provides training for the Ben Sheppard Elementary school registrar on an as needed basis on the procedures for enrolling homeless students.
School counselor receives training on the McKinney Vento Homeless Assistance Act. This ensures that homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as
homeless-and are provided with all entitlements.
Project Upstart provides a homeless sensitivity awareness campaign to all the schools. Each school is
provided a video and curriculum manual, and a contest is sponsored by the Homeless Trust, a

community
organization. Project Upstart also provides tutoring and counseling services to twelve homeless
shelters in the community. The school counselor will continue to participate in community
organization meetings and task forces as it relates to homeless children and youth.

The counselor at Ben Sheppard Elementary School provides classroom teachers with lessons from
the Values Matter program, which focuses on the core values as identified by the district.

Ben Sheppard Elementary School adheres to and implements the nutrition requirements stated in the
District Wellness Policy. Nutrition education, as per state statute, is taught through Physical
Education. The School Food Service Program which includes, breakfast, lunch, and after care
snacks, follow the
Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Eduardo Tagle	Principal
Ms. Alicia Brown	Principal
Mrs. Ana Lopez	Teacher
Mrs. Linh Ly	Teacher
Mrs. Maria Alvarez	Teacher
Mrs. Ana Moya	Education Support Employee
Mrs. Melba Lobo	Education Support Employee
Mr. Roy Perez	Business/Community
Mrs. Velma Lawrence	Business/Community
Mayte Mederos	Teacher
Mercedes Gil	Teacher
Arissa Arce	Student
Melanie Santana	Student
David Osborn	Teacher
Pura Ruiz	Teacher
Larry Milian	Business/Community
Noslen Penaranda	Parent
Catalina Gamez	Parent
Giselle Melo	Parent
Jessica Gutierrez	Parent
Yeneisy Torres	Parent
Darelys Leiva	Parent
Maria Gil	Parent
Eliana Isoardi	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The activities from the previous school year included the monitoring implementation of the SIP, collecting and analyzing data in reference to student achievement, and providing assistance with the current standards assessed on the FSA in Language Arts and Mathematics. The data and strategies that were utilized were closely examined, reviewed and revised in order to drive instruction with fidelity.

b. Development of this school improvement plan

Our members worked collaboratively with teachers to develop the goals and strategies to complete the different sections of the SIP.

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

The school's annual budget is shared with the school's EESAC members, and feedback is requested from stakeholders.

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

School Improvement funds were used to enhance and supplement instruction. $2,170.70 was allocated for the purchase of Florida Ready Books for grades 3, 4, and 5. $828.30 was allocated for the purchase of licenses for the Accelerated Reader Program.

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
Tagle, Eduardo	Principal
Brown, Alicia	Assistant Principal
Alvarez, Maria	Instructional Coach
Osborn, David	Instructional Coach
Ruiz, Pura	Instructional Coach
Fernandez, Hilario	Teacher, K-12
Millares-Fernandez, Christine	Teacher, K-12
Ly, Linh	Teacher, K-12
Waksman, Orietta	Teacher, K-12
Shelley, Estela	Teacher, K-12
Zayas, Angela	Assistant Principal
Egues, Anamary	Teacher, ESE
Hernandez-Roan, Lourdes	Teacher, K-12
Rizo, Jacqueline	Teacher, K-12
Lopez-Isa, Ada	Teacher, K-12

b. Duties

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

As a Tier 1 school, the major initiatives of the LLT this year will be:
• Collaboration with Office of Academics and Transformation (OAT), Literacy Curriculum Support Specialists
and North Region personnel.
• Identification of model classrooms to create a collegial environment that fosters sharing and learning.
• Plan professional development based on student assessment data and teacher needs assessment.
• Conduct grade level meetings to analyze data to improve instructional delivery and student achievement.
• Align supplemental materials to the Florida Standards Assessment.
• Provide team members that are skilled and committed to improving literacy with leadership opportunities.
• Increase capacity of reading knowledge and focus on areas of literacy concern within the 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. § 6314(b)(1)(D).

