

Miami-Dade County Public Schools

# Holmes Elementary School



2016-17 Schoolwide Improvement Plan

## Holmes Elementary School

1175 NW 67TH ST, Miami, FL 33150

<http://holmes.dadeschools.net>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	99%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (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	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>.

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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 Holmes Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Targeted Support & Improvement - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Holmes Elementary School is to develop and nourish lifelong learners by creating high expectations for student achievement, building self-esteem and providing a sequential, data-driven instructional program based on students' needs.

##### b. Provide the school's vision statement.

Our vision at Holmes Elementary School is to empower students to be critical thinkers, effective problem solvers, avid readers, and technologically literate, which will allow them to be productive citizens in our global society. Holmes Elementary School will create a safe, positive, learning environment where students demonstrate the 5 Pillars of Power: Grit, Community, Excellence, Professionalism, and Drive.

#### 2. School Environment

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

Expectations for student success at Holmes are high. Standards at Holmes are based on "5 Pillars of Power" as detailed in our School

Pledge:

I am a Holmes Elementary Champion!

Everything I do is driven by purpose!

I understand that knowledge is power and today I will become powerful as I show:

GRIT-Even when the work gets hard, I refuse to give up!

COMMUNITY-I treat my classmates with dignity and respect.

EXCELLENCE-I struggle to get right answers.

PROFESSIONALISM-I present myself to the world by speaking clearly and behaving well.

DRIVE- I want to be great!

I am proud of myself and excited about who I will become!

This pledge is recited every morning by student volunteers to reinforce the vision and mission of each student and teacher.

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

The Five Pillars of Power are the foundation of our Behavior Management Plan which is operated through our Positive Behavior Support program. Boys and girls recite the school pledge daily reminding them of the importance of the 5 pillars. Once monthly all grade levels will participate in Community Circle to discuss the expected norms and to acknowledge and award students who display excellence in academics and/or behavior.

##### 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.

Holmes has instituted Class Dojo as the primary behavior management system. Teachers attended professional development before the start of the school year where teacher accounts were set up so that parents can access individual student reports at any time on their cell phones.

**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.**

Holmes Elementary has a number of avenues established to support the social-emotional health of our students. First of all, a school counselor is employed to meet everyday needs. Secondly, Holmes partners with a number of community organizations who provide therapy. In addition, Holmes has in-house programs to support the needs of students.

**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.**

At Holmes Elementary School, the Early Warning System indicators are as follows:

- Students who miss more than 10% of instructional time
- Students who have referrals that lead to suspensions
- Students who failed a reading or mathematics course
- Students with Level 1's on the FSA in either reading or mathematics.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	4	9	5	3	7	9	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	11	11	22	9	40	0	0	0	0	0	0	0	99
Level 1 on statewide assessment	0	31	32	39	47	78	0	0	0	0	0	0	0	227

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	15	13	5	38	28	0	0	0	0	0	0	0	99

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

School-wide strategies used:

- Teachers will be provided with opportunities for Professional Development in proven behavior management techniques
- Teachers will be trained in the use of the school-based flow chart for behavior consequences
- The PBS Coach and other staff will model the use of proven behavior management techniques
- Provide teachers with materials to use during Morning Meeting to address the 5 Pillars of Power and

Values Matter

-Conduct Community Circles to reward students who are selected as Students of the Month.

## 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/305390>.

#### 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.**

Holmes has sought out community partnerships who contribute uniforms, school supplies and books to promote the academic achievement of our students.

