

# 2014-15 School Improvement Plan

## Colbert Elementary School

2701 PLUNKETT ST, Hollywood, FL 33020

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

92%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

94%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

D

D

C

C

### 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
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**

The mission of Colbert Museum Magnet School is to provide a challenging learning environment which enables each student to acquire the necessary skills and knowledge to be successful in a diverse and ever-changing society.

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

Our vision is to provide the students of Colbert Museum Magnet School with the skills to investigate, understand, and transform our world.

#### School Environment

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

Students and teachers share their personal experiences, family interests and culture at the beginning of the year through ice-breaker and getting to know you activities.

Throughout the school year, classes will participate in cultural awareness programs designed to increase student and staff understanding of the myriad of cultures within our school. During these units of study, staff and students will have the opportunity to present and share aspects of their particular cultures.

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

Students are greeted each morning by administration, teachers and staff as they enter the campus. Staff members provide supervision prior to the school day, but this supervision also enables all staff members to create relationships with students they may not have opportunity to come in contact with during the instructional day. Students are encouraged to seek out the assistance of any staff member if they encounter situations that make them feel uncomfortable.

Supervision at the end of the day again allows students and staff to connect and develop relationships that reach beyond the classroom. Our aftercare program is available for students and fosters relationships in a supportive and secure atmosphere.

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

All students are expected to follow established school rules in all areas of the campus. Classroom teachers have their expectations for behavior posted. Teachers align consequences for misconduct with the elementary discipline matrix. Teachers follow clearly delineated steps when assigning consequences for misbehavior.

Our school-wide plan provides specific goals, behavioral expectations, teacher and staff responsibilities, strategies for acknowledging positive behaviors as well as procedures for handling incidents of misconduct.

All staff members receive updates to the matrix at regularly scheduled staff meetings.



**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**

Classroom teachers are the first contact for students, but Colbert Museum Magnet also coordinates services through our Guidance Counselor, ESE Specialist, School Social Worker, and affiliated counselors. Our Guidance Counselor conducts classroom lessons and coordinates small group counseling sessions based on student needs.

**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***

Our goal is to increase parental attendance at school event such as parent conferences, Open House, Museum Magnet Nights, SAC/SAF meetings, etc. We believe that a partnership must exist between our parents and school. We strive to promote positive communication between the school and our students' homes. We believe teachers have a responsibility to provide a framework for parents to support and extend their child's instruction at home..

**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**

We are continually looking to build a mutually beneficial partnership with local businesses to enhance our school and community. Through our Sprouting STEM Museum Magnet program, we are looking to involve professionals in the fields of Science, Technology, Engineering and Math as mentors to our students as they begin to explore possible career paths. Their participation is also encouraged in our school by sponsoring our student robotics and environmental teams. Business leaders are invited to become members of our SAC and attend our monthly SAC meetings.

**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
Yackel, Patricia	Principal
Forbing, Heather	Teacher, K-12
Darby, Thomas	Assistant Principal
Yearwood, Yvonne	Instructional Coach
Neat, Chentel	Teacher, K-12
Millar, Mark	Instructional Coach
Silk, Nancy	Instructional Coach
Redd, Keshia	Teacher, K-12
Spieler-isaacs, Julie	Teacher, K-12
Tobar, Melissa	Teacher, K-12
Whitney, Amanda	Teacher, K-12
Engel, Pamela	Teacher, ESE

## Duties

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

The team monitors the effectiveness of the instruction and interventions being implemented. The effectiveness of instruction ultimately determines how we determine appropriate action steps and modifications to goals.

The team regularly examines Tier I data to assist with improving the core curriculum and the school wide

behavior plan. They also review the RtI process, resources available (i.e. intervention records, progress monitoring graphs generated for individual students, Struggling Readers' Chart and Struggling Math Chart), for interventions and to develop goals for targeted students and subgroups.

