

Miami-Dade County Public Schools

Crestview Elementary School



2016-17 Schoolwide Improvement Plan

Crestview Elementary School

2201 NW 187TH ST, Opa Locka, FL 33056

<http://cvwe.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	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Crestview 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.

Crestview Elementary School seeks to have every child become an effective member of our global society through a quality education in a safe, challenging, nurturing and multicultural environment.

b. Provide the school's vision statement.

The mission of Crestview Elementary School is to foster academic excellence through the improvement of scientific thinking skills, hands-on project-based learning and accompanying technological advances. We promote respect for self and others and an appreciation, understanding and awareness of individual differences through multicultural activities and experiences. We provide an enriching environment which will also be safe and secure. We encourage a collaborative partnership of community, school and home.

2. School Environment

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

The school hosts and facilitates school community meetings (ie. general PTA meetings, EESAC meetings, parental workshops), as well as, implements a school counseling program during the school year to learn about cultures and build teacher-student relationships.

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

The school implements a school-wide character education program, health and fitness program, the Values Matters Miami Initiative and the Code of Student Conduct via the school counseling program to promote a safe and healthy environment.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school utilizes and implements the District Code of Student Conduct, school attendance program and the school counseling program to establish and maintain behavior expectations.

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

The school implements a counseling program and Rtl to identify, address, and monitor the social-emotional needs of students to ensure the needs are being met. In addition to the District Code of Student Conduct and character education is infused and enforced within the school community.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school's EWS include attendance Below 90%, student retention 1 or more Retentions within grades K-5, Students Reading SAT/FSA Scale Score Level 1/2, Students Math SAT/FSA Scale Score Level 1/2, and Student Out-of-School and/or In School Suspensions/Major/Minor Incidents.

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	2	1	1	0	0	2	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	3	1	2	7	4	9	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	3	5	15	8	29	44	0	0	0	0	0	0	0	104

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	2	3	4	9	14	30	0	0	0	0	0	0	0	62

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

The school implements and facilitates the following intervention strategies:

- Wonder Works Reading Intervention Pk - 5
- School Attendance Incentive Program Pk - 5
- IReady Reading & Math Intervention Program K-5

The school's EWS systems include:

- Monitoring Students Attendance via iAttend
- Monitoring of student retentions and provide intervention and Rtl
- Monitoring of student performance and provide intervention and Rtl
- COSC Implementation/5000 Role Models

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315483>.

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 school facilitates bi-monthly PTA General Meetings, bi-monthly EESAC Meetings, Annual Principal Today Event, Annual Career Day Event and the District Volunteer Program to secure and sustain community support and resources.

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
Hardwick, Maria	Principal
Mahone, Christine	School Counselor
Benjamin, Sharon	Teacher, K-12
Braye , Lisa	Teacher, K-12
Fullard, Melissa	Teacher, ESE
Graham, Voncile	Teacher, K-12
James, Shemona	Teacher, K-12
Gonzalez, Darlene	Assistant Principal
Grandison, Peta-Gay	Instructional Coach

b. Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is properly implementing interventions, conducts assessment effectiveness of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Assistant Principal: Assists the principal with activities listed above; oversees school SPED Department to ensure the SWD subgroup population demonstrates continuous progress as delineated in their IEP while working toward achievement of goals based on standards

Reading Coach: Provide professional development and classroom follow-up on best practices in ELA and other integrated core subjects, coordinates pull-out intervention activities, assists with benchmark assessments and progress monitoring data, and coordinates intervention to small groups of students in ELA.

Classroom Teachers (Mathematics and ELA): Attends and provides development and classroom follow-up on best practices in mathematics; assists with benchmark assessments and progress

monitoring data.

Counselor- Addresses and monitors the social-emotional needs of students. Infuses character education through the "Values Matters Miami Initiative" throughout the school day; monitor students behavior utilizing the Student Code of Conduct and implements individual and group counseling sessions when needed.

The Rtl team meets to analyze summative data, progress monitoring data, standards/skills assessment data, and makes instructional decisions based on this data as appropriate.

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.

Instructional priorities are identified by conducting a thorough analysis of year-end data by subject and reporting category. The MTSS/Rtl Leadership Team reviews all strategies/action steps associated with each objective. The team recommends possible deletions of strategies that were not successful, recommends new strategies, and fine-tunes existing strategies to maximize efficiency and effectiveness.

Title I

Crestview Elementary School will use Title I funds to purchase one reading coach to assist with Professional Development, intervention groups, and other literacy initiatives. Title 1 funds are also used to purchase a Community Involvement Specialist to assist parents and encourage parental involvement, maintain the parent resource room and provide and/or schedule parent workshops.

Services are provided to ensure students requiring remediation receives additional assistance through after-school programs and/or summer school. The District coordinates with Title II and Title III ensuring staff development needs are provided. The Reading Coach develops, leads, and evaluates school core content standards/programs; identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk"; 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 implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations.