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

• Provide professional development for all teachers to share effective planning frameworks.
• Identification of model classrooms to create a collegial environment that fosters sharing and learning.
• Specified teacher leaders will be encouraged to facilitate modeling effective instruction.
• Development of effective plans inclusive of Differentiated Instruction within the grade level.
• Collaboration with Instructional Coaches.
• Administrative Team will encourage and foster continuous collaboration among teachers.

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

• Ben Sheppard Elementary will recruit and retain highly qualified, certified in-field, and effective teachers by providing various levels of support to the teachers.
• Principal will attend job fairs to recruit highly qualified teachers.
• New teachers will be assigned a mentor teacher by the assistant principals.
• Monthly Professional Development activities to address teacher and student needs will be provided by the instructional coaches and assistant principals.

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

Ben Sheppard Elementary School offers a comprehensive mentoring program to promote the growth and development of beginning teachers as well as strengthening teachers in need of assistance in order to improve student learning. Mentors are there to support teachers in enhancing their planning, instruction, and content knowledge. Mentors orient new teachers to the school community and the teaching field.

Qualifications for mentors:
• Must hold a valid professional teaching certificate.
• Minimum of three years of successful teaching experience.
• Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.

Selection criteria for mentors:
• Mastery of pedagogical and subject matter skills.
• Evidence of strong interpersonal skills.
• Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas.
• Evidence of effective teaching and student achievement gains.
• Credibility with colleagues.
- Frequently participates in professional learning.
• Expertise in accessing data resources and using data to analyze instruction.

Required training to become a mentor:
• To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:
• Overview of Mentoring and Induction for New Teachers (MINT).
• Introduction to Instructional Mentoring.
• Data Coaching.

Who receives a mentor:
• Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.

Assistance for 2nd and 3rd year teachers:
• Teachers with previous teaching experience and teachers in years two and three are eligible to receive a
buddy teacher.
• A buddy teacher occupies a leadership role in the school such as a Department Chairperson, Grade Level Leader, Reading Coach, Mathematics Liaison, Science Leader and/or National Board Certified Teacher.

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.

Ben Sheppard Elementary School's teachers will participate in Professional Development, that will focus on the implementation of Florida's Standards and best practices based on their teaching assignment. Through the implementation of the Florida Standards, the teachers will guide students' critical thinking and problem solving skills.

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.

Ben Sheppard Elementary School's teachers will utilize the planning framework to develop effective plans inclusive of Differentiated Instruction (DI). Teachers will develop routines for small group instruction that include data driven flexible groups, visual rotation charts, accessible resources that address remediation, extension, and enrichment.

Teachers will use the Florida Continuous Improvement Model (FCIM) to ensure students are provided instruction base on their readiness levels. The work continuously engages students' while also keeping them on their "mental tiptoes." Struggling students are provided opportunities beyond being placed in the "low" group to show what they know and what makes them "spark."

Students' interests and learning styles are considered when grouping so all students have opportunities to shine.

Teachers will implement Differentiated Instruction (DI) by:
The content: What we want the students to learn.
The process: How will the students makes sense of what they are learning.
The product: What students do to show that he/she has the knowledge, understanding and skills taught.

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: Extended School Day

Minutes added to school year: 2,400

Selected ELL students will be given the opportunity to participate in after-school intervention programs to focus on reading and math deficiencies as funded through Title III.

Strategy Rationale

Data obtained from i-Ready, Imagine Learning, and Math assessments will be used to select ELL students for this after school tutoring program. ELL students will be provided the opportunity to practice the skills needed to achieve proficiency in the areas of reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Tagle, Eduardo, pr5021@dadeschools.net

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

To determine effectiveness of the strategy, data will be collected and analyzed after the administration of Bi-weekly reading assessments, Math topic tests, and I-Ready diagnostic and growth monitoring assessments. Data chats will be conducted by subject areas and instruction will be adjusted based on results. Data analysis will be done by teachers to help determine effectiveness of their teaching strategies.

