Miami Beach South Pointe Elementary School

2017-18 Schoolwide Improvement Plan

Miami Beach South Pointe Elementary School

1050 4TH ST, Miami Beach, FL 33139

http://southpointe.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	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	B

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Miami Beach South Pointe 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.

The South Pointe Elementary community recognizes that every unique child has gifts and talents. We accept the challenge to find and nurture these qualities in each child. We believe every educator, student and parent has the ability, talent, and desire to make dramatic changes in their and other's education. Therefore, our mission at South Pointe Elementary is to:

Provide inquiry-based learning in a safe, supportive environment where our staff develops critical thinkers who are reflective, compassionate, and internationally minded, life-long learners who create positive influences throughout the world.

b. Provide the school's vision statement.

At South Pointe Elementary School, we are devoted to providing our students with a nurturing and safe environment to stimulate both personal and intellectual development. It is our purpose to foster the growth of the mind and the body by enlisting the support of the entire school community. This community includes the entire staff, students, parents and all other interested parties.
We aspire to enhance our students' understanding of the world beyond our walls by extending the components of our instructional program to include connections to real life experiences. Through daily interaction with an environment that is enriched with a strong multicultural flavor, a diversified technology base, and an instructional staff dedicated to this mission driven vision, we strive to achieve exemplary status among our peers.

South Pointe Elementary School's vision is to create a school environment where each individual child will be nurtured and educated based on his or her needs. We are committed to creating an environment where children grow to become globally aware, well rounded, peaceful citizens.

2. School Environment

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

Instructional personnel provide opportunities, through classroom projects, to learn about students' cultures. These projects provide opportunities to build relationships between teachers and students.

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

Providing a safe learning environment for the students of South Pointe Elementary is of utmost importance. Adequate supervision is provided by key staff members throughout the campus before, during, and after school. The school reinforces the District's policy of Zero Tolerance on Bullying. The School Counselor consistently addresses specific needs requested by classroom teachers and visits those classrooms to provide support. The School Counselor also provides Individual/Group Counseling to students to address their identified needs.

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.

All staff members follow the school-wide Discipline Plan which addresses violations of the Code of Student Conduct in a progressive manner. Collaborative parent conferences are held when a student violates the Code of Student Conduct. Each teacher has designed their individual Classroom Management Plan. Parents sign and return this plan.

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

The School Counselor consistently addresses specific needs requested by the teacher and visits those classrooms to provide support. The School Counselor also provides individual/group counseling with students. The Counselor provides lessons in character building, bullying, and strategies on how to effectively work collaboratively with peers.

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.

All students are reported to administration after each set of 3 tardies and/or 3 unexcused absences. Students and parents are met with, and assistance is offered. If the tardies or absences continue a home visit is conducted by the school social worker to meet with the family and offer resources. The student also meets with the school counselor.

Students who score a Level 1 and 2 on the statewide standardized assessments in ELA or math are placed into our intervention program and start receiving assistance immediately. They are monitored monthly and if no progress is made the RtI process begins.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	6	6	12	2	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	6	9	4	16	10	0	0	0	0	0	0	0	45

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	10	2	18	10	0	0	0	0	0	0	0	41

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

South Pointe Elementary provides before school tutoring, reading intervention, parent meetings, home visits, referrals to school social worker, RtI, meetings with administration and counselor, on going progress monitoring, incentives for improvement.

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

Collaborative conversations/communication is key to building positive relationships with families. Monthly PTA meetings are organized at different times and days, and the administration and a teacher representative attend as well. All communication and workshops are offered in the two main languages spoken at our school, English and Spanish. Teachers post sign-up sheets for conferences on their front doors and are available at multiple times during each day.

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.

A PTA representative attends the monthly Miami Beach Quality of Education Meeting to share information and the needs of our school. The PTA sends out a monthly newsletter that promotes all activities occurring at our school. This newsletter is emailed to the South of Fifth Street Association so that the business and residents in our schools neighborhood are notified and made part of our family. Collaborative conversations/communication is key to sustaining a successful business partnership in the community.

