

Sunland Park Academy

919 NW 13TH TER, Fort Lauderdale, FL 33311

<http://sunlandpark.browardschools.com>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

98%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

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

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

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
Monitoring Only	5	Gayle Sitter
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is to make a difference in the lives of students by providing learning experiences and opportunities for them to achieve high levels of academic performance. Through fostering positive growth in social, emotional, and work behavior, students will be able to learn the necessary skills to become successful adults in the workplace.

Provide the school's vision statement

To provide a quality prescriptive social and academic education so that all students are able to reach their full potential within a caring, secure environment.

School Environment

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

The teachers conduct community meeting called ConureTime that allow students to share their cultures and build relationships between teachers and students. They also use literature to teach the students about different cultures and tolerance.

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

As the students arrive to school, they report to the cafeteria to eat breakfast, and sit in designated area in the cafeteria to read a book to ensure a safe and orderly environment before they enter the classroom. Students are escorted by class to the their classrooms by Support Personnel. As the students enter the classrooms, the teachers greet them at the door and addresses concerns at the beginning of the school day. The school counselor teaches monthly lessons character traits on the morning announcements and awards two students per class each month, Student of Month Award or Kids of Character Award. Each teachers celebrates good character by recognizing a student of the week. During the first weeks and middle of the school year, the teachers teach, model and provide the students the opportunity to practice school-wide procedures and protocol. Hall monitors serves as role models throughout the school and aide in enforcing school wide procedures.

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

Sunland Park Academy follows Broward County Public School Discipline Matrix . In conjunction, Sunland Park Academy developed and implements a School-wide Positive Behavior Plan which reflects the research based strategies and interventions of CHAMPS. To set high expectations, students recite the school pledge which denotes the student expectation of learning. Throughout the school year, the teacher teaches, models, and allows the students to practice the school-wide agreements: active listening, mutual respect, and appreciations. The teachers further review and enforce the school-wide behavior skill matrix that depicts what agreements looks like, and sounds like in the classroom, hallways, playground, restrooms, cafeteria, stairway and playground. The CHAMPS

expectations are also posted throughout the school. Mentoring groups for high behavioral challenging boys and girls. A member of the staff mentors students to encourage them and remind them of how good learners speak and behave. When a student is referred for misconduct or gets a discipline referral. They get the opportunity to think about the behavior and talk about what they would do differently.

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

The Assistant Principal coordinates a mentoring program that pairs a student with an adult mentor to serve as a role model for the students. Also, the school counselor conducts social skills and responsibility groups to meet the needs of the students. Students who exhibit high behavioral concerns are provided adult listeners on a weekly basis so they may have an opportunity to share their concerns and discuss appropriate behavioral strategies for when there is a concern. Through the Chrysalis and Henderson Therapy Group, students get therapeutic services when referred by a teacher and parent. Students are referred when they exhibit challenges in social and emotional skills. To motivate and build self confidence, the Assistant Principal coordinates the Reading Pals Program for struggling first grade students. The Reading Pal mentors aide in developing a love for Reading.

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

Course failure in English Language Arts or mathematics

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	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	4	26	12	9	51
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level	Total
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

- Provide extended learning opportunities afterschool
- Provide the double dose reading/ mathematics instruction within the school day
- Provide social emotional skill building groups such as Guidance.
- Provide listening mentors

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?

No

PIP Link

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

Description

A plan will be developed for utilization of Title I funds (1% requirement) for parent training.

A plan will be made to provide parent training through Family Curriculum Nights in the areas of Reading, Writing, Science, Math, and Technology.

A school-parent compact will be developed by all stakeholders and distributed to parents.

An annual public meeting will be held to inform parents of the school's participation in the Title I school wide program

The School Advisory Committee will hold meetings throughout the 2013/2014 school year to insure unified parent, partner, and school decision making with all meetings to be held in the evenings.

