Liberty City Elementary School

needs assessment resources strategies leadership effective ambitious instruction supportive environment school problem solving 8-Step step zero improvement family community planning involvement public college and career goals strategic relationships increased achievement collaborative teaching mission vision

2016-17 Schoolwide Improvement Plan

Liberty City Elementary School

1855 NW 71ST ST, Miami, FL 33147

http://libertycitye.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	99%

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	D	F*	F	F

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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 Liberty City Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The staff and community of Liberty Elementary in partnership with families and the community is dedicated to providing an educational foundation for students which will enable them to compete academically, economically and globally. This will be accomplished through an effective, rigorous, hands-on, technology-rich environment that is safe for all students.

b. Provide the school's vision statement.

The staff and community of Liberty City Elementary School are committed and responsible for providing a quality education for all students, helping them develop a desire for excellence and a sense of personal and social responsibility in a changing world.

2. School Environment

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

Staff members create a climate of acceptance and respect of all other staff and children. Staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Staff members continuously model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child and in return builds a mutual respect and relationship between pupils and staff.

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

Liberty City Elementary School leadership ensures a safe and orderly environment for students by following safety protocols. Facilities and equipment are monitored and inspected to ensure that our school is equipped to provide a safe environment. School rules, regulations, and procedures are clearly written and readily available in the Faculty Handbook, the Code of Student Conduct, and the parent/student handbook. In addition to District policies, Liberty City Elementary School has a school-wide safety plan and discipline plan. Safety drills are conducted on a monthly basis. Faculty and staff are aware of and are a part of the crisis management team.

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 Positive Behavior System is in place as a school wide initiative that centers around classroom teachers utilizing Class Dojo to positively reward students for on task behaviors. Teachers and the leadership team make references to the Positive Behavior Systems and behavioral expectations when providing students with positive feedback throughout different areas of the school. Students are also able to earn prizes at a Positive Behavior store once a month. Additionally, the school has developed and implements a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction and small group counseling on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and

Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness. We have also implemented the student of the month where we focus on a core value each month. The core value is posted in the classroom and we read daily reminders of the monthly care value. At the end of each month teachers nominate a student who participates in the Student of the Month breakfast with their parents.

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.

Guidance services are available to all children and are a key component to maintaining a nurturing and positive means for students to express their feelings toward experiences that would impede their functioning in a classroom setting. School personnel implement a process to determine the counseling, assessment, and educational referral needs of all students and their families as appropriate to the child's age and developmental level. Teachers utilize the district wide Values Matter curriculum with all students in order to teach, model and apply positive core values throughout the school year. The Success Coach and the Guidance Counselor meet with individual students as well as small groups in order to address the emotional and social needs of students in need of more extensive services.

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 created a data decision rule for students with excessive absences. There is no outdoor suspension in order to ensure that learners do not miss out on educational lessons provided during the school day. There is an Alternate to Suspension plan in place. Teachers are aware of the decision rules and procedures for notification after students are identified as meeting one of the data decision rules. Attendance is monitored daily. Parents of students who have 5 or more absences must attend an Attendance Review Committee meeting and are placed on an Attendance Intervention Plan. Students who are below grade level and are failing reading or math are placed on a Progress Monitoring Plan. Each quarter strategies are implemented and parents are notified. TStudents are monitored throughout the year and adjustments are made as needed.

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	4	24	18	15	28	21	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	13	11	24	9	11	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	5	0	48	44	40	0	0	0	0	0	0	0	137
	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	5	14	12	14	14	23	0	0	0	0	0	0	0	82

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

The Attendance Review Committee is comprised of student services representatives and an administrator or administrative designee and will provide guidance and support to students with significant absences. They are expected to:
•Provide early intervention by convening when students reach an accumulation of five (5) unexcused absences in a semester or ten (10) unexcused absences in an annual course.
•Convene a minimum of six (6) designated times per year.
•Give consideration to all extenuating circumstances surrounding student absences. The Attendance Review Committee is charged with the responsibility of prescribing activities designed to mitigate the loss of instructional time and has the authority to recommend the following options:
Issuing of quarterly, semester or final grades.
Temporary withholding of semester or final grades reflected as "NC" on the report card and in ISIS:
1.Make-up assignments
2.Attendance probation for the following grading period(s)
3.Completion of a school service project
•Review attendance history for student(s) exhibiting patterns of excused and/or unexcused absences and provide appropriate referrals and counseling support.

Students who scored a 1 on the state-wide assessments are identified and homogeneously grouped into intensive accelerated courses in 3rd and 4th grade where they are provided an additional hour of WonderWorks intervention. Fifth grade students are also given an additional hour of intervention utilizing WonderWorks. Students are offered multiple opportunities to participate in Saturday Academy, early bird and afterschool tutoring in the area of Math, Literacy and Science. Level 1 students are also identified by the response to intervention team (RTI) who begin the process and if needed evaluated for special education services. Students who are below grade level in the core subjects are placed on a progress monitoring plan.

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/305480.

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.