### ***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 team works to identify the problem, analyze available data, develop and implement an intervention plan, monitor student progress and finally to evaluate its' effectiveness. As this team works with all curriculum areas and with all grade levels, they have a vital role in our SIP development and implementation.

At Colbert, Title 1 funds provide for additional teachers and teacher assistants to improve student achievement particularly among low performing/at-risk students. Title 1 funds are also used to develop comprehensive school-specific staff development opportunities aimed at improving classroom performance which ultimately should lead to increased student achievement. In an effort to improve the partnership between home and school, Title 1 funds are used for parent programs that provide families with the tools they need to support student learning in the home. Title 1 funds when available are also used to provide Extended Learning Opportunities.

Colbert currently has 2 Head Start classes, which provide our students with the early intervention program aimed at increasing their probability of success in Kindergarten.

SAI funds are used to provide additional support for at-risk K-5 students in all core areas.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Patricia Yackel	Principal
Kelly Rito	Business/Community
Yvonne Yearwood	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*

Colbert Museum Magnet school did not meet the goals set in the 2013-2014 School Improvement Plan. Goals for proficiency in the the 2014-2015 school year will be aligned with the newly adopted Florida Standards assessments.

SAC meets once a month throughout the year. During these meetings all members discuss, review, and analyze the SIP. Student data is shared and is used to determine the effective use of implemented plans.

#### *Development of this school improvement plan*

SAC is involved throughout the year in monitoring the implementation of the plan as well as determining changes based upon the needs of our school. They approve allocation of accountability funds for SIP initiatives. They also participate in the creation of the new plan.

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

SAC projects budgetary needs based on the activities set forth in the School Improvement Plan. These activities include but are not limited to extended learning opportunities, staff development, student enrichment activities and materials to support school-wide activities.

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

Based on approved funding requests by SAC, funds will be used to purchase the following items:

- ELO intervention materials
- DARs
- Materials and supplies for on-going projects.
- Purchase of additional classroom books including, but not limited to, literary and informational text

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

No

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

Colbert Museum Magnet needs to recruit additional members to participate as voting members of SAC.

## Literacy Leadership Team (LLT)

### Membership

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

Name	Title
Yackel, Patricia	Principal
Darby, Thomas	Assistant Principal
Yearwood, Yvonne	Instructional Coach
Neat, Chentel	Teacher, K-12
Forbing, Heather	Teacher, K-12
Redd, Keshia	Teacher, K-12
Tobar, Melissa	Teacher, K-12
Whitney, Amanda	Teacher, K-12
Spieler-isaacs, Julie	Teacher, K-12

### Duties

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

Major initiatives will include:

- implementation of the Florida State Standards across curriculum areas.
- School wide focus on close reading and increasing students' ability to cite specific evidence when answering text dependent questions.
- Expand Implementation of Daily 5 Reading
- Continue to implement school wide reading practice activities (before school, and at dismissal)
- Continue implementation of a school wide Accelerated Reader student achievement program
- Monitor school wide implementation of the District's K-12 Reading Plan
- Implement applicable components from the District's Struggling Reader's Chart
- Provide training and support for teachers to administer the DAR, and/or Running Records and analyze the results and implement strategies to increase student performance in reading
- Provide training and support for teachers to differentiate reading instruction to students
- Provide parent training sessions that support home-based literacy connections

### 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**

In order to provide opportunities for collaboration and planning, all grade levels have common planning times. In addition, each grade level team will have at least 2 PLC sessions per month dedicated to improving instruction within Reading/LA, Math, and Science.

Provisions are in place for teachers to engage in professional development opportunities specific to their individual needs, including but not limited to Digital 5, STEM, and Florida Standards.

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

When hiring new teachers to the school, resumes are reviewed for candidates who are highly qualified and possess the experience and training background commensurate with the needs of our school.

For teachers new to the profession, mentoring includes providing guidance in lesson development and

planning and can take the form of consultation and modeling. This support will be provided by an instructional coach as well by members of the grade level team. The reading coach is also available as a mentor.

