

Miami-Dade County Public Schools

Poinciana Park Elementary School



2017-18 Schoolwide Improvement Plan

Poinciana Park Elementary School

6745 NW 23RD AVE, Miami, FL 33147

<http://ppark.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	F	D*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Poinciana Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our goals are to provide each student and staff member the opportunity to develop themselves to their fullest potential, to meet the individual needs of each child, and to make each parent an integral part of the educational process. In order to ensure students attain high achievement goals, teachers will provide a safe and stimulating environment in which students can learn. Parents, teachers, and community members will work cooperatively to encourage students to become responsible and productive citizens of the 21st century.

b. Provide the school's vision statement.

Students at Poinciana Park Elementary School will leave fifth grade prepared and equipped with the necessary skills and knowledge for them to be competitive among their peers at the next level of their educational journey. Students will transfer the acquired skills to strategically solve problems in their everyday life.

2. School Environment

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

The staff here at Poinciana Park Elementary School is committed to ensuring that every student receives a quality education, demonstrating academic growth and social development. Poinciana Park Elementary services general education students and students with exceptionalities, to include gifted students and students with learning disabilities. Although students come from diverse backgrounds and possess a wide range of academic and social skills, it is our goal to meet each child's need in order for him/her to flourish and experience success. It is believed that every child can learn, despite his/her socioeconomic condition, and it is expected that every child will become proficient and maximize his/her potential through a sound work ethic and collaborative efforts by the teacher, student and parent.

Students at Poinciana Park Elementary are provided a variety of culturally based programs and activities to enhance their learning experiences and overall development. Being exposed to and participating in a host of activities throughout the year such as Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Performing Arts field trips, the DARE Program, Art Club, Anti-bullying and Character Education, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, tap into and explore their interests, and increase self-awareness and confidence.

Achieving excellence, maximizing potential, and becoming lifelong learners are not concepts that apply only to students at Poinciana Park Elementary. Teachers and Administration recognize the importance of refining their pedagogical and leadership skills and are proactive in seeking out professional development. Participating in an assortment of educational training and courses contribute greatly to implementing the most effective and current research-based educational strategy within the classroom and creates a solid foundation on which everyone can build.

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

Through the implementation of Character Education, our students and staff feel respected at all times. Students and parents are taught the expectations and therefore this contributes to creating a

safe, family community that families value so much. Additionally, Poinciana Park Elementary School incorporated the following to ensure a safe and respected environment for all:

- Teacher, administrative, and guidance presence during all transition times throughout the day
- Values Matter
- Character Education
- Administrative and guidance presence daily during lunch
- Opportunity to model school-wide expectations
- Community and Parental Involvement
- Behavior and concerns are addressed immediately
- Anti Bullying Policy
- PTA/EESAC parent meetings
- Fundamental expectations for behavior and academics
- Students are offered the opportunity to problem solve

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

The primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance each student's potential for learning and to foster positive interpersonal relationships. M-DCPS supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Established protocols such as defined classroom rules and consequences, implementation of the Elementary Student Code of Conduct, Values Matter and the school-wide discipline plan will help to promote and maintain a positive learning environment free from disruptions of the teaching and learning process. Poinciana Park Elementary School also incorporates all of the District Core Values: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility. A different core value is highlighted every month through morning announcements. In addition, expectations of classroom behaviors, rewards and consequences are a collaborative effort within grade levels. These expectations are expressed to students with the anticipation that classroom management is consistently and effectively implemented in each classroom.

At present, teachers are required to seek immediate assistance from another teacher or contact the office for security if the behavioral situation warrants immediate removal of a student. A referral form is used to detail specific incidents and behaviors that resulted in the student's removal. Parents are contacted by the teacher to discuss the details of the incident, and the counselor follows-up with individual counseling, as needed.

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.

Poinciana Park Elementary School ensures the social-emotional needs of students are being met by the implementation of a school-wide corrective action plan. This plan encompasses the entire learning community of Poinciana Park Elementary School. All teachers, leadership team members, school counselor and administration will provide the necessary leadership to ensure that the corrective action plan is effectively implemented and every effort is made to ensure students are in school.

The counselor and administration will serve as the liaison between students, teachers, and parents. It is the responsibility of the counselor to provide the appropriate character education, conflict resolution, and anti-bully curriculum to all students. The counselor and success coach will also facilitate counseling throughout the year to targeted students who have displayed ongoing behavior, academic and retention problems.

