



## Linda Lentin K 8 Center

14312 NE 2ND CT, North Miami Beach, FL 33161

<http://llk-8.dadeschools.net>

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

95%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

99%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

MISSION: The mission of Linda Lentin K-8 Center is to challenge our students to engage in moral thinking, subject area journaling, authentic problem-based learning and the successful completion of curriculum standards.

Linda Lentin K-8 Center is to embrace the multicultural community of which we are a part of. Through this action, we will improve academic skills, increase social maturity, physical potential, and the emotional growth of our pre-kindergarten through eighth grade students. The staff, parents, and community will promote respect for all ideas and cultures. We welcome the challenge of providing a safe environment which meets the need of the students and helps them become resourceful and productive citizens of an ever-changing world. The focus upon the positive ideals related to attitude, attendance and achievement will be used to monitor the progress of our mission.

##### Student Achievement

We consistently implement research-based programs and promote on-going professional development to give our students a world-class education.

##### Safety

We monitor our facility, students and colleagues closely and adhere to recommended safety procedures at all times.

##### Diversity

We celebrate our diversity, differences, and invite parents, community, business partners and other stakeholders to become involved in the school's vision.

##### Quality

We pursue the highest quality of educational experiences designed to support the whole child.

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

VISION: The Linda Lentin K-8 Center team prepares a culturally diverse student population to become proactive learners who set goals, measure progress and achieve mastery at each grade level.

#### School Environment

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

Linda Lentin K-8 Center will use the student climate survey to indicate student needs and build productive teacher student relationships. Our administrators and staff use a proactive approach in obtaining the resources needed for teaching and learning. As we enter another school year, our staff members will work closely with all stakeholders to analyze the indicators of true school success. Additionally, District Interims and technology-based targeted learning goals will be used to evaluate our student's performance. Instructional staff will implement collaborative learning protocols and the Gradual Release Model to ensure that our teachers and students establish and build successful academic relationships that lead to student achievement. We must reestablish and lift high expectations of our learners and foster a commitment to the quality delivery of instruction by our staff. This year we embrace the shift of instructional practices and the process by which we serve student academic needs.



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

It is our endeavor to continue to meet the unique challenges and spiraled perspective required to establish a safe and viable K-8 Center. With this in mind, administrators, school security and teachers will be stationed in key/intricate positions throughout the school to ensure student safety before, during and after school. School security monitors will be at the front of the school for parents/visitors to be signed in and given a pass for campus security. Individuals attempting to enter from the back of the school will be re-directed to the front for a pass. Students will be monitored in the a.m. on the hard courts (Elementary and Middle). Administrators, security monitors and teachers will monitor the cafeterium and bus drop off area. Teachers will assist with hall duties during transitions from one class to the next.

**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**

We have a schoolwide discipline plan in place to minimize distractions due to behavioral issues during instructional time. This plan includes all stakeholders. It is a scaffolded process that includes students, parents, teachers, counselors, school monitors, media specialist, CIS, CSI and administrators. It involves teachers establishing a buddy system and our school based Alternative to Suspension Program. With a singular focus on student achievement, attendance, academics and attitude, we strive to provide quality instruction for all learners. Based on the concept that students may benefit by reducing the number of suspensions each year, we will establish rigorous educational continuity and emotional stability for all our students. This school year will be characterized by strategic and fluid academic interventions, collaborative planning, targeted learning goals and monitoring to support all students. We believe that collaborative learning protocols will limit misbehavior in the classrooms due to positive student engagement. Parent Advisory Meetings are in place in order to address students with issues pertaining to academic, behavior, and health.

**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**

Students are provided counseling resources and academic advisement to help them make choices in careers and future educational assignments. Additionally, the trust counselor at Linda Lentin K-8 Center is available to assist students who need extra support. Schoolwide support is provided through the RtI process to ensure that students are provided the proper social-emotional as well as academic well being. Master schedules for both the elementary and middle learning centers are developed around required instructional timelines. Our students are engaged in activities and clubs that promote healthy social environments. The students are members of the Florida Future Educators of America Club geared towards providing students with opportunities to shadow veteran instructors. The Bible Club is another social opportunity for the students of Linda Lentin. Lastly, the Achievers Club for our aspiring academicians.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The school's early warning system will include, but are not limited to, the following:

- 1) Students who miss 10% of instructional time based on school attendance record
- 2) Students with behavioral problems that led to suspension

- 3) Students who score a level 1 on the FCAT(FSA) in either ELA or Math
- 4) Grade 3 students who are not proficient in Reading
- 5) Students who are failing 2 or more courses

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

*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		
Attendance below 90 percent	15	9	8	7	7	3	9	10	2	70	
One or more suspensions	0	0	3	2	4	4	4	6	0	23	
Course failure in ELA or Math	8	8	11	5	9	14	3	5	3	66	
Level 1 on statewide assessment	0	0	0	41	34	28	40	30	22	195	

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

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

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

Administrators will advocate the implementation and the reinforcement of school wide data driven instruction and the use of GRRM to address the needs of students identified by the Early Warning System. The school intervention plan will include effective strategies, push-in, pullout, and afterschool tutorial programs, and RTI.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/192754>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Linda Lentin strives to promote a positive community connection. We build this relationship through partnership programs and encouraging our partners to take an active role on our Educational Excellence School Advisory Council. Each year we work with our partners to mobilize and channel resources into

the school to support student achievement based on targeted strategies and goals. One of our programs is the Career Day activities that our partners participate in as well as other community organizations.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Powell, Agenoria	Principal
Adderly, Elaine	Assistant Principal
Rivette, Claude	Assistant Principal
Bailey-Smitherman, Lisa	Instructional Coach
Crumpler, Marla	Other
Wright, Rosena	SAC Member
Rolle, Stephanie	Instructional Coach
Antoine, Yvetot	Instructional Coach
Mayard, SheKinah	Instructional Coach

#### Duties

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

Linda Lentin K-8 Center's Leadership Team is comprised of the following:

**Principal:** The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. Trains faculty on the use and purpose on response to intervention (RtI). The principal will schedule the leadership team discussions monthly with the literacy leadership team and weekly with the Instructional leadership team through collaborative planning meetings, Child Study Team meeting sessions will also be held after each FAIR and District Interim assessment period where student academic regression is indicated.

**Assistant Principals:** Maintain documentation of student identification, assessments, progress monitoring, and tier placement. The Assistant Principals will refer students to SST who do not make consistent gains after utilizing course supplemental and intensive interventions and contact the parents to obtain to consent for evaluation under IDEA. The AP will ensure that the multidisciplinary team and the parent meet to review all data and determine whether the student is eligible to receive Special Education Services. Work with maintenance employees, security employees, and assigned grade levels to ensure that all entities are functioning efficiently. Additionally, attend the leadership meetings with the principal for collaborative discussions and targeted discussions for school-wide improvement.

**Curriculum Coaches:** Provide the school site specific assessments in Reading, Writing, Mathematics and Science. The coaches will maintain the identified students' District Interim(s) and FAIR assessments and bring this data to all leadership and grade level discussions. Conduct classroom walk throughs for collaborative discussion with content specific departments/grade level instructional staff. Provide feedback and suggested implementation for increased student achievement. Attend all leadership/coaches meeting for debriefing purposes. The coaches support and provide curriculum

guidance in order to build teacher capacity.

Grade Chairs: Serve as the formal RtI Leadership Team members; providing current behavior and academic data to the discussions held regarding the selected students on their respective grade levels. Conducts grade level meeting for collaborative discussions of student academic achievement and effective implementation of suggested strategies submitted by administration, the literacy coaches, and District personnel. Plan and attend parent orientation meetings to communicate expected school to home connections as it relates to student academic achievement and positive social behaviors. Plan and attend parent conferences for student achievement.

EESAC: Sole responsibility is to make final decisions at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs. The EESAC is responsible for working with the principal to monitor student achievement and progress throughout the year. Additionally, play an intricate role in the writing of the SIP as a result of student generated data.

Professional Development School Liaison: Manages all data generated in Thinkgate and schedules the online access so that all staff members can register for the school site Professional Development sessions.

Counselors: Provides expertise related to the child's developmental needs, extended counseling, and community resources available to support the student and family as needed.