Liberty City Elementary has recruited a pool of partners to provide support to teachers and students. Our partners are connected within the community and are able to develop an understanding of the history of the community, its political and social conditions, and past and current working relationships among home, school and community. Liberty City Elementary has initiated partnership meetings which begin to build collaborative relationships, model collaborative behavior, and identify how we will work together; which creates openness to and interest in supporting Liberty City Elementary. A shared understanding of the needs of children and families, and the community resources which attempt to meet those needs are established which increases understanding of the concepts of the partnership and collaboration and how the partnership might work together. Additionally, our partnerships increase opportunities to share information and participate in joint activities.

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
Johnson, Lamar	Principal
Scavella, Jodye	Assistant Principal
Moorer, Lecia	School Counselor
Covelli, Christina	Assistant Principal
Nunez, Melissa	Instructional Coach
Dorvil, Dinah	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.

The Leadership Team consists of the following: Principal, Assistant Principal, Instructional Coaches, School Psychologist, and School Counselor.

Administrators: The administrators support the RTI school-based leadership initiative in efforts to impact student achievement. The leadership team seeks to ensure the educational success of students, promote the use effective data-based decision-making and provide professional development and support to navigate interventions and implementation the state standards with fidelity through the school-based RTI Team. As a result, adequate professional development to support and document RTI implementation is provided. In addition, school staff and stake holders are informed of decisions and activities that surround the implementation of the RTI goals. The RTI leadership Team is led by the principal and will meet on a monthly basis. During RTI meetings, student data reports will be disaggregated and an instructional analysis will be provided to teachers based on students achieving mastery and struggling students. Additionally, the principal will have individual data chats aligned to instructional direction/support and professional development services that will assist and impact student achievement for teachers where students are not producing learning gains.

Instructional Coaches: The instructional coaches support the RTI student education initiative through implementing Reading/Math/Science instructional methodologies with fidelity. In addition, the coaches will develop school-wide content instructional focus calendars (IFC) to address bridging instructional gaps and student learning to improve our students' academic proficiency levels. The coaches are proficient in disaggregating and analyzing student data and creating evidenced-based interventions for groups as well as individual students.

Instructors: The instructors support the RTI student education initiative and will provide information on core instruction, deliver high quality; research based instruction to Tier 1 students, and they will collaborate with other staff to implement instruction.

School Psychologist: Assists in identifying systematic patterns of student needs, collaborate with school personnel to identify and incorporate appropriate, evidenced-based intervention strategies, and communicates with parents concerning the RTI process. The school psychologist and social worker are important members of the RTI leadership team because they serve as liaisons between the school and the parents.

Counselor/ Social Worker: Works with parents to collect the necessary data on students and families.

The RTI Leadership Team will monitor the monthly On-Going Progress Monitoring assessments and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live document, the RtI leadership team will meet and discuss all updates that need to occur based on the result of the instructional and intervention programs. The RtI Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The Leadership team will provide levels of support and interventions to students based on data.

Success Coach: Works with students with Early Warning Systems
-Works with 75-100 high-need EWS identified students. Keeps an updated list of targeted EWS students.
-Provides individual coaching and small group to EWS targeted students.
-Provides skill training for EWS students depending on need as identified by EWS indicators.
-Works with parents of identified EWS students to remove barriers to success and provide support.
- Meets with EWS students at least once a month to coach towards student achievement and set short term/long term goals on coaching plan.

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

The following steps will be followed by the school's MTSS/RtI Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

RtI is an extension of the school's Leadership Team. The RtI process is strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise. The process involves an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/ emotional well being, and prevention of student failure through early intervention.

1. At Liberty City Elementary, the RtI process is crucial; therefore, in building our team we have considered the following:

• Administrator(s) who will ensure commitment and allocate resources;
• Instructional Coaches in the areas of reading and math who share the common goal of improving instruction for all students; and
• Team members who will work to build staff support, internal capacity, and sustainability over time.
• School Guidance Counselor
• School Social Worker
•School Psychologist

Title I, Part A:
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site, and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. The Literacy Leadership Team develop, leas, and evaluate the core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process, and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent programs over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Every effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey is available in English, Spanish and Haitian-Creole. It will be available online and via hard copy for parents (at school and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate), and special support services to special needs populations such as homeless, migrant, and neglected and delinquent

Title I, Part C- Migrant:
The 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 that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer camp) by the Title I, Part C, Migrant Education Program.

Title I, Part D:
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II:
Liberty City Elementary will use supplemental funds from the District for improving basic education as follows:
• Training to certify qualified mentors for New Teacher (MINT) Program
• Training for add-on endorsement programs, such 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

Title III:
ELL Programs- Liberty City Elementary School's population of English Language Learners (ELL) which is less than 2 percent, are provided services to ensure that all ELL students requiring additional remediation are assisted through before/ after school programs or summer camp.
Title III funds are use to supplement and enhance the programs for English Language Learners (ELL) by providing funds to support tutorial programs (K-5) parent outreach activities (K-5) Reading and supplemental instructional materials. Hardware and software for the development of language and literacy skills in Reading has been purchased for the school.