## 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
Fuller, Launa	Principal
Jardine, Ryan	Instructional Coach
Gauthier, Marc	Instructional Coach
Akins, Tawana	Teacher, K-12

#### b. Duties

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

Tier 1

The Leadership Team of Holmes Elementary School is comprised as follows:

Administrator(s): Dr. Yvonne Perry, Principal and LaKevia Ford-White, Assistant Principal will:

- schedule and facilitate regular Rtl meetings,



- ensure attendance of team members,
- ensure follow up of action steps,
- allocate resources;

In addition to the administrator(s), Holmes Elementary School's Leadership Team will include the following members who will carry out SIP:

- Ryan Jardine, Reading Coach (Primary)
- Sheneka Scott-Marcelin, Reading Coach (Intermediate)
- Tawana Akins, Math Coach
- Shamara Byrd, Student Success Coach
- Zandra Higgs, Guidance Counselor
- Josiane Cine, School Psychologist
- Carol Turner, School Social Worker (specify name)
- Karen Fryd, Community Stakeholder

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

#### Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. These members are:

- LaKevia Ford-White, Assistant Principal
- Marc Gauthier, Science Coach
- Tawana Akins, Math Coach
- Ryan Jardine, Reading Coach (Primary)
- Sheneka Scott-Marcelin, Reading Coach (Intermediate)
- Shamara Byrd, Student Success Coach
- Karen Owens, Special Education Teacher
- Zandra Higgs, Guidance Counselor

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

#### Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. These members consist of:

- LaKevia Ford-White, Assistant Principal
- Marc Gauthier, Science Coach
- Tawana Akins, Math Coach
- Ryan Jardine, Reading Coach (Primary)
- Sheneka Scott-Marcelin, Reading Coach (Intermediate)
- Karen Owens, Special Education Teacher
- Zandra Higgs, Guidance Counselor
- Angela Coley, Interventionist

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

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

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

#### Tier 2

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

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

The school improvement plan (SIP) for Holmes Elementary School summarizes the academic and behavioral goals for the year and describes Holmes' plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

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

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

#### Title I, Part A

At Holmes Elementary School, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (extended day). 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), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need 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 life of the school 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 program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at Holmes Elementary School and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Holmes Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

NA

#### Title II

The District 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 Holmes Elementary School focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

At Holmes Elementary School, Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)

- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Holmes Elementary School has identified a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

NA

#### Violence Prevention Programs

Holmes Elementary School offers:

- 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 teachers, administrators, and/or counselors is also a component of this program.

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
  - This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
  - Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
  - All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

- 1) Holmes Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School 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.

Housing Programs - N/A

#### Head Start

#### Adult Education

NA

#### Career and Technical Education

NA

#### Job Training

NA

#### Other

Holmes Elementary participates in the following programs:

#### Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

#### HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

#### Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Yvonne Perry	Principal
Sadery Flete	Teacher
Dahiana Tejada	Teacher
Abe Coleman	Teacher
Shatoya Lawal	Parent
Chaquita Chase	Parent
Maurice Thomas	Parent
Carla Hansberry-Starks	Parent
Michael Dames	Business/Community
Darryl Holsendolph	Business/Community
LaKevia Ford-White	Principal

### 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 EESAC made suggestions, reviewed and approved the School Improvement Plan.

*b. Development of this school improvement plan*

Members of the EESAC reviewed plan components.

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

The EESAC reviewed and made suggestions to the budget and plan.

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

SIP funds will be used to provide student incentives for academic progress.

**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
Fuller, Launa	Principal
Jardine, Ryan	Instructional Coach

## b. Duties

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

The major initiative of the Holmes Elementary School LLT for this school year is to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions to increase student achievement in reading.

## 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.

Collaborative planning is incorporated into the very fabric of the school through common planning, PLCs, Book Club, and classroom observations by teachers.

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

Holmes Elementary School actively recruits highly qualified teachers to sustain consistency in effective instruction. Teachers are mentored by instructional coaches and recognized for the growth of their students through special incentives.

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

Holmes mentoring program includes pairing new teachers with experienced veterans to support them in developing appropriate instructional strategies and best practices.

## 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 administration and instructional coaches meet weekly to ensure that state standards are fully understood by the instructional staff and effectively taught using proven strategies.

#### 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 individual needs of our students are met in a variety of ways. Students are assessed periodically to determine academic strengths and weaknesses. Once data is reviewed students are placed in

intervention groups to best meet their needs. The school day is extended one hour as required by the state to raise reading achievement.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

The extended day program at Holmes Elementary is designed to provide an additional hour of intensive reading instruction beyond the normal school day for each day of the school year for all students.