A plan will be developed to assist and support the transition of preschool students/families from early childhood programs to kindergarten (Kindergarten Roundup)

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

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 :

- 1) Via Parent Links, Newsletters, flyers and marquee to communicate with parents and community
- 2) Utilize the community liaison and administration to garner partnership. Partners are invited to our School Advisory Council, Open House, Parent Teacher Association, Parent/ Family Nights. As a result the partners sponsors a variety of events and provide both students and teachers need resources in an effort to contribute towards our goal of increasing student achievement.

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
Bailey, Sharonda	Principal
McLean-Cross, Laferne	Assistant Principal
Goodison, Sherene	Instructional Coach
Fenelon, Baselaire	Other
Ponder, Cherell	Other
Watson, Josephine	Teacher, K-12

Duties

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

Members of the school-based MTSS/RTI Leadership Team will meet with the School Advisory Council (SAC) and will help to develop the 2014 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets, and focus attention on deficient areas will be discussed. Additional topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AYP/AMO (Annual Measurable Objectives and subgroups)
- Strengths and weaknesses of intensive programs
- Parental Involvement, Mentoring, tutoring, and other services

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-based MTSS/RTI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that an effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS/RTI Leadership Team. The school-based MTSS/RTI Leadership team will use the Problem-Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and /or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies. The team will ensure the necessary resources are made available and the intervention is implemented with fidelity. Problem-Solving Model:

The four steps of the Problem-Solving Model are:

1. Problem Identification -entails identifying the problem and the desired behavior for the students.
2. Problem Analysis- involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design and Implementation -involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating -is also termed Response-to-Intervention. In this step, the effectiveness of a student's or a group of students' responses to the implemented intervention is evaluated and measured. The problem-solving process is a self correcting and, if necessary, recycled in order to achieve the best outcomes for all students.

Title I, Part A

There will be training for all teachers and administration to address academic achievement problems and concerns. Funds from Title I professional development will be allocated for these activities.

Reading, mathematics, and science coaches will be utilized to provide professional development to teachers. Professional development will include Lesson Study, PLCs, curriculum planning and RTI. Funds from Title I professional development will be allocated for these activities.

Extended learning opportunities for students through targeted assistance programs will be established based on data of student's academic needs. This will include and after school and Saturday activities. Title I ELO funds will be allocated for this program.

Parent activities, workshops, and seminars will be planned to assist parents in helping their child improve his/her academic and social performance. Title I parent involvement funds will be allocated for these activities.

The school parent resource room will provide curriculum, life skills, parenting resources. We will

provide services that fit the needs of our parents, ie. Resume writing, how to complete and file income tax files, job interviewing, how to help my child when..., etc. Title I parent involvement funds and partnership resources will be allocated for this implementation.

Parents are invited to the annual Title I meeting by flyers that are sent home, telephone parent link announcement, postings on the school marquee, and on the school website.

The Title I annual meeting date and time is communicated to the community during the Open House. Flyers are sent home and a parent phone link is set before the meeting.

Title II

Title II funds will be allocated to cover professional development conducted by the district.

Head Start

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

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School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sharonda Bailey	Principal
	Student
Shaneka Willingham	Teacher
Tomasita Pinkey	Parent
Claudia Degand	Parent
Maxine Brivittte	Business/Community
Ramon Carrasco	Parent
Natasha Durante	Parent
Keisha Ford	Parent
Desia Luke	Parent
Della Marshall	Education Support Employee
Tamika McQuay	Parent
Dorothy Moise	Parent
Chris Montenero	Teacher
Peggy Reynolds	Business/Community
Marcela Tapia	Parent
Cara Tibble	Teacher
Roseannie Walker	Parent
	Student
Marlon Greenwood	Teacher
	Student

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 School Improvement Plan was discussed during School Advisory Council Meetings. All School Improvement plan items of SAC meeting Agenda were approved and evaluated through a democratic process that entailed the participation of different community members, parents, teachers, and faculty members.

Development of this school improvement plan

The primary objectives of the School Advisory Council (SAC) shall be to help identify needs and recommend programs of action. Through a community-wide commitment, the team will foster a positive learning environment, which sets high expectations and meets the diverse needs of the student body.

