

Miami-Dade County Public Schools

Coconut Palm K 8 Academy



2016-17 Schoolwide Improvement Plan

Coconut Palm K 8 Academy

24400 SW 124TH AVE, Homestead, FL 33032

<http://coconutpalm.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)
Combination School PK-8	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

**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 Coconut Palm K 8 Academy

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

b. Provide the school's vision statement.

We are committed to provide educational excellence for all students.

2. School Environment

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

Tier III Programs are rewards that are designed by the PBS Team and the administration to help students develop positive and productive behaviors in an academic setting and foster respectful relationships between the students and teachers.

Participation in regular small-group discussions with the school counselor.

Students are paired with a staff member for support.

Students are paired with an administrator for support.

Parent/Teacher conferences.

School sponsored activities

ESSAC and PTSA meetings that promote parental involvement.

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

Elementary Student Code of Conduct -The Code of Student Conduct is the District's policy that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The "reculturing" of the school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect. To enhance its effectiveness, this document addresses the role of the parents, the students, and school, but also core values and model student behavior, rights and responsibilities of students, Multi-tiered System of Supports (MTSS), and procedures for using corrective strategies, including suspension and expulsion.

Secondary Student Code of Conduct -The Code of Student Conduct is the District's policy that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The "reculturing" of the school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect. To enhance its effectiveness, this document addresses the role of the parents, the students, and school, but also core values and model student behavior, rights and responsibilities of students, Multi-tiered System of Supports (MTSS), and procedures for using corrective strategies, including suspension and expulsion.

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.

CPA Positive Behavior Support is Coconut Palm K-8 Academy's school-wide behavior intervention plan. It is a part of Florida's Positive Behavior Support Project. This project seeks to develop and recognize desired school-wide behaviors and is centered on the CPA 3 R's: Respectful, Responsible, Role Model. These three characteristics are the foundation for every successful action required for success.

Our expected behaviors are explicitly taught and are area specific. These behaviors are taught in class by our teachers and reinforced in the common areas with reminder signs and by CPA staff in the halls, cafeteria and throughout the building. Students who demonstrate expected behaviors consistently are rewarded by their teachers. Rewards may include special privileges, rewards or recognitions.

CPA Bengal Trading Post-This is Coconut Palm's School Store, where earned Bengal Bucks can be spent. Bengal Bucks are randomly given to students who exhibit the expected behaviors. Teachers and staff members can distribute Bengal Bucks.

All faculty and staff received training during the Opening of School Professional Development.

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.

Tier II Programs are rewards that are designed by the PBS Team and the administration to help students develop positive and productive behaviors in an academic setting.

Tier II Programs may include the following:

Participation in small-group discussions

One-on-one counseling sessions

Periodic progress reports (daily, weekly, monthly)

Assignment of a mentor

Peer mediation

PAWS Check-in/ Check-out Behavior Monitoring Program

Male and Female mentoring programs

Behavior Contracts

Participation in targeted programs and events

Success Coach

Bengal Bucks

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.

Teachers will submit the names of students who reach pre-determined failure criteria to the counselors.

The RTI team will meet monthly to monitoring student performance prior the end of each marking period.

Strategies will be implemented to prevent student failures. Students will be meet with the counselor to create an action plan for success.

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	6	4	1	3	1	3	2	2	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	24	50	64	73	34	56	0	0	0	0	301

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	12	19	35	23	56	72	104	67	69	0	0	0	0	457

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

PBS (Positive Behavior Support) systems are fully implemented for all students in grades K-8. Ms. Washington is designated as our truancy representative and monitors and conducts meeting dealing with excessive absences and how our school can assist the parents.

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/315588>.

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.