For teachers not new to teaching, mentoring includes orienting them to the procedures and practices of our school. This support is provided by the Team Leader.

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

Teachers new to the profession or new to the school are paired with an Instructional Coach, who offers assistance in all areas of curriculum, lesson planning, as well as classroom management as needed.

The Reading Coach is also available for coaching, modeling and mentor assistance.

Teachers aspiring to administrative roles are offered opportunities to take on leadership positions within the school, including but not limited to Team Leader, Administrative Designee, Academic Camp Coordinator, SAC Chair.

## **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***

Teachers work collaboratively and with Instructional Coaches to design lessons that are aligned to the Florida standards. Websites such as FSassessments.org, Cpalms.org, and district sites assist teachers by providing resources for quality lessons that use the test specifications to drive the instruction. Teachers also attend district coaching meetings as well as workshops to keep them informed of the latest best practices. Administration and Instructional Coaches monitor classroom practice to ensure lessons are implemented with fidelity and rigor.

#### **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***

Teachers and support staff use formative and summative assessments to gather data to individualize instruction for students. Flexible groups, individual learning plans and a variety of interventions are implemented by the teacher to assist students needing remediation. Supplemental programs, such as Accelerated Reader, iXL, and iReady allow students to receive instruction based on their instructional level. Student performance data is monitored to determine the need for instructional modifications.

##### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: Extended School Day**

**Minutes added to school year: 10,800**

Our school day has been extended for an additional hour. During the extra hour all K-5 students receive intensive reading instruction and enrichment. Each grade level has determined how they will deliver this intensive reading instruction and what specific instructional materials will be used.

**Strategy Rationale**

The extended hour was implemented based on student performance on the 2014 Reading FCAT.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Darby, Thomas, thomas.darby@browardschools.com

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

Teachers will administer formative and summative assessments. Performance data will be analyzed to determine effectiveness of instruction and to plan for remediation/enrichment.

**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**

The Head Start (HS) program has implemented a Literacy, Math and Science curriculum on all HS classrooms. The program has aligned their Literacy and Math standards with the K-3 national standards to improve educational outcomes. This connection between curricula and child expectations has contributed to students who are better prepared to succeed in Kindergarten. An end of year report is placed in students' folders to familiarize Kindergarten teachers with the students' progress in HS. The HS program also provides assistance to families by providing specific information as it pertains to the enrollment process for Kindergarten programs. Students in our HS and PreK ESE classes are invited to all school events, and participate in a Kindergarten Round-up in spring when parents are offered assistance in registering for Kindergarten. In addition, students new to our school, and their parents are given a tour of campus.

**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**

NA

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

NA

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

NA

***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***

NA

## 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.** Increase SES standing by 25% in Math proficiency.
- G2.** Increase student performance at the proficiency level and the advanced level through the implementation of the Florida State Standards with an emphasis on a comprehensive literacy instructional approach in order to improve our standing in our SES Band by 25%.
- G3.** Increase SES standing by 25% in FCAT 2.0 Science.
- G4.** Increase student engagement in units integrating Science, Technology, Engineering and Math.

## 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. Increase SES standing by 25% in Math proficiency.** 1a

 G043215

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	60.0
AMO Math - African American	57.0
AMO Math - ED	59.0
AMO Math - ELL	53.0
AMO Math - Hispanic	73.0
AMO Math - SWD	47.0

**Resources Available to Support the Goal** 2

- Math Coach, Go Math, ancillary materials ( BEEP, Think Central, Reflex, GIZMOS, Learning Innovations Lab), Florida Standards, cPalms,

**Targeted Barriers to Achieving the Goal** 3

- Students lack prerequisite skills needed for demands of Math curriculum

**Plan to Monitor Progress Toward G1.** 8

Classroom practice

Student assessment data

**Person Responsible**

Patricia Yackel

**Schedule**

Monthly, from 9/29/2014 to 5/28/2015

**Evidence of Completion**

Broward Assessments of Florida Standards (BAFS 1and BAFS 2) Broward Formative Assessments 2014-2015 Florida Standards Assessments, Math