The School Advisory Council shall be a link between the school and the local community and will serve as a means for participatory management through which the various stakeholders in the school community may assist the school and the school may assist the community. The stakeholders are parents, business people, students, other community representatives, professional educators, and other school staff. The School Advisory Council shall be a resource to the school and school principal. School Advisory Council functions shall include:

A. To facilitate the development of the School Improvement Plan (SIP)

- B. To monitor implementation of the SIP
- C. To evaluate the effectiveness of the SIP
- D. To provide assistance in the preparation of the school's annual budget
- E. To make recommendations as to the alignment of instructional staffing and instructional materials to support the SIP

The responsibilities and duties of the School Advisory Council will be in accordance with Florida State Statutes 1001.452 and Broward County School Board Policy 1403.

Meet monthly

Explore and research successful literacy initiatives in different settings

Design, assign and monitor literacy initiatives

Report to SAC current reading and math data, e.g. mini assessments tied to the instructional focus calendar (IFC) Benchmark Assessment Test (BAT)

Attend accountability meetings

Report to Administration

Preparation of the school's annual budget and plan

The budget for School Improvement Plan is based on the school needs. Funds were allocated for Extended Learning Opportunities, professional development materials, teacher salary, and workshops, materials and supplies, Annual Parent Seminar, Parent Trainings (Curriculum Nights), Refreshments, Student Agendas for gradesK-3

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

The projected use of the school improvement funds are as follows

1. Extended Learning Opportunities-
2. Student Incentives -
3. Student Resources

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
Bailey, Sharonda	Principal
McLean-Cross, Laferne	Assistant Principal
Bezada, Brittany	Instructional Coach
Goodison, Sherene	Instructional Coach
Ponder, Cherell	Teacher, K-12
Fenelon, Baselaire	Teacher, K-12
Watson, Josephine	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

What will be the major initiatives of the LLT this year?

To establish and build a strong foundation for the Literacy Leadership Team.(LLT)

Provide quality monitoring for the RTI process in order to increase student literacy.

Implement a school-wide literacy project which can involve all the disciplines. This project will be "One School, One Book". Every student, staff member, interested parents, partners and community members will be invited to read the same book and participate in discussion groups. There will be "kick-off" and culminating events that will underscore the importance of reading. There will be math, science, and writing activities that will connect with content of the book.

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

The school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction is as follows :

- 1) Teachers collaborate on a weekly basis to review student data and utilize such data to plan for effective instruction.
- 2) Grade level Teams (Horizontal and Vertical) meet bimonthly for Professional Learning Communities in which they receive professional development and also have an opportunity to observe each other and provide constructive feedback on how to improve instruction. Teachers collaborate, analyze data, plan for instruction and share best practices.

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

1. Regular meeting of new teachers with Principal
2. Partnering new teachers with veteran staff
3. Soliciting referrals from current employees
Announcement will be made during faculty meetings as need arises
4. Advertisement of teacher vacancies and shortages are made via district's Employment Information website and teacher recruitment job fairs. Advertisements will be made as vacancies arise.
5. Teacher Incentive Funds Program - aims to effectively enhance student achievement by providing monetary incentive to attract and retain effective/ highly effective teachers who transferred into the school and remain at the school with an effective rating.

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

Teachers were chosen for the mentoring program because they were new to the district and the school. Mentor teachers are veteran teachers who have previously taught the grade levels that their mentees are currently placed in. The mentees are teachers who are new the district and to the school site. The planned mentoring activities - mentors and mentees will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentees are given release time to observe the mentor. Time is given for feedback, coaching and pairing.

Mentor Name : Susan Ostroff

Mentee Assigned: Melissa Moore

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Sherene Goodison

Mentee Assigned: Charlene Williams

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Katherine Degroff

Mentee Assigned: Kimberly Martin

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Cherell Ponder

Mentee Assigned: Tanika George

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Shaneka Willingham

Mentee Assigned: Luz Febres- Brown

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Brittany Bezada

Mentee Assigned: Tanisha Golding

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Bridgett Nicholson

Mentee Assigned: Micheal Alford

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Josephine Watson

Mentee Assigned: Chellany Clarke

Rationale for Paring: New to the school

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name :

Mentee Assigned: Pamela Roberts

Rationale for Paring: New to the school

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Teacher Incentive Funds (TIF) provides opportunity for select teachers to receive additional mentoring support in effective teaching practices from effective and highly effective teachers in the school site and the district.