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
Pena, Jose	Principal
Branch, Marva	Instructional Coach
Carroll, Ilisa	Assistant Principal
Cardona, Waleska	Instructional Coach
Herrera, Lourdes	Instructional Coach
Uriarte, Adrienne	Instructional Coach
Garrett, April	School Counselor

b. Duties

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

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
 - What progress is expected in each core area?
 - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
 - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (Enrichment opportunities).
2. 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.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

Michele Bush- mabush@dadeschools.net
Assistant Principal
Middle School
(K-8 Math/Science)

Ilisa L. Carroll- ilisacarroll@dadeschools.net
Assistant Principal
Elementary School
(K-8 Reading/Writing/Social Sciences)

Instructional Math Coach
Tanisha Burgess - Elementary School - tburgess@dadeschools.net
Waleska Cardona-Middle School-wcardona@dadeschools.net

Instructional Reading Coach
Dr. Marva Branch- Elementary School-m_branch@dadeschools.net
Adrienne Uriarte - Middle School - auriarte@dadeschools.net

Instructional Science Coach
Lourdes Herrera K-8- Lulyteach@dadeschools.net

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.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through 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. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;

- Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

The teachers are required to submitted weekly reports from Success Maker Reading and Math to the elementary counselor. All reports are kept in the office with the counselor and the team meets monthly to discuss the needed problem solving effectiveness.

Community stakeholders MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions.

- The Tier 1 of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The Tier 2 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.
- The Tier 3 of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/Rtl four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Coconut Palm K-8 Academy is dedicated to richly impacting the lives of all students with programs geared to bridge, prepare, and connect learners to 21st century global learning beyond classroom walls. We will enrich the lives of all of our students, by providing a rich array of interconnected programs that will move instruction to include:

- Coconut Palm's Choice Program - Agriscience Engineering and Environmental Science and Biomedical
- Ready Schools Initiative
- Positive Behavior Support Program (PBS)
- Curriculum embedded Technology (Interactive Learning using Promethean) Computer assisted Instruction and the use of IPADS and Outdoor classroom via a variety of campus gardens

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). 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 schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.. In addition, Coconut Palm K-8 Academy uses Title I funding for additional services such as hourly teachers, paraprofessionals, software, hardware and supplemental materials.

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 each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your 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

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

- 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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth 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 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. Carmen Jones-Carey	Principal
Ma Falk	Teacher
Anna Lachapelle	Teacher
Tania Solomon	Parent
Elijah Dingle	Education Support Employee
Tere Wong	Business/Community
Ilisa Carroll	Education Support Employee
Vanessa Quintana	Teacher
Paul Baker	Business/Community
Waleska Cardona	Teacher
Kimberly Smith	Teacher
Roselyn Seus	Student
Brenda Washington	Teacher
Lourdes Herrera	Teacher
Jennifer High	Teacher
Lisset Ferro	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC involvement included the following:

1. Team members shared school improvement ideas with fellow colleagues in the same grade level.
2. Provided valuable input for student achievement and interim assessments.
3. Provided feedback to the SIP Writing Team.

b. Development of this school improvement plan

Describe the activities of the SAC for the upcoming school year

1. EESAC will develop, implement and review the School Improvement Plan (SIP)
2. Funds will be allocated to support academic success, via incentives for FCAT and Common Core achievement and Bi-weekly success and adherence to PBS norms
3. Provide supplies and materials to support Project-Based Learning and school-wide implementation of the schools magnet programs.

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

The EESAC committee established ideas to be implemented in 2016-2017. The principal review the tentative budget with ESSAC and initiatives were presented and executed.

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

Student incentives \$1000.00
 Saturday school \$1500.00
 Student Planners for students in Grades 3-8.

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
Branch, Marva	Instructional Coach
Pena, Jose	Principal
Leveille, Dominique	Teacher, K-12
Shipp, Charnita	Teacher, K-12
Cortright, Janet	Teacher, K-12
Valdez, Caroline	Teacher, K-12
Carroll, Ilisa	Assistant Principal
Cardona, Waleska	Instructional Coach

b. Duties

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

3.1-Gather knowledge about literacy and resources, facilitate workshops, organize study groups, initiate action research, and examine student artifacts.

3.2-As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Leadership Literacy Team, students who consistently demonstrate academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/interventions.

3.3-Students not making mastery will be offered tutorial assistance (before, after-school, or during the regular school day) from personnel hired to provide tutorial services.

- 3.4-Strategies that are unsuccessful will be discontinued and replaced with alternate interventions.
- 3.5-All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously

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.

All elementary teachers received common planning time with their subject area in their grade level. The instructional coaches are planning weekly with teachers to ensure the implementation of the Florida Assessment Standards.