In addition, the school counselor and success coach provides academic support, individual and group sessions on topics including conflict resolution, anger management, parent conferences, crisis

counseling, and grief counseling to aid in the academic, social, and emotional growth of every student. Our school psychologist has been assigned to assess students, collect and analyze data, recommend academic, mental, and behavioral interventions, and monitor progress.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The early warning system at Poinciana Park Elementary School is heavily supported by the student services team. Any staff member can identify a student that seems to need the services of one of the support staff. Through the "Request for Counseling" and the "Request for Student Services" forms; either the Student Success Coach, School Counselor, or School Social Worker will be able to address the student's need. Our attendance committee also monitors excessive students absences and tardy; administration monitors students with academic concerns; and the Student Success Coach monitors and addresses an updated list of students that are identified as possessing two or more of the early warning indicators. The following is a list of the indicators that are monitored by the school:

1. Students missing more than 10% of the attendance
2. Students with excessive referrals
3. Students who perform at a Level 1 in Reading and/or mathematics
4. Students who have been retained.

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	13	24	11	19	14	0	0	0	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	6	6	9	3	2	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	10	8	9	0	0	0	0	0	0	0	27
Retentions	8	6	9	11	0	0	0	0	0	0	0	0	0	34

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	8	18	11	8	11	0	0	0	0	0	0	0	61

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

Intervention strategies employed by Poinciana Park Elementary School to improve academic performance of students identified by the EWS are:

- Provide parents with information to assist them in improving student attendance.
- Never Been Absent (NBA) incentives established to recognize students for perfect attendance.
- Provide parents health information, resources and literature through the Attendance Interventionist services.

- The MTSS/RtI Team monitors students who receive one or more suspensions providing students with counseling and encourage parental involvement in this process.
- Recognize students for outstanding citizenship through "Do the Right Thing" program.
- Peer mediation teams to address conflict resolution.
- Provide interventions to address students' areas of deficiencies who are Level 1 on statewide assessments
- Implement Reading Works interventions to ensure students are receiving targeted intensive instruction.
- Poinciana Park Elementary School hosts sessions of Saturday Academy from January to March each year. The program is funded through Title I and III. Level 1 and 2 students are identified as students who require additional interventions for participation in the program.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Poinciana Park Elementary establishes, maintains, and promotes positive relationships with parents through various meetings and activities throughout the school year. Such activities include Open House, Dads Take Your Child to School Day, Honor Roll Ceremonies and informative meetings.

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.

Poinciana Park ElementarySchool establishes, maintains, and promotes relationships with the community. Ongoing communication between Dade Partners and the school helps to secure and utilize resources that support the school's mission and increases student achievement. Dade Partners are kept abreast of and often participate in school-wide activities. EESAC and PTA meetings are held on a monthly basis to communicate the needs of resources that would be valuable for use by students and teachers. Volunteer Orientation meetings are conveniently scheduled.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Jones, Tania	Principal
Chester, Candice	School Counselor
Dingle, Antoinette	Other
Lewis, Sakinah	Instructional Coach
Miller, Melissa	Instructional Coach
Brown, Marvin	School Counselor
Li-Morell, Daisy	Assistant Principal
Smith, Alana	Psychologist
Varpula-Walter, Sherrie	Other

b. Duties

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

Team Members and their responsibilities:

Ms. Tania L. Jones, Ms. Daisy Li-Morell (Principal/Assistant Principal): Serving in the capacity of governing agent, the principal and assistant principal bears the responsibility of the overall operation of the MTSS/RtI and the school. This position will share the existing commonalities for this team, and facilitate meetings and interactions that transpire. Roles also include: imparting the purpose and vision for accessing and using data-based decision-making; evaluate the MTSS/RtI skills of school personnel; monitor and supervise the proper implementation of intervention as well as ensure that a meticulous record keeping system is in place; provide professional development to support MTSS/RtI implementation, and maintain an open channel of communication with parents as it relates to school-based MTSS/RtI functions, plans and projects.