**G2.** Increase student performance at the proficiency level and the advanced level through the implementation of the Florida State Standards with an emphasis on a comprehensive literacy instructional approach in order to improve our standing in our SES Band by 25%. 1a

G042423

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	58.0
AMO Reading - African American	56.0
AMO Reading - ED	57.0
AMO Reading - ELL	47.0
AMO Reading - Hispanic	64.0
AMO Reading - SWD	41.0

**Resources Available to Support the Goal** 2

- Journeys Reading program aligned to the Common Core State Standards, Stem integrated curriculum/Focused Units of Study focusing on all the content areas (language arts, reading, math, science, and social studies), technology, Professional Learning Communities, Daily 5 program, Teacher Leaders, Access to data and resources.

**Targeted Barriers to Achieving the Goal** 3

- Delivering engaging and challenging instruction to meet the demands of text complexity and making sure students are college and career ready.

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

Classroom practice  
Student assessment data

**Person Responsible**

Patricia Yackel

**Schedule**

Monthly, from 9/29/2014 to 5/28/2015

**Evidence of Completion**

Broward Assessment of Florida Standards (BAFS 1 and BAFS 2) District Formative Assessments  
2014 -2015 Florida Standards Assessments English Language Arts (FSA ELA)

**G3. Increase SES standing by 25% in FCAT 2.0 Science.** 1a

 G042425

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	25.0

**Resources Available to Support the Goal** 2

- Science Fusion, Delta Science Kits, FCAT Explorer Science, BECON district science videos (Science and Me, Soaring into FCAT Science, Science Alive), Sciencesaurus, United Streaming

**Targeted Barriers to Achieving the Goal** 3

- Students lack exposure to authentic and rigorous learning tasks.

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

Student performance on NGSSS Science grade level benchmarks

**Person Responsible**

**Schedule**

Monthly, from 9/8/2014 to 5/28/2015

**Evidence of Completion**

Student performance on: Science FCAT Explorer (5th grade only) FOCUS Florida Achieves assessments (5th gr only) Science Fusion End-of-Year Exam (forms A, B, and C) District Benchmark Assessment Test (BAT) I & II (5th grade only) Grade level standards assessments

**G4. Increase student engagement in units integrating Science, Technology, Engineering and Math.** 1a

 G042426

**Targets Supported** 1b

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

**Resources Available to Support the Goal** 2

- Engineering is Elementary STEM Train LEGO Robotics STEM teachers

**Targeted Barriers to Achieving the Goal** 3

- Lack of opportunity for students to engage in real-world, collaborative problem solving activities.

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

Student Projects  
Participation in SECME and LEGO Robotics Competitions

**Person Responsible**

Nancy Silk

**Schedule**

**Evidence of Completion**

Student projects from design challenges that meet all standards

## 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.** Increase SES standing by 25% in Math proficiency. **1**

 **G043215**

**G1.B1** Students lack prerequisite skills needed for demands of Math curriculum **2**

 **B105726**

**G1.B1.S1** Provide opportunities for teachers to participate in professional development focused on lesson planning and instructional delivery. **4**

 **S117013**

### Strategy Rationale

If teachers focus instruction on rigorous curriculum, assessment, remediation and enrichment, then student achievement will increase.

### Action Step 1 **5**

Participation in Professional Learning Communities focused on Curriculum, Assessment, Remediation and Enrichment

#### Person Responsible

Mark Millar

#### Schedule

Biweekly, from 8/25/2014 to 5/28/2015

#### Evidence of Completion

PLC Meeting minutes, Lesson plans, Classroom observations, student assessment data

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

Math Coach will work in classrooms with teachers modelling lessons, and provide additional instructional strategies. Administration will observe classroom instruction