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

The school leadership will meet collaboratively at identified times throughout the year to review student data from baseline, District Interim Assessments, pre- and post assessments per content area in order to address and meet the needs of our students for maximum desired outcomes.

The Literacy Leadership Team and Instructional leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern(s) across the school. The principal, assistant principals, reading coaches, media specialist, content area teachers, grade level chairpersons, EESAC members will serve on these teams which will meet:

Administrative Meetings: Fridays 9:30 - 10:30 a.m.

Instructional Leadership Team: Fridays, 10:00 - 11:00 a.m.

Literacy Leadership Team: 2nd Wednesday Monthly 2:10 - 3:00 p.m.

EESAC: Once a month.

The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the Reading Leadership Team by:

- holding meetings at convenient times;
- providing adequate notice of meetings;
- providing time/coverage (if needed) to attend meetings;
- providing Master Plan Points (MPP) and team building activities for members commitment and participation; and
- offering professional growth opportunities such as educational retreats.

Meeting agendas and sign-in rosters will be maintained in the principal's office to reflect frequency and attendance of all stakeholders. Additionally, weekly reflections of administrators and instructional coaches via online logs.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Agenoria Powell	Principal
Rosena Wright	Teacher
Rosalind Pickens	Teacher
Patricia Smith	Education Support Employee
Sherron Guyton	Teacher
Christopher Ovid	Student
Shaketha Ritchie	Teacher
McVaughn Ovid	Parent
Carol Johnson	Teacher
Ruth Faustin	Student
Melony Listhrop	Education Support Employee
Barbara Frost	Teacher
Joan Morrison-Samuda	Teacher
Lillian Padilla	Parent
Theresa Richardson	Parent
Christelle DuBois	Parent
Nina Dean	Parent
Lacee Sullivan	Business/Community
John K. Wright	Business/Community
Geoffrey Philp	Business/Community
Alex Martinez	Business/Community
Eddy Barea	Business/Community
Willie Flowers	Business/Community

## Duties

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

### *Evaluation of last year's school improvement plan*

The Educational Excellence School Advisory Council (EESAC) assisted in the writing and revision of the School Improvement Plan. The council made recommendations as to the selection of incentives for students who made learning gains and the composition of mandatory uniforms up for majority vote by parents and students this year. Specific students incentives include but were not limited to books for the library, books as gifts, book bags with supplies, calculators, cameras, movie passes and achievement medallions. Ancillary Reading, Math and Science Support materials included book updates, and Writing Boot camp for 4th and 8th grade.

### *Development of this school improvement plan*

The Educational Excellence School Advisory Council (ESSAC) will assist with the writing and revision of the School Improvement Plan. The membership will review data in all content areas to determine needs of improvement. Discussion from all stakeholders will be taken into consideration for writing the action plan and steps for increased student achievement. All members will review the entire SIP for

approval of the document. The EESAC will provide input on the needs and interests of the parent and school community as it impacts student achievement.

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

The Educational Excellence School Advisory Council (EESAC) will have an active role in the preparation of the school's budget and implementation plan of strategic classroom innovations through ancillary materials. The principal will discuss the current years budget with the membership. Provide data that will be analyzed by the members and suggested ancillary funding will be recommended for increased student achievement. Each SAC meeting will address student needs as a result of data trends reflected on District Assessments. Members will discuss effective use of funding that directly affects student achievement. The council will make recommendations as to the selection of incentives for students who have made learning gains and the composition of mandatory uniforms up for majority vote by parents and students this year. Specific student incentives include but are not limited to books for the library, books as gifts, book bags with supplies, calculators, cameras, movie passes and achievement medallions. Ancillary Reading, Math and Science Support materials include Accelerated Reader Software and book updates, and Science Boot Camp for 5th grade and Synergistic Modules for 7th and 8th grade. Additionally, the principal will address instructional Professional Development, with the members, as it relates to student achievement and budgetary concerns.

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

EESAC funds were used to purchase ancillary materials for mathematics in the amount of \$1,500:  
Used for Differentiated Instruction

EESAC funds were used to purchase incentives for academic purposes in the amount of \$750.00:  
EWS

EESAC funds were used support science initiatives in the amount of \$2.00

EESAC funds were used to purchase FOSS Kits for science in the amount of \$1,250.00

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:



Name	Title
Frost, Barbara	Teacher, K-12
Howard, Shane	Teacher, K-12
Wright, Rosena	Teacher, K-12
Charles, Nell	Teacher, K-12
Lavender, Annie	Teacher, K-12
White, Valentina	Teacher, K-12
Berkowitz, Jacqueline	Teacher, K-12
Agenor, Cherly	Teacher, K-12
Johnson, Carol	Teacher, K-12

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which will meet at least once a month. The reading coaches must be a member of the Literacy Leadership Team.

The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The LLT will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. This multi-disciplinary team will encourage the development of lessons that provide students with opportunities for research and incorporate writing throughout.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Linda Lentin has a waiver on file which allows for school-wide collaborative planning. At Linda Lentin, each grade level team and instructional coach plan their curriculum, thematic units, and lessons including classroom-based assessments through careful analysis of the Florida Standards and academic needs of the students. Collaborative planning affords the teachers the opportunity to make connections by examining their practices, engaging in productive dialogue with colleagues, and developing their skills. This strategy effectively encourages positive working relationships between teachers. Best practices are shared among departments, and model classes are identified in the effort to create ways for collegial support.

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

On an ongoing basis, and through the administration, the school does the following:

1. Enable Prospective Teachers to interim at the school or perform classroom observations and internships through outreach with local universities.
2. Partner new teachers with teacher mentors.

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

On an ongoing basis, and through the administration, the school does the following:

1. Host regular meetings with new teachers and school administration and curriculum support team.
2. Through the LLT, offer supplemental mentoring with focus teacher based on area of need.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Linda Lentin's technology infrastructure supports teaching and learning as it relates to the instructional focus mandated in the Florida Standards. Gradual Release Strategy is implemented in all classrooms which allows for uniformity in instructional practices and focused guided instruction for all learners. Priority was given to the effective implementation of a comprehensive master schedule that allows for purposeful supplemental and intensive instruction outside of the core content area classes. All instructional staff is encouraged to provide grade level appropriate rigorous instruction through the use of the aforementioned strategy. The implementation and use of lesson study to remediate student deficiencies is the corner stone of academic achievement. Effective channeling and feedback are provided for student reflection and improvement. Baseline Assessments, District Interims and technological diagnoses provide instructional staff with the proper data for continuous improvement of school-wide instructional programs. Effective evaluation, communication, and collaboration between instructors, administrators, coaches and ETO support personnel ensures that the teaching and learning process is highly aligned with the expectations of the Florida Standards.

#### **Instructional Strategies**

##### ***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 analysis of student work folders, Baseline Assessment, and District Interim Assessments are used to determine whole group lessons, small group lessons, and Differentiated Instruction based on the diverse learning abilities of the students. At Linda Lentin K-8 Center teaching and re-teaching is imperative for continuous academic improvement. Instructional collaboration, professional development and effective implementation are the vehicle by which instructional staff will continuously and effectively monitor students experiencing difficulty attaining the proficient or advanced level on the state assessment. Classroom instructional framework allows teachers to infuse enrichment according to data for mastery and teacher one-to-one support and remediation of concepts during teacher led sessions.

##### ***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:** 600

Instruction in reading, mathematics, writing and science will be provided for targeted students.

**Strategy Rationale**

Instruction in core academic subjects will assist with student progression. Enrichment activities will provide the students with a well-rounded education and enhance their critical thinking skills. Teachers can monitor students' progress as a result of their participation in extended learning strategies.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

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

Powell, Agenoria, pr2911@dadeschools.net

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

Technology-based diagnostics/assessments, as well as, student folders will be used to analyze the effectiveness of the strategies utilized.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

**College and Career Readiness**

**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

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

N/A

**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

**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.** Parent Involvement: See PIP
- G2.** STEM: The goal for STEM is to increase the number of student participation in Science Fair competition, and health initiative.
- G3.** Early Warning System: Our goal for the 2014-2015 school year is to decrease the total number of suspensions by 10%, and increase attendance to 90%.
- G4.** To increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Parent Involvement: See PIP **1a**

**Targets Supported** **1b**

 G050795

**Indicator**

**Annual Target**

**Resources Available to Support the Goal** **2**

**Targeted Barriers to Achieving the Goal** **3**

**G2. STEM:** The goal for STEM is to increase the number of student participation in Science Fair competition, and health initiative. 1a

G049669

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Greater Miami Links Org. Teachers Science Fair boards Technology

**Targeted Barriers to Achieving the Goal** 3

- Students and parents understanding the scientific process needed to effectively complete a science project.