Ms. Melissa Miller (Literacy Instructional Coach): Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the reading program; co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Ms. Sakinah Lewis (Math Instructional Coach): Conference with teachers to familiarize them with the instructional curriculum; visit classrooms, offer feedback and debrief teachers to improve instruction and student achievement; model lessons to improve instruction and student achievement with feedback and collaborative input; provide assistance with the mathematics and science programs; co-plan lessons with teachers; analyze student's work; interpret assessment data for the purpose of assisting teachers in using results for instructional decision making; conduct individual and group discussions with teachers about teaching and learning; plan and conduct professional development workshops; create presentations for teachers; assist with assessing students and assist in the effective implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Ms. Candice Chester (Guidance Counselor): Maintains reports, records, files and all other information and data; encourages teacher/parent communication and community involvement; assists students in

conflict resolution, peer mediation and helps students develop life management skills; manages crises; assists in the identification of students with special needs; refers students to intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being; reviews school data frequently to ensure that the school counseling program is meeting the academic and social development needs of the students; shares all available information with MTSS/RtI.

Mr. Marvin Brown (Success Coach): Maintains reports, records, files and all other information and data; encourages teacher/parent communication and community involvement; assists students in conflict resolution, peer mediation and helps students develop life management skills; manages crises; assists in the identification of students with special needs; refers students to intervention/remediation programs, as well as, academic and alternative programs to ensure academic success and personal well-being; reviews school data frequently to ensure that the school counseling program is meeting the academic and social development needs of the students; shares all available information with MTSS/RtI.

Ms. Alana Smith (School Psychologist): Conducts assessment of students; consults with teachers, parents and MTSS/RtI to facilitate student educational growth; participates in School Support Team and makes recommendations; suggests appropriate assessments to be administered; works collaboratively with Student Services and other staff; sponsors and participates in professional development activities; participates in the collection and interpretation of data.

Ms. Sherrie Varpula - Walter (Speech/Language Pathologist): Develops and implements individual education programs; establishes and maintains effective relationships with students, teachers, and parents; reads, analyzes, and interprets data; administers diagnostic evaluations for speech, voice, and language disorders; communicates assessment findings and recommendations; and conducts professional development workshops.

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.

Poinciana Park Elementary utilizes a process in which data is reviewed amongst all team members. Student data is continuously reviewed and utilized to drive the instructional groupings and practices among classes. Based on student achievement, resources are purchased, services are provided, and strategies are revised in order to meet the needs of our students.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities, such as our after-school program and Saturday Academy. Our school-based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school via 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 our school site. Instructional Coaches develop, lead, and evaluate school core content standards and programs; as well as, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students' needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk;" and assist in the design and implementation for progress monitoring, data collection, and data analysis. They also participate in the design and delivery of professional development; as well as

provide support for assessment and implementation monitoring. Parents are informed of the importance of the parental involvement survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. The survey is, available in all three languages, will be available online and via hard copy. Other components that are integrated into the Poinciana Park Elementary school-wide program include an extensive parental program and special support services that provide assistance to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

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, and ESOL; training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds for supplementary instructional materials. The aforementioned service will be provided should the funds become available for the 2017 – 2018 school year.

Title VI, Part B - NA

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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with Poinciana Park Elementary, parents and the community. Project Upstart, Homeless Children & Youth Program assists Poinciana Park with the identification, enrollment, attendance, and transportation of homeless students. Poinciana Park is eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act, which ensures that homeless children and youth are not stigmatized, separated, segregated, or isolated based on their status as homeless.

Supplemental Academic Instruction (SAI)

Poinciana Park Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by the classroom teachers and the counselor. Training and technical assistance for teachers, administration, and the counselor is also a component of this program. Poinciana Park Elementary will also implement five curriculum lessons via the school counselor on bullying and violence prevention per grade level.

Nutrition Programs

1) Poinciana Park 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 and school lunch) at Poinciana Park Elementary School follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Poinciana Park Elementary has 3 Head Start classrooms. Joint activities, including professional development and transition processes are shared.

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will complete academy programs and have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Job Training

N/A

Other

Miami Lighthouse/ Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at Poinciana Park Elementary via vision vans and corrective lenses to students who failed vision screenings if the parent/ guardian cannot afford the exams and/or the lenses.

HIV/AIDS Curriculum: AIDS Get the Facts!

AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities, and resources for providing HIV/AIDS instruction.

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 Work-site HIV/AIDS Handbook, and Control of Communicable Diseases in School Guidebook for School Personnel.

HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tania L. Jones	Principal
Eve McKinsey	Business/Community
Tranika Washington	Parent
Maximo Jean-Jacques	Parent
Renee Cromartie	Teacher
Melisa Miller	Teacher
Corinthia Green	Teacher
Carolyn Griffin	Education Support Employee
Claudia Moncayo	Teacher
Ana Soza	Teacher
Deborah Johnson	Teacher
Jorge Roundtree	Parent
Marla Jackson	Education Support Employee
Kennise Hill	Parent
Shiena Bailey	Parent
Matilda Williams	Parent
Samantha Richardson	Student
Amado J. Morell	Business/Community
James Hawkins	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

As the committee reflected on last year's School Improvement Plan, it was agreed that the goals were adequate. Improving student achievement, attendance, and behavior are all factors that would steer the school in the direction in which is desired. All of these goals are factors in improving the quality of the whole child. The strategies were well written but it was determined that it was the monitoring portion of the plan that needed to be revisited. The puzzle piece that needs to be revisited is the one that requires two way open and constant communication between all stakeholders in reference to current data. If all stakeholders are aware of the academic position of the students, they will be prone to following the strategies listed on the plan.

b. Development of this school improvement plan

The SAC meets quarterly to review the data, barriers, and strategies stated in the school improvement plan. All stakeholders, discuss their observations and concerns. These ideas and concerns are heard and addressed, and ultimately incorporated into revising the SIP. SAC is involved in developing the goals and objectives for the School Improvement Plan based on the feedback provided by each grade level and department on the End of Year SIP Recommendations/Review. Once the School Improvement Plan is drafted by the SIP Writing Team, the SAC members carefully

review the document and make suggestions to the SIP Writing Team. The SIP is once again reviewed with staff and approved by the SAC. The School Improvement Plan is then implemented school-wide and monitored throughout the year.

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

The SAC decided that the funds will be allocated for students in two different venues. First, \$1,000.00 would be spent on purchasing award ceremony trophies for student achievement and student attendance. Secondly, \$938.00 will be spent on purchasing incentives for students who achieve receive academic or behavioral recognition during the 2017-2018 School Year.

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

Last year, The SAC divided the funds into two allocations. \$1000. 00 was spent on obtaining award ceremony trophies for the student achievement. In addition, \$938.00 was spent on purchasing incentives for students who achieved a prize level towards the Positive Behavior Plan.

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
Jones, Tania	Principal
Dingle, Antoinette	Teacher, K-12
Chester, Candice	School Counselor
Cromartie, Renee	Teacher, K-12
Suarez, Jo-Ann	Teacher, K-12
Green, Corinthia	Teacher, K-12
Miller, Melissa	Instructional Coach
Lewis, Sakinah	Instructional Coach
Li-Morell, Daisy	Assistant Principal
Brown, Marvin	School Counselor

b. Duties

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

The major initiatives of the Literacy Leadership Team are to positively impact student learning, encourage a literate climate to support effective learning, create capacity of reading knowledge within the school building, gather knowledge about literacy and resources, organize study groups, initiate action research, support peer coaching, and examine student artifacts.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Common planning times are set and provided on a weekly basis in order for teachers to meet with the Literacy/ Math Instructional coach and administrators to collaborate, plan and share best practices. District mandated assessment, data chats are initiated with the teacher, Literacy/Math Instructional coach and administrators to align instruction based on student needs and effectively plan for whole group and differentiated instruction.

In addition, staff members are encouraged to participate in lesson studies and professional learning communities which foster teacher collaboration, conversation and trust. Best practices are shared during faculty meetings.

The leadership team is consistent and fair with all decisions. Therefore the same expectations are seen across the school, no matter the grade level, program, or department. Professional conversations are held between administration and staff members both informally and formally. These practices establish a collaborative environment throughout the building.

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

Professional Development is scheduled and implemented at the school-site to expand teaching, academic, and leadership skills to recruit and retain highly qualified, certified-in-field, effective teachers. In addition, the following strategies are in place by the principal and assistant principal.

1. Regular meetings of teachers
2. Partnering new teachers with veteran staff
3. Monitor/review District's Applicant Tracking System
4. College campus job fairs and E-recruiting at universities

The leadership team will establish Professional Learning Communities for continued professional growth.

Administration will provide opportunities for staff to attend Professional Development Workshops targeting individual teachers' subject areas and needs.

The leadership team will also conduct Lesson Studies to provide teachers with opportunities to exchange successful strategies, techniques and best practices.

