Ethel F. Beckford/Richmond Primary Learning Center

2014-15 School Improvement Plan

Ethel F. Beckford/Richmond Primary Learning Center

16929 SW 104TH AVE, Miami, FL 33157

http://beckford.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	97%

Alternative/ESE Center	Charter School	Minority
No	No	98%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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
Priority	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our Mission is to empower ALL students in gaining the knowledge, skills and character needed in the journey of life-long learning

Provide the school's vision statement

The fundamental vision of Ethel F. Beckford/Richmond Elementary is to pursue and achieve educational excellence.

School Environment

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

Ethel F. Beckford/Richmond Elementary is focused on ensuring that relationship building between teachers and students is a clear priority. Through common planning teachers were provided various methods that they could employ in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. Teachers are also encouraged to reach out to parents on a regular basis using a variety of communication tools (e.g. notes homes, notes in student agendas, e-mails, phone calls, etc...). The school is hopeful that parents and students will feel more comfortable with the teacher thus establishing positive teacher/student relationships.

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

Ethel F. Beckford/Richmond Elementary has developed and implemented a school-wide discipline plan which focuses on positive behaviors. The plan was introduced and reviewed with all stakeholders at the school site (e.g. teachers, instructional coaches, counselor, support personnel, etc...) during the opening of school meeting. Additionally, administration hosted assemblies with students at each grade level within the first week of school. The main focus of the grade level assemblies were school-wide discipline and behavior expectations. This plan has created a school climate where students feel safe and respected before, during and after school because all stakeholders are aware of the expectations and are held accountable. Moreover, students also have a sense of safety in knowing that the building is now a "close campus" where there is only one entrance available to any visitors and the visitors must sign-in at the security desk before entering the building.

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

At Ethel F. Beckford/Richmond Elementary students are expected to be courteous and respectful to other students, teachers, educational assistants, librarian, custodians, office staff, volunteers, substitutes, administrators and all guests in the building. In an effort to ensure that students are behaving appropriately school-wide rules were created and are posted in all classrooms. Providing students and teachers with school-wide rules provides consistency with student expectations

throughout the school day and in all classrooms. Our school has chosen to use a Positive Behavior Support (PBS) behavior management approach to address student behavior. All teachers will receive a classroom behavior management clip chart (CBM) and are expected to implement the classroom behavior management clip chart as the primary tool to manage and address classroom behavior. The CBM levels will tie into our school wide token economy, "Super Ram Bucks". Students should be rewarded with" Super Ram Bucks" in addition to receiving other rewards as designated by individual teachers' classroom based rewards systems. Additionally a school-wide reward programs was created to complement the PBS behavior management approach. Students will be able to earn "SUPER RAM BUCKS" this school year for demonstrating positive behavior in their classrooms and around the school campus. All classrooms will have a behavior chart that will track the students' progress throughout the school day. Each category in the chart will help them earn a specific amount of "Super RAM Bucks". The school currency can be used for the purchase of many rewards.

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 leadership team and the school counselor meet regularly to discuss the barriers that might impact academic and social-emotional success.These meetings allow identified school personnel to provide a differentiated delivery of services based on student needs. Based on students' individual needs social-emotional support services will vary between focused small group counseling, individual counseling, or referral to outside community resources. Additionally, the leadership team and school counselor work closely with identified students' classroom teachers to ensure that skills and strategies developed during counseling sessions are being effectively utilized by the students.

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

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
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	48	13	22	83

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

Students identified by the early warning system go through the RtI process which is spearheaded by the school's counselor. Through the RtI process strategies can vary between performance centered, behavior centered or a combination of both performance and behavior.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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 school meets with community leaders and community service groups who are aware of the community needs and the needs of the students who attend Ethel F. Beckford/Richmond Elementary. We also collaborate by participating with events at the school and within the community.

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
Surrancy, Rachelle	Principal
Gonzalez, Darlene	Assistant Principal

Duties

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

The MTSS Leadership Team is comprised of the following members who hold the following responsibilities:
Ms. Rachelle A. Surrancy, Principal – Coordinate and schedule RtI Meetings
Ms. Darlene Gonzalez, Assistant Principal – Assist Principal in coordinating RtI Meetings, Schedule SST meetings, Collect Tier 2 Academic & Behavior Data
Ms. Kristen Nemec Reading Coach – provide most recent Reading Data and Reading Intervention practices
Mr. Patrick Villoria, Mathematics Coach – provide most recent Math Data and Math Intervention practices
Ms. Ana Alberdi, School Counselor – Support Assistant Principal with scheduling of SST Meetings

and collection of Academic/Behavior Tier 2 Data. Conduct student observations and provide specific counseling services.