Title X- Homeless:
• 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, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act- ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• 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 provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI):
Liberty City Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs:
Liberty City Elementary seeks to decrease the violence in the lives of students by offering the following programs:

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

Elementary Counselor will focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs:
1) Liberty City Elementary adheres to and implements the nutrition requirements stated in the District

Wellness Policy.
2) Nutrition education, as per state status, is taught through physical education.
3) Liberty City Elementary Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Sharlee Peabody	Teacher
Tina Edwards	Parent
Shanice Felix	Teacher
Aleida Aguilera	Parent
Harriette Wison-Greene	Business/Community
Henry Petithomme	Business/Community
Jarvis Williams	Education Support Employee
Jerome Vincent	Student
Kalonji Bess	Parent
Kimberly Salazano	Student
Lindra Ford	Parent
Michael Smith	Parent
Orna Campbell	Principal
Samantha Jacob	Business/Community
Tonya Robinson	Parent
Tyra Griffin	Teacher
Yolanda Daquin	Education Support Employee
Sharlee Peabody	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 School Advisory Council provided feedback by participating in a reflection of the school-wide strategies represented in the 2015-2016 SIP. The team provided feedback on the strengths and contributing factors. Additionally the team focused on the opportunities for improvement and the shits in practice needed for full implementation. This was done in the areas of Literacy, Mathematics, Science, Social Studies and Student Services.

b. Development of this school improvement plan

The School Advisory Council provided feedback during the SIP end-of-year review and monitors the SIP throughout the school year. The main objective of the School Advisory Council (SAC) is to ensure improved and ongoing student achievement. One way the Council has assisted is by preparing,

monitoring, reviewing and evaluating the School Improvement Plan (SIP) as required by FSS 1001.452, comprehensive revision of Florida's System of School Improvement and Education Accountability.

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

SAC will review the budget and help develop a plan on how funds will be used for students and used to implement the School Improvement Plan.

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

Student-of-the-Month Program - $250.00
Parent Incentive Program - $250.00
Teacher Incentive Program - $333.68
Student Incentive Programs - $300
FSA - $522.72
Future Educators of America Club - $150.00
Awards - $400.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Nunez, Melissa	Instructional Coach
Moorer, Lecia	School Counselor
Scavella, Jodye	Assistant Principal
Covelli, Christina	Assistant Principal
Dorvil, Dinah	Instructional Coach
Johnson, Lamar	Principal

b. Duties

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

The Literacy Leadership Team (LLT) will work together to build a positive school culture for all stakeholders, monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live document, the LLT will meet regularly and discuss all updates that will or need to occur based on the result of the instructional and intervention programs. The LLT will monitor the the delivery of instruction and intervention. The LLT will provide levels of support and interventions to students based on data.

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.

Administration along with the instructional coaches have developed a schedule and norms to ensure that collaborative planning takes place twice a week with the support, if needed, by the instructional coaches. In addition, one Wednesday a month teachers are given the opportunity to collaborate with the grade level through grade level meetings.

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

Administration holds regular meetings with new teachers.

New teachers are paired with veteran staff and participate in the Mentoring and Induction for New Teachers (M.I.N.T) Program.

Common planning time has been provided five days a week and Wednesday afternoons during early release.
Teachers have the opportunity to meet with instructional coaches twice a week to plan, review the upcoming weeks lessons and benchmarks, review data, restructure groups, develop centers, and provide professional development.

Teachers are provided coaching support within the classroom setting to model best practices and strategies for instruction.
We have partnered with Teach For America, attend teacher fairs and work closely with the district to hire teachers through Teacher Match in order to hire and retain highly qualified teachers.

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

Utilizing the M.I.N.T program the mentor and mentee will meet on a weekly basis in a professional learning community to discuss concerns, lesson plans and areas of need as evident based instructional strategies. The mentor will be given release time to observe the mentee. The mentee will also be given an opportunity to observe the mentor or a model teacher in their subject area. Time will be given for feedback, coaching, and planning for new teachers.

Any teacher who is in need of support is provided a peer support mentor to assist with building the necessary teaching skills to be a highly effective 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.

Liberty City Elementary creates ongoing opportunities for teachers to unpack the standards in order to plan and deliver highly effective lessons in; reading, writing, science and math curriculum. Common planning allows for a deeper level of instructional preparation. Conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and use of the standards during instruction. Collaborative planning sessions are offered throughout the week and on-site professional development opportunities are made available once a month. Opportunities to collaborate through common

planning and or during the after school professional development gives all staff members multiple opportunities to grow professionally and develop a deeper understanding of the new standards along with core instructional resources.

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.

Following the administration of assessments, the leadership team and teachers meet to disaggregate the data and group students according to their areas of need. In reading, students have an hour of differentiated instruction and in math students have thirty minutes. Based on data students are pulled out for reading intervention and enrichment for an hour a day. Teachers are supported by their instructional coaches as needed during whole group and small group instruction to aid the teacher in delivering explicit instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 140,000

Extended learning opportunities will be available for students in grades Kindergarten – Fifth through the 21st Century Grant for (57 WEEKS). Extended learning opportunities will include tutoring in literacy, math, hands-on science workshops, technology, and project based learning for 1 1/2 hours after school.