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
Mazon, Jorge	Principal
Arsenault, Betty	School Counselor
Bogart, Jason	Other
Granda, Erica	Other
Lawrence, Al	Teacher, ESE
Cartwright-Rind, Tracy	Assistant Principal

b. Duties

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

Principal and Assistant Principal: Provides guidance on K-12 Reading Plan; provides technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier I and Tier II intervention plans.

Reading, Math, Science Liaisons: Assist teachers during grade level meetings and disaggregate subject data (Reading, Math, and Science) from iReady and District Assessments. Assist in the process of defining the appropriate classroom interventions for students. Assist in the mentorship of teachers who are new to the school or less than two years teaching.

Exceptional Student Education (ESE) Teacher: Integrates core instructional activities/materials into instruction and collaborates with general education teachers; collects data and uses this information to drive instruction when planning interventions; monitors progress to ensure that students are improving in academic achievement; ensures that students are exposed to grade level instruction, as well as, meeting individual goals.

Counselor: Provides academic and social advisement, and assists families with resources to help all aspects of the family life.

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.

South Pointe Elementary School's MTSS/RtI Leadership Team is an extension of South Pointe Elementary'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 examination of data which impact student achievement, school safety, school culture, literacy, attendance, student social/ emotional well being, and prevention of student failure through early intervention. The team is composed of:

Principal; Assistant Principal; Classroom Teacher; ELL Teacher; ESE Teacher, Media Specialist; School Psychologist, School Counselor, Speech Pathologist, Social Worker. The MTSS/ RtI team addresses student learning based on analysis of data. The MTSS/RtI team works cohesively to initiate plans for students that will address the intervention strategies needed to be implemented in order to promote student achievement. This team ensures that MTSS/RtI is being implemented with fidelity and that assessment of MTSS/RtI skills is being documented, monitored, and used to drive instruction. The team will ensure that adequate professional development to support MTSS/RtI is implemented and will communicate with parents regarding school based MTSS/RtI plans and activities.

Title III Funds will once again be used to provide supplemental instruction before and after school for ESOL students. Math tutorial programs will be offered to second through fifth grade.

Title X: Homeless - Currently, there are no homeless children enrolled at South Pointe Elementary. However, a plan exists that requires the Registrar to communicate consistently with Administration and Counselor should any homeless students enrolled.

Migrant Students: South Pointe Elementary currently has no migrant students. However, the school is able to provide services and support to migrant students and parents if needed.

Violence Prevention Programs
• South Pointe Elementary School participates in the District's Bullying Prevention Program.
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers.
• Students will participate in activities such as poster contests, and anti-bullying presentations from the Counselor. Additionally, students were given strategies to handle stress and anger.

District Policy Against Bullying and Harassment
-Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all students and school employees at South Pointe Elementary have an educational setting that is safe, secure and free from harassment and bullying of any kind.
-This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Melanie Fishman	Principal
Eve Shinebloom	Parent
Pierre Deagostini	Business/Community
Jason Bogart	Teacher
Sonia Sacheli	Teacher
Betty Arsenault	Teacher
Angela Gonzalez	Teacher
PAM MANOOL	Parent
FAIZA LIBAN	Parent
MARY CLAIR ESPENKOTTER	Parent
SLADJA STANTIC	Parent
COLLEEN HALLOWAY	Parent
GARY BOND	Teacher
ROXANNE BRESSETT	Teacher
ESTRELLA MITRANI	Teacher
FRANK MORRIS	Education Support Employee
SUSAN SHERR	Parent
COLLEEN HALLOWAY	Parent
KELY FITZPATRICK	Parent
ADRIAN MANOOL	Student
Mischa Khamvongsa	Student

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Our EESAC meeting addressed the purpose of the School Improvement Plan, reviewed and made suggestions for the upcoming school year.

b. Development of this school improvement plan

School Advisory Council (SAC) will meet the first Wednesday of every other month and as needed to develop, revise and monitor the progress of the School Improvement Plan. When the SIP requiiries revisions, the following procedures take place. First, SAT, FSA, and FCAT data, along with Behavioral data, and student attendance, is shared with the Committee. The Committee examines each grade level and data by sub-group. Based on the data and discussions, members then determine specific SMART goals and possible growth needs for the School. All the possible growth opportunities and SMART goals are shared. Then, the Committee chooses 3-4 particular goals to be addressed for the school year, along with resources and funding necessary to accomplish the goals.