**Strategy Rationale**

This strategy is used to increase reading achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Fuller, Launa, pr2501@dadeschools.net

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

To determine the effectiveness of the extended day program at Holmes Elementary School, data will be collected at multiple dates throughout the year, in addition to the state assessment given in March and April.

**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.**

At Holmes Elementary School, "Transition to Kindergarten" packets are provided to all neighborhood day care centers and pre-kindergarten centers for distribution to all parents of incoming Kindergarten students. A transition to Kindergarten meeting is held at the end of the school year in order to inform parents of what to expect when their child(ren) enter Kindergarten.

At Holmes Elementary School, all incoming Kindergartners are assessed using the Print/Letter Knowledge and the FLKRS state assessment. Data collected from these assessments will be used to plan instructional and intervention programs. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by screening data. Mid-year and end-of-year assessments will be used to determine student progress and learning gains and modify instruction as needed.

**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.**



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

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

**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.**

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

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

## Strategic Goals Detail

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

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

G088084

**Targets Supported 1b**

Indicator	Annual Target
ELA Achievement District Assessment	
AMO Math - All Students	74.0

**Targeted Barriers to Achieving the Goal 3**

- There is limited evidence of effective planning and instructional delivery aligned to the standards.
- Barriers to goal achievement include limited understanding of the state standards, non-explicit lesson planning and ineffective use of instructional frameworks.
- Limited understanding of the correlation between demands of the standard and student work products.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Professional Development, Intervention / Extended Day, Language Arts Florida Standards (LAFS) Item Specifications; District Pacing Guides, Supplemental Instructional Guides, Model Classrooms, Instructional Coaches, Curriculum Support Specialists
- Go Math! Curriculum, Florida Standards Assessments Item Specifications, M-DCPS Pacing Guides, Mathematical Practice Standards, iReady Curriculum, Curriculum Support Specialists
- District Pacing Guides, Item Specifications, FLDOE NGSSS, J & J Bootcamp, Essential Labs, AIMS Activity Books, Discover Education Videos, Gizmos, Science CSS

**Plan to Monitor Progress Toward G1. 8**

Increased proficiency on interim, iReady, and ongoing summative assessments.

**Person Responsible**

Launa Fuller

**Schedule**

Weekly, from 9/1/2016 to 5/31/2017

**Evidence of Completion**

iReady Data Interim assessments Grade level assessments Ongoing progress monitoring Classroom walkthroughs Common planning sessions Instructional reviews

## Action Plan for Improvement

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

### Problem Solving Key

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

 = Problem Solving Step     S123456 = Quick Key

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

G088084

**G1.B1** There is limited evidence of effective planning and instructional delivery aligned to the standards. 2

B234209

**G1.B1.S1** Provide professional development in understanding and utilizing instructional frameworks to increase the understanding of their design and purpose. 4

S246989

### Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks, using the grade and content-specific instructional framework. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### Action Step 1 5

Provide professional development on the implementation of the Florida Standards during common planning time.

#### Person Responsible

Ryan Jardine

#### Schedule

Weekly, from 9/1/2016 to 10/28/2016

#### Evidence of Completion

Agenda, Attendance Sheets

### Action Step 2 5

Provide professional development on grade-level and subject specific instructional frameworks during common planning.

#### Person Responsible

Ryan Jardine

#### Schedule

Weekly, from 9/1/2016 to 9/30/2016

#### Evidence of Completion

Agenda, Attendance Sheets

### Action Step 3 5

Conduct coaching cycles, as needed, to reinforce components of the instructional framework.

**Person Responsible**

Tawana Akins

**Schedule**

Weekly, from 9/1/2016 to 10/28/2016

***Evidence of Completion***

Coaches' Logs, Lesson Plans

### Action Step 4 5

Model different components of the instructional framework based on teacher need.