Strategy Rationale

Students are not performing on grade level, they are lacking foundational skills and need additional time to remediate.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Johnson, Lamar, pr2981@dadeschools.net

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

Interim Assessments, Ongoing Progress Monitoring, Growth Monitoring (iReady), iReady

Strategy: Weekend Program

Minutes added to school year:

21st Century Saturday Academy will provide students with core instruction that is deficient and remediate based data collected .

Strategy Rationale

Extended learning will be provided to students project based learning and the areas of deficiency. Students who continue to need remediation will participate in reading and math technology based instruction program.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Covelli, Christina, christinacovelli@dadeschools.net

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

Deliverables in the 21st Century Grant

Strategy: Summer Program

Minutes added to school year:

21st Century Summer Academy

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Scavella, Jodye, jscavella@dadeschools.net

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

Deliverables outlined in the 21st century Gr

Strategy: Extended School Day

Minutes added to school year: 10,800

Reading Intervention/ Enrichment-Students will be provided an additional hour of reading intervention to increase reading foundational skills and comprehension as well as, provide enrichment to students who are on grade level.

Strategy Rationale

Students are not performing on grade level, they are lacking foundational skills and need additional time to remediate. Student who are on grade level need to sustain fluency and comprehension skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Ongoing Progress Monitoring from SAXON, Oral Reading Fluency (ORF), and Easy CBM

Strategy: Before School Program

Minutes added to school year: 7,800

Provide students with enrichment and technology based instruction in the morning.

Strategy Rationale

Enrichment will be provided to students through a reading book club to encourage higher order thinking, increase fluency, and comprehension. Students who continue to need remediation will participate in reading and math technology based instruction program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Covelli, Christina, christinacovelli@dadeschools.net
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data reports from the technology programs and project based reports.

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.

Liberty City Elementary School has a Pre-Kindergarten Head Start programs which is located at Dr. Martin Luther King Primary Learning Center. In May of each school year, a transition program is held for all incoming kindergarten students and their parents from the Primary Learning Center as well as neighboring preschool centers. At our Transition to Kindergarten Parent Meeting, we will provide information about the Kindergarten Curriculum, Childhood Development Stages, Skills that Ease the Transition to Kindergarten, & Registration Procedures for the upcoming school year.

At Liberty City Elementary, all incoming Kindergarten students are assessed for school readiness by using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS is made up of two separate measures: the Early Childhood Observation System (ECHOS), and the Florida Assessments for Instruction in Reading – K (FAIR-K). The ECHOS measures benchmarks in seven domains. It provides a simple, uniform method for observing and measuring the progress of young readers. FAIR measures the growth and development of early literacy skills.

Data from FAIR and FLKRS will be used to plan instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. FAIR will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

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.

Utilization of common planning with instructional mathematics and literacy coaches to drive the teaching of standards during whole and small group instruction is an area of strength. Push-in and pull-out interventionists are utilized to target students with deficiencies in reading and math. Areas of need are the training and use of technology based programs that will enable our students to be successful when utilizing digital tools and assessments. Another area of need is the training and planning for effective use of small group data driven instruction in reading and mathematics.

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.

Small group instruction in the area of literacy instruction that address students needs is one area that has been identified as a root cause of lack of proficiency and learning gains for the students of Liberty City Elementary. The use of digital tools and technology is also an underlying cause for Liberty City to improve upon.

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.   If teachers and transformation coaches consistently plan together, implement and monitor rigorous instruction in all core areas and ensure that they are aligned to the Florida Standards then, we will meet high expectations for all students.

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. If teachers and transformation coaches consistently plan together, implement and monitor rigorous instruction in all core areas and ensure that they are aligned to the Florida Standards then, we will meet high expectations for all students. 1a

🔑 G088081

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0
Math Gains	50.0
Math Lowest 25% Gains	40.0
FSA ELA Achievement	35.0
ELA/Reading Gains	44.0
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	40.0
AMO Math - All Students	
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- There is an emphasis on instructional routines and frameworks. As a result, there is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards due to grade level changes.

- There is limited evidence of effective planning and instructional delivery aligned to the Math Florida Standards as a result of grade level changes.

- Lack of the utilization of research based reading, writing, and ESOL strategies in student-generated work, science journals, and laboratory conclusions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) Item Specifications, Daily Learning Targets, McGraw Hill Wonders/ McGraw Hill Wonderworks/ Saxon, Planning Cards, iReady Lessons, iReady Data, STAR Data Go Math Textbooks, Manipulatives, Math Progression Document, Backwards Planning Template, and Topic Assessments, FCAT Item Specifications, Year-at-a-Glance, Essential Labs, J and J boot camp, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos and collaborative planning and Curriculum Support Specialist (CSS).