Due to the flexibility for common planning, some middle school teachers plan in the am, after school or during planning time with the instructional coach.

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

- 1. Conduct interviews in order to recruit teachers of highly qualified status.
- 2. Provide modeling, coaching and professional development in order to retain highly qualified teachers.
- 3. Attend and host recruitment fairs.
- 4. Provide time for ongoing collaboration.

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

The pairing is exclusively designed to provide new teachers with effective teachers. All new teachers and teachers with 4 years or less teaching experience are paired with an effective teacher for support and professional growth.

All first year and second year teachers have been paired with a MINT Mentor and/or a buddy teacher. The school utilizes with district plan to ensure that teachers are paired with an experienced teacher for retention and professional growth.

Beginning Teacher New Assigned Mentor
Alexa Morales Norrine Burkhalter
Esther Guterrez Norrine Burkhalter
Eloisa Ariola Joanne Mulligan
Gisel Leon Joanne Mulligan
Domenique Cespedes Vivian Burns
Gabiella Cruz Vivian Burns
Nathalie Louie Amber Gamble
Catheryn Ortiz Amber Gamble
Elvia Sanz Janet Cortright
Kyersten Mesa Sylvia Ruperto
Dale Posey Julieta Pinedo
Carlos Gonzalez Julieta Pinedo

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 teachers follow an instructional framework for all subjects to ensure the implementation of the state's standards. Teachers plan weekly with their instructional coach to ensure the benchmarks are unwrapped effective and to ensure that the delivery of teacher instruction produce student learning. Data Chats are used to review student performance on assessments.

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.

School-wide data will be used to monitor student mastery of state standards. Students will be assessed biweekly or as needed to address the overall mastery and mastery of benchmarks being taught. Teachers will retrieve data from Thinkgate and complete the Data Briefing Protocol sheet for each class taught. Teachers will conference with all students and complete the Class Data Tracking Roster. Each student will update their Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks in middle school. Secondary benchmarks will be remedy during DI and/or small groups.

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: 3,600

Students will participate in small-group tutorials after school to provide remediation specific core subject areas deficiencies.

Students will use iReady technology based program for Reading and Math to support and enhance foundational skills and maintain grade level achievements.

Strategy Rationale

To promote student performance on grade level skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Carroll, Ilisa, vwbuggy2013@gmail.com

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

Students are tested on a bi-weekly basis to ensure mastery. Data from district interim assessments are used to provide a second data point to ensure the effectiveness of the implementation and student outcomes.

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.

Coconut Palm K-8 Academy is committed to bridging the gap between the school and the surrounding early learning providers in the area. Upon entry into kindergarten all children are assessed utilizing the Florida Kindergarten Readiness Screener (FLKRS) and the STAR Reading Early Literacy Diagnostic in order to determine student readiness in phonics/phonemic awareness, sound recognition, blending, and initial decoding. The FLKRS will also assess for social and emotional development. The children will also be assessed using the CELLA-ONLINE in both speaking and listening. Kindergarten teachers work closely with the Administration and the Community Involvement Specialist to ensure that all children come to school on a regular basis and are ready to learn.

A monthly parent meeting will be provided for local preschools in the community to address the needs of 3 and 4 years old for the upcoming year.

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.

This rigorous and challenging program requires students to complete various projects, participate in competitions, and field trips. Prior to entering the Upper Academy (Grades 6-8) students will be required to select one track (Agriscience Engineering or Medical Biotechnology). To ensure preparation for high school academies and programs, students in the Upper Academy may not change their chosen track.

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

The Agriscience Engineering and Medical Biotechnology Program will be offered to students beginning in first and second grade. To enroll, students must complete an application. The application process requires a lottery system after meeting rubric criteria. Students in the Lower Academy (Grades 1-5) will experience and explore the fields of Agriscience Engineering and Medical Biotechnology via the utilization of hands-on, virtual, simulated, and project-based learning. In preparation to select one track, the science, mathematics, and technology curriculum places emphasis on thematic and interdisciplinary units in order to ensure comprehensive exposure to agriscience engineering and medical biotechnology.

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.

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. If core instruction improves in all areas, then student achievement will increase.