Strategy: After School Program

Minutes added to school year: 43,200

After-school care program provides child care services as well as home learning assistance to children of working parents. Students are given access to computers, as well as receiving assistance with their home learning from high school volunteers and after care leaders.

Strategy Rationale

Students have the benefit of receiving help with their home learning which in turn enables them to master skills and standards. Access to computers allows students without computers the opportunity to complete required assignments in computer based programs like I-Ready, MyOn, and Reflex Math.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Osborn, David, dosborn@dadeschools.net

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

Teachers will be in contact with after-care leaders to make sure that students are completing the assigned home learning. Teachers can use available data to determine whether or not students attending after-care are showing proficiency on assessments and inform the after-care leader if student requires monitoring when completing home learning.

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. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Title I Administration assists Ben Sheppard Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

At Ben Sheppard Elementary School, all incoming kindergarten students are assessed in order to ascertain individual needs and to assist in the development of interventions. The Florida Kindergarten Readiness
Screener (FLKRS) is administered within the first 30 days of school. The FLKRS is made up of the Early
Childhood Observation System (ECHOS). The ECHOS measures benchmarks in seven domains. It provides a simple, uniform method for observing and measuring the progress of young readers.

In addition, the Oral Language Proficiency Survey (OLPS) and the ACCESS for ELL's 2.0 are

administered to students whose home language is other than English. All new kindergarten students are assessed for school readiness with these instruments. This data will be analyzed and disaggregated in order to diagnose and prescribe appropriate Tier 1 core instruction, as well as Tier 2 and Tier 3 interventions.

Ben Sheppard Elementary School participates in the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school pre-kindergarten program. Through this undertaking,school staff will plan workshops for the administrators of neighboring daycares and pre-schools in order to discuss kindergarten readiness expectations. Additionally, discussion forums will afford parents the opportunity to learn literacy and parenting strategies. Finally, in-school articulation meetings will be scheduled to discuss effective instructional methods and developmental expectations of pre-kindergarten students as they transition to kindergarten.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   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

🔑 G088042

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	73.0
FSA Mathematics Achievement	77.0
FCAT 2.0 Science Proficiency	50.0
Students Exiting ELL Status	37.0

Targeted Barriers to Achieving the Goal 3

- Planning in instruction does not demonstrate high rigor and instructional framework (Inclusive of whole/small group.)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Intervention Center(RIC), Reading Coach, Professional Learning Support Team (PLST),Professional Development, Technology Programs, Collaborative Planning within the department and grade levels, Florida Center for Reading Research (FCRR) Activities, Leveled Readers, Workstation Cards, McGraw-Hill Wonders and Wonder Works, Imagine Learning, Accelerated Reader (AR), Renaissance Learning, MyOn Reader.

- Mathematics Lab, Manipulatives, Technology, IXL, Think Central, Math Journal, Math Liaison and iReady, Professional Learning Support Team (PLST), Reflex Math.

- Science Lab, Science Leader, Professional Learning Support Team (PLST)IXL (5th grade), Curriculum Support Specialist.

- Writing District Pacing Guide and McGraw-Hill Wonders program will support students on how to implement the writing process effectively. The District Writing Rubrics will provide teachers and students with guidelines and expectations for achieving the goal, Professional Learning Support Team (PLST).

- Miami-Dade County Public Schools (M-DCPS) Pacing Guides, Rubrics, Professional Learning Support Team (PLST), Professional Development, Computer Assisted Instructional (CAI) Programs, Collaborative Planning within the grade levels and departments, Waterford, English Language Learner (ELL) Tutoring.

Plan to Monitor Progress Toward G1. 8

Data disaggregation, Bi-weekly Reading Assessments, Math Topic Assessments, i-Ready Diagnostic and Growth Monitoring Assessments, Florida Standards Assessment, and FCAT 2.0 for Science.