**Plan to Monitor Progress Toward G2.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G3. Early Warning System:** Our goal for the 2014-2015 school year is to decrease the total number of suspensions by 10%, and increase attendance to 90%. 1a

G049322

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

Attendance Below 90%

**Resources Available to Support the Goal** 2

- COGNOS , Attendance rosters ,SCMS

**Targeted Barriers to Achieving the Goal** 3

- Truancy and out-door suspensions serve as barriers due to infractions against the Code of Student Conduct that made an impact on attendance.

**Plan to Monitor Progress Toward G3.** 8

Weekly updates to administration by the TCST and to the entire faculty during faculty meeting

**Person Responsible**

Claude Rivette

**Schedule**

On 6/5/2015

**Evidence of Completion**

Attendance Committee report, district reports, COGNOS

**G4. To increase student achievement by improving core instruction in all content areas. 1a**

G044416

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	66.0
FCAT 2.0 Science Proficiency	44.0
AMO Math - African American	65.0
FSA - English Language Arts - Proficiency Rate	
AMO Math - ED	66.0
FSA - Mathematics - Proficiency Rate	
AMO Math - ELL	58.0
Math Lowest 25% Gains	67.0
ELA/Reading Lowest 25% Gains	63.0
AMO Reading - All Students	63.0
ELA/Reading Gains	65.0
Math Gains	65.0
AMO Reading - African American	63.0
AMO Reading - ED	63.0
AMO Reading - ELL	55.0

**Resources Available to Support the Goal 2**

- Technology, Personnel, ETO support personnel, Supplies, Pacing Guides
- FCAT Item Specifications, Scope and Sequence, Essential Labs, Discovery Education Videos, CER Task, Gizmo Simulations
- Go Math Textbooks, FI Ready Common Core Textbooks, McGraw Hill, Computers (iReady), CER Bellringers, Scheduled Planning Times K-8
- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets

**Targeted Barriers to Achieving the Goal 3**

- Inconsistent use of the NGSSS Science standards to ensure standards-based instruction aligned to the cognitive complexity of the standards
- Limited evidence of instructional framework being utilized to implement mathematics curriculum
- Limited evidence of Gradual Release of Responsibility Model components being implement during the mathematics instructional block
- There is limited evidence of effective planning and instructional delivery to the Language Arts Florida Standards (LAFS).
- Lack of evidence that students consistently generate authentic work products aligned to the cognitive complexity of the standards.
- There is limited evidence of reading comprehension and writing strategies to enhance instruction in core curriculum areas.

**Plan to Monitor Progress Toward G4. 8**

State, District and classroom assessments results will be used to monitor the effectiveness of instruction.

**Person Responsible**

Agenoria Powell

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Data results: Monthly benchmark assessments, Topic assessments, Unit assessments, Interim and State assessments

## 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


**G2.** STEM: The goal for STEM is to increase the number of student participation in Science Fair competition, and health initiative. **1**

 G049669

**G2.B1** Students and parents understanding the scientific process needed to effectively complete a science project. **2**

 B124325

**G2.B1.S1** Provide opportunities for students and parents to participate in hands-on activities that require completing the scientific process/method. **4**

 S136254

### Strategy Rationale

This strategy allows students and parents to acquire skills necessary for completing a science fair project.

### Action Step 1 **5**

Model/Provide an in-service for science teachers modeling essential labs that can be used to assist students and parents with understanding the scientific process.

#### Person Responsible

Rosena Wright

#### Schedule

Monthly, from 8/18/2014 to 1/30/2015

#### Evidence of Completion

Agenda, Attendance roster, and completion of science protocol for scientific process.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Classroom walk through, and continued support from the science coach

**Person Responsible**

Claude Rivette

**Schedule**

Monthly, from 8/18/2014 to 1/30/2015

***Evidence of Completion***

Student journals, science boards, District data

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Successful implementation will yield an increase in the number of students completing of science fair boards for competition.

**Person Responsible**

Yvetot Antoine

**Schedule**

On 1/30/2015

***Evidence of Completion***

Data depicting total number of students participating in the Science Fair.



**G3.** Early Warning System: Our goal for the 2014-2015 school year is to decrease the total number of suspensions by 10%, and increase attendance to 90%. 1

G049322

**G3.B1** Truancy and out-door suspensions serve as barriers due to infractions against the Code of Student Conduct that made an impact on attendance. 2

B123291

**G3.B1.S1** Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team for intervention services. Utilize student incentives to increase student attendance. 4

S135208

### Strategy Rationale

The intervention plan will involve all stakeholders in addressing the problems to prevent further violation that will lead to out-door suspension.

### Action Step 1 5

Weekly updates to administration and staff from the Attendance Committee

#### Person Responsible

Claude Rivette

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

COGNOS; Notification of Meeting, RFA forms, RTi documentation

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

All stakeholders will review attendance bulletin, review reports and recommendations from the Child Study Team

#### Person Responsible

Elaine Adderly

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Attendance sheet of participants, Child Study Team Report, and COGNOS Quarterly Report

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

All stakeholders will review attendance bulletin, review reports and recommendations from the Child Study Team

**Person Responsible**

Claude Rivette

**Schedule**

On 6/5/2015

**Evidence of Completion**

Attendance sheet of participants, Child Study Team Report, COGNOS Quarterly Report, Data or report from attendance Committee

**G4. To increase student achievement by improving core instruction in all content areas. 1**

 G044416

**G4.B1 Inconsistent use of the NGSSS Science standards to ensure standards-based instruction aligned to the cognitive complexity of the standards 2**

 B118432

**G4.B1.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. 4**

 S130245

**Strategy Rationale**

This will help focus science instruction, keep teachers within the content limit and in bound with the Pacing Guide .

**Action Step 1 5**

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

**Person Responsible**

Yvetot Antoine

**Schedule**

Weekly, from 9/8/2014 to 10/10/2014

**Evidence of Completion**

Science Curriculum Support Specialist and Science Coach provided job-embedded professional development during planning on use of resources.

**Action Step 2** 5

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

**Person Responsible**

Yvetot Antoine

**Schedule**

On 10/17/2014

**Evidence of Completion**

Science Curriculum Support Specialist and Science Coach provided professional development during planning to construct lessons plans aligned to standards.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Administrative Classroom and Planning observations, Review of planning summary sheets and lesson plans

**Person Responsible**

Claude Rivette

**Schedule**

Weekly, from 9/29/2014 to 6/4/2015

**Evidence of Completion**

Classroom observation logs, common planning summaries and logs, students' assignments, District data, and topic test

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Administrative Classroom observations and walkthroughs

**Person Responsible**

Claude Rivette


**Schedule**

Weekly, from 9/29/2014 to 6/4/2015


**Evidence of Completion**

Classroom observation, walkthrough reports, District data, and topic test

**G4.B2** Limited evidence of instructional framework being utilized to implement mathematics curriculum 2

 B119360

**G4.B2.S1** Utilize the Mathematics Florida Standards when planning for and delivering instruction. 4

 S131198

**Strategy Rationale**

There is a need to focus on implementing curriculum more effectively; student learning suffering due off-topic or unnecessary supplementary lessons.

**Action Step 1** 5

Unwrap the standards during common planning to ensure instruction is aligned to the Mathematics and resources

**Person Responsible**

Stephanie Rolle

**Schedule**

Weekly, from 9/9/2014 to 6/4/2015

***Evidence of Completion***

Coach's Common Planning Binder - inclusive of agenda and minutes

**Action Step 2** 5

Utilize the MAFS item specifications and Webb's DOK in order to create rigorous lessons that assist in the development of collaborative learning and student accountable talk.

**Person Responsible**

Stephanie Rolle

**Schedule**

Weekly, from 9/9/2014 to 6/4/2015

***Evidence of Completion***

Coach's Common Planning Binder - Inclusive of agenda and minutes

### Action Step 3 5

Incorporate the fluency in the math block in the upper academy.