**Person Responsible**

Mark Millar

**Schedule**

Biweekly, from 8/18/2014 to 5/28/2015

***Evidence of Completion***

Classroom observations, Lesson plans, student assessment data

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

Delivery of rigorous classroom lessons incorporating Florida standards, classroom observations and student assessment data

**Person Responsible**

Thomas Darby

**Schedule**

Biweekly, from 9/29/2014 to 5/28/2015


***Evidence of Completion***

Classroom observation, lesson plans, student assessment data


**G2.** Increase student performance at the proficiency level and the advanced level through the implementation of the Florida State Standards with an emphasis on a comprehensive literacy instructional approach in order to improve our standing in our SES Band by 25%. 1

 G042423

**G2.B1** Delivering engaging and challenging instruction to meet the demands of text complexity and making sure students are college and career ready. 2

 B103504

**G2.B1.S1** Provide opportunities for teachers to participate in professional development focused on lesson planning and instructional delivery. 4

 S114629

### Strategy Rationale

If teachers focus instruction on rigorous curriculum, assessment, remediation and enrichment, then student achievement will increase.

### Action Step 1 5

Participation in Professional Learning Communities focused on Curriculum, Assessment, Remediation and Enrichment

#### Person Responsible

Yvonne Yearwood

#### Schedule

Biweekly, from 8/25/2014 to 5/28/2015

#### Evidence of Completion

Each PLC will present to staff at End-of-"Semester" Showcase, demonstrating use of new strategies embedded into classroom practice.

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

Increasing rigorous content and application of knowledge through higher-order thinking skills in all the content areas, classroom instruction practice, and student assessment data

#### Person Responsible

Thomas Darby

#### Schedule

Biweekly, from 8/25/2014 to 5/28/2015

#### Evidence of Completion

PLC Meeting Minutes, Lesson plans, Classroom observation, Data chats

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

Delivery of lessons including Increasing rigorous content and application of knowledge through higher-order thinking skills in all the content areas, and student assessment data

**Person Responsible**

Yvonne Yearwood

**Schedule**

Monthly, from 9/29/2014 to 5/28/2015


**Evidence of Completion**

Student performance on summative and formative assessments

**G3. Increase SES standing by 25% in FCAT 2.0 Science.** 1

 G042425

**G3.B3 Students lack exposure to authentic and rigorous learning tasks.** 2

 B103513

**G3.B3.S1** Teachers will plan with Science coach to create and deliver lessons involving students in the scientific process; teachers will attend the Learning Innovations Lab with students to see hands-on lessons modeled. 4

 S116190

**Strategy Rationale**

Teachers will see first hand how to deliver engaging and rigorous lessons focusing on grade level standards. If teachers focus instruction on rigorous curriculum, assessment, remediation and enrichment, then student achievement will increase.

**Action Step 1** 5

Students will be instructed in the scientific method and be involved in hands-on Science experiments utilizing the Delta Science Kits, Science Fusion flipcharts and Science Bootcamp.

**Person Responsible**

**Schedule**

Daily, from 8/18/2014 to 5/28/2015

**Evidence of Completion**

Student Science notebooks, and curriculum assessments (mini BAT monthly tests, and BAF assessments)

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Administration and Science Coach will monitor Instruction on NGSSS Science Grade level standards.

**Person Responsible**

**Schedule**

Monthly, from 8/18/2014 to 5/28/2015

***Evidence of Completion***

Lesson plans, classroom observations, data chats and project-based samples

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Administration and Science Coach will monitor the delivery of classroom instruction and student performance on NGSSS grade level benchmarks.

**Person Responsible**

**Schedule**

Monthly, from 8/18/2014 to 5/28/2015

***Evidence of Completion***


Lesson plans, classroom observations, data chats, science notebooks, project based samples




**G4.** Increase student engagement in units integrating Science, Technology, Engineering and Math. 1

 G042426

**G4.B1** Lack of opportunity for students to engage in real-world, collaborative problem solving activities. 2

 B103514

**G4.B1.S1** Engage students in building and programming NXT LEGO Robots. 4

 S114639

### Strategy Rationale

#### Action Step 1 5

Students will compete in a regional LEGO Robotics Competition that requires students to build and program robots, research a problem and present a solution, and demonstrate sportsmanship and teamwork in solving problems.