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

As per the recommendation of the EESAC, the estimated funds of $2655.00 are to be used to purchase the Accelerated Reader program.

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

The ESSAC approved funding for the Accelerated Reader program - $2742.00.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Mazon, Jorge	Principal
Arsenault, Betty	School Counselor
Granda, Erica	Other
Bogart, Jason	Other
Cartwright-Rind, Tracy	Assistant Principal

b. Duties

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

The LLT will target the union of the IB interdisciplinary themes and the Florida Standards. Another initiative will be the development of rubrics for the evaluation of inquiry-based projects. These projects will focus on higher thinking skills. Writing will be implemented across disciplines.

D. Public and Collaborative Teaching

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

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

All content area teachers collaborate with each other and administrators during
collaborative planning sessions. During these sessions, teachers highlight best practices while the
administrative team assists in the preparation of the delivery of the lesson. Administrators provide
support based on teachers' needs.

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

The Principal will engage in weekly meetings with new teachers, including those with less than two years
in the Profession and those who are new to the site. These new teachers will also partner with
experienced teachers and the Assistant Principal. The IB coordinator assists new teachers with
curriculum and lesson development.
Furthermore, the AP will work with local universities to recruit future teachers.

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

During weekly grade level meetings and additional weekly mentoring meetings, the teacher leaders will
assist any new teachers with planning, implementation, and curriculum assessment. They will also
provide strategies on daily routines. Mentorship is also addressed through three states. First, meeting to
discuss academic needs. Second, meetings to discuss instructional planning.Third, meetings to set up
observations, and meetings to address post-classroom observations. In some cases, new teachers are
provided released time to observe a veteran teacher..

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

*1. Describe how the school ensures its core instructional programs and materials are aligned
to Florida's standards.*

All materials and programs used at the school are provided by Miami-Dade County Public Schools.
The textbooks that are ordered are approved by the District to meet the Florida Standards. The
teachers attend professional development, which is monitored through formal and informal
observations. Teachers also receive a copy of the Florida Standards, which must be referenced in
their lesson plans.

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.*

Data from the previous years SAT, FSA, and i-Ready is used to determine class placement and need
of intervention. The students who score below a 50 percent on SAT, score a Level 1 or 2 on FSA,
score below proficiency on Science Baseline, and are identified below grade level as per i-Ready

diagnostics, are placed in intervention. Formative and Topic assessment data collected weekly is used during grade level meetings to group students based on areas of deficiency.

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: 2,160

South Pointe Elementary School offers after-school tutoring to bubble students as well as any student who needs extra practice. i-Ready is offered in the Computer Lab and small group sessions are held with certified teachers.

Strategy Rationale

The additional time working on the specific standards in which the student is in need of assistance will help provide the context for academic growth.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mazon, Jorge, pr5091@dadeschools.net

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

Students learn a specific standards and are then provided a weekly benchmark assessment to see if the student has mastered the benchmark. If the student has not mastered the skill, it is retaught and another assessment given. i-Ready diagnostic assessment and growth monitoring are also used to determine the effectiveness of the tutoring.

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.