Person Responsible
Eduardo Tagle

Schedule
Biweekly, from 8/22/2016 to 6/23/2017

Evidence of Completion
Florida Standards Assessment Data, and 2.0 FCAT Science Data, i-Ready Diagnostic Assessments

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

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

🔑 G088042

G1.B1 Planning in instruction does not demonstrate high rigor and instructional framework (Inclusive of whole/small group.) `2`

🔑 B234078

G1.B1.S1 Effective Planning and Instructional Delivery in all content areas. `4`

🔑 S246880

Strategy Rationale

Assessed that planning was not being used with the purpose for instructional delivery.

Action Step 1 `5`

(1) Provide professional development for specified teacher leaders to share effective planning framework and priority components of an instructional block.
(2) Provide professional development for all teachers to share effective planning framework and priority components of an instructional block.
(3) Provide professional development by modeling an effective planning session using the instructional planning framework inclusive of the priority components Effective Planning and Instructional Delivery in all content areas.

Person Responsible

Eduardo Tagle

Schedule

Biweekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Sign-in, Agenda, PD deliverables

Action Step 2 `5`

Teachers will utilize planning framework to develop effective plans inclusive of Differentiated Instruction. Teachers will develop routines for small group instruction that include data driven flexible groups, visual rotation charts, accessible resources that address remediation, extension, and enrichment.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 9/30/2016 to 6/2/2017

Evidence of Completion

Walk-through logs, DI folders, lesson plans, rotation schedules, student feedback, coaching logs, coaching schedules, debriefing conferences

Action Step 3 `5`

Utilize model classrooms for observational purposes in order to demonstrate effective implementation of Differentiated Instruction.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 10/4/2016 to 6/2/2017

Evidence of Completion

Debriefing conferences

Action Step 4 `5`

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

Person Responsible

Eduardo Tagle

Schedule

Daily, from 10/4/2016 to 5/26/2017

Evidence of Completion

Walk-through logs, coaching logs, coaching schedules, debriefing conferences

Action Step 5 `5`

Participate in professional development, observe teachers prepared with appropriate resources and actively engaged in collaborative conversations. Observe instructional routines in place, including small group rotations, visible resources being utilized, and work folders including end products from differentiated instruction. Create coaching schedule, observe components of the coaching cycle and debrief with teachers to exchange feedback on whether needs are being met.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, Walkthrough logs, Debriefing conferences

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

Professional Development (PD) Liaison documentation logs of attendees.

Person Responsible

David Osborn

Schedule

Monthly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Walk-throughs, Lesson Plans, Sign-in, Agenda, PD Deliverables

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

Teachers will utilize planning framework to develop effective plans. Teachers will develop routines that include data driven flexible groups, accessible resources that address remediation, extension, and enrichment.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 9/30/2016 to 6/2/2017

Evidence of Completion

Walk-through logs, Lesson plans, Rotation schedules, Coaching logs and schedules

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

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

Person Responsible

Eduardo Tagle

Schedule

Biweekly, from 10/4/2016 to 6/2/2017

Evidence of Completion

Coaching logs.

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

Utilize model classrooms for observational purposes in order to demonstrate effective implementation of instructional delivery.

Person Responsible

Eduardo Tagle

Schedule

Monthly, from 10/4/2016 to 6/2/2017

Evidence of Completion

Coaching logs and Administrative walk-throughs.

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

Classroom instruction will be aligned to the professional development activity.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Student feedback, Quizzes, Student Work, Data Chats

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

Student engagement and increased use of technology during instructional delivery.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student feedback, Quizzes, Student Work, Data Chats

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

Classroom walk-throughs will be conducted to monitor the implementation in the instructional delivery.

Person Responsible

Eduardo Tagle

Schedule

Weekly, from 8/30/2016 to 6/8/2017

Evidence of Completion

Student feedback, Quizzes, Student Work, Data Chats

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

Classroom walk-throughs will be conducted to ensure use of the model classroom "take away" implemented in the instructional delivery.