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

Beginning teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their common planning time, before and after school to discuss classroom management strategies and share instructional tips. In addition, time is allotted for peer classroom visits and observation. Proven techniques and research based strategies are implemented to improve teacher morale which will consequently retain highly qualified teachers. We recognize and reward outstanding teacher performance throughout the school year.

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.

Poinciana Park Elementary ensures that fidelity to the Florida State Standards are imbedded in the lessons by providing weekly common planning times in order for teachers to meet with the Literacy/Math Instructional coach and administrators to collaborate, plan and share best practices. Peer modeling/shadowing are initiated to support deficiencies. The Administrative Team conducts daily curriculum walkthroughs to monitor the effective implementation of the Core Instructional Programs.

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 instructional coaches meet with teachers utilizing their data to create the instructional focus calendars. The calendars are used to identify both the primary and secondary benchmarks. During these meetings, the instructional coaches assist the teachers in identifying activities and lessons that address areas of need. If concepts are not mastered by the majority of the class, the teacher and the instructional coach will create a plan on how to reteach the concept.

Student and parent data chats are conducted by teachers to discuss student performance on assessments. Teachers provide students and parents with information discussing the strengths and areas of need for the individual child. Parents and students are then provided with strategies, activities, and programs to build the students' skills and knowledge of the concepts.

Also, Technological usage of programs such as i-Ready and Reflex Math are monitored as well. Teachers monitor student usage and pass rate to ensure students are utilizing the programs with fidelity.

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

Due to our status as one of the lowest 100 schools, our school must employ an extended school day. During the extra hour provided to daily instruction, students are provided with reading intervention in small group settings, with a ratio of one teacher to ten students. Saxon and Reading Wonder Works, intervention is implemented to assist students with reading skills ranging from phonemic awareness to reading comprehension.

Strategy Rationale

Strengthening the fundamental skills of our students, will increase the fluency level of our students. Building students' fluency in reading, and comprehension that teachers are providing in the core instruction will become more accessible for the students to absorb. Building and strengthening students fundamental skills, fluency and comprehension will increase academic achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Jones, Tania, pr4501@dadeschools.net

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

Saxon and Reading Wonder Works have a built in progress monitoring portion that indicates which area a student needs to focus on to achieve continued progress in the area of reading. Data is recorded by the teacher. The Literacy Coach, collects the data from all of the interventionists and compiles it on a spreadsheet for the leadership team to review. In addition, the i-Ready program has a built in progress monitoring program, and this data is compared to the intervention data and reviewed for progress. Students that are not showing any growth in the programs are then referred to the school's RtI team for further support.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Throughout the year, our Pre-K teachers and paraprofessionals collaborate with instructors from the kindergarten classes to provide ideas of activities that assist students in preparing for kindergarten. During the months of March and April, professionals from the Head Start classrooms, along with their students, will visit an assigned kindergarten class; and participate in various classroom activities.

The Pre-School Transition plan at Poinciana Park Elementary School includes conducting informational meetings with parents and student visitations to kindergarten classrooms. During these visitations, the pre-school students participate in the kindergarten routines and curriculum. The staff provides parents with packets of activities, registration materials, and offers workshops to train parents to assist their children at home. An exit interview and the Phonological Awareness and Early Literacy Assessment (PELI) is be given to each student enrolled in the Poinciana Park Elementary

pre-kindergarten class prior to exiting the class at the end of the year to assess early language and literacy.

Furthermore, during the first thirty days of kindergarten, all students participate in the Florida Kindergarten Readiness Screening (FLKRS) which assesses print letter knowledge, phonological awareness, and social/emotional development. This tool provides data to assist in the planning of instruction and determine the need for student intervention. The staff also provides parents with packets of activities and parent workshops to train parents to assist their children at home to afford a smooth transition into kindergarten.

All fifth grade students participate in the articulation process with Brownsville Middle. This process informs the fifth grade students about the new demands and opportunities they will have in middle school. The school counselor conducts various lessons with the fifth grade class to prepare them for the social challenges they may experience.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

N/A

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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas, then student achievement will improve.

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 is increased in all content areas, then student achievement will improve. 1a

G096780

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	30.0
AMO Math - All Students	
FCAT 2.0 Science Proficiency	25.0
FSAA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of effective planning and instructional delivery that supports daily and weekly objectives.
- Limited evidence of data chats.
- Professional Development lacks focus on specific categories.
- Finite teacher leadership roles.