ISchool Inclusion Institute (I3) mentoring program that provides development of leadership qualities and teaching practices for teachers who show leadership potential. Teachers that are participating in this program are Brittany Bezada and Sherene Goodison.

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

The school purchases research based core instructional programs and materials that were adopted by Broward County Public School District. Additional Materials that are purchased are research based resources that are aligned to the Florida Standards. Additionally many resources are recommended by the International Reading Association, National Science Teacher Association and National Counsel Teachers of Mathematics.

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

The school wide (K-3)Baseline Data which includes the following:

- Individual Reading Inventory Test (IRI) (Reading), and the Rigby Running Record
- District Benchmark Assessment Test (BAT)- (Reading, Mathematics & Science)
- Diagnostic Assessment for Reading (DAR)- (Reading)
- FCAT, End Of Year Test-(Reading Mathematics).
- Go Math Mathematics Inventory Test
- Mini Benchmark Assessment of Florida Standards BAF)- (Reading, Mathematics, Science)

The teachers utilize the baseline assessments data to provide instruction at instructional level and provide literacy centers to allow students to practice and deepen their knowledge

Progress Monitoring : Reading and Mathematics Benchmark Mini Assessments (every two weeks), Reading and Mathematics weekly test, Burns and Roe IRI test every 3 months to determine student growth. Teachers utilize the data to monitor student progress and drive instruction. Teachers adjust their instruction based on whether the student progresses and regresses. If students regresses, teacher reteaches the lesson utilizing multiple teaching best practices such as FCRR research based strategies, Hands On Teaching Model, Small group Instruction. Additionally for all students, teachers models how to respond to text based questions and teacher confers with students on how to improve their writing.

Mid Year: FAIR, DIBELS, IRI, Benchmark Assessment of Florida (BAF) and Mini BAF Assessment Test

End of Year: FCAT, FAIR, DIBELS, IRI, DAR, Mathematics End of Book Test

Frequency of data days: twice a month for data analysis

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: 5,160

Through researched based assessment results, students are identified as struggling readers. Push In/ Pull out services will be provided by support staff, Teacher Assistants and Specials Teachers as a double dose instruction in the area of Reading and Mathematics. Additionally, students are offered the opportunity to attend after school reading tutorial lessons. Students who perform at/or above grade level in reading will also receive enrichment after school lessons which will include project based learning and high rigor instruction. The curriculum is common core aligned. Students are provided differentiated instruction during these extended learning opportunities.

Our Extended Learning Opportunities are funded through the partnership with United Way. They provide tutorial services to 60 third Graders, 20 Second Graders, and 40 First Graders. Tutorial Services are provided three times per week.

The school uses federal funding, Title One to facilitate tutorial services for the 40 Kindergarten Students. Such services are provided as well three times per week for two hours per day.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

McLean-Cross, Laferne, laferne.mclean-cross@browardschools.com

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

Data is collected on a bi-weekly basis through Oral Reading Fluency Probes and overall outcome measure every two months will be the FAIR Test results. The Fair will determine the Probability Of Reading Success for all students.

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

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

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

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

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

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

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.** By June 2015, 31 % of Third Grade Students will perform at and /or above proficiency on the Florida State Reading Test.
- G2.** By June 2015, 12 % of Third Grade students will achieve above proficiency on the Reading Florida State Assessment.
- G3.** By June 2015, 63% of Third Grade students will be at proficiency at /or above on the Mathematics Florida State Assessment.