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 core instruction improves in all areas, then student achievement will increase. 1a

G088219

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0

Targeted Barriers to Achieving the Goal 3

- Formal and informal observations revealed that teachers are not asking multi-level complexity questions on a consistent basis.
- Formal and informal observations revealed that reinforcement of standards based daily end products (DEP's) not aligning to daily learning target (DLT's)
- Formal and informal observations revealed that there is a lack of evidence in analytical and genre writing
- Observations revealed that there was a lack of corrective feedback provided to students on their work to ensure that students had mastered content
- High rate of student absences and referrals of disruptive behavior.
- A barrier is that teachers are not providing a range of differentiated activities nor corrective feedback through available resources during Science instruction consistently

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill Wonderworks; MacDougal Little, Inside, System 44, Read 180
- Go Math (MAFS) Item Specifications, SAT Dailies, Topic Assessments, McGraw Hill, HMH Algebra I and Geometry and AlgebraNation
- GIZMOs, Florida Coach Workbooks, Essential Labs, J&J Speedbag, AIMS
- iCivics, History Labs, Document- Based Questions, Item Specs, Suggested Lesson Plan Template, SS Instructional Framework
- iAttend Action Plan, Success Coaches, Student Services Department, Values Matters Curriculum, and Alternative to Suspension Program

Plan to Monitor Progress Toward G1. 8

Provide support to teachers during and after the coaching cycle.

Person Responsible

Marva Branch

Schedule

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

Evidence of Completion

Walkthroughs, lesson plans, and collaborative planning

Plan to Monitor Progress Toward G1. 8

Provide professional development to assist teachers in presenting concepts with different levels of complexity.

Person Responsible

Waleska Cardona

Schedule

On 6/8/2017

Evidence of Completion

Walkthroughs, lesson plans, and collaborative planning

Plan to Monitor Progress Toward G1. 8

Provide professional development to assist teachers on Differentiated Instruction

Person Responsible

Lourdes Herrera

Schedule

On 6/8/2017

Evidence of Completion

Walkthroughs, lesson plans, and collaborative planning

Plan to Monitor Progress Toward G1. 8

Record student absences and conduct truancy meetings with parents to decrease unexcused absences

Person Responsible

April Garrett

Schedule

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

Evidence of Completion

Log of truancy meetings

Plan to Monitor Progress Toward G1. 8

Decreased number of discipline referrals

Person Responsible

April Garrett

Schedule

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

Evidence of Completion

Referral Reports

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 core instruction improves in all areas, then student achievement will increase. 1

G088219

G1.B1 Formal and informal observations revealed that teachers are not asking multi-level complexity questions on a consistent basis. 2

B234583

G1.B1.S1 Model the practice of effective multi-level questioning in action and develop lesson plans that reflect multi-level questions 4

S247299

Strategy Rationale

To provide students with multi-level questions

Action Step 1 5

Professional Development on developing multi-level questions utilizing the DOK.

Person Responsible

Marva Branch

Schedule

Weekly, from 10/3/2016 to 6/8/2017

Evidence of Completion

Agenda, sign-in sheet, PD handouts, developed lesson plans that contain multi-level questions

Action Step 2 5

Coaching cycles and Collaborative Planning for target teachers

Person Responsible

Marva Branch

Schedule

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

Evidence of Completion

Walkthroughs, lesson plans, collaborative planning

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

Through observation, multi-level questioning is occurring during lesson on a consistent basis.

Person Responsible

Marva Branch

Schedule

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

Evidence of Completion

Walkthroughs, collaborative planning, lesson plans

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

Walkthroughs for evidence of multi-level questioning during instruction and in lesson plans.

Person Responsible

Ilisa Carroll


Schedule

Annually, from 8/22/2016 to 8/22/2016

Evidence of Completion

through observations, multi-level questioning is occurring during lessons on a consistent basis.

G1.B2 Formal and informal observations revealed that reinforcement of standards based daily end products (DEP's) not aligning to daily learning target (DLT's) **2**

 B234584

G1.B2.S1 During collaborative planning teachers will align the Daily Learning Target (DLT's) to the Daily End Product (DEP) **4**

 S247300

Strategy Rationale

Teachers will be able to provide students with an end product on the daily lesson being taught.