**Person Responsible**

Stephanie Rolle

**Schedule**

Daily, from 9/9/2014 to 6/4/2015

**Evidence of Completion**

Student work samples

### Action Step 4 5

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

**Person Responsible**

Stephanie Rolle

**Schedule**

Weekly, from 9/9/2014 to 6/4/2015

**Evidence of Completion**

Coaching logs

### Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.

**Person Responsible**

Claude Rivette

**Schedule**

Weekly, from 9/9/2014 to 6/4/2015

**Evidence of Completion**

sign in and lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

The Leadership Team will monitor the execution of the lesson framework through observations and debriefings.

**Person Responsible**

Stephanie Rolle

**Schedule**

Weekly, from 9/9/2014 to 6/4/2015

***Evidence of Completion***

sign in sheets, lesson plans, District data

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Disaggregation of performance data and data analysis

**Person Responsible**

Claude Rivette


**Schedule**

Monthly, from 9/9/2014 to 6/4/2015

***Evidence of Completion***

State, District and classroom assessments results will be used to monitor the effectiveness of instruction.

**G4.B2.S2** Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. 4

 S131200

### Strategy Rationale

Data could be used more effectively and efficiently for differentiated instruction and extended learning opportunities.

### Action Step 1 5

Conduct result meetings (data chats) after each assessment in order to identify student weaknesses and misunderstanding.

#### Person Responsible

Stephanie Rolle

#### Schedule

Monthly, from 9/9/2014 to 6/4/2015

#### Evidence of Completion

Coach's Common Planning Binder - inclusive of agenda and minutes

### Action Step 2 5

During common planning, group student for differentiated instruction in the class and other learning opportunities (e.g. tutoring, Saturday school, etc.)

#### Person Responsible

Stephanie Rolle

#### Schedule

Monthly, from 9/9/2014 to 6/4/2015

#### Evidence of Completion

Coach's Common Planning Binder - inclusive of agenda and minutes

**Action Step 3** 5

During common planning, develop lessons for differentiated instruction that address remediation and enrichment.

**Person Responsible**

Stephanie Rolle

**Schedule**

Weekly, from 9/9/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans with components of DI and student work samples

**Plan to Monitor Fidelity of Implementation of G4.B2.S2** 6

The Leadership Team will observe the results meeting/data chats to ensure that teachers analyze assessment data

**Person Responsible**

Claude Rivette

**Schedule**

Monthly, from 9/9/2014 to 6/4/2015

***Evidence of Completion***

Coaches' logs, Sign-in sheets, Meeting Agendas

**Plan to Monitor Fidelity of Implementation of G4.B2.S2** 6

The Leadership Team will monitor common planning and review lessons to ensure that they engage students and promote critical thinking.

**Person Responsible**

Claude Rivette

**Schedule**

Weekly, from 9/9/2014 to 6/4/2015

***Evidence of Completion***

Coaches' logs, Sign-in sheets, Meeting Agendas, Lesson plans



**Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7**

Disaggregation of performance data and data analysis

**Person Responsible**

Claude Rivette


**Schedule**

Monthly, from 9/9/2014 to 6/4/2015

**Evidence of Completion**

State, District and classroom assessments results will be used to monitor the effectiveness of instruction.

**G4.B3 Limited evidence of Gradual Release of Responsibility Model components being implement during the mathematics instructional block 2**

 B119361

**G4.B3.S1 Utilize the Gradual Release of Responsibility Model as instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical ideas. 4**

 S131202

**Strategy Rationale**

There is a need to vary teaching methods to better reach multiple learning styles; observed that teachers relies heavily on one or two methods of teaching (lecture, board work, discussion, etc.)

**Action Step 1 5**

Implement and monitor an Instructional Framework that follow all the components of the Gradual Release of Responsibility Model (GRRM): teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice.

**Person Responsible**

Stephanie Rolle

**Schedule**

Daily, from 9/9/2014 to 6/4/2015

**Evidence of Completion**

Delivery of components will be evident in will be evident in lesson delivery when monitored by CSS, Coach and/or administrators

## Action Step 2 5

Ensure Checks for Understandings are completed as part of "You Do" component of GRRM

### **Person Responsible**

Stephanie Rolle

### **Schedule**

Daily, from 9/26/2014 to 6/4/2015

### **Evidence of Completion**

Lesson plan components of GRRM and student sample work

## Action Step 3 5

Monitor and utilize the coaching cycle to support teachers with GRRM

### **Person Responsible**

Stephanie Rolle

### **Schedule**

Weekly, from 9/9/2014 to 6/4/2015

### **Evidence of Completion**

Coaching cycle and Coaching log

## Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.

### **Person Responsible**

Claude Rivette

### **Schedule**

Weekly, from 9/9/2014 to 6/4/2015

### **Evidence of Completion**

sign in, lesson plans

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.

**Person Responsible**

Claude Rivette

**Schedule**

Weekly, from 9/9/2014 to 6/4/2015

***Evidence of Completion***

sign in, lesson plan, District data

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

Disaggregation of performance data and data analysis

**Person Responsible**

Claude Rivette

**Schedule**

Monthly, from 9/9/2014 to 6/4/2015

***Evidence of Completion***

State, District and classroom assessments results will be used to monitor the effectiveness of instruction.

**G4.B4** There is limited evidence of effective planning and instructional delivery to the Language Arts Florida Standards (LAFS). **2**

 B119536

**G4.B4.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 S131373

### **Strategy Rationale**

This strategy will ensure that instruction is aligned and focused on the standards-based curriculum; on track with the Pacing Guide. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### **Action Step 1** **5**

Provide professional development on the implementation of the Language Arts Florida Standards.

#### **Person Responsible**

SheKinah Mayard

#### **Schedule**

On 11/26/2014

#### **Evidence of Completion**

Agenda, sign-in sheet, PD handouts

### **Action Step 2** **5**

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.

#### **Person Responsible**

SheKinah Mayard

#### **Schedule**

On 6/4/2015

#### **Evidence of Completion**

Agenda, sign-in sheet, PD handouts

### Action Step 3 5

Follow-up on the implementation of the Language Arts Florida Standards (LAFS) and comprehensive lesson planning provided during the professional development.

**Person Responsible**

Claude Rivette

**Schedule**

Weekly, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, instructional delivery

### Action Step 4 5

Implement an instructional framework that encompasses explicit instruction and the effective use of small group instruction to target students' needs.

**Person Responsible**

SheKinah Mayard

**Schedule**

Daily, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, instructional delivery, DI groups

### Action Step 5 5

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

**Person Responsible**

SheKinah Mayard

**Schedule**

Daily, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Coaching log/calendar, debrief protocol

### Action Step 6 5

Work collaboratively during common planning to create lesson plans using backward planning that include unwrapping the standard and explicit instruction.

**Person Responsible**

SheKinah Mayard

**Schedule**

Weekly, from 9/26/2014 to 6/4/2015

**Evidence of Completion**

lesson plans, common planning agendas

### Action Step 7 5

Conduct classroom walk-throughs to monitor the effective use of lesson planning and delivery to include explicit instruction with a clear focus aligned to the standard.

**Person Responsible**

Agenoria Powell

**Schedule**

Weekly, from 9/26/2014 to 6/4/2015

**Evidence of Completion**

Lesson plans, instructional delivery, student work products

### Action Step 8 5

Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include explicit instruction with a clear focus aligned to the standard.

**Person Responsible**

Agenoria Powell

**Schedule**

Weekly, from 9/26/2014 to 6/4/2015

**Evidence of Completion**

Coaching log/calendar, debrief protocol

**Action Step 9** 5

Consistently monitor common planning and the implementation of the use of lesson planning and delivery.

**Person Responsible**

Agenoria Powell

**Schedule**

Weekly, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, instructional delivery, student work products

**Plan to Monitor Fidelity of Implementation of G4.B4.S1** 6

The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.

**Person Responsible**

Claude Rivette

**Schedule**

Weekly, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, instructional delivery, student work products, District data

**Plan to Monitor Effectiveness of Implementation of G4.B4.S1** 7

Disaggregation of performance data and data analysis

**Person Responsible**

Agenoria Powell


**Schedule**

Quarterly, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

FAIR, District data and ETO Implementation Timeline Action Plan.