Person Responsible

Eduardo Tagle

Schedule

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

Evidence of Completion

Student feedback, Quizzes, Student Work, Data Chats

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A4 🔍 A320858	Conduct coaching cycles and model different components of the instructional framework based on...	Tagle, Eduardo	10/4/2016	Walk-through logs, coaching logs, coaching schedules, debriefing conferences	5/26/2017 daily
G1.B1.S1.MA1 🔍 M334091	Classroom instruction will be aligned to the professional development activity.	Tagle, Eduardo	8/30/2016	Student feedback, Quizzes, Student Work, Data Chats	6/2/2017 weekly
G1.B1.S1.MA6 🔍 M334092	Student engagement and increased use of technology during instructional delivery.	Tagle, Eduardo	8/29/2016	Student feedback, Quizzes, Student Work, Data Chats	6/2/2017 weekly
G1.B1.S1.MA8 🔍 M334094	Classroom walk-throughs will be conducted to ensure use of the model classroom "take away"...	Tagle, Eduardo	9/12/2016	Student feedback, Quizzes, Student Work, Data Chats	6/2/2017 biweekly
G1.B1.S1.MA1 🔍 M334095	Professional Development (PD) Liaison documentation logs of attendees.	Osborn, David	8/30/2016	Walk-throughs, Lesson Plans, Sign-in, Agenda, PD Deliverables	6/2/2017 monthly
G1.B1.S1.MA2 🔍 M334096	Teachers will utilize planning framework to develop effective plans. Teachers will develop routines...	Tagle, Eduardo	9/30/2016	Walk-through logs, Lesson plans, Rotation schedules, Coaching logs and schedules	6/2/2017 weekly
G1.B1.S1.MA3 🔍 M334097	Conduct coaching cycles and model different components of the instructional framework based on...	Tagle, Eduardo	10/4/2016	Coaching logs.	6/2/2017 biweekly
G1.B1.S1.MA4 🔍 M334098	Utilize model classrooms for observational purposes in order to demonstrate effective...	Tagle, Eduardo	10/4/2016	Coaching logs and Administrative walk-throughs.	6/2/2017 monthly
G1.B1.S1.A1 🔍 A320855	(1) Provide professional development for specified teacher leaders to share effective planning...	Tagle, Eduardo	8/30/2016	Sign-in, Agenda, PD deliverables	6/2/2017 biweekly
G1.B1.S1.A2 🔍 A320856	Teachers will utilize planning framework to develop effective plans inclusive of Differentiated...	Tagle, Eduardo	9/30/2016	Walk-through logs, DI folders, lesson plans, rotation schedules, student feedback, coaching logs, coaching schedules, debriefing conferences	6/2/2017 weekly
G1.B1.S1.A3 🔍 A320857	Utilize model classrooms for observational purposes in order to demonstrate effective...	Tagle, Eduardo	10/4/2016	Debriefing conferences	6/2/2017 weekly
G1.B1.S1.A5 🔍 A320859	Participate in professional development, observe teachers prepared with appropriate resources and...	Tagle, Eduardo	8/30/2016	Sign-in sheets, Walkthrough logs, Debriefing conferences	6/2/2017 weekly
G1.B1.S1.MA7 🔍 M334093	Classroom walk-throughs will be conducted to monitor the implementation in the instructional...	Tagle, Eduardo	8/30/2016	Student feedback, Quizzes, Student Work, Data Chats	6/8/2017 weekly
G1.MA1 🔍 M334099	Data disaggregation, Bi-weekly Reading Assessments, Math Topic Assessments, i-Ready Diagnostic and...	Tagle, Eduardo	8/22/2016	Florida Standards Assessment Data, and 2.0 FCAT Science Data, i-Ready Diagnostic Assessments	6/23/2017 biweekly

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.B1 Planning in instruction does not demonstrate high rigor and instructional framework (Inclusive of whole/small group.)