Action Step 1 **5**

Professional development on how to tier activities after conducting a check for understanding during instruction.

Person Responsible

Waleska Cardona

Schedule

Weekly, from 10/7/2016 to 6/8/2017

Evidence of Completion

The lesson plans consistently include alternate strategies.

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

During observations, it will there will be evidence that adjustments are made as needed.

Person Responsible

Ilisa Carroll

Schedule

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

Evidence of Completion

Walkthroughs, observations, collaborative planning and lesson plans

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

Creating lessons, questions, and activities to present concepts with different levels of complexity

Person Responsible

Waleska Cardona

Schedule

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

Evidence of Completion

Walkthroughs. lesson plans, observations, and lesson plans

G1.B3 Formal and informal observations revealed that there is a lack of evidence in analytical and genre writing 2

 B234585

G1.B3.S1 Focusing on instructional planning and knowledge of learners, teachers will identify, plan, and provide instruction in writing and students will have that writing evidence in their journals. 4

 S247301

Strategy Rationale

Teachers will go through writing process within a daily writing schedule and this evidence will be monitored in the student journals.

Action Step 1 5

Writing Process

Person Responsible

Marva Branch

Schedule

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

Evidence of Completion

Sign-in sheets

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

Observations during lesson, monitor student work journals, finished writing projects and assignments

Person Responsible

Marva Branch

Schedule

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

Evidence of Completion

Through observations of lessons and data , teachers will effectively utilize writing plan through Language Arts block.

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

Observations during writing block and student writing journals

Person Responsible

Ilisa Carroll

Schedule

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

Evidence of Completion

Work samples and corrective feedback in journals

G1.B4 Observations revealed that there was a lack of corrective feedback provided to students on their work to ensure that students had mastered content **2**

 B234586

G1.B4.S1 Teachers will provide and discuss student journals at collaborative planning sessions with the coaches. **4**

 S247302

Strategy Rationale

Teachers will learn how to provide corrective feedback that will ensure student mastery.

Action Step 1 **5**

Discuss corrective feedback procedures and recommendations

Person Responsible

Adrienne Uriarte

Schedule

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

Evidence of Completion

Lesson plans, walkthroughs, observations

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Monitor corrective feedback in student journals and work folders

Person Responsible

Adrienne Uriarte

Schedule

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

Evidence of Completion

student work folders and journals

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitor student work folders and journals

Person Responsible

Adrienne Uriarte

Schedule

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

Evidence of Completion

observations, walkthroughs

G1.B5 High rate of student absences and referrals of disruptive behavior. 2

 B234587

G1.B5.S1 Full implementation of the iAttend Action Plan 4

 S247303

Strategy Rationale

Students will be counseled and home visits made for students that have excessive absences.

Action Step 1 5

Target students with 5 or more absences

Person Responsible

April Garrett

Schedule

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

Evidence of Completion

COGNOS Report

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Review attendance reports on a daily basis

Person Responsible

April Garrett

Schedule

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

Evidence of Completion

Track students with excessive absences using the daily attendance report

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Chart students with excessive absences

Person Responsible

April Garrett

Schedule

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

Evidence of Completion

Schedule truancy meetings with parents

G1.B5.S2 Counseling for students with high number of discipline referrals. 4

S247304

Strategy Rationale

Students will be able to meet with counselors for emotional and behavioral needs.

Action Step 1 5

Individual counseling sessions with students

Person Responsible

April Garrett

Schedule

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

Evidence of Completion

Counseling Log

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Schedule and Log all individual counseling sessions

Person Responsible

April Garrett

Schedule

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

Evidence of Completion

Counseling Log

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Decrease number of discipline referrals

Person Responsible

April Garrett

Schedule

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

Evidence of Completion

SCM reports on individual students

G1.B6 A barrier is that teachers are not providing a range of differentiated activities nor corrective feedback through available resources during Science instruction consistently 2

 B234588

G1.B6.S1 Model DI and utilization of corrective feedback. Provide research based articles on DI & Corrective Feedback in Science. 4

 S247305

Strategy Rationale

Through observation of lessons, lesson plans, student folders and/or journals, teachers are effectively utilizing Differentiated Instruction and corrective feedback during their Science instructional block consistently.