In order to facilitate the transition from Pre-K to kindergarten, the Pre-K students visit the Kindergarten students and shadow them for periods of time before the school year ends. Parents are invited in for Kindergarten orientation. While the parents attend the orientation their children participate in Kindergarten activities provided for by Kindergarten teachers. Parents of students entering Kindergarten in the fall who attend community early childhood centers, are also invited to participate in these activities. Kindergarten students are also assessed on FLKRS which is used to determine Kindergarten readiness in reading and Math. These results are used to provide interventions as needed.
5th Grade students are able to participate in orientation activities from the Feeder Middle Schools. They are able to know about course offerings and programs. The students are also able to spend a day at the Middle School.

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

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 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

🔑 G096967

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	74.0
CELLA Writing Proficiency	89.0
FSA Mathematics Achievement	78.0
FCAT 2.0 Science Proficiency	75.0

Targeted Barriers to Achieving the Goal 3

- There is a need for the teachers to differentiate the instruction based on data to ensure all students needs are being met with rigor and purpose.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Planning Time, Reading WonderWorks Series, i-Ready, Accelerated Reader, Gateway to Data (G2D), District Pacing Guide District Websites, Star Testing, Houghton Mifflin Harcourt, Go Math series, Moby Max, Reflex Math, Gizmo, P-Sell, Discovery, My ON, Reading, Math, and Science Liasons, IB Coordinator.
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Plan to Monitor Progress Toward G1. 8

In order to monitor progress towards the goal, Interim assessment data and progress monitoring from i-Ready will be collected and reviewed throughout the year to achieve the end goal of student success on the Florida Standards Assessments.

Person Responsible

Jorge Mazon

Schedule

Quarterly, from 9/4/2017 to 6/7/2018

Evidence of Completion

Agendas; sign-in log during data chats; annotations for curricular or grouping adjustments.

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

🔑 G096967

G1.B1 There is a need for the teachers to differentiate the instruction based on data to ensure all students needs are being met with rigor and purpose. 2

🔑 B260867

G1.B1.S1 Provide professional development opportunities on how to analyze multiple data sources and use the information to create customized learning groups based on need .(Power BI, Interims, i-Ready). 4

🔑 S276242

Strategy Rationale

Data from Science Assessments and iReady data indicates that there is a need for professional development on instructional implications, based on data.

Action Step 1 5

Provide professional development during grade level planning on questioning strategies and the development of higher order thinking questions throughout all curricula.

Person Responsible

Tracy Cartwright-Rind

Schedule

Monthly, from 9/4/2017 to 6/7/2018

Evidence of Completion

Sign-in sheet; agenda, grade level meeting minutes

Action Step 2 5

Teachers will use disaggregated data from i-Ready (K-5) , STAR testing (K-2), Go Math beginning of the year test and the district science pre-test as well as formative assessments to plan for differentiated instruction.

Person Responsible

Jorge Mazon

Schedule

Quarterly, from 9/4/2017 to 6/7/2018

Evidence of Completion

Classroom walkthroughs, lesson plans and lists of differentiated groups.

Action Step 3 5

The teacher will include higher order questions of varying complexity and require students to engage in accountable talk. Lesson plans will incorporate higher order questions of varying complexity and require students to engage in accountable talk.

Person Responsible

Tracy Cartwright-Rind

Schedule

Weekly, from 9/4/2017 to 6/7/2018

Evidence of Completion

Classroom walk-throughs and lesson plans.

Action Step 4 5

During common planning time the administration will facilitate professional development on best practices and using data to create fluid differentiated instructional groups.

Person Responsible

Jorge Mazon

Schedule

Weekly, from 9/4/2017 to 6/7/2018

Evidence of Completion

Sign-in sheets, minutes, lesson plans and lists of flexible instructional groupings.

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

In order to monitor the fidelity of implementation, classroom walk-throughs will be conducted to monitor differentiated grouping based on data discussed during planning.

Person Responsible

Jorge Mazon

Schedule

Monthly, from 9/4/2017 to 6/7/2018

Evidence of Completion

Classroom walkthroughs, logs, lesson plans and lists of differentiated groups.