**Person Responsible**

Ryan Jardine

**Schedule**

Biweekly, from 9/1/2016 to 10/28/2016

***Evidence of Completion***

Coaching Log, Planning Agenda, Lesson Plans

### Action Step 5 5

Consistently monitor common planning with a focus on the planning process and complexity of objectives.

**Person Responsible**

Launa Fuller

**Schedule**

Weekly, from 10/3/2016 to 10/28/2016

***Evidence of Completion***

Planning Agenda, Lesson Plans

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

Monitor implementation of instructional frameworks through observations and classroom walkthroughs

**Person Responsible**

Launa Fuller

**Schedule**

Daily, from 9/1/2016 to 10/28/2016

***Evidence of Completion***

Classroom walkthroughs Lesson plans

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

Increased proficiency on targeted skills and benchmarks through assessments.

**Person Responsible**

Launa Fuller

**Schedule**

Weekly, from 9/1/2016 to 10/28/2016

***Evidence of Completion***

Common planning sessions Classroom walkthroughs Ongoing progress monitoring Interim assessments

**G1.B2** Barriers to goal achievement include limited understanding of the state standards, non-explicit lesson planning and ineffective use of instructional frameworks. 2

B234210

**G1.B2.S3** Data Guided Instruction 4

S246993

### Strategy Rationale

Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

### Action Step 1 5

Conduct coaching cycles and model the implementation of small group instruction aligned to data.

#### Person Responsible

Ryan Jardine

#### Schedule

Biweekly, from 8/30/2016 to 10/14/2016

#### Evidence of Completion

### Action Step 2 5

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system.

#### Person Responsible

Ryan Jardine

#### Schedule

Monthly, from 8/31/2016 to 11/18/2016

#### Evidence of Completion

Monthly OPMs are evident and used on a consistent basis



**Action Step 3** 5

Utilize relevant and current data (Interim Data and Chapter Assessment Data) to set goals and create flexible student groups that are aligned to students' math deficiencies, and target needs.

**Person Responsible**

Launa Fuller

**Schedule**

Quarterly, from 10/3/2016 to 5/31/2017

***Evidence of Completion***

Data is consistently analyzed and instruction adjusted to target students' varied academic needs

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Monitor the fidelity of implementation of small group instruction and the alignment of resources to meet the instructional needs of the learner.

**Person Responsible**

Launa Fuller

**Schedule**

On 5/31/2017

***Evidence of Completion***

Student journals Work folders FSA results I-Ready data

**G1.B3** Limited understanding of the correlation between demands of the standard and student work products. 2

B234211

**G1.B3.S1** Standard-based Instruction 4

S246994

### Strategy Rationale

Utilize the state standards when planning for and delivering instruction.

### Action Step 1 5

Provide Professional Development on Unwrapping the Benchmark for targeted teachers, thus enabling them to construct and implement lesson plans that utilize a variety of science resources aligned to the NGSSS and that support the LAFS and MAFS.

#### Person Responsible

Jennifer Dubey

#### Schedule

Monthly, from 9/9/2014 to 11/26/2014

#### Evidence of Completion

Science CSS and AP provided professional development during planning to construct lessons plans aligned to standards. Science CSS and AP provided professional development during planning to construct lessons plans aligned to standards.

### Action Step 2 5

Model during planning the use of the “unwrapping the benchmark” session to select topical questions and essential questions to drive instruction.

#### Person Responsible

Jennifer Dubey

#### Schedule

Weekly, from 9/9/2014 to 11/26/2014

#### Evidence of Completion

Sequential and topical questions are aligned to the cognitive complexity of the standard and drive instruction..

### Action Step 3 5

Provide Professional Development on the utilization of the pacing guide, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction

#### **Person Responsible**

Jennifer Dubey

#### **Schedule**

Monthly, from 9/9/2014 to 11/26/2014

#### ***Evidence of Completion***

Science CSS and Assistant Principal provided job-embedded professional development during planning on use of resources.

### Action Step 4 5

Model during planning the use of the “unwrapping the benchmark” session to select resources, tasks, assignments and appropriate scaffolded questions in order to meet the cognitive complexity of the standard.