Resources Available to Help Reduce or Eliminate the Barriers 2

- All Content Areas: Grade level meetings, common planning, pacing guides, Promethean Boards, Smart Boards, Reading Coach, Mathematics Coach, Science Liaison, Before and After School Tutoring, computers in every classroom and ESE Teachers. ELA & Writing: McGraw-Hill Reading Wonders & Wonder Works, Saxon, i-Ready Teacher Toolbox, Imagine Learning, ELA Curriculum Support Specialist. Mathematics: GO Math (Resources), Gizmos. Support Specialist. Science: Scott Foresman (Resources), J&J Bootcamp, Gizmos.

Plan to Monitor Progress Toward G1. 8

Leadership Team will review data to ensure that students are making progress towards the goal.

Person Responsible

Tania Jones

Schedule

Biweekly, from 9/1/2017 to 6/7/2018

Evidence of Completion

Student work folders, Journals, work samples

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. If core instruction is increased in all content areas, then student achievement will improve. 1

 G096780

G1.B1 There is limited evidence of effective planning and instructional delivery that supports daily and weekly objectives. 2

 B260330

G1.B1.S1 The coaches will meet weekly with all teachers in their content area to strategically plan for data driven instruction, differentiated instruction and student progress monitoring. 4

 S275746

Strategy Rationale

Teachers were planning in isolation. Teachers are now required to meet weekly with their content area coaches for planning and review of student progress.

Action Step 1 5

Coaches will participate in monthly iCADS meetings to support content area instruction.

Person Responsible

Tania Jones

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Sign-in sheet, agenda, schedule

Action Step 2 5

Content area teams will meet weekly to conduct common planning meetings.

Person Responsible

Tania Jones

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Sign-in sheet, support logs, agenda

Action Step 3 5

In-house professional development will be provided to teachers on the Gradual Release Model.

Person Responsible

Melissa Miller

Schedule

On 6/7/2018

Evidence of Completion

Sign-in sheet, support logs, agenda

Action Step 4 5

Administrators will monitor school-wide data.

Person Responsible

Tania Jones

Schedule

Biweekly, from 8/25/2017 to 6/8/2018

Evidence of Completion

i-Ready Reports, E-Assessments Reports, Topic Assessment Reports

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

Leadership Team will conduct classroom walkthroughs to monitor the implementation of the action plan cycles.

Person Responsible

Tania Jones

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Administrator walk-throughs, lesson plans, student journals, student work folders

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

Leadership Team will meet weekly to monitor the implementation of the intervention framework.

Person Responsible

Tania Jones

Schedule

Weekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Intervention schedules, intervention data, Student DI work samples

G1.B2 Limited evidence of data chats. 2

 B260331

G1.B2.S1 Administrators will schedule monthly strategic data chats after topic and bi-weekly assessments with the Leadership Team and teachers to plan for data driven instruction, Differentiated Instruction and student progress monitoring. 4

 S275747

Strategy Rationale

Limited Data chats. Leadership Team and Teachers will be able to interpret Power BI reports for Lowest 35%, i-Ready Reports and Topic Assessment Reports, differentiated instruction groups, and ELA and Math Intervention groups.

Action Step 1 5

Leadership Team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.

Person Responsible

Tania Jones

Schedule

Biweekly, from 9/1/2017 to 6/7/2018

Evidence of Completion

Unit/chapter assessments, i-Ready data, topic assessments, quantitative and qualitative data.

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

Leadership Team will review data to ensure that students are making progress.

Person Responsible

Tania Jones

Schedule

Biweekly, from 9/1/2017 to 6/7/2018

Evidence of Completion

Unit/chapter assessments, i-Ready data, topic assessments, data chat protocol

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

Ongoing assessments will be used to determine appropriate differentiated instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.

Person Responsible

Tania Jones

Schedule

Monthly, from 9/1/2017 to 6/7/2018

Evidence of Completion

Data chats, bi-weekly assessments, Topic Assessment, I-Ready reports, observations, classroom, walk-throughs

G1.B3 Professional Development lacks focus on specific categories. 2

 B260332

G1.B3.S1 Provide professional development for differentiated instruction during grade level collaborative planning to target specific skills to reinforce previous standards taught. 4

 S275748

Strategy Rationale

Professional developments will serve as a platform to share best practices, and collaborative conversations of implementation of the DI Guides for center rotations.