Action Step 1 5

Model corrective feedback used effectively in Science Instruction

Person Responsible

Lourdes Herrera

Schedule

Weekly, from 1/20/2017 to 6/8/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Student work folders and science lab notes will be monitored to ensure students understand lessons

Person Responsible

Lourdes Herrera

Schedule

Weekly, from 1/20/2017 to 6/8/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Observations, collaborative planning, and monitoring student work samples and journals

Person Responsible

Lourdes Herrera

Schedule

Weekly, from 1/20/2017 to 6/8/2017









Evidence of Completion

Teachers will bring student work folders and science notes to collaborative planning to discuss and receive recommendations on the corrective feedback provided.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M335090	Walkthroughs for evidence of multi-level questioning during instruction and in lesson plans.	Carroll, Ilisa	8/22/2016	through observations, multi-level questioning is occurring during lessons on a consistent basis.	8/22/2016 annually
G1.MA1 M335104	Provide support to teachers during and after the coaching cycle.	Branch, Marva	8/22/2016	Walkthroughs, lesson plans, and collaborative planning	6/8/2017 biweekly
G1.MA2 M335105	Provide professional development to assist teachers in presenting concepts with different levels of...	Cardona, Waleska	8/22/2016	Walkthroughs, lesson plans, and collaborative planning	6/8/2017 one-time
G1.MA3 M335106	Provide professional development to assist teachers on Differentiated Instruction	Herrera, Lourdes	8/22/2016	Walkthroughs, lesson plans, and collaborative planning	6/8/2017 one-time
G1.MA4 M335107	Record student absences and conduct truancy meetings with parents to decrease unexcused absences	Garrett, April	8/22/2016	Log of truancy meetings	6/8/2017 annually
G1.MA5 M335108	Decreased number of discipline referrals	Garrett, April	8/22/2016	Referral Reports	6/8/2017 monthly
G1.B1.S1.MA1 M335091	Through observation, multi-level questioning is occurring during lesson on a consistent basis.	Branch, Marva	8/22/2016	Walkthroughs, collaborative planning, lesson plans	6/8/2017 annually
G1.B1.S1.A1 A321971	Professional Development on developing multi-level questions utilizing the DOK.	Branch, Marva	10/3/2016	Agenda, sign-in sheet, PD handouts, developed lesson plans that contain multi-level questions	6/8/2017 weekly
G1.B1.S1.A2 A321972	Coaching cycles and Collaborative Planning for target teachers	Branch, Marva	8/22/2016	Walkthroughs, lesson plans, collaborative planning	6/8/2017 annually
G1.B2.S1.MA1 M335092	Creating lessons, questions, and activities to present concepts with different levels of complexity	Cardona, Waleska	8/22/2016	Walkthroughs. lesson plans, observations, and lesson plans	6/8/2017 annually
G1.B2.S1.MA1 M335093	During observations, it will there will be evidence that adjustments are made as needed.	Carroll, Ilisa	8/22/2016	Walkthroughs, observations, collaborative planning and lesson plans	6/8/2017 annually
G1.B2.S1.A1 A321973	Professional development on how to tier activities after conducting a check for understanding...	Cardona, Waleska	10/7/2016	The lesson plans consistently include alternate strategies.	6/8/2017 weekly
G1.B3.S1.MA1 M335094	Observations during writing block and student writing journals	Carroll, Ilisa	8/22/2016	Work samples and corrective feedback in journals	6/8/2017 weekly
G1.B3.S1.MA1 M335095	Observations during lesson, monitor student work journals, finished writing projects and assignments	Branch, Marva	8/22/2016	Through observations of lessons and data , teachers will effectively utilize writing plan through Language Arts block.	6/8/2017 weekly
G1.B3.S1.A1 A321974	Writing Process	Branch, Marva	8/22/2016	Sign-in sheets	6/8/2017 weekly
G1.B4.S1.MA1 M335096	Monitor student work folders and journals	Uriarte, Adrienne	8/22/2016	observations, walkthroughs	6/8/2017 weekly
G1.B4.S1.MA1 M335097	Monitor corrective feedback in student journals and work folders	Uriarte, Adrienne	8/22/2016	student work folders and journals	6/8/2017 weekly
G1.B4.S1.A1 A321975	Discuss corrective feedback procedures and recommendations	Uriarte, Adrienne	8/22/2016	Lesson plans, walkthroughs, observations	6/8/2017 weekly
G1.B5.S1.MA1 M335098	Chart students with excessive absences	Garrett, April	8/22/2016	Schedule truancy meetings with parents	6/8/2017 annually