#### Person Responsible

Debra Thomas

#### Schedule

#### *Evidence of Completion*

Student projects and participation in competition.

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

Students are engaged daily in building and programming with LEGO Robotics

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Students demonstrate what they have learned for parents, teachers, and peers at Elective Showcase

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

Students can apply what they have learned in programming LEGO Robots to complete problem-solving missions

**Person Responsible**


Debra Thomas

**Schedule**

***Evidence of Completion***

Performance in: First Lego League Competitions Hallandale Innovation Zone STEM Competitions Students will run programs they have developed to complete a mission

**G4.B1.S2** Students in grades 3-5 will participate in hands-on STEM Train activities incorporating Science, Technology, Engineering and Math. 4

 S114640

**Strategy Rationale**

**Action Step 1** 5

Students are engaged in hands-on STEM Train activities and design challenges that incorporate Science, Technology, Engineering, and Mathematics

**Person Responsible**

Debra Thomas

**Schedule**

Monthly, from 9/22/2014 to 5/28/2015

***Evidence of Completion***

Student projects and participation in competitions

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Students are engaged in hands-on STEM Train activities and design challenges that incorporate Science, Technology, Engineering, and Mathematics

**Person Responsible**

Debra Thomas

**Schedule**

Monthly, from 9/22/2014 to 5/28/2015

***Evidence of Completion***

Teacher Lesson Plan Books Classroom Walkthroughs Students demonstrate what they have learned for parents, teachers, and peers at Elective Showcase Student projects

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Students can successfully work in groups to develop innovative solutions to engineering and design

**Person Responsible**

Debra Thomas


**Schedule**

Monthly, from 9/22/2014 to 5/28/2015

***Evidence of Completion***

Students will test their products to see if they meet design specifications (i.e. the amount of weight a toothpick bridge can sustain) SECME Competition Hallandale Innovation Zone STEM Competitions

**G4.B1.S3** Students in grades K-2 will participate in Engineering is Elementary enrichment activities and building challenges. 4

 S114641

### Strategy Rationale

#### Action Step 1 5

Students are engaged in hands-on Engineering is Elementary activities and design challenges that incorporate Science, Technology, Engineering, and Mathematics

##### **Person Responsible**

Nancy Silk

##### **Schedule**

Monthly, from 8/18/2014 to 5/28/2015

##### ***Evidence of Completion***

Student projects and participation in competition.

#### Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Students are engaged in hands-on Engineering is Elementary activities and design challenges that incorporate Science, Technology, Engineering, and Mathematics

##### **Person Responsible**

##### **Schedule**

Monthly, from 8/18/2014 to 5/28/2015

##### ***Evidence of Completion***

Teacher Lesson Plan Books Classroom Walkthroughs Student projects

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7**

Students can successfully work in groups to develop innovative solutions to engineering and design problems/challenges

Students are able to name and describe different kinds of engineers (i.e. environmental engineer, sound engineer, etc.)