#### **Person Responsible**

Jennifer Dubey

#### **Schedule**

Weekly, from 9/9/2014 to 11/26/2014

#### ***Evidence of Completion***

### 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**

Jennifer Dubey

#### **Schedule**

Biweekly, from 9/9/2014 to 11/26/2014

#### ***Evidence of Completion***

Delivery of instruction provide evidence of the use of a variety of resources and tasks aligned to standards.

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

Utilization of classroom walkthroughs and observations; coaching cycle

**Person Responsible**

Jennifer Dubey

**Schedule**

Biweekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Classroom walkthrough data, lesson plans, student work products, coaching logs

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

Collect and analyze assessment data to inform instruction.

**Person Responsible**

Jennifer Dubey

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

**Evidence of Completion**

Unit Assessment data, District Interim Assessments, Intervention data, Wonder Works, Go Math, i-Ready reports

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B3.S1.MA1  M334370	Collect and analyze assessment data to inform instruction.	Dubey, Jennifer	9/9/2014	Unit Assessment data, District Interim Assessments, Intervention data, Wonder Works, Go Math, i-Ready reports	11/26/2014 weekly
G1.B3.S1.MA1  M334371	Utilization of classroom walkthroughs and observations; coaching cycle	Dubey, Jennifer	9/9/2014	Classroom walkthrough data, lesson plans, student work products, coaching logs	11/26/2014 biweekly
G1.B3.S1.A1  A321222	Provide Professional Development on Unwrapping the Benchmark for targeted teachers, thus enabling...	Dubey, Jennifer	9/9/2014	Science CSS and AP provided professional development during planning to construct lessons plans aligned to standards. Science CSS and AP provided professional development during planning to construct lessons plans aligned to standards.	11/26/2014 monthly
G1.B3.S1.A2  A321223	Model during planning the use of the "unwrapping the benchmark" session to select topical questions...	Dubey, Jennifer	9/9/2014	Sequential and topical questions are aligned to the cognitive complexity of the standard and drive instruction..	11/26/2014 weekly
G1.B3.S1.A3  A321224	Provide Professional Development on the utilization of the pacing guide, scope and sequence, along...	Dubey, Jennifer	9/9/2014	Science CSS and Assistant Principal provided job-embedded professional development during planning on use of resources.	11/26/2014 monthly
G1.B3.S1.A4  A321225	Model during planning the use of the "unwrapping the benchmark" session to select resources, tasks,...	Dubey, Jennifer	9/9/2014		11/26/2014 weekly
G1.B3.S1.A5  A321226	Model the delivery of instruction to targeted teachers as a result of the "unwrapping the..."	Dubey, Jennifer	9/9/2014	Delivery of instruction provide evidence of the use of a variety of resources and tasks aligned to standards.	11/26/2014 biweekly
G1.B1.S1.A2  A321199	Provide professional development on grade-level and subject specific instructional frameworks...	Jardine, Ryan	9/1/2016	Agenda, Attendance Sheets	9/30/2016 weekly
G1.B2.S3.A1  A321219	Conduct coaching cycles and model the implementation of small group instruction aligned to data.	Jardine, Ryan	8/30/2016		10/14/2016 biweekly
G1.B1.S1.MA1  M334363	Increased proficiency on targeted skills and benchmarks through assessments.	Fuller, Launa	9/1/2016	Common planning sessions Classroom walkthroughs Ongoing progress monitoring Interim assessments	10/28/2016 weekly
G1.B1.S1.MA1  M334364	Monitor implementation of instructional frameworks through observations and classroom walkthroughs	Fuller, Launa	9/1/2016	Classroom walkthroughs Lesson plans	10/28/2016 daily
G1.B1.S1.A1  A321198	Provide professional development on the implementation of the Florida Standards during common...	Jardine, Ryan	9/1/2016	Agenda, Attendance Sheets	10/28/2016 weekly
G1.B1.S1.A3  A321200	Conduct coaching cycles, as needed, to reinforce components of the instructional framework.	Akins, Tawana	9/1/2016	Coaches' Logs, Lesson Plans	10/28/2016 weekly
G1.B1.S1.A4  A321201	Model different components of the instructional framework based on teacher need.	Jardine, Ryan	9/1/2016	Coaching Log, Planning Agenda, Lesson Plans	10/28/2016 biweekly
G1.B1.S1.A5  A321202	Consistently monitor common planning with a focus on the planning process and complexity of...	Fuller, Launa	10/3/2016	Planning Agenda, Lesson Plans	10/28/2016 weekly
G1.B2.S3.A2  A321220	Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system.	Jardine, Ryan	8/31/2016	Monthly OPMs are evident and used on a consistent basis	11/18/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1 M334372	Increased proficiency on interim, iReady, and ongoing summative assessments.	Fuller, Launa	9/1/2016	iReady Data Interim assessments Grade level assessments Ongoing progress monitoring Classroom walkthroughs Common planning sessions Instructional reviews	5/31/2017 weekly
G1.B2.S3.MA1 M334369	Monitor the fidelity of implementation of small group instruction and the alignment of resources to...	Fuller, Launa	8/31/2016	Student journals Work folders FSA results I-Ready data	5/31/2017 one-time
G1.B2.S3.A3 A321221	Utilize relevant and current data (Interim Data and Chapter Assessment Data) to set goals and...	Fuller, Launa	10/3/2016	Data is consistently analyzed and instruction adjusted to target students' varied academic needs	5/31/2017 quarterly