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. By June 2015, 31 % of Third Grade Students will perform at and /or above proficiency on the Florida State Reading Test. **1a**

G036615

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	31.0

Resources Available to Support the Goal **2**

- Teachers will increase vocabulary based on students' needs via: •Explicit instruction and word study/ etymology •Targeted Close Reading •Appropriate software •Graphic organizers/Thinking Maps •Spiraling benchmark reviews •FCRR centers •FCRR Empowering lessons for teachers •Secondary Instructional Focus Calendar targeted to areas of improvement •Focus lessons via core program and supplemental materials Focus in grades K-2 using the following research-based programs: •Foundations program for identified students with targeted needs in phonological /phonemic awareness, phonics and spelling. •Buzz About It read aloud program for literacy and informational text development. Improve teacher effectiveness via: •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities
- Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.) Improve teacher effectiveness via: •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities Additional interventions for students via: •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement
- Teachers will have the opportunity to plan effectively for instruction to meet the needs of all students via: •Weekly planning sessions facilitated by instructional coaches and administration. •Participation in Professional Learning Communities that focus on instructional practices and strategies. •Participating in Lesson Study •Reviewing student performance data bi-weekly. •Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment. •Providing opportunities for differentiated instruction based on student needs. •Follow BEEP lessons for the reading block. •Plan for interventions for students that target areas of improvement.

Targeted Barriers to Achieving the Goal **3**

- Lack of effective planning for reading instruction.

Plan to Monitor Progress Toward G1. 8

Regular progress monitoring to determine effectiveness of instruction and curriculum.

•Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students.

Person Responsible

Laferne McLean-Cross

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Periodic Classroom Assessments via: •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FCAT Pro District Benchmark Assessments •Classroom Walkthrough/ Observation Data Accelerated Reader Tests Benchmark mini assessments

G2. By June 2015, 12 % of Third Grade students will achieve above proficiency on the Reading Florida State Assessment. **1a**

G036616

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	12.0

Resources Available to Support the Goal **2**

- Teachers will increase vocabulary based on students' needs via: •Explicit instruction and word study/ etymology •Targeted Close Reading strategies •Appropriate software- Aerobics & Riverdeep •Graphic organizers/Thinking Maps •Spiraling benchmark reviews •FCRR centers •FCRR Empowering lessons for teachers •Secondary Instructional Focus Calendar targeted to areas of improvement •Focus lessons via core program and supplemental materials Focus in grades K-2 using the following research-based programs: •Foundations program for identified students with targeted needs in phonological /phonemic awareness, phonics and spelling. •Buzz About It read aloud program for literacy and informational text development.
- Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by: •Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Providing explicit/ scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.) Improve teacher effectiveness via: •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study Additional interventions for students via: •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement

Targeted Barriers to Achieving the Goal **3**

- Students lack of experience and practice with increasingly complex texts

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

Regular progress monitoring to determine effectiveness of instruction and curriculum.
•Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to stude

Person Responsible

Schedule

Evidence of Completion

District Benchmark Assessments •Classroom and Common Planning Session Walkthroughs/ Observation Data •Student work samples via vocabulary journals Periodic Classroom Assessments via: •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR AR data

G3. By June 2015, 63% of Third Grade students will be at proficiency at /or above on the Mathematics Florida State Assessment. **1a**

G036617

Targets Supported **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	63.0

Resources Available to Support the Goal **2**

- Teachers will incorporate effective questioning strategies in every math lesson e.g. Using Math Acaletics Strategies, Go Math Mathematics Instruction, Calendar Mathematics.
- District Released lessons,
- Riverdeep
- Mathematics Journals
- Calendar Mathematics

Targeted Barriers to Achieving the Goal **3**

- The lack of rigor in mathematics instruction and assignments.

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

Instructional Focus Calendar / Pacing Guides
PLC data chats
Frequent progress monitoring

Person Responsible

Laferne McLean-Cross

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Classroom Walkthrough data Observation data Benchmark Mini Assessments Data Benchmark Assessment Test Classroom student work Team Leader Minutes

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. By June 2015, 31 % of Third Grade Students will perform at and /or above proficiency on the Florida State Reading Test. **1**

G036615

G1.B2 Lack of effective planning for reading instruction. **2**

B087657

G1.B2.S1 Teachers will have the opportunity to plan effectively for instruction to meet the needs of all students via:

- Weekly planning sessions facilitated by instructional coaches and administration.
- Participation in Professional Learning Communities that focus on instructional practices and strategies.
- Participating in Lesson Study
- Reviewing student performance data bi-weekly. **4**

S098379

Strategy Rationale

Action Step 1 **5**

- Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment.
- Providing opportunities for differentiated instruction based on student needs.
- Follow district released units for the reading block.
- Plan for interventions for students that target areas of improvement.