Plan to Monitor Progress Toward G1. 8

Teacher and Coaches feedback

Person Responsible
Christina Covelli

Schedule
Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion
Observation of teachers and Classroom walkthrough documentation

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. If teachers and transformation coaches consistently plan together, implement and monitor rigorous instruction in all core areas and ensure that they are aligned to the Florida Standards then, we will meet high expectations for all students. 1

🔑 G088081

G1.B1 There is an emphasis on instructional routines and frameworks. As a result, there is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards due to grade level changes. 2

🔑 B234204

G1.B1.S1 Plan for and deliver instruction that is aligned to the Language Arts Florida Standards (LAFS). 4

🔑 S246982

Strategy Rationale

Teachers are not well verse with the new Florida Standards .

Action Step 1 5

Provide professional development to new to grade level teachers on the implementation of the Language Arts Florida standards and explicit instruction.

Person Responsible

Dinah Dorvil

Schedule

Weekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

PD Sign-in Sheet/Agenda, PD follow up product (lesson plans)

Action Step 2 5

Conduct coaching cycles with first and second grade teachers and model different components of the instructional framework aligned to LAFS based on teacher need.

Person Responsible

Dinah Dorvil

Schedule

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

Evidence of Completion

Coaching Logs, Coaching Calendar, Coaching Cycle Form

Action Step 3 `5`

Work collaboratively during common planning to create lesson plans using backwards planning and that include practice sessions for instructional delivery.

Person Responsible

Dinah Dorvil

Schedule

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

Evidence of Completion

PD Sign in sheet/Agenda, PD follow up product (lesson plans)

Action Step 4 `5`

Provide professional development for all teachers on analyzing data sources (i.e iReady) to drive instruction and aligning instructional resources to students' specific needs.

Person Responsible

Dinah Dorvil

Schedule

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

Evidence of Completion

PD Sign-in sheet, agenda, PD handouts, Student Work Samples

Action Step 5 `5`

Utilize relevant and current data to make instructional decisions for the effective implementation of explicit instruction.

Person Responsible

Dinah Dorvil

Schedule

Daily, from 10/12/2016 to 5/26/2017

Evidence of Completion

Common planning agenda, lesson plans, student work samples

Action Step 6 5

Facilitate common planning with a focus on the alignment of instructional resources for Differentiated Instruction.

Person Responsible

Dinah Dorvil

Schedule

Weekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Common planning agenda, Lesson Plans, Student Work Samples

Action Step 7 5

Monitor/Follow-up with the effective implementation and alignment of instructional resources/data to meet student needs.

Person Responsible

Lamar Johnson

Schedule

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

Evidence of Completion

Walkthrough documentation, Administrative Feedback

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

Ensure that planning time is used effectively. Ensure professional development opportunities are made available for all teachers.

Person Responsible

Lamar Johnson

Schedule

Weekly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Agendas from common planning and professional development meetings.Lesson plans. Classroom walk-through documentation.

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

Teacher feedback on common planning and professional development session. Teacher lesson plans aligned to standards.

Person Responsible

Dinah Dorvil

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Lesson plans, Classroom walkthough documentation.

G1.B2 There is limited evidence of effective planning and instructional delivery aligned to the Math Florida Standards as a result of grade level changes. 2

🔑 B234205

G1.B2.S1 Utilize the mathematics Florida Standards when planning for and delivering instruction. 4

🔑 S246984

Strategy Rationale

Teacher are not familiar with the Mathematics Standards

Action Step 1 5

Provide professional development on the implementation of the Math Florida Standards (MAFS) and math progressions.

Person Responsible

Melissa Nunez

Schedule

Weekly, from 9/9/2016 to 6/1/2017

Evidence of Completion

PD Sign-in sheets, Agendas, Coaching Logs, and Follow-up Activities (Lesson Plans)

Action Step 2 5

Work collaboratively during common planning to unwrap the standards to create rigorous lesson plans using backwards planning.

Person Responsible

Melissa Nunez

Schedule

Weekly, from 9/9/2016 to 6/1/2017

Evidence of Completion

Coaching Logs, Agendas, and Lesson Plans

Action Step 3 5

Conduct coaching cycles on addressing prerequisite skills in the introduction and explicit instruction ("I Do"). .

Person Responsible

Melissa Nunez

Schedule

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

Evidence of Completion

Coaching Logs, Agendas, and lesson Plans

Action Step 4 5

Provide professional development for K-2 on the use of manipulatives using the Concrete Representational Abstract (CRA) instructional model.

Person Responsible

Melissa Nunez

Schedule

Weekly, from 9/9/2016 to 9/29/2017

Evidence of Completion

Coaching Logs, Agendas, and Lesson Plans

Action Step 5 5

Consistently monitor common planning (with focus on the use of lesson planning and delivery).

Person Responsible

Christina Covelli

Schedule

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

Evidence of Completion

Coaching Logs, Lesson Plans, Walk-through Documentation, Administrative Reflections

Action Step 6 5

Provide professional development for K-2 on SAT-10 through interactive engaging activities (calendar math).

Person Responsible

Melissa Nunez

Schedule

On 9/9/2016

Evidence of Completion

Coaching Logs, Agendas, and Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Ensure that planning time is used effectively. Ensure professional development opportunities are made available for all teachers.