## V. Professional Development Opportunities

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

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

**G1.B1** There is limited evidence of effective planning and instructional delivery aligned to the standards.

**G1.B1.S1** Provide professional development in understanding and utilizing instructional frameworks to increase the understanding of their design and purpose.

### **PD Opportunity 1**

Provide professional development on the implementation of the Florida Standards during common planning time.

#### **Facilitator**

Literacy Coaches, Curriculum Support Specialist, Instructional Supervisor, District Personnel

#### **Participants**

K-5 teachers

#### **Schedule**

Weekly, from 9/1/2016 to 10/28/2016

### **PD Opportunity 2**

Provide professional development on grade-level and subject specific instructional frameworks during common planning.

#### **Facilitator**

Instructional Coaches

#### **Participants**

K-5 Teachers

#### **Schedule**

Weekly, from 9/1/2016 to 9/30/2016

### **PD Opportunity 3**

Conduct coaching cycles, as needed, to reinforce components of the instructional framework.

#### **Facilitator**

Literacy Coaches, Curriculum Support Specialist

#### **Participants**

K-5 Teachers

#### **Schedule**

Weekly, from 9/1/2016 to 10/28/2016

### **PD Opportunity 4**

Model different components of the instructional framework based on teacher need.

#### **Facilitator**

Literacy Coaches, Curriculum Support Specialist

#### **Participants**

K-5 Teachers

#### **Schedule**

Biweekly, from 9/1/2016 to 10/28/2016

### **PD Opportunity 5**

Consistently monitor common planning with a focus on the planning process and complexity of objectives.

#### **Facilitator**

Literacy Coaches, Curriculum Support Specialist

#### **Participants**

K-5 Teachers

#### **Schedule**

Weekly, from 10/3/2016 to 10/28/2016



**G1.B2** Barriers to goal achievement include limited understanding of the state standards, non-explicit lesson planning and ineffective use of instructional frameworks.

**G1.B2.S3** Data Guided Instruction

**PD Opportunity 1**

Conduct coaching cycles and model the implementation of small group instruction aligned to data.

**Facilitator**

Math Coach, Curriculum Support Specialist

**Participants**

K-5 Teachers

**Schedule**

Biweekly, from 8/30/2016 to 10/14/2016

**PD Opportunity 2**

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system.