Person Responsible

Sherene Goodison

Schedule

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

Evidence of Completion

Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based daily Classroom Walkthroughs •Teachers will share student work samples and best practices during regular staff meetings. •Ongoing monitoring (including common planning sessions) and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. • RTI for identified students. PLC Minutes / survey Lesson Study Planning Data Chats Minutes

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

PLC data chats
Frequent progress monitoring

Person Responsible

Laferne McLean-Cross

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Classroom Walk-throughs Data Observation Evidence of Effective Lesson Plans and implementation of reading lessons Periodic core and intervention program evaluations via the administration, coach and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly . Through the R.T.I. process

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

Regular progress monitoring to determine effectiveness of instruction and curriculum.

- Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs.
- Targeted/Evidence-based Classroom Walkthroughs
- Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly.

Person Responsible

Sharonda Bailey

Schedule

Biweekly, from 8/26/2013 to 6/1/2015

Evidence of Completion

District Benchmark Assessments •SIP Review Chats •Classroom Walkthroughs/
Observation Data Periodic Classroom Assessments via: •Accelerated Reader Quizzes
•Core and Intervention program assessments •Teacher Observation and Quick checks
•Questioning Strategies Responses •FAIR Benchmark mini assessments

G2. By June 2015, 12 % of Third Grade students will achieve above proficiency on the Reading Florida State Assessment. 1

G036616

G2.B2 Students lack of experience and practice with increasingly complex texts 2

B087659

G2.B2.S1 •Weekly planning sessions utilizing complex text facilitated by instructional coach and administration. •Participation in Professional Learning Communities that focus on instructional focuses on the strategies for implementation of complex text in teaching practices 4

S098381

Strategy Rationale

Action Step 1 5

Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:

- Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction.
- Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities.
- Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.)
Participating in Lesson Study
- Reviewing student performance data bi-weekly.
- Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment.
- Providing opportunities for differentiated instruction based on student needs.
- Follow district released lessons for the reading block.
- Plan for interventions for students that target areas of improvement.

Person Responsible

Schedule

Evidence of Completion

District Benchmark Assessments •SIP Review •Classroom Walkthrough/ Observation Data
Periodic Classroom Assessments via: •Accelerated Reader Quizzes •Core and Intervention
program assessments •Teacher Observation and Quick checks •Questioning Strategies
Responses •FAIR •FCAT Pro Data Accelerated Reading Tests

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

- Ongoing monitoring and feedback by administrators and coach
- Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly.
- Through RTI process for identified students.

Person Responsible

Schedule

Evidence of Completion

District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/ Observation Data Periodic Classroom Assessments via: •Accelerated Reader Quizzes •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Regular progress monitoring to determine effectiveness of instruction and curriculum.

- Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs.
- Targeted/Evidence-based Classroom Walkthroughs
- Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly.

Improve teacher effectiveness via:

- Professional development, implementation, and follow up
- Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/ feedback, and weekly lesson planning sessions
- Professional Learning Communities
- Lesson Study

Additional interventions for students via:

- Increased learning time during school targeting areas of improvement
- Extended learning opportunities after school targeting areas of improvement

Person Responsible

Schedule

Evidence of Completion

District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/ Observation Data Periodic Classroom Assessments via: •Accelerated Reader Quizzes •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR

G3. By June 2015, 63% of Third Grade students will be at proficiency at /or above on the Mathematics Florida State Assessment. 1

G036617

G3.B1 The lack of rigor in mathematics instruction and assignments. 2

B087660

G3.B1.S1 Teachers will incorporate effective questioning strategies in every math lesson e.g. Using more open ended questions 4

S098382

Strategy Rationale

Action Step 1 5

Teachers will utilize common planning to create open -ended questions to assist students with critical thinking skills through journal writing. Teachers will utilize a rubric to assess comprehension weekly.