Person Responsible

Lamar Johnson

Schedule

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

Evidence of Completion

Agendas from common planning and professional development meetings, Lesson Plans, and Classroom Walk-through Documentations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teacher feedback on common planning and professional development sessions. Teacher lesson plans aligned to standards.

Person Responsible

Christina Covelli

Schedule

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

Evidence of Completion

Lesson Plans and Classroom Walk-through Documentations

G1.B3 Lack of the utilization of research based reading, writing, and ESOL strategies in student-generated work, science journals, and laboratory conclusions. [2]

🔍 B234206

G1.B3.S1 Utilize research based Reading, Writing and ESOL Strategies to enhance science instruction. [4]

🔍 S246985

Strategy Rationale

Teachers are not familiar with researched based strategies that enhance science instruction.

Action Step 1 [5]

Provide PD on how to utilize pacing guides, planning cards, and resources to develop lessons aligned to standards.

Person Responsible

Christina Covelli

Schedule

On 9/9/2016

Evidence of Completion

Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities

Action Step 2 [5]

Model during common planning how to select text , journal task and hands-on investigations aligned to the cognitive complexity of the standards.

Person Responsible

Dinah Dorvil

Schedule

On 9/9/2016

Evidence of Completion

Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities

Action Step 3 `5`

Provide teachers with job embedded professional development on text decoding strategies in the content, other research based strategies, and appropriate written responses in the content.

Person Responsible

Dinah Dorvil

Schedule

On 9/9/2016

Evidence of Completion

Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities

Action Step 4 `5`

Provide PD on how to develop lessons that are scaffolded based on the instruction aligned to the cognitive complexity of the standards.

Person Responsible

Dinah Dorvil

Schedule

On 9/9/2016

Evidence of Completion

Teacher Lesson Plans, Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities

Action Step 5 `5`

Model the delivery of instruction to targeted teachers as a result of the unwrapping the benchmark with a focus on the use of tasks and scaffolded questions in order to meet the cognitive complexity of the standard.

Person Responsible

Dinah Dorvil

Schedule

On 9/9/2016

Evidence of Completion

Classroom Walk-through Documentations and Lesson Plans

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

Monitor common planning, delivery of lessons as well of professional development

Person Responsible

Christina Covelli

Schedule

Weekly, from 9/16/2016 to 5/26/2017

Evidence of Completion

Agendas from common planning and professional development meetings and Classroom Walk-through Documentation

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

Teacher feedback on common planning and professional development session and teacher lesson plans aligned to the standards.

Person Responsible

Christina Covelli

Schedule

On 6/8/2017

Evidence of Completion

Lesson Plans and Classroom Walk-through Documentations

G1.B3.S2 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. 4

🔑 S246986

Strategy Rationale

Teachers are not familiar with the NGSSS standards

Action Step 1 5

Provide teachers with job embedded professional development on how to align the Language Arts Florida Standards (LAFS) and the Science Next Generation Sunshine State Standards (NGSSS) that will assist in the creation of the lessons that address the cognitive complexity of the standard.

Person Responsible

Christina Covelli

Schedule

On 9/16/2016

Evidence of Completion

Professional Development Agendas and Sign-in Sheets, Teacher's Lesson Plans

Action Step 2 5

Provide teachers with job embedded professional development on text decoding strategies in the content.

Person Responsible

Christina Covelli

Schedule

On 9/16/2016

Evidence of Completion

Professional Development Agendas and Sign-in Sheets, Teacher's Lesson Plans

Action Step 3 `5`

During planning, select tasks that provide students for scaffolded opportunities to produce writing products that reflect the cognitive complexity of the standards as evidenced in interactive journals.

Person Responsible

Christina Covelli

Schedule

On 9/16/2016

Evidence of Completion

Student Interactive Journals, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Ensure professional development opportunities are made available to all teachers.

Person Responsible

Christina Covelli

Schedule

On 9/16/2016

Evidence of Completion

Agendas from common planning and professional development meetings, lesson Plans, and Classroom Walk-through Documentation.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Teacher feedback on common planning and professional development sessions. Teacher lesson plans aligned to standards.