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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.B5.S1.MA1  M335099	Review attendance reports on a daily basis	Garrett, April	8/22/2016	Track students with excessive absences using the daily attendance report	6/8/2017 annually
G1.B5.S1.A1  A321976	Target students with 5 or more absences	Garrett, April	8/22/2016	COGNOS Report	6/8/2017 weekly
G1.B6.S1.MA1  M335102	Observations, collaborative planning, and monitoring student work samples and journals	Herrera, Lourdes	1/20/2017	Teachers will bring student work folders and science notes to collaborative planning to discuss and receive recommendations on the corrective feedback provided.	6/8/2017 weekly
G1.B6.S1.MA1  M335103	Student work folders and science lab notes will be monitored to ensure students understand lessons	Herrera, Lourdes	1/20/2017		6/8/2017 weekly
G1.B6.S1.A1  A321978	Model corrective feedback used effectively in Science Instruction	Herrera, Lourdes	1/20/2017		6/8/2017 weekly
G1.B5.S2.MA1  M335100	Decrease number of discipline referrals	Garrett, April	8/22/2016	SCM reports on individual students	6/8/2017 monthly
G1.B5.S2.MA1  M335101	Schedule and Log all individual counseling sessions	Garrett, April	8/22/2016	Counseling Log	6/8/2017 monthly
G1.B5.S2.A1  A321977	Individual counseling sessions with students	Garrett, April	8/22/2016	Counseling Log	6/8/2017 monthly

V. Professional Development Opportunities

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

G1. If core instruction improves in all areas, then student achievement will increase.

G1.B1 Formal and informal observations revealed that teachers are not asking multi-level complexity questions on a consistent basis.

G1.B1.S1 Model the practice of effective multi-level questioning in action and develop lesson plans that reflect multi-level questions

PD Opportunity 1

Professional Development on developing multi-level questions utilizing the DOK.

Facilitator

Dr. Branch, Reading Coach

Participants

All reading teachers in grades K-8

Schedule

Weekly, from 10/3/2016 to 6/8/2017

G1.B2 Formal and informal observations revealed that reinforcement of standards based daily end products (DEP's) not aligning to daily learning target (DLT's)

G1.B2.S1 During collaborative planning teachers will align the Daily Learning Target (DLT's) to the Daily End Product (DEP)

PD Opportunity 1

Professional development on how to tier activities after conducting a check for understanding during instruction.

Facilitator

Waleska Cardona and Tanisha Burgess

Participants

Teachers K-8 Mathematics

Schedule

Weekly, from 10/7/2016 to 6/8/2017

G1.B3 Formal and informal observations revealed that there is a lack of evidence in analytical and genre writing

G1.B3.S1 Focusing on instructional planning and knowledge of learners, teachers will identify, plan, and provide instruction in writing and students will have that writing evidence in their journals.

PD Opportunity 1

Writing Process

Facilitator

Marva Branch

Participants

Teachers K-8 Reading/Language Arts

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional Development on developing multi-level questions utilizing the DOK.	\$0.00
2	G1.B1.S1.A2	Coaching cycles and Collaborative Planning for target teachers	\$0.00
3	G1.B2.S1.A1	Professional development on how to tier activities after conducting a check for understanding during instruction.	\$0.00
4	G1.B3.S1.A1	Writing Process	\$0.00
5	G1.B4.S1.A1	Discuss corrective feedback procedures and recommendations	\$0.00
6	G1.B5.S1.A1	Target students with 5 or more absences	\$0.00
7	G1.B5.S2.A1	Individual counseling sessions with students	\$0.00
8	G1.B6.S1.A1	Model corrective feedback used effectively in Science Instruction	\$0.00
Total:			\$0.00