**Person Responsible**

Nancy Silk

**Schedule**

Monthly, from 8/18/2014 to 5/28/2015

**Evidence of Completion**

Students will test their products to see if they meet design specifications (i.e. the amount of weight a toothpick bridge can sustain) Engineering is Elementary Unit 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
G2.B1.S1.A1	Participation in Professional Learning Communities focused on Curriculum, Assessment, Remediation and Enrichment	Yearwood, Yvonne	8/25/2014	Each PLC will present to staff at End-of-"Semester" Showcase, demonstrating use of new strategies embedded into classroom practice.	5/28/2015 biweekly
G4.B1.S1.A1	Students will compete in a regional LEGO Robotics Competition that requires students to build and program robots, research a problem and present a solution, and demonstrate sportsmanship and teamwork in solving problems.	Thomas, Debra	Student projects and participation in competition.	annually	
G4.B1.S2.A1	Students are engaged in hands-on STEM Train activities and design challenges that incorporate Science, Technology, Engineering, and Mathematics	Thomas, Debra	9/22/2014	Student projects and participation in competitions	5/28/2015 monthly
G4.B1.S3.A1	Students are engaged in hands-on Engineering is Elementary activities and design challenges that incorporate Science, Technology, Engineering, and Mathematics	Silk, Nancy	8/18/2014	Student projects and participation in competition.	5/28/2015 monthly
G3.B3.S1.A1	Students will be instructed in the scientific method and be involved in hands-on Science experiments utilizing the Delta Science Kits, Science Fusion flipcharts and Science Bootcamp.		8/18/2014	Student Science notebooks, and curriculum assessments (mini BAT monthly tests, and BAF assessments)	5/28/2015 daily
G1.B1.S1.A1	Participation in Professional Learning Communities focused on Curriculum, Assessment, Remediation and Enrichment	Millar, Mark	8/25/2014	PLC Meeting minutes, Lesson plans, Classroom observations, student assessment data	5/28/2015 biweekly

**Broward - 0231 - Colbert Elementary School - 2014-15 SIP**  
*Colbert Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Classroom practice Student assessment data	Yackel, Patricia	9/29/2014	Broward Assessments of Florida Standards (BAFS 1 and BAFS 2) Broward Formative Assessments 2014-2015 Florida Standards Assessments, Math	5/28/2015 monthly
G1.B1.S1.MA1	Delivery of rigorous classroom lessons incorporating Florida standards, classroom observations and student assessment data	Darby, Thomas	9/29/2014	Classroom observation, lesson plans, student assessment data	5/28/2015 biweekly
G1.B1.S1.MA1	Math Coach will work in classrooms with teachers modelling lessons, and provide additional instructional strategies. Administration will observe classroom instruction	Millar, Mark	8/18/2014	Classroom observations, Lesson plans, student assessment data	5/28/2015 biweekly
G2.MA1	Classroom practice Student assessment data	Yackel, Patricia	9/29/2014	Broward Assessment of Florida Standards (BAFS 1 and BAFS 2) District Formative Assessments 2014 -2015 Florida Standards Assessments English Language Arts (FSA ELA)	5/28/2015 monthly
G2.B1.S1.MA1	Delivery of lessons including Increasing rigorous content and application of knowledge through higher-order thinking skills in all the content areas, and student assessment data	Yearwood, Yvonne	9/29/2014	Student performance on summative and formative assessments	5/28/2015 monthly
G2.B1.S1.MA1	Increasing rigorous content and application of knowledge through higher-order thinking skills in all the content areas, classroom instruction practice, and student assessment data	Darby, Thomas	8/25/2014	PLC Meeting Minutes, Lesson plans, Classroom observation, Data chats	5/28/2015 biweekly
G3.MA1	Student performance on NGSSS Science grade level benchmarks		9/8/2014	Student performance on: Science FCAT Explorer (5th grade only) FOCUS Florida Achieves assessments (5th gr only) Science Fusion End-of-Year Exam (forms A, B, and C) District Benchmark Assessment Test (BAT) I & II (5th grade only) Grade level standards assessments	5/28/2015 monthly
G3.B3.S1.MA1	Administration and Science Coach will monitor the delivery of classroom instruction and student performance on NGSSS grade level benchmarks.		8/18/2014	Lesson plans, classroom observations, data chats, science notebooks, project based samples	5/28/2015 monthly
G3.B3.S1.MA1	Administration and Science Coach will monitor Instruction on NGSSS Science Grade level standards.		8/18/2014	Lesson plans, classroom observations, data chats and project-based samples	5/28/2015 monthly
G4.MA1	Student Projects Participation in SECME and LEGO Robotics Competitions	Silk, Nancy	Student projects from design challenges that meet all standards	annually	
G4.B1.S1.MA1	Students can apply what they have learned in programming LEGO Robots to complete problem-solving missions	Thomas, Debra	Performance in: First Lego League Competitions Hallandale Innovation Zone STEM Competitions Students will run programs they have developed to	annually	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			complete a mission		
G4.B1.S1.MA1	Students are engaged daily in building and programming with LEGO Robotics		Students demonstrate what they have learned for parents, teachers, and peers at Elective Showcase	one-time	
G4.B1.S2.MA1	Students can successfully work in groups to develop innovative solutions to engineering and design	Thomas, Debra	9/22/2014	Students will test their products to see if they meet design specifications (i.e. the amount of weight a toothpick bridge can sustain) SECME Competition Hallandale Innovation Zone STEM Competitions	5/28/2015 monthly
G4.B1.S2.MA1	Students are engaged in hands-on STEM Train activities and design challenges that incorporate Science, Technology, Engineering, and Mathematics	Thomas, Debra	9/22/2014	Teacher Lesson Plan Books Classroom Walkthroughs Students demonstrate what they have learned for parents, teachers, and peers at Elective Showcase Student projects	5/28/2015 monthly
G4.B1.S3.MA1	Students can successfully work in groups to develop innovative solutions to engineering and design problems/ challenges Students are able to name and describe different kinds of engineers (i.e. environmental engineer, sound engineer, etc.)	Silk, Nancy	8/18/2014	Students will test their products to see if they meet design specifications (i.e. the amount of weight a toothpick bridge can sustain) Engineering is Elementary Unit Assessments	5/28/2015 monthly
G4.B1.S3.MA1	Students are engaged in hands-on Engineering is Elementary activities and design challenges that incorporate Science, Technology, Engineering, and Mathematics		8/18/2014	Teacher Lesson Plan Books Classroom Walkthroughs Student projects	5/28/2015 monthly