**G4.B4.S2** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S131481

### Strategy Rationale

This strategy will ensure proper teaching of the writing components writing are being met.

### Action Step 1 5

Provide professional development on the different modalities of writing (narrative, informative, and opinion/argumentative) as well as the state's writing rubric.

#### Person Responsible

Lisa Bailey-Smitherman

#### Schedule

On 10/31/2014

#### Evidence of Completion

Agenda, sign-in sheet, PD handouts

### Action Step 2 5

Follow-up on the implementation of academic writing as provided during professional development.

#### Person Responsible

Lisa Bailey-Smitherman

#### Schedule

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

#### Evidence of Completion

Lesson Plans and instructional delivery



### Action Step 3 5

Implement an instructional framework in literacy and writing classes to ensure daily effective writing instruction takes place.

**Person Responsible**

Lisa Bailey-Smitherman

**Schedule**

Daily, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, instructional delivery

### Action Step 4 5

Incorporate instruction of writing as a process from planning to publishing and opportunities for different modalities of writing with an emphasis on informational and opinion/argumentative writing that include analytical writing.

**Person Responsible**

Lisa Bailey-Smitherman

**Schedule**

Daily, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, instructional delivery, student work products

### Action Step 5 5

Consistently utilize rubrics to increase the quality of students' writing.

**Person Responsible**

Lisa Bailey-Smitherman

**Schedule**

Daily, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

State's writing rubric, student work products, lesson plans

### Action Step 6 5

Utilize student work folders/journals to demonstrate evidence of the writing process from planning to publishing.

**Person Responsible**

Lisa Bailey-Smitherman

**Schedule**

Weekly, from 9/26/2014 to 6/4/2015

**Evidence of Completion**

State's writing rubric, student work products, lesson plans, instructional delivery

### Action Step 7 5

Increase descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard as evident in their student work folders/journals.

**Person Responsible**

Lisa Bailey-Smitherman

**Schedule**

Daily, from 9/26/2014 to 6/4/2015

**Evidence of Completion**

State's writing rubric, student work products, lesson plans, instructional delivery.

### Action Step 8 5

Conduct coaching cycles to model how to infuse the writing process utilizing the state's writing rubrics, and the different modalities of writing as well as analytical writing.

**Person Responsible**

Lisa Bailey-Smitherman

**Schedule**

On 6/4/2015

**Evidence of Completion**

Coaching log/calendar, debrief protocol

### Action Step 9 5

Conduct classroom walkthroughs to monitor the implementation of the writing process utilizing the state's writing rubrics, and the different modalities of writing as well as analytical writing.

**Person Responsible**

Elaine Adderly

**Schedule**

Weekly, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, instructional delivery, student work products, state's writing rubric

### Action Step 10 5

Debrief with instructional coaches on the implementation of the writing process utilizing the state's writing rubrics, and the different modalities of writing as well as analytical writing.

**Person Responsible**

Elaine Adderly

**Schedule**

Weekly, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Coaching log/calendar, debrief protocol

### Action Step 11 5

Consistently monitor the implementation of the writing process utilizing the state's writing rubrics, and the different modalities of writing as well as analytical writing.

**Person Responsible**

Agenoria Powell

**Schedule**

Biweekly, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, instructional delivery, student work products, state's writing rubric

**Plan to Monitor Fidelity of Implementation of G4.B4.S2 6**

The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.

**Person Responsible**

Lisa Bailey-Smitherman

**Schedule**

Weekly, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Sign in sheet and student work.

**Plan to Monitor Fidelity of Implementation of G4.B4.S2 6**

The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.

**Person Responsible**

Elaine Adderly

**Schedule**

Weekly, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

student work folders with corrective feedback, District data

**Plan to Monitor Effectiveness of Implementation of G4.B4.S2 7**

Disaggregation of performance data and data analysis.

**Person Responsible**

Agenoria Powell

**Schedule**

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


***Evidence of Completion***

Students' work folders, State, District assessments data and ETO Implementation Action Plan results will be used to monitor the effectiveness of instruction.

**G4.B5** Lack of evidence that students consistently generate authentic work products aligned to the cognitive complexity of the standards. **2**

 B119975

**G4.B5.S1** Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. **4**

 S131881

### Strategy Rationale

This will help focus science instruction, keep teachers within the content limit and in bound with the Pacing Guide .

### Action Step 1 **5**

Model during planning for targeted teachers how to use resources, tasks, and assignments to provide explicit instruction driven by an appropriate essential question in order to meet the cognitive complexity of the standard.

#### **Person Responsible**

Yvetot Antoine

#### **Schedule**

Weekly, from 9/22/2014 to 10/24/2014

#### **Evidence of Completion**

Planning Agenda, logs and sign-in sheets

### Action Step 2 **5**

Model the delivery of instruction to targeted teachers with a focus on the use of appropriate tasks and essential questions in order to provide explicit instruction that meets the cognitive complexity of the standard.

#### **Person Responsible**

Yvetot Antoine

#### **Schedule**

On 6/4/2015

#### **Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G4.B5.S1** 6

Planning and classroom observations, Coach planning with teachers

**Person Responsible**

Claude Rivette

**Schedule**

Weekly, from 9/22/2014 to 6/4/2015

***Evidence of Completion***

Planning agendas, logs, classroom walkthrough logs, District data

**Plan to Monitor Effectiveness of Implementation of G4.B5.S1** 7

Coach monitoring planning, Administrative walkthrough and observations

**Person Responsible**

Claude Rivette

**Schedule**

On 6/4/2015


***Evidence of Completion***

Lesson plans, planning agendas and minutes, District data

**G4.B6** There is limited evidence of reading comprehension and writing strategies to enhance instruction in core curriculum areas. **2**

 B120355

**G4.B6.S1** Utilize research-based Reading, Writing and ELL Strategies, to include technology-based resources, to enhance instruction in core curriculum areas. **4**

 S132221

### **Strategy Rationale**

By using a reading strategy through social studies and targeted technology, will improve core instruction in across the curriculum.

### **Action Step 1** **5**

Implement effective reading comprehension and writing strategies across the curriculum (ex. vocabulary, close reading, text evidence, analytical writing, and independent reading).

#### **Person Responsible**

SheKinah Mayard

#### **Schedule**

Daily, from 9/26/2014 to 6/4/2015

#### **Evidence of Completion**

Lesson plans, instructional delivery

### **Action Step 2** **5**

Follow-up on the implementation of effective reading comprehension and writing strategies across the curriculum.

#### **Person Responsible**

Claude Rivette

#### **Schedule**

Weekly, from 9/26/2014 to 6/4/2015

#### **Evidence of Completion**

Lesson plans, instructional delivery

### Action Step 3 5

Include the use of structured (pre-printed) graphic organizers (i.e. flip charts, Venn diagrams, foldables, webs, t-charts, etc.) to help students develop their understanding of texts and their understanding of analytical writing in response to text.

#### **Person Responsible**

SheKinah Mayard

#### **Schedule**

Daily, from 9/26/2014 to 6/4/2015

#### **Evidence of Completion**

Lesson plans, instructional delivery

### Action Step 4 5

Provide opportunities in all content areas to respond to text dependent questions and cite text evidence (ex. Claims, Evidence, Reasoning; analytical writing, open response) that demonstrates understanding of information from multiple sources.

#### **Person Responsible**

SheKinah Mayard

#### **Schedule**

Daily, from 9/26/2014 to 6/4/2015

#### **Evidence of Completion**

Lesson plans, instructional delivery

### Action Step 5 5

Create end products in all content areas that require analytical writing and research that synthesizes information from multiple sources and addresses all components of the writing process through technology enhanced response mediums (e.g. typed end products, multimedia and oral presentations).

#### **Person Responsible**

SheKinah Mayard

#### **Schedule**

Daily, from 9/26/2014 to 6/4/2015

#### **Evidence of Completion**

Lesson plans, instructional delivery



### Action Step 6 5

Implement and monitor the use of descriptive and corrective feedback on student work utilizing rubrics in order to provide opportunities for the students to make adjustments and improvements towards mastery.