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

In order to monitor the effectiveness of implementation, administrative team will attend PD and ensure full participation of staff and engagement in collaborative conversations. Administrators will conduct classroom walk-hroughs to ensure that differentiated groups are in place, they are based on data and that higher level questioning is in place.

Person Responsible

Jorge Mazon

Schedule

Weekly, from 9/4/2017 to 6/7/2018

Evidence of Completion

Students work folders, teacher's lesson plans, tiered homework, walkthrough log, sign-in sheets, agendas, and minutes.

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.MA1 🔍 M400095	In order to monitor progress towards the goal, Interim assessment data and progress monitoring from...	Mazon, Jorge	9/4/2017	Agendas; sign-in log during data chats; annotations for curricular or grouping adjustments.	6/7/2018 quarterly
G1.B1.S1.MA1 🔍 M400093	In order to monitor the effectiveness of implementation, administrative team will attend PD and...	Mazon, Jorge	9/4/2017	Students work folders, teacher's lesson plans, tiered homework, walkthrough log, sign-in sheets, agendas, and minutes.	6/7/2018 weekly
G1.B1.S1.MA1 🔍 M400094	In order to monitor the fidelity of implementation, classroom walk-throughs will be conducted to...	Mazon, Jorge	9/4/2017	Classroom walkthroughs, logs, lesson plans and lists of differentiated groups.	6/7/2018 monthly
G1.B1.S1.A1 🔍 A371936	Provide professional development during grade level planning on questioning strategies and the...	Cartwright-Rind, Tracy	9/4/2017	Sign-in sheet; agenda, grade level meeting minutes	6/7/2018 monthly
G1.B1.S1.A2 🔍 A371937	Teachers will use disaggregated data from i-Ready (K-5) , STAR testing (K-2), Go Math beginning of...	Mazon, Jorge	9/4/2017	Classroom walkthroughs, lesson plans and lists of differentiated groups.	6/7/2018 quarterly
G1.B1.S1.A3 🔍 A371938	The teacher will include higher order questions of varying complexity and require students to...	Cartwright-Rind, Tracy	9/4/2017	Classroom walk-throughs and lesson plans.	6/7/2018 weekly
G1.B1.S1.A4 🔍 A371939	During common planning time the administration will facilitate professional development on best...	Mazon, Jorge	9/4/2017	Sign-in sheets, minutes, lesson plans and lists of flexible instructional groupings.	6/7/2018 weekly

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 a need for the teachers to differentiate the instruction based on data to ensure all students needs are being met with rigor and purpose.

G1.B1.S1 Provide professional development opportunities on how to analyze multiple data sources and use the information to create customized learning groups based on need .(Power BI, Interims, i-Ready).

PD Opportunity 1

Provide professional development during grade level planning on questioning strategies and the development of higher order thinking questions throughout all curricula.

Facilitator

Tracy Cartwright-Rind

Participants

Teachers in grades K-5

Schedule

Monthly, from 9/4/2017 to 6/7/2018

PD Opportunity 2

Teachers will use disaggregated data from i-Ready (K-5) , STAR testing (K-2), Go Math beginning of the year test and the district science pre-test as well as formative assessments to plan for differentiated instruction.

Facilitator

Frank Morris

Participants

Teachers in grades K-5

Schedule

Quarterly, from 9/4/2017 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	Provide professional development during grade level planning on questioning strategies and the development of higher order thinking questions throughout all curricula.	$0.00
2	G1.B1.S1.A2	Teachers will use disaggregated data from i-Ready (K-5) , STAR testing (K-2), Go Math beginning of the year test and the district science pre-test as well as formative assessments to plan for differentiated instruction.	$0.00
3	G1.B1.S1.A3	The teacher will include higher order questions of varying complexity and require students to engage in accountable talk. Lesson plans will incorporate higher order questions of varying complexity and require students to engage in accountable talk.	$0.00
4	G1.B1.S1.A4	During common planning time the administration will facilitate professional development on best practices and using data to create fluid differentiated instructional groups.	$0.00
		Total:	$0.00