## 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.** Increase SES standing by 25% in Math proficiency.

**G1.B1** Students lack prerequisite skills needed for demands of Math curriculum

**G1.B1.S1** Provide opportunities for teachers to participate in professional development focused on lesson planning and instructional delivery.

### PD Opportunity 1

Participation in Professional Learning Communities focused on Curriculum, Assessment, Remediation and Enrichment

#### Facilitator

Leadership Team

#### Participants

Classroom teachers

#### Schedule

Biweekly, from 8/25/2014 to 5/28/2015



**G2.** Increase student performance at the proficiency level and the advanced level through the implementation of the Florida State Standards with an emphasis on a comprehensive literacy instructional approach in order to improve our standing in our SES Band by 25%.

**G2.B1** Delivering engaging and challenging instruction to meet the demands of text complexity and making sure students are college and career ready.

**G2.B1.S1** Provide opportunities for teachers to participate in professional development focused on lesson planning and instructional delivery.

### **PD Opportunity 1**

Participation in Professional Learning Communities focused on Curriculum, Assessment, Remediation and Enrichment

#### **Facilitator**

School-Based Leadership Team

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 8/25/2014 to 5/28/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase SES standing by 25% in Math proficiency.	3,000
<b>Goal 2:</b> Increase student performance at the proficiency level and the advanced level through the implementation of the Florida State Standards with an emphasis on a comprehensive literacy instructional approach in order to improve our standing in our SES Band by 25%.	3,000
<b>Grand Total</b>	<b>6,000</b>

### Goal 1: Increase SES standing by 25% in Math proficiency.

Description	Source	Total
<b>B1.S1.A1</b>	Title I Part A	3,000
<b>Total Goal 1</b>		<b>3,000</b>

### Goal 2: Increase student performance at the proficiency level and the advanced level through the implementation of the Florida State Standards with an emphasis on a comprehensive literacy instructional approach in order to improve our standing in our SES Band by 25%.

Description	Source	Total
<b>B1.S1.A1</b> - Inservice Funds	General Fund	3,000
<b>Total Goal 2</b>		<b>3,000</b>