**Facilitator**

Math Coach, Curriculum Support Specialist

**Participants**

K-5 Teachers

**Schedule**

Monthly, from 8/31/2016 to 11/18/2016

**PD Opportunity 3**

Utilize relevant and current data (Interim Data and Chapter Assessment Data) to set goals and create flexible student groups that are aligned to students' math deficiencies, and target needs.

**Facilitator**

Administration, Math Coach, Curriculum Support Specialist

**Participants**

K-5 Teachers

**Schedule**

Quarterly, from 10/3/2016 to 5/31/2017

**G1.B3** Limited understanding of the correlation between demands of the standard and student work products.

**G1.B3.S1** Standard-based Instruction

**PD Opportunity 1**

Provide Professional Development on Unwrapping the Benchmark for targeted teachers, thus enabling them to construct and implement lesson plans that utilize a variety of science resources aligned to the NGSSS and that support the LAFS and MAFS.

**Facilitator**

Administration, Curriculum Support Specialist

**Participants**

K-5 Teachers

**Schedule**

Monthly, from 9/9/2014 to 11/26/2014

**PD Opportunity 2**

Model during planning the use of the “unwrapping the benchmark” session to select topical questions and essential questions to drive instruction.

**Facilitator**

Administration, Curriculum Support Specialist

**Participants**

K-5 Teachers

**Schedule**

Weekly, from 9/9/2014 to 11/26/2014

### PD Opportunity 3

Provide Professional Development on the utilization of the pacing guide, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction

#### Facilitator

Administration, Curriculum Support Specialist

#### Participants

K-5 Teachers

#### Schedule

Monthly, from 9/9/2014 to 11/26/2014

### PD Opportunity 4

Model during planning the use of the “unwrapping the benchmark” session to select resources, tasks, assignments and appropriate scaffolded questions in order to meet the cognitive complexity of the standard.

#### Facilitator

Administration, Curriculum Support Specialist

#### Participants

K-5 Teachers

#### Schedule

Weekly, from 9/9/2014 to 11/26/2014

### PD Opportunity 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.

#### Facilitator

Administration, Curriculum Support Specialist

#### Participants

K-5 Teachers

#### Schedule

Biweekly, from 9/9/2014 to 11/26/2014

## 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 professional development on the implementation of the Florida Standards during common planning time.	\$0.00			
2	G1.B1.S1.A2	Provide professional development on grade-level and subject specific instructional frameworks during common planning.	\$0.00			
3	G1.B1.S1.A3	Conduct coaching cycles, as needed, to reinforce components of the instructional framework.	\$0.00			
4	G1.B1.S1.A4	Model different components of the instructional framework based on teacher need.	\$0.00			
5	G1.B1.S1.A5	Consistently monitor common planning with a focus on the planning process and complexity of objectives.	\$0.00			
6	G1.B2.S3.A1	Conduct coaching cycles and model the implementation of small group instruction aligned to data.	\$0.00			
7	G1.B2.S3.A2	Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system.	\$0.00			
8	G1.B2.S3.A3	Utilize relevant and current data (Interim Data and Chapter Assessment Data) to set goals and create flexible student groups that are aligned to students' math deficiencies, and target needs.	\$0.00			
9	G1.B3.S1.A1	Provide Professional Development on Unwrapping the Benchmark for targeted teachers, thus enabling them to construct and implement lesson plans that utilize a variety of science resources aligned to the NGSSS and that support the LAFS and MAFS.	\$500.00			
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$500.00
<i>Notes: Notes</i>						
10	G1.B3.S1.A2	Model during planning the use of the “unwrapping the benchmark” session to select topical questions and essential questions to drive instruction.	\$0.00			
11	G1.B3.S1.A3	Provide Professional Development on the utilization of the pacing guide, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction	\$0.00			
12	G1.B3.S1.A4	Model during planning the use of the “unwrapping the benchmark” session to select resources, tasks, assignments and appropriate scaffolded questions in order to meet the cognitive complexity of the standard.	\$0.00			
13	G1.B3.S1.A5	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.	\$0.00			
<b>Total:</b>						<b>\$500.00</b>