Person Responsible

Christina Covelli

Schedule

On 6/5/2017

Evidence of Completion

Lesson Plans and Classroom Walk-through Documentation

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.B2.S1.A6 A321177	Provide professional development for K-2 on SAT-10 through interactive engaging activities...	Nunez, Melissa	9/9/2016	Coaching Logs, Agendas, and Lesson Plans	9/9/2016 one-time
G1.B3.S1.A1 A321178	Provide PD on how to utilize pacing guides, planning cards, and resources to develop lessons...	Covelli, Christina	9/9/2016	Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities	9/9/2016 one-time
G1.B3.S1.A2 A321179	Model during common planning how to select text , journal task and hands-on investigations aligned...	Dorvil, Dinah	9/9/2016	Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities	9/9/2016 one-time
G1.B3.S1.A3 A321180	Provide teachers with job embedded professional development on text decoding strategies in the...	Dorvil, Dinah	9/9/2016	Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities	9/9/2016 one-time
G1.B3.S1.A4 A321181	Provide PD on how to develop lessons that are scaffolded based on the instruction aligned to the...	Dorvil, Dinah	9/9/2016	Teacher Lesson Plans, Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities	9/9/2016 one-time
G1.B3.S1.A5 A321182	Model the delivery of instruction to targeted teachers as a result of the unwrapping the benchmark...	Dorvil, Dinah	9/9/2016	Classroom Walk-through Documentations and Lesson Plans	9/9/2016 one-time
G1.B3.S2.MA1 M334355	Ensure professional development opportunities are made available to all teachers.	Covelli, Christina	9/16/2016	Agendas from common planning and professional development meetings, lesson Plans, and Classroom Walk-through Documentation.	9/16/2016 one-time
G1.B3.S2.A1 A321183	Provide teachers with job embedded professional development on how to align the Language Arts...	Covelli, Christina	9/16/2016	Professional Development Agendas and Sign-in Sheets, Teacher's Lesson Plans	9/16/2016 one-time
G1.B3.S2.A2 A321184	Provide teachers with job embedded professional development on text decoding strategies in the...	Covelli, Christina	9/16/2016	Professional Development Agendas and Sign-in Sheets, Teacher's Lesson Plans	9/16/2016 one-time
G1.B3.S2.A3 A321185	During planning, select tasks that provide students for scaffolded opportunities to produce writing...	Covelli, Christina	9/16/2016	Student Interactive Journals, Lesson Plans	9/16/2016 one-time
G1.MA1 M334356	Teacher and Coaches feedback	Covelli, Christina	9/1/2016	Observation of teachers and Classroom walkthrough documentation	5/26/2017 quarterly
G1.B1.S1.MA1 M334348	Teacher feedback on common planning and professional development session. Teacher lesson plans...	Dorvil, Dinah	9/1/2016	Lesson plans, Classroom walkthough documentation.	5/26/2017 quarterly
G1.B1.S1.MA1 M334349	Ensure that planning time is used effectively. Ensure professional development opportunities are...	Johnson, Lamar	9/1/2016	Agendas from common planning and professional development meetings.Lesson plans. Classroom walk-through documentation.	5/26/2017 weekly
G1.B1.S1.A1 A321165	Provide professional development to new to grade level teachers on the implementation of the...	Dorvil, Dinah	8/31/2016	PD Sign-in Sheet/Agenda, PD follow up product (lesson plans)	5/26/2017 weekly
G1.B1.S1.A2 A321166	Conduct coaching cycles with first and second grade teachers and model different components of the...	Dorvil, Dinah	9/9/2016	Coaching Logs, Coaching Calendar, Coaching Cycle Form	5/26/2017 weekly
G1.B1.S1.A3 A321167	Work collaboratively during common planning to create lesson plans using backwards planning and...	Dorvil, Dinah	9/9/2016	PD Sign in sheet/Agenda, PD follow up product (lesson plans)	5/26/2017 weekly
G1.B1.S1.A4 A321168	Provide professional development for all teachers on analyzing data sources (i.e iReady) to drive...	Dorvil, Dinah	10/5/2016	PD Sign-in sheet, agenda, PD handouts, Student Work Samples	5/26/2017 monthly
G1.B1.S1.A5 A321169	Utilize relevant and current data to make instructional decisions for the effective implementation...	Dorvil, Dinah	10/12/2016	Common planning agenda, lesson plans, student work samples	5/26/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A6 A321170	Facilitate common planning with a focus on the alignment of instructional resources for...	Dorvil, Dinah	8/31/2016	Common planning agenda, Lesson Plans, Student Work Samples	5/26/2017 weekly
G1.B1.S1.A7 A321171	Monitor/Follow-up with the effective implementation and alignment of instructional resources/data...	Johnson, Lamar	9/9/2016	Walkthrough documentation, Administrative Feedback	5/26/2017 weekly
G1.B3.S1.MA1 M334353	Monitor common planning, delivery of lessons as well of professional development	Covelli, Christina	9/16/2016	Agendas from common planning and professional development meetings and Classroom Walk-through Documentation	5/26/2017 weekly
G1.B2.S1.A1 A321172	Provide professional development on the implementation of the Math Florida Standards (MAFS) and...	Nunez, Melissa	9/9/2016	PD Sign-in sheets, Agendas, Coaching Logs, and Follow-up Activities (Lesson Plans)	6/1/2017 weekly
G1.B2.S1.A2 A321173	Work collaboratively during common planning to unwrap the standards to create rigorous lesson plans...	Nunez, Melissa	9/9/2016	Coaching Logs, Agendas, and Lesson Plans	6/1/2017 weekly
G1.B3.S2.MA1 M334354	Teacher feedback on common planning and professional development sessions. Teacher lesson plans...	Covelli, Christina	9/16/2016	Lesson Plans and Classroom Walk-through Documentation	6/5/2017 one-time
G1.B2.S1.MA1 M334350	Teacher feedback on common planning and professional development sessions. Teacher lesson plans...	Covelli, Christina	9/9/2016	Lesson Plans and Classroom Walk-through Documentations	6/6/2017 weekly
G1.B2.S1.MA1 M334351	Ensure that planning time is used effectively. Ensure professional development opportunities are...	Johnson, Lamar	9/9/2016	Agendas from common planning and professional development meetings, Lesson Plans, and Classroom Walk-through Documentations	6/6/2017 weekly
G1.B2.S1.A3 A321174	Conduct coaching cycles on addressing prerequisite skills in the introduction and explicit...	Nunez, Melissa	9/9/2016	Coaching Logs, Agendas, and lesson Plans	6/6/2017 weekly
G1.B2.S1.A5 A321176	Consistently monitor common planning (with focus on the use of lesson planning and delivery).	Covelli, Christina	9/9/2016	Coaching Logs, Lesson Plans, Walk-through Documentation, Administrative Reflections	6/6/2017 weekly
G1.B3.S1.MA1 M334352	Teacher feedback on common planning and professional development session and teacher lesson plans...	Covelli, Christina	9/16/2016	Lesson Plans and Classroom Walk-through Documentations	6/8/2017 one-time
G1.B2.S1.A4 A321175	Provide professional development for K-2 on the use of manipulatives using the Concrete...	Nunez, Melissa	9/9/2016	Coaching Logs, Agendas, and Lesson Plans	9/29/2017 weekly