G1.B1.S1 Effective Planning and Instructional Delivery in all content areas.

PD Opportunity 1

(1) Provide professional development for specified teacher leaders to share effective planning framework and priority components of an instructional block. (2) Provide professional development for all teachers to share effective planning framework and priority components of an instructional block. (3) Provide professional development by modeling an effective planning session using the instructional planning framework inclusive of the priority components Effective Planning and Instructional Delivery in all content areas.

Facilitator

David Osborn, Linh Ly, Tissan Howard, Pura Ruiz, Maria Alvarez, Lourdes Hernandez-Roan, Jacqueline Rizo

Participants

Instructional Teachers

Schedule

Biweekly, from 8/30/2016 to 6/2/2017

PD Opportunity 2

Teachers will utilize planning framework to develop effective plans inclusive of Differentiated Instruction. Teachers will develop routines for small group instruction that include data driven flexible groups, visual rotation charts, accessible resources that address remediation, extension, and enrichment.

Facilitator

David Osborn, Pura Ruiz, Maria Alvarez, Administrative Team

Participants

Instructional Teachers

Schedule

Weekly, from 9/30/2016 to 6/2/2017

PD Opportunity 3

Utilize model classrooms for observational purposes in order to demonstrate effective implementation of Differentiated Instruction.

Facilitator

David Osborn, Tissan Howard, Pura Ruiz, Maria Alvarez, Linh Ly

Participants

Instructional Teachers

Schedule

Weekly, from 10/4/2016 to 6/2/2017

PD Opportunity 4

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

Facilitator

David Osborn, Linh Ly, Pura Ruiz, Maria Alvarez

Participants

Instructional Teachers

Schedule

Daily, from 10/4/2016 to 5/26/2017

PD Opportunity 5

Participate in professional development, observe teachers prepared with appropriate resources and actively engaged in collaborative conversations. Observe instructional routines in place, including small group rotations, visible resources being utilized, and work folders including end products from differentiated instruction. Create coaching schedule, observe components of the coaching cycle and debrief with teachers to exchange feedback on whether needs are being met.

Facilitator

Dr. Eduardo Tagle (Principal), Alicia Brown (Assistant Principal), Angela Zayas (Assistant Principal)

Participants

Instructional Teachers

Schedule

Weekly, from 8/30/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	(1) Provide professional development for specified teacher leaders to share effective planning framework and priority components of an instructional block. (2) Provide professional development for all teachers to share effective planning framework and priority components of an instructional block. (3) Provide professional development by modeling an effective planning session using the instructional planning framework inclusive of the priority components Effective Planning and Instructional Delivery in all content areas.			$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	5021 - Ben Sheppard Elementary School	Other		$500.00
2	G1.B1.S1.A2	Teachers will utilize planning framework to develop effective plans inclusive of Differentiated Instruction. Teachers will develop routines for small group instruction that include data driven flexible groups, visual rotation charts, accessible resources that address remediation, extension, and enrichment.			$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5021 - Ben Sheppard Elementary School			$0.00
3	G1.B1.S1.A3	Utilize model classrooms for observational purposes in order to demonstrate effective implementation of Differentiated Instruction.			$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5021 - Ben Sheppard Elementary School			$0.00
4	G1.B1.S1.A4	Conduct coaching cycles and model different components of the instructional framework based on teacher need.			$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	5021 - Ben Sheppard Elementary School	Other		$500.00
5	G1.B1.S1.A5	Participate in professional development, observe teachers prepared with appropriate resources and actively engaged in collaborative conversations. Observe instructional routines in place, including small group rotations, visible resources being utilized, and work folders including end products from differentiated instruction. Create coaching schedule, observe components of the coaching cycle and debrief with teachers to exchange feedback on whether needs are being met.			$616.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	5021 - Ben Sheppard Elementary School	Other		$616.00

	Total:	$1,616.00