Teachers will utilize a rubric to assess comprehension weekly.

Person Responsible

Sharonda Bailey

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Math Coach and Administration conduct Classroom Walk-Throughs on a weekly basis. Frequent data chats with teachers and teachers with students.

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

Classroom Walk-Throughs on a weekly basis.

Frequent administrative data chats with teachers.

Reading Coach and Administration will review student note-taking books on a weekly basis with a focus on the accuracy of the response to the essential question

Person Responsible

Sharonda Bailey

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Go Math Assessments Benchmark Mini Assessments Go Math Assessments Benchmark Assessment 1 and 2. Math Journal Response Team Meeting Minutes Lesson Plans

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

PLC data chats
Frequent data analysis
Rubric
Classroom Walk-throughs

Person Responsible

Laferne McLean-Cross

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Student journals entries Teacher created rubrics Textbook created formative assessments Formative assessments Benchmark min assessments

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
G1.B2.S1.A1	•Sharing and studying student work to determine the next instructional steps	Goodison, Sherene	8/18/2014	Regular progress monitoring to determine effectiveness of instruction	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
	for reteaching, maintenance, and enrichment. •Providing opportunities for differentiated instruction based on student needs. •Follow district released units for the reading block. •Plan for interventions for students that target areas of improvement.			and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based daily Classroom Walkthroughs •Teachers will share student work samples and best practices during regular staff meetings. •Ongoing monitoring (including common planning sessions) and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. • RTI for identified students. PLC Minutes / survey Lesson Study Planning Data Chats Minutes	
G2.B2.S1.A1	Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by: •Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.) Participating in Lesson Study •Reviewing student performance data bi-weekly. •Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment. •Providing opportunities for differentiated instruction based on student needs. •Follow district released lessons for the reading block. •Plan for interventions for students that target areas of improvement.		District Benchmark Assessments •SIP Review •Classroom Walkthrough/ Observation Data Periodic Classroom Assessments via: •Accelerated Reader Quizzes •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FCAT Pro Data Accelerated Reading Tests	once	
G3.B1.S1.A1	Teachers will utilize common planning to create open -ended questions to assist students with critical thinking skills through journal writing. Teachers will utilize a rubric to assess comprehension weekly. Teachers will utilize a rubric to assess comprehension weekly.	Bailey, Sharonda	8/25/2014	Math Coach and Administration conduct Classroom Walk-Throughs on a weekly basis. Frequent data chats with teachers and teachers with students.	6/4/2015 weekly
G1.MA1	Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students.	McLean-Cross, Laferne	8/25/2014	Periodic Classroom Assessments via: •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FCAT Pro District Benchmark Assessments •Classroom Walkthrough/ Observation	6/1/2015 biweekly

Broward - 0611 - Sunland Park Academy - 2014-15 SIP
Sunland Park Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Data Accelerated Reader Tests Benchmark mini assessments	
G1.B2.S1.MA1	Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based Classroom Walkthroughs •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly.	Bailey, Sharonda	8/26/2013	District Benchmark Assessments •SIP Review Chats •Classroom Walkthroughs/ Observation Data Periodic Classroom Assessments via: •Accelerated Reader Quizzes •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR Benchmark mini assessments	6/1/2015 biweekly
G1.B2.S1.MA1	PLC data chats Frequent progress monitoring	McLean-Cross, Laferne	9/1/2014	Classroom Walk-throughs Data Observation Evidence of Effective Lesson Plans and implementation of reading lessons Periodic core and intervention program evaluations via the administration, coach and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly . Through the R.T.I. process	6/1/2015 weekly
G2.MA1	Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to stude		District Benchmark Assessments •Classroom and Common Planning Session Walkthroughs/ Observation Data •Student work samples via vocabulary journals Periodic Classroom Assessments via: •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR AR data	once	
G2.B2.S1.MA1	Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based Classroom Walkthroughs •Periodic		District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/ Observation Data Periodic	once	