Action Step 1 5

Provide meaningful professional development during common planning and faculty meetings.

Person Responsible

Tania Jones

Schedule

Monthly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Agenda, sign-in sheet

Action Step 2 5

Focus on individual teacher needs through a needs assessment and develop professional development to meet individual teacher's need.

Person Responsible

Tania Jones

Schedule

Monthly, from 9/1/2017 to 6/7/2018

Evidence of Completion

Agenda, sign-in sheet

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

Leadership Team will conduct classroom walkthroughs to monitor the implementation of the professional development strategies.

Person Responsible

Tania Jones

Schedule

Monthly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Sign-In Sheets, Agenda, lesson plans, student work folders, classroom walkthroughs

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

Leadership Team will meet weekly to discuss the effectiveness of the strategies being implemented.

Person Responsible


Schedule

Weekly, from 9/1/2017 to 6/7/2018

Evidence of Completion

Classroom walk-throughs, lesson plans, student work samples, bi-weekly/unit assessment, I-Ready data, topic assessments

G1.B4 Finite teacher leadership roles. **2**

 B260333

G1.B4.S1 The school will define leadership roles available in the school. **4**

 S275749

Strategy Rationale

Lack of leadership roles will not be limited to solely committees. Teachers will have an opportunity to voice interest in leadership positions through an assignment

Action Step 1 **5**

Teachers will be provided the opportunity to voice interest in leadership positions.

Person Responsible

Tania Jones

Schedule

On 6/7/2018

Evidence of Completion

Leadership Role Assignment Sheet

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

Administrators will conduct professional conversations with teachers.

Person Responsible

Tania Jones

Schedule

Monthly, from 9/22/2017 to 6/7/2018

Evidence of Completion

Emails, Assignment Sheets

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

Administrators will meet with staff assigned to specific Leadership Roles to monitor the implementation of the Leadership assignment.

Person Responsible

Tania Jones


















Schedule

Monthly, from 9/22/2017 to 6/7/2018

Evidence of Completion

Completion of Specific Leadership Assignment, sign-in sheets, agendas

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1  A370576	Coaches will participate in monthly iCADS meetings to support content area instruction.	Jones, Tania	9/1/2017	Sign-in sheet, agenda, schedule	5/25/2018 monthly
G1.MA1  M398935	Leadership Team will review data to ensure that students are making progress towards the goal.	Jones, Tania	9/1/2017	Student work folders, Journals, work samples	6/7/2018 biweekly
G1.B1.S1.MA1  M398927	Leadership Team will meet weekly to monitor the implementation of the intervention framework.	Jones, Tania	9/5/2017	Intervention schedules, intervention data, Student DI work samples	6/7/2018 weekly
G1.B1.S1.MA1  M398928	Leadership Team will conduct classroom walkthroughs to monitor the implementation of the action...	Jones, Tania	8/21/2017	Administrator walk-throughs, lesson plans, student journals, student work folders	6/7/2018 daily
G1.B1.S1.A2  A370577	Content area teams will meet weekly to conduct common planning meetings.	Jones, Tania	8/21/2017	Sign-in sheet, support logs, agenda	6/7/2018 weekly
G1.B1.S1.A3  A370578	In-house professional development will be provided to teachers on the Gradual Release Model.	Miller, Melissa	8/25/2017	Sign-in sheet, support logs, agenda	6/7/2018 one-time
G1.B2.S1.MA1  M398929	Ongoing assessments will be used to determine appropriate differentiated instruction. Data analysis...	Jones, Tania	9/1/2017	Data chats, bi-weekly assessments, Topic Assessment, I-Ready reports, observations, classroom, walk-throughs	6/7/2018 monthly
G1.B2.S1.MA1  M398930	Leadership Team will review data to ensure that students are making progress.	Jones, Tania	9/1/2017	Unit/chapter assessments, i-Ready data, topic assessments, data chat protocol	6/7/2018 biweekly
G1.B2.S1.A1  A370580	Leadership Team will collaboratively participate in strategic planning meetings to make informed...	Jones, Tania	9/1/2017	Unit/chapter assessments, i-Ready data, topic assessments, quantitative and qualitative data.	6/7/2018 biweekly
G1.B3.S1.MA1  M398931	Leadership Team will meet weekly to discuss the effectiveness of the strategies being implemented.		9/1/2017	Classroom walk-throughs, lesson plans, student work samples, bi-weekly/unit assessment, I-Ready data, topic assessments	6/7/2018 weekly
G1.B3.S1.MA1  M398932	Leadership Team will conduct classroom walkthroughs to monitor the implementation of the...	Jones, Tania	9/25/2017	Sign-In Sheets, Agenda, lesson plans, student work folders, classroom walkthroughs	6/7/2018 monthly
G1.B3.S1.A1  A370581	Provide meaningful professional development during common planning and faculty meetings.	Jones, Tania	9/25/2017	Agenda, sign-in sheet	6/7/2018 monthly
G1.B3.S1.A2  A370582	Focus on individual teacher needs through a needs assessment and develop professional development...	Jones, Tania	9/1/2017	Agenda, sign-in sheet	6/7/2018 monthly
G1.B4.S1.MA1  M398933	Administrators will meet with staff assigned to specific Leadership Roles to monitor the...	Jones, Tania	9/22/2017	Completion of Specific Leadership Assignment, sign-in sheets, agendas	6/7/2018 monthly
G1.B4.S1.MA1  M398934	Administrators will conduct professional conversations with teachers.	Jones, Tania	9/22/2017	Emails, Assignment Sheets	6/7/2018 monthly
G1.B4.S1.A1  A370583	Teachers will be provided the opportunity to voice interest in leadership positions.	Jones, Tania	9/22/2017	Leadership Role Assignment Sheet	6/7/2018 one-time
G1.B1.S1.A4  A370579	Administrators will monitor school-wide data.	Jones, Tania	8/25/2017	i-Ready Reports, E-Assessments Reports, Topic Assessment Reports	6/8/2018 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 There is limited evidence of effective planning and instructional delivery that supports daily and weekly objectives.