**Person Responsible**

SheKinah Mayard

**Schedule**

Daily, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, instructional delivery

### Action Step 7 5

Conduct coaching cycles on effective reading comprehension and writing strategies across the curriculum.

**Person Responsible**

SheKinah Mayard

**Schedule**

Weekly, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Coaching log/calendar, debrief protocol

### Action Step 8 5

Conduct classroom walk-throughs to monitor the implementation of effective reading comprehension and writing strategies across the curriculum.

**Person Responsible**

Claude Rivette

**Schedule**

Weekly, from 9/26/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, instructional delivery

### Action Step 9 5

Debrief with instructional coaches on the implementation of effective reading comprehension and writing strategies across the curriculum.

#### **Person Responsible**

#### **Schedule**

Weekly, from 9/26/2014 to 6/4/2015

#### **Evidence of Completion**

Debrief protocol, coaching log feedback

### Action Step 10 5

Consistently monitor the implementation of effective reading comprehension and writing strategies across the curriculum.

#### **Person Responsible**

Agenoria Powell

#### **Schedule**

Weekly, from 9/26/2014 to 6/4/2015

#### **Evidence of Completion**

Lesson plans, instructional delivery

### Plan to Monitor Fidelity of Implementation of G4.B6.S1 6

The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.

#### **Person Responsible**

Agenoria Powell

#### **Schedule**

Monthly, from 9/26/2014 to 6/4/2015

#### **Evidence of Completion**

Lesson plan and assessments, District data

**Plan to Monitor Effectiveness of Implementation of G4.B6.S1 7**

Disaggregation of performance data and data analysis

**Person Responsible**

Agenoria Powell

**Schedule**

Quarterly, from 9/26/2014 to 6/4/2015

**Evidence of Completion**

State, District, and classroom assessments results will be used to monitor the effectiveness of instruction.

**Appendix 1: Implementation Timeline**

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Provide Professional Development on the utilization of the pacing guide, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction aligned to the cognitive complexity of the standards.	Antoine, Yvetot	9/8/2014	Science Curriculum Support Specialist and Science Coach provided job-embedded professional development during planning on use of resources.	10/10/2014 weekly
G4.B3.S1.A1	Implement and monitor an Instructional Framework that follow all the components of the Gradual Release of Responsibility Model (GRRM): teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice.	Rolle, Stephanie	9/9/2014	Delivery of components will be evident in will be evident in lesson delivery when monitored by CSS, Coach and/or administrators	6/4/2015 daily
G4.B2.S2.A1	Conduct result meetings (data chats) after each assessment in order to identify student weaknesses and misunderstanding.	Rolle, Stephanie	9/9/2014	Coach's Common Planning Binder - inclusive of agenda and minutes	6/4/2015 monthly
G4.B2.S1.A1	Unwrap the standards during common planning to ensure instruction is aligned to the Mathematics and resources	Rolle, Stephanie	9/9/2014	Coach's Common Planning Binder - inclusive of agenda and minutes	6/4/2015 weekly
G4.B4.S1.A1	Provide professional development on the implementation of the Language Arts Florida Standards.	Mayard, SheKinah	9/26/2014	Agenda, sign-in sheet, PD handouts	11/26/2014 one-time
G4.B4.S2.A1	Provide professional development on the different modalities of writing (narrative, informative, and opinion/argumentative) as well as the state's writing rubric.	Bailey-Smitherman, Lisa	9/22/2014	Agenda, sign-in sheet, PD handouts	10/31/2014 one-time
G4.B5.S1.A1	Model during planning for targeted teachers how to use resources, tasks, and assignments to provide explicit instruction driven by an appropriate essential question in order to meet the cognitive complexity of the standard.	Antoine, Yvetot	9/22/2014	Planning Agenda, logs and sign-in sheets	10/24/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B6.S1.A1	Implement effective reading comprehension and writing strategies across the curriculum (ex. vocabulary, close reading, text evidence, analytical writing, and independent reading).	Mayard, SheKinah	9/26/2014	Lesson plans, instructional delivery	6/4/2015 daily
G3.B1.S1.A1	Weekly updates to administration and staff from the Attendance Committee	Rivette, Claude	8/18/2014	COGNOS; Notification of Meeting, RFA forms, RTi documentation	6/5/2015 weekly
G2.B1.S1.A1	Model/Provide an in-service for science teachers modeling essential labs that can be used to assist students and parents with understanding the scientific process.	Wright, Rosena	8/18/2014	Agenda, Attendance roster, and completion of science protocol for scientific process.	1/30/2015 monthly
G4.B2.S1.A2	Utilize the MAFS item specifications and Webb's DOK in order to create rigorous lessons that assist in the development of collaborative learning and student accountable talk.	Rolle, Stephanie	9/9/2014	Coach's Common Planning Binder - Inclusive of agenda and minutes	6/4/2015 weekly
G4.B2.S2.A2	During common planning, group student for differentiated instruction in the class and other learning opportunities (e.g. tutoring, Saturday school, etc.)	Rolle, Stephanie	9/9/2014	Coach's Common Planning Binder - inclusive of agenda and minutes	6/4/2015 monthly
G4.B3.S1.A2	Ensure Checks for Understandings are completed as part of "You Do" component of GRRM	Rolle, Stephanie	9/26/2014	Lesson plan components of GRRM and student sample work	6/4/2015 daily
G4.B1.S1.A2	Provide Professional Development on Unwrapping the Benchmark for targeted teachers, thus enabling them to construct and implement lesson plans that utilize a variety of science resources aligned to the NGSSS and that support the LAFS and MAFS.	Antoine, Yvetot	9/29/2014	Science Curriculum Support Specialist and Science Coach provided professional development during planning to construct lessons plans aligned to standards.	10/17/2014 one-time
G4.B4.S1.A2	Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.	Mayard, SheKinah	9/26/2014	Agenda, sign-in sheet, PD handouts	6/4/2015 one-time
G4.B4.S2.A2	Follow-up on the implementation of academic writing as provided during professional development.	Bailey-Smitherman, Lisa	9/26/2014	Lesson Plans and instructional delivery	11/26/2014 daily
G4.B5.S1.A2	Model the delivery of instruction to targeted teachers with a focus on the use of appropriate tasks and essential questions in order to provide explicit instruction that meets the cognitive complexity of the standard.	Antoine, Yvetot	9/22/2014		6/4/2015 one-time
G4.B6.S1.A2	Follow-up on the implementation of effective reading comprehension and writing strategies across the curriculum.	Rivette, Claude	9/26/2014	Lesson plans, instructional delivery	6/4/2015 weekly
G4.B2.S1.A3	Incorporate the fluency in the math block in the upper academy.	Rolle, Stephanie	9/9/2014	Student work samples	6/4/2015 daily
G4.B2.S2.A3	During common planning, develop lessons for differentiated instruction that address remediation and enrichment.	Rolle, Stephanie	9/9/2014	Lesson plans with components of DI and student work samples	6/4/2015 weekly
G4.B3.S1.A3	Monitor and utilize the coaching cycle to support teachers with GRRM	Rolle, Stephanie	9/9/2014	Coaching cycle and Coaching log	6/4/2015 weekly
G4.B4.S1.A3	Follow-up on the implementation of the Language Arts Florida Standards (LAFS) and comprehensive lesson planning provided during the professional development.	Rivette, Claude	9/26/2014	Lesson plans, instructional delivery	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B4.S2.A3	Implement an instructional framework in literacy and writing classes to ensure daily effective writing instruction takes place.	Bailey-Smitherman, Lisa	9/26/2014	Lesson plans, instructional delivery	6/4/2015 daily
G4.B6.S1.A3	Include the use of structured (pre-printed) graphic organizers (i.e. flip charts, Venn diagrams, foldables, webs, t-charts, etc.) to help students develop their understanding of texts and their understanding of analytical writing in response to text.	Mayard, SheKinah	9/26/2014	Lesson plans, instructional delivery	6/4/2015 daily
G4.B2.S1.A4	Consistently monitor common planning (with focus on the use of lesson planning and delivery).	Rolle, Stephanie	9/9/2014	Coaching logs	6/4/2015 weekly
G4.B4.S1.A4	Implement an instructional framework that encompasses explicit instruction and the effective use of small group instruction to target students' needs.	Mayard, SheKinah	9/26/2014	Lesson plans, instructional delivery, DI groups	6/4/2015 daily
G4.B4.S2.A4	Incorporate instruction of writing as a process from planning to publishing and opportunities for different modalities of writing with an emphasis on informational and opinion/argumentative writing that include analytical writing.	Bailey-Smitherman, Lisa	9/26/2014	Lesson plans, instructional delivery, student work products	6/4/2015 daily
G4.B6.S1.A4	Provide opportunities in all content areas to respond to text dependent questions and cite text evidence (ex. Claims, Evidence, Reasoning; analytical writing, open response) that demonstrates understanding of information from multiple sources.	Mayard, SheKinah	9/26/2014	Lesson plans, instructional delivery	6/4/2015 daily
G4.B4.S1.A5	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Mayard, SheKinah	9/26/2014	Coaching log/calendar, debrief protocol	6/4/2015 daily
G4.B4.S2.A5	Consistently utilize rubrics to increase the quality of students' writing.	Bailey-Smitherman, Lisa	9/26/2014	State's writing rubric, student work products, lesson plans	6/4/2015 daily
G4.B6.S1.A5	Create end products in all content areas that require analytical writing and research that synthesizes information from multiple sources and addresses all components of the writing process through technology enhanced response mediums (e.g. typed end products, multimedia and oral presentations).	Mayard, SheKinah	9/26/2014	Lesson plans, instructional delivery	6/4/2015 daily
G4.B4.S1.A6	Work collaboratively during common planning to create lesson plans using backward planning that include unwrapping the standard and explicit instruction.	Mayard, SheKinah	9/26/2014	lesson plans, common planning agendas	6/4/2015 weekly
G4.B4.S2.A6	Utilize student work folders/journals to demonstrate evidence of the writing process from planning to publishing.	Bailey-Smitherman, Lisa	9/26/2014	State's writing rubric, student work products, lesson plans, instructional delivery	6/4/2015 weekly
G4.B6.S1.A6	Implement and monitor the use of descriptive and corrective feedback on student work utilizing rubrics in order to provide opportunities for the students to make adjustments and improvements towards mastery.	Mayard, SheKinah	9/26/2014	Lesson plans, instructional delivery	6/4/2015 daily
G4.B4.S1.A7	Conduct classroom walk-throughs to monitor the effective use of lesson planning and delivery to include explicit instruction with a clear focus aligned to the standard.	Powell, Agenoria	9/26/2014	Lesson plans, instructional delivery, student work products	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B4.S2.A7	Increase descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard as evident in their student work folders/ journals.	Bailey-Smitherman, Lisa	9/26/2014	State's writing rubric, student work products, lesson plans, instructional delivery.	6/4/2015 daily
G4.B6.S1.A7	Conduct coaching cycles on effective reading comprehension and writing strategies across the curriculum.	Mayard, SheKinah	9/26/2014	Coaching log/calendar, debrief protocol	6/4/2015 weekly
G4.B4.S1.A8	Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include explicit instruction with a clear focus aligned to the standard.	Powell, Agenoria	9/26/2014	Coaching log/calendar, debrief protocol	6/4/2015 weekly
G4.B4.S2.A8	Conduct coaching cycles to model how to infuse the writing process utilizing the state's writing rubrics, and the different modalities of writing as well as analytical writing.	Bailey-Smitherman, Lisa	9/26/2014	Coaching log/calendar, debrief protocol	6/4/2015 one-time
G4.B6.S1.A8	Conduct classroom walk-throughs to monitor the implementation of effective reading comprehension and writing strategies across the curriculum.	Rivette, Claude	9/26/2014	Lesson plans, instructional delivery	6/4/2015 weekly
G4.B4.S1.A9	Consistently monitor common planning and the implementation of the use of lesson planning and delivery.	Powell, Agenoria	9/26/2014	Lesson plans, instructional delivery, student work products	6/4/2015 weekly
G4.B4.S2.A9	Conduct classroom walkthroughs to monitor the implementation of the writing process utilizing the state's writing rubrics, and the different modalities of writing as well as analytical writing.	Adderly, Elaine	9/26/2014	Lesson plans, instructional delivery, student work products, state's writing rubric	6/4/2015 weekly
G4.B6.S1.A9	Debrief with instructional coaches on the implementation of effective reading comprehension and writing strategies across the curriculum.		9/26/2014	Debrief protocol, coaching log feedback	6/4/2015 weekly
G4.B4.S2.A10	Debrief with instructional coaches on the implementation of the writing process utilizing the state's writing rubrics, and the different modalities of writing as well as analytical writing.	Adderly, Elaine	9/26/2014	Coaching log/calendar, debrief protocol	6/4/2015 weekly
G4.B6.S1.A10	Consistently monitor the implementation of effective reading comprehension and writing strategies across the curriculum.	Powell, Agenoria	9/26/2014	Lesson plans, instructional delivery	6/4/2015 weekly
G4.B4.S2.A11	Consistently monitor the implementation of the writing process utilizing the state's writing rubrics, and the different modalities of writing as well as analytical writing.	Powell, Agenoria	9/26/2014	Lesson plans, instructional delivery, student work products, state's writing rubric	6/4/2015 biweekly
G2.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Successful implementation will yield an increase in the number of students completing of science fair boards for competition.	Antoine, Yvetot	8/18/2014	Data depicting total number of students participating in the Science Fair.	1/30/2015 one-time
G2.B1.S1.MA1	Classroom walk through, and continued support from the science coach	Rivette, Claude	8/18/2014	Student journals, science boards, District data	1/30/2015 monthly
G3.MA1	Weekly updates to administration by the TCST and to the entire faculty during faculty meeting	Rivette, Claude	8/18/2014	Attendance Committee report, district reports, COGNOS	6/5/2015 one-time
G3.B1.S1.MA1	All stakeholders will review attendance bulletin, review reports and	Rivette, Claude	8/8/2014	Attendance sheet of participants, Child Study Team Report, COGNOS	6/5/2015 one-time