Broward - 0611 - Sunland Park Academy - 2014-15 SIP
Sunland Park Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. Improve teacher effectiveness via: •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/ feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study Additional interventions for students via: •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement		Classroom Assessments via: •Accelerated Reader Quizzes •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR		
G2.B2.S1.MA1	•Ongoing monitoring and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. •Through RTI process for identified students.		District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/ Observation Data Periodic Classroom Assessments via: •Accelerated Reader Quizzes •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR	once	
G3.MA1	Instructional Focus Calendar / Pacing Guides PLC data chats Frequent progress monitoring	McLean-Cross, Laferne	8/25/2014	Classroom Walkthrough data Observation data Benchmark Mini Assessments Data Benchmark Assessment Test Classroom student work Team Leader Minutes	6/1/2015 weekly
G3.B1.S1.MA1	PLC data chats Frequent data analysis Rubric Classroom Walk-throughs	McLean-Cross, Laferne	8/25/2014	Student journals entries Teacher created rubrics Textbook created formative assessments Formative assessments Benchmark min assessments	6/1/2015 weekly
G3.B1.S1.MA1	Classroom Walk-Throughs on a weekly basis. Frequent administrative data chats with teachers. Reading Coach and Administration will review student note- taking books on a weekly basis with a focus on the accuracy of the response to the essential question	Bailey, Sharonda	8/25/2014	Go Math Assessments Benchmark Mini Assessments Go Math Assessments Benchmark Assessment 1 and 2. Math Journal Response Team Meeting Minutes Lesson Plans	6/1/2015 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.

G1. By June 2015, 31 % of Third Grade Students will perform at and /or above proficiency on the Florida State Reading Test.

G1.B2 Lack of effective planning for reading instruction.

G1.B2.S1 Teachers will have the opportunity to plan effectively for instruction to meet the needs of all students via:

- Weekly planning sessions facilitated by instructional coaches and administration.
- Participation in Professional Learning Communities that focus on instructional practices and strategies.
- Participating in Lesson Study
- Reviewing student performance data bi-weekly.

PD Opportunity 1

- Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment.
- Providing opportunities for differentiated instruction based on student needs.
- Follow district released units for the reading block.
- Plan for interventions for students that target areas of improvement.

Facilitator

Sherene Goodison

Participants

Administrators Classroom Teachers Reading Coach

Schedule

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

G2. By June 2015, 12 % of Third Grade students will achieve above proficiency on the Reading Florida State Assessment.

G2.B2 Students lack of experience and practice with increasingly complex texts

G2.B2.S1 •Weekly planning sessions utilizing complex text facilitated by instructional coach and administration. •Participation in Professional Learning Communities that focus on instructional focuses on the strategies for implementation of complex text in teaching practices

PD Opportunity 1

Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:

- Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction.
- Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities.
- Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.) Participating in Lesson Study
- Reviewing student performance data bi-weekly.
- Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment.
- Providing opportunities for differentiated instruction based on student needs.
- Follow district released lessons for the reading block.
- Plan for interventions for students that target areas of improvement.

Facilitator

Sherene Goodison

Participants

Administration Classroom Teacher Reading Coach

Schedule

G3. By June 2015, 63% of Third Grade students will be at proficiency at /or above on the Mathematics Florida State Assessment.

G3.B1 The lack of rigor in mathematics instruction and assignments.

G3.B1.S1 Teachers will incorporate effective questioning strategies in every math lesson e.g. Using more open ended questions

PD Opportunity 1

Teachers will utilize common planning to create open -ended questions to assist students with critical thinking skills through journal writing. Teachers will utilize a rubric to assess comprehension weekly. Teachers will utilize a rubric to assess comprehension weekly.

Facilitator

Sherene Goodison

Participants

Administration Mathematics Coach ESE Specialist

Schedule

Weekly, from 8/25/2014 to 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
Goal 1: By June 2015, 31 % of Third Grade Students will perform at and /or above proficiency on the Florida State Reading Test.	0
Grand Total	0

Goal 1: By June 2015, 31 % of Third Grade Students will perform at and /or above proficiency on the Florida State Reading Test.

Description	Source	Total
B2.S1.A1		0
Total Goal 1		0