G1.B1.S1 The coaches will meet weekly with all teachers in their content area to strategically plan for data driven instruction, differentiated instruction and student progress monitoring.

PD Opportunity 1

Coaches will participate in monthly iCADS meetings to support content area instruction.

Facilitator

Instructional Coaches: Melissa Miller & Sakinah Lewis

Participants

Kindergarten - Fifth Grade Reading and Math Teachers, Resource Teachers

Schedule

Monthly, from 9/1/2017 to 5/25/2018

PD Opportunity 2

In-house professional development will be provided to teachers on the Gradual Release Model.

Facilitator

Instructional Coaches: Melissa Miller & Sakinah Lewis

Participants

Kindergarten - Fifth Grade Reading and Math Teachers, Resource Teachers

Schedule

On 6/7/2018

G1.B3 Professional Development lacks focus on specific categories.

G1.B3.S1 Provide professional development for differentiated instruction during grade level collaborative planning to target specific skills to reinforce previous standards taught.

PD Opportunity 1

Provide meaningful professional development during common planning and faculty meetings.

Facilitator

Instructional Coaches: Melissa Miller & Sakinah Lewis

Participants

Kindergarten - Fifth Grade Reading and Math Teachers, Resource Teachers

Schedule

Monthly, from 9/25/2017 to 6/7/2018

PD Opportunity 2

Focus on individual teacher needs through a needs assessment and develop professional development to meet individual teacher's need.

Facilitator

Instructional Coaches: Melissa Miller & Sakinah Lewis

Participants

Kindergarten - Fifth Grade Reading and Math Teachers, Resource Teachers

Schedule

Monthly, from 9/1/2017 to 6/7/2018

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	Coaches will participate in monthly iCADS meetings to support content area instruction.	\$0.00
2	G1.B1.S1.A2	Content area teams will meet weekly to conduct common planning meetings.	\$0.00
3	G1.B1.S1.A3	In-house professional development will be provided to teachers on the Gradual Release Model.	\$0.00
4	G1.B1.S1.A4	Administrators will monitor school-wide data.	\$0.00
5	G1.B2.S1.A1	Leadership Team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.	\$0.00
6	G1.B3.S1.A1	Provide meaningful professional development during common planning and faculty meetings.	\$0.00
7	G1.B3.S1.A2	Focus on individual teacher needs through a needs assessment and develop professional development to meet individual teacher's need.	\$0.00
8	G1.B4.S1.A1	Teachers will be provided the opportunity to voice interest in leadership positions.	\$0.00
Total:			\$0.00