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	recommendations from the Child Study Team			Quarterly Report, Data or report from attendance Committee	
G3.B1.S1.MA1	All stakeholders will review attendance bulletin, review reports and recommendations from the Child Study Team	Adderly, Elaine	8/18/2014	Attendance sheet of participants, Child Study Team Report, and COGNOS Quarterly Report	6/5/2015 weekly
G4.MA1	State, District and classroom assessments results will be used to monitor the effectiveness of instruction.	Powell, Agenoria	8/18/2014	Data results: Monthly benchmark assessments, Topic assessments, Unit assessments, Interim and State assessments	6/4/2015 weekly
G4.B1.S1.MA1	Administrative Classroom observations and walkthroughs	Rivette, Claude	9/29/2014	Classroom observation, walkthrough reports, District data, and topic test	6/4/2015 weekly
G4.B1.S1.MA1	Administrative Classroom and Planning observations, Review of planning summary sheets and lesson plans	Rivette, Claude	9/29/2014	Classroom observation logs, common planning summaries and logs, students' assignments, District data, and topic test	6/4/2015 weekly
G4.B2.S1.MA1	Disaggregation of performance data and data analysis	Rivette, Claude	9/9/2014	State, District and classroom assessments results will be used to monitor the effectiveness of instruction.	6/4/2015 monthly
G4.B2.S1.MA1	The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.	Rivette, Claude	9/9/2014	sign in and lesson plans	6/4/2015 weekly
G4.B2.S1.MA2	The Leadership Team will monitor the execution of the lesson framework through observations and debriefings.	Rolle, Stephanie	9/9/2014	sign in sheets, lesson plans, District data	6/4/2015 weekly
G4.B3.S1.MA1	Disaggregation of performance data and data analysis	Rivette, Claude	9/9/2014	State, District and classroom assessments results will be used to monitor the effectiveness of instruction.	6/4/2015 monthly
G4.B3.S1.MA1	The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.	Rivette, Claude	9/9/2014	sign in, lesson plans	6/4/2015 weekly
G4.B3.S1.MA2	The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.	Rivette, Claude	9/9/2014	sign in, lesson plan, District data	6/4/2015 weekly
G4.B4.S1.MA1	Disaggregation of performance data and data analysis	Powell, Agenoria	9/26/2014	FAIR, District data and ETO Implementation Timeline Action Plan.	6/4/2015 quarterly
G4.B4.S1.MA1	The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.	Rivette, Claude	9/26/2014	Lesson plans, instructional delivery, student work products, District data	6/4/2015 weekly
G4.B5.S1.MA1	Coach monitoring planning, Administrative walkthrough and observations	Rivette, Claude	9/22/2014	Lesson plans, planning agendas and minutes, District data	6/4/2015 one-time
G4.B5.S1.MA1	Planning and classroom observations, Coach planning with teachers	Rivette, Claude	9/22/2014	Planning agendas, logs, classroom walkthrough logs, District data	6/4/2015 weekly
G4.B6.S1.MA1	Disaggregation of performance data and data analysis	Powell, Agenoria	9/26/2014	State, District, and classroom assessments results will be used to monitor the effectiveness of instruction.	6/4/2015 quarterly
G4.B6.S1.MA1	The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.	Powell, Agenoria	9/26/2014	Lesson plan and assessments, District data	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S2.MA1	Disaggregation of performance data and data analysis	Rivette, Claude	9/9/2014	State, District and classroom assessments results will be used to monitor the effectiveness of instruction.	6/4/2015 monthly
G4.B2.S2.MA1	The Leadership Team will observe the results meeting/data chats to ensure that teachers analyze assessment data	Rivette, Claude	9/9/2014	Coaches' logs, Sign-in sheets, Meeting Agendas	6/4/2015 monthly
G4.B2.S2.MA2	The Leadership Team will monitor common planning and review lessons to ensure that they engage students and promote critical thinking.	Rivette, Claude	9/9/2014	Coaches' logs, Sign-in sheets, Meeting Agendas, Lesson plans	6/4/2015 weekly
G4.B4.S2.MA1	Disaggregation of performance data and data analysis.	Powell, Agenoria	9/26/2014	Students' work folders, State, District assessments data and ETO Implementation Action Plan results will be used to monitor the effectiveness of instruction.	11/26/2014 quarterly
G4.B4.S2.MA1	The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.	Bailey-Smitherman, Lisa	9/26/2014	Sign in sheet and student work.	6/4/2015 weekly
G4.B4.S2.MA1	The Leadership Team will monitor Professional Development, common planning, lessons produced from common planning and coaching support.	Adderly, Elaine	9/26/2014	student work folders with corrective feedback, District data	6/4/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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