Violence Prevention Programs

Crestview offers a non-violence and anti-drug program to students that incorporate a series of lessons delivered by the school resource officer, field trips, and community service projects and activities.

Nutrition Programs

- 1) Crestview adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Crestview Elementary was recognized as a Silver Award by the Healthy School Alliance.
- 3) Nutrition education, as per state statute, is taught through physical education.
- 4) Crestview Elementary's Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

Crestview Elementary School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school’s parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Crestview Elementary School will increase parent engagement/involvement through developing (with ongoing parental input) our school’s Title I School-Parent Compact; our school’s Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting.

Crestview Elementary School will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Robin Harris	Education Support Employee
Diane Dority	Business/Community
Lisa Braye	Parent
Sharon Benjamin	Teacher
Katherine Stofan	Teacher
Gwen Watkis	Education Support Employee
Jennifer Paulk	Parent
Rochelle Prosser	Parent
Khalilah Fenderson	Parent
Shanese Dorsey	Parent
Shawanda Woods	Parent
Maria Viera	Teacher
Marilyn Lightbourn	Teacher
Odney Pierre	Teacher
Widlene Pierre	Parent
Mirza Zaldivar	Teacher
Maria Kerr	Principal
Ashawnti Randle	Parent
Franane Colas	Parent
Gabriel Watson	Business/Community
Katie May-Taylor	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC met to discuss school performance data to determine the school's needs, address how those needs will be met and the strategies that will be implemented. The SAC reviewed the school's improvement plan and annual budget.

b. Development of this school improvement plan

The SAC met to discuss school performance data to determine the school's needs, address how those needs will be met and the strategies that will be implemented. The SAC reviewed the school's improvement plan and annual budget.

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

The SAC met to discuss school performance data to determine the school's needs, address how those needs will be met and the strategies that will be implemented. The SAC reviewed the school's improvement plan and annual budget.

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

SAC school improvement funds were used to enrich and supplement the school-wide curriculum program and focus on student academic achievement. The amount of \$1,000 was used to provide incentives for academic achievement and \$700 was used towards the purchase of school mats.

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
Hardwick, Maria	Principal
Mahone, Christine	School Counselor
Benjamin, Sharon	Teacher, K-12
Braye , Lisa	Teacher, K-12
Fullard, Melissa	Teacher, ESE
Graham, Voncile	Teacher, K-12
James, Shemona	Teacher, K-12
Watkis, Gwen	Other
Gonzalez, Darlene	Assistant Principal
Grandison, Peta-Gay	Instructional Coach

b. Duties

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

Major initiatives of the LLT are to analyze data and develop school programs/activities that assist with raising student achievement in ELA, Mathematics, and Science (and related core subject areas). Examples include: Revamping the school's monthly standards/skills assessment program to correlate with the Florida Standards, providing PD to teachers, developing an intervention schedule in Reading, Writing and Mathematics, providing small group intervention activities for at-risk students, developing school-wide activities and initiatives to motivate reading and mathematics at all grade levels.

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 implements the following initiatives and strategies to encourage and facilitate positive working relationships:

- School Social Committee
- School Recognition
- School-wide Professional Development Plan
- School Collaboration Sessions

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

The principal and assistant principal will:

- Communicate with human resources to identify personnel highly qualified to fill needed positions
- Maintain a student centered learning environment that is safe, organized and collaborative
- Facilitate continuous professional development
- Facilitate teacher autonomy and build leadership capacity

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

Miami-Dade County Public Schools uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

The school leadership will provide:

- structured guidance for all new personnel and personnel new to a grade level
- paired mentors to support with the daily school organization and procedures
- ongoing professional growth
- collaboration sessions to plan and prepare for instruction

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.

The school utilizes the District adopted Core Instructional Materials, District created Pacing Guides, collaboration sessions, and ongoing professional development to ensure the instructional program is aligned to the 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.

The school collects multiple data points both formally and informally throughout the school year. Data is analyzed during collaboration sessions, during structured data chats, and within grade level groups and then aligned with the Florida Standards to provide quality, effective and rigorous instruction. Differentiated instructional blocks, intervention blocks and enrichment blocks are built into teacher schedules to provide instruction and support directly aligned to student needs.

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: 1,200

The school will implement STEAM (Science, Technology, Engineering, Art, and Mathematics) theme activities after-school to assist with student engagement in academics.

Strategy Rationale

The school will provide additional learning opportunities for students to support, maintain, and/or increase academic achievement through the implementation of STEAM (Science, Technology, Engineering, Art, and Mathematics).

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hardwick, Maria, mjones4@dadeschools.net

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

iReady scores are reviewed monthly and adjustments are made as needed for students participating in the afterschool STEAM sessions. Teachers meet with students and conduct data reviews to monitor student participation, growth, and achievement. Data is also reviewed with the leadership team as part of the collaborative process.