V. Professional Development Opportunities

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

G1. If teachers and transformation coaches consistently plan together, implement and monitor rigorous instruction in all core areas and ensure that they are aligned to the Florida Standards then, we will meet high expectations for all students.

G1.B1 There is an emphasis on instructional routines and frameworks. As a result, there is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards due to grade level changes.

G1.B1.S1 Plan for and deliver instruction that is aligned to the Language Arts Florida Standards (LAFS).

PD Opportunity 1

Provide professional development to new to grade level teachers on the implementation of the Language Arts Florida standards and explicit instruction.

Facilitator

Literacy Coach

Participants

New to grade level ELA teachers

Schedule

Weekly, from 8/31/2016 to 5/26/2017

PD Opportunity 2

Provide professional development for all teachers on analyzing data sources (i.e iReady) to drive instruction and aligning instructional resources to students' specific needs.

Facilitator

Dinah Dorvil Instructional Reading Coach

Participants

All ELA grade teachers

Schedule

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

G1.B2 There is limited evidence of effective planning and instructional delivery aligned to the Math Florida Standards as a result of grade level changes.

G1.B2.S1 Utilize the mathematics Florida Standards when planning for and delivering instruction.

PD Opportunity 1

Provide professional development on the implementation of the Math Florida Standards (MAFS) and math progressions.

Facilitator

Melissa Nunez (Math Coach) and ETO Curriculum Support Specialist

Participants

K-5 math Teachers

Schedule

Weekly, from 9/9/2016 to 6/1/2017

G1.B3 Lack of the utilization of research based reading, writing, and ESOL strategies in student-generated work, science journals, and laboratory conclusions.

G1.B3.S1 Utilize research based Reading, Writing and ESOL Strategies to enhance science instruction.

PD Opportunity 1

Provide PD on how to utilize pacing guides, planning cards, and resources to develop lessons aligned to standards.

Facilitator

Christina Covelli (Assistant Principal) and ETO Curriculum Support Specialist

Participants

K-5 Science Teachers

Schedule

On 9/9/2016

PD Opportunity 2

Model during common planning how to select text , journal task and hands-on investigations aligned to the cognitive complexity of the standards.

Facilitator

Dinah Dorvil (literacy coach) and ETO Curriculum Support Specialist

Participants

K-5 Science Teachers

Schedule

On 9/9/2016

PD Opportunity 3

Provide teachers with job embedded professional development on text decoding strategies in the content, other research based strategies, and appropriate written responses in the content.

Facilitator

Christina Covelli (Assistant Principal) and ETO Curriculum Support Specialist

Participants

K-5 Science Teachers

Schedule

On 9/9/2016

PD Opportunity 4

Provide PD on how to develop lessons that are scaffolded based on the instruction aligned to the cognitive complexity of the standards.

Facilitator

Science CSS

Participants

k-5th Grade Science Teachers

Schedule

On 9/9/2016

G1.B3.S2 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

PD Opportunity 1

Provide teachers with job embedded professional development on how to align the Language Arts Florida Standards (LAFS) and the Science Next Generation Sunshine State Standards (NGSSS) that will assist in the creation of the lessons that address the cognitive complexity of the standard.

Facilitator

Christina Covelli(Assistant Principal) and ETO Curriculum Support Specialist

Participants

K-5 Science Teachers

Schedule

On 9/16/2016

PD Opportunity 2

Provide teachers with job embedded professional development on text decoding strategies in the content.

Facilitator

ETO Curriculum Support Specialist

Participants

K-5 Science Teachers

Schedule

On 9/16/2016

VI. Technical Assistance Items

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