## Professional Development Opportunities

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

**G2.** STEM: The goal for STEM is to increase the number of student participation in Science Fair competition, and health initiative.

**G2.B1** Students and parents understanding the scientific process needed to effectively complete a science project.

**G2.B1.S1** Provide opportunities for students and parents to participate in hands-on activities that require completing the scientific process/method.

### **PD Opportunity 1**

Model/Provide an in-service for science teachers modeling essential labs that can be used to assist students and parents with understanding the scientific process.

#### **Facilitator**

Science Coach, Community Involvement Specialist

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/18/2014 to 1/30/2015

**G4.** To increase student achievement by improving core instruction in all content areas.

**G4.B1** Inconsistent use of the NGSSS Science standards to ensure standards-based instruction aligned to the cognitive complexity of the standards

**G4.B1.S1** Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

**PD Opportunity 1**

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

**Facilitator**

Science Curriculum Support Specialist and Science Coach

**Participants**

Science Teachers

**Schedule**

Weekly, from 9/8/2014 to 10/10/2014

**PD Opportunity 2**

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

**Facilitator**

Science Curriculum Support Specialist and Science Coach

**Participants**

Science Teachers

**Schedule**

On 10/17/2014

**G4.B2** Limited evidence of instructional framework being utilized to implement mathematics curriculum

**G4.B2.S1** Utilize the Mathematics Florida Standards when planning for and delivering instruction.

**PD Opportunity 1**

Unwrap the standards during common planning to ensure instruction is aligned to the Mathematics and resources

**Facilitator**

Math Coach

**Participants**

Math Teachers

**Schedule**

Weekly, from 9/9/2014 to 6/4/2015

**PD Opportunity 2**

Utilize the MAFS item specifications and Webb's DOK in order to create rigorous lessons that assist in the development of collaborative learning and student accountable talk.

**Facilitator**

Math Coach

**Participants**

Math Teachers

**Schedule**

Weekly, from 9/9/2014 to 6/4/2015

**G4.B2.S2** Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

**PD Opportunity 1**

During common planning, develop lessons for differentiated instruction that address remediation and enrichment.

**Facilitator**

Math Coach

**Participants**

Math Teachers

**Schedule**

Weekly, from 9/9/2014 to 6/4/2015

**G4.B3** Limited evidence of Gradual Release of Responsibility Model components being implement during the mathematics instructional block

**G4.B3.S1** Utilize the Gradual Release of Responsibility Model as instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical ideas.

**PD Opportunity 1**

Implement and monitor an Instructional Framework that follow all the components of the Gradual Release of Responsibility Model (GRRM): teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice.

**Facilitator**

Math Coach

**Participants**

Math Teachers

**Schedule**

Daily, from 9/9/2014 to 6/4/2015

**G4.B4** There is limited evidence of effective planning and instructional delivery to the Language Arts Florida Standards (LAFS).

**G4.B4.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

#### **PD Opportunity 1**

Provide professional development on the implementation of the Language Arts Florida Standards.

##### **Facilitator**

Reading Coaches, & CSS

##### **Participants**

Teachers

##### **Schedule**

On 11/26/2014

#### **PD Opportunity 2**

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.

##### **Facilitator**

Reading Coach, ETO CSS

##### **Participants**

Teachers

##### **Schedule**

On 6/4/2015

### PD Opportunity 3

Follow-up on the implementation of the Language Arts Florida Standards (LAFS) and comprehensive lesson planning provided during the professional development.

#### Facilitator

Administration, ETO Instructional Supervisor

#### Participants

Teachers

#### Schedule

Weekly, from 9/26/2014 to 6/4/2015

**G4.B4.S2** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

### PD Opportunity 1

Provide professional development on the different modalities of writing (narrative, informative, and opinion/argumentative) as well as the state's writing rubric.

#### Facilitator

Reading Coach and CSS

#### Participants

Teachers

#### Schedule

On 10/31/2014

**G4.B5** Lack of evidence that students consistently generate authentic work products aligned to the cognitive complexity of the standards.

**G4.B5.S1** Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

**PD Opportunity 1**

Model during planning for targeted teachers how to use resources, tasks, and assignments to provide explicit instruction driven by an appropriate essential question in order to meet the cognitive complexity of the standard.

**Facilitator**

Curriculum Support Specialist and Science Coach

**Participants**

Science Teachers

**Schedule**

Weekly, from 9/22/2014 to 10/24/2014

**PD Opportunity 2**

Model the delivery of instruction to targeted teachers with a focus on the use of appropriate tasks and essential questions in order to provide explicit instruction that meets the cognitive complexity of the standard.

**Facilitator**

Curriculum Support Specialist and Science Coach

**Participants**

Science Teachers

**Schedule**

On 6/4/2015

## Technical Assistance Items

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



## Budget Rollup

### Summary

Description	Total
<b>Goal 2: STEM:</b> The goal for STEM is to increase the number of student participation in Science Fair competition, and health initiative.	37,500
<b>Goal 4:</b> To increase student achievement by improving core instruction in all content areas.	24,800
<b>Grand Total</b>	<b>62,300</b>

### Goal 2: STEM: The goal for STEM is to increase the number of student participation in Science Fair competition, and health initiative.

Description	Source	Total
<b>B1.S1.A1</b> - Science Lab materials and resources.	Title I Part A	1,500
<b>B1.S1.A1</b> - Community Involvement Specialist	Title I Part A	36,000
<b>Total Goal 2</b>		<b>37,500</b>

### Goal 4: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
<b>B4.S1.A4</b> - Use funds to provide ancillary and peripheral support materials for explicit instruction through Differentiated Instruction DI.	Title I Part A	10,000
<b>B4.S1.A4</b> - Use funds to provide hourly intervention and before/after school hourly tutorials	Title I Part A	10,000
<b>B6.S1.A5</b> - To enhance students' use of technology to address the requirements for Florida Standards-based curriculum.	School Improvement Funds	4,800
<b>Total Goal 4</b>		<b>24,800</b>