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.

Crestview Elementary School implements the following strategies in order to assist with the pre-school transition to kindergarten:

- Administer a screening assessment to determine readiness prior to the start of the school year (June - Aug.)
- Conduct a kindergarten orientation meeting for parents and students (August)
- Conduct Pre-K transition meeting (May)
- Middle School articulation (May)
- Promote Week of the Young Child (June)

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.

NA

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

NA

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

NA

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.

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

G088043

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - African American	77.0
AMO Reading - Hispanic	65.0
AMO Reading - SWD	70.0
AMO Reading - ED	76.0
FSA ELA Achievement	100.0
FSA ELA Achievement	51.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	64.0
AMO Math - All Students	77.0
AMO Math - African American	77.0
AMO Math - Hispanic	85.0
AMO Math - SWD	72.0
AMO Math - ED	77.0
FSA Mathematics Achievement	93.0
FSA Mathematics Achievement	41.0
Math Gains	77.0
Math Lowest 25% Gains	87.0
FCAT 2.0 Science Proficiency	44.0

Targeted Barriers to Achieving the Goal 3

- Limited understanding of Florida Standards to plan for meaningful lessons

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaboration Schedule
- Curriculum Coach
- Florida Standards
- School Wide Professional Development
- Technologies
- CPalms
- Region Curriculum Support
- District Pacing Guides

Plan to Monitor Progress Toward G1. 8

Monitor Student Performance Data, Conduct Classroom Visitations, Review Lesson Plans

Person Responsible

Maria Hardwick

Schedule

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

Evidence of Completion

Monthly Check Points, IReady Assessments, Topic Assessments, Wonder Works PMD, Student Work, Collaboration Agendas/Notes

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. We will increase student achievement by improving core instruction in all content areas. **1**

 G088043

G1.B1 Limited understanding of Florida Standards to plan for meaningful lessons **2**

 B234079

G1.B1.S1 Instructors will effectively unwrap Florida Standards to identify clear and accessible instructional paths. Utilizing data, instructors will implement differentiated instruction activities that are meaningful and purposeful. Plans will reflect instructional groups and targeted standards. **4**

 S246881

Strategy Rationale

Instructors will plan for and deliver instruction that is based on the current standards. Students will be engaged in and meet grade-level proficiency in core content, as a result of rigorous, purposeful and engaging instructional activities.

Action Step 1 **5**

Provide additional support during planning to assist with the understanding of the Florida Standards in all content areas.

Person Responsible

Maria Hardwick

Schedule

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

Evidence of Completion

Sign-in Sheets, Lesson Plans, Observations

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

Schedule collaborative sessions attended by administrators and curriculum coach.

Person Responsible

Maria Hardwick

Schedule

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

Evidence of Completion

Sign-in Sheets, Agendas, and Lesson Plans

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

Collect and analyze data.

Person Responsible

Maria Hardwick

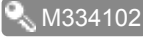
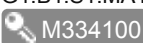
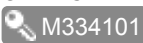

Schedule

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

Evidence of Completion

iREADY Reports, ELA Theme Skills

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.MA1  M334102	Monitor Student Performance Data, Conduct Classroom Visitations, Review Lesson Plans	Hardwick, Maria	8/22/2016	Monthly Check Points, IReady Assessments, Topic Assessments, Wonder Works PMD, Student Work, Collaboration Agendas/Notes	6/8/2017 weekly
G1.B1.S1.MA1  M334100	Collect and analyze data.	Hardwick, Maria	8/22/2016	iREADY Reports, ELA Theme Skills	6/8/2017 weekly
G1.B1.S1.MA1  M334101	Schedule collaborative sessions attended by administrators and curriculum coach.	Hardwick, Maria	8/22/2016	Sign-in Sheets, Agendas, and Lesson Plans	6/8/2017 weekly
G1.B1.S1.A1  A320860	Provide additional support during planning to assist with the understanding of the Florida...	Hardwick, Maria	8/22/2016	Sign-in Sheets, Lesson Plans, Observations	6/8/2017 biweekly

V. Professional Development Opportunities

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

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

G1.B1 Limited understanding of Florida Standards to plan for meaningful lessons

G1.B1.S1 Instructors will effectively unwrap Florida Standards to identify clear and accessible instructional paths. Utilizing data, instructors will implement differentiated instruction activities that are meaningful and purposeful. Plans will reflect instructional groups and targeted standards.

PD Opportunity 1

Provide additional support during planning to assist with the understanding of the Florida Standards in all content areas.

Facilitator

Peta-gay Grandson, Reading Coach

Participants

Classroom Teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide additional support during planning to assist with the understanding of the Florida Standards in all content areas.	\$0.00
Total:			\$0.00