Ms. Mercedes Herold, SPED teacher- Conduct student observations, share best teaching practices for students with academic deficiencies.

Ms. Darah Grice, School Psychologist – Conduct student evaluations, collect and review Tier 3 Data, conduct student observations, provide insight on cognitive and behavioral science

Mr. Bridgette Sharpton, School Social Worker – Collects social history data for specific students.

Ms. Mary Fontaine, Speech/Language Pathologist – Screen students for speech and language deficiencies, provide insight on speech and language practices, conduct student observations.

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 MTSS Leadership Team meets biweekly to disaggregate data and provide information for differentiated instruction with fidelity. During these meetings, specific students and their academic and/or emotional/behavioral needs are discussed. These meetings allow for the team to help determine students in need of the RtI process. This team also reviews FAIR data and links it to instructional decisions; it reviews progress monitoring data to identify students who are meeting/ exceeding benchmarks or are at high risk of academic deficiencies. Based on the information discussed during these meetings, the team identifies professional development resources. This team collaborates regularly in order to problem solve, share effective practices, evaluate implementation, make informed decisions and practice new processes and skills for both Tier 2 and Tier 3 Academic/ Behavior interventions. Team members conduct classroom observations of students and provide teachers with recommendations for immediate intensive intervention.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into

the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless..

• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

• Our school counselor will serve as the school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

4) The school participates in the Fresh Fruit and Vegetable Program which provides the students with fresh fruit/vegetable snacks three times per week.

Head Start

Head Start programs provide a learning environment that supports children's growth in the following domains:

• language and literacy;

• cognition and general knowledge;

• physical development and health;

• social and emotional development;

• approaches to learning.

Through the Head Start program, the school has begun to recruit students from the community in the hopes that they will transition into the K-5 program. The school currently serves students between the ages of three and four.

Other

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS enhances the health education activities provided by the schools and by the health department.

• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rachelle A. Surrancy	Principal
Aristine James	Teacher
Asia Fernandez	Teacher
Christina Williams	Teacher
Alma Humphrey	Business/Community
Bereanette Jackson	Parent
Cindy Hernandez	Teacher
Rosalie Arazando	Parent
Catherine Conduitte	Business/Community
Hawatha Weathers	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 SAC convenes at the beginning of the school year to discuss data from the previous year's statewide assessment and evaluate the school improvement plan from the previous year. At this time members of the SAC are able to voice additional strategies and/or support services that they believe will assist in improving academic achievement based on the current reality.

Development of this school improvement plan

The SAC receives SIP updates at every meeting throughout the school year, and is granted the opportunity to review and revise strategies for each targeted area. The SAC will work parallel with the school stakeholders to develop new and innovative ways to get the parents involved in the education of the children. The school positive behavior support plan will be supported by the SAC. The SAC also partners to support all of the initiatives of the SIP throughout the year.

Preparation of the school's annual budget and plan

The school's annual budget and plan is reviewed with the SAC at various meetings throughout the school year.

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

The school improvement funds through the SAC will be used to support the library, attendance, and educational fieldtrips.
$600 - Library
$150 - Attendance
$250 - Fieldtrips

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
Surrancy, Rachelle	Principal
Gonzalez, Darlene	Assistant Principal
Nemec, Kristen	Instructional Coach
Villoria, Patricio	Instructional Coach
Alberdi, Ana	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will continue to focus on increasing student achievement through classroom walkthroughs, modeling lessons, analyzing data and use of technology in the classroom

and computer labs. The LLT will focus on the development and sponsorship of a school-wide Accelerated Reader incentive program. Accelerated Reader Center activities and reading resources will be provided to enable teachers to address individual student needs.

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

Through monthly vertical planning sessions, guided by the instructional coaches, teachers will be provided opportunities to collaborate with one another. Additionally, these sessions will allow teachers from various grade levels to share best practices that they have found to be successful in improving academic achievement.

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

Through District sponsored job fairs, as well as postings on the Human Resources home page, we hope to recruit highly qualified teachers who are certified-in-field and promote effective teaching practices. The latter is the responsibility of the School Principal. Retention of these teachers is promoted through job embedded opportunities for professional development as well as the implementation of the Coaching Continuum in all subject areas.

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

Teachers with less than five years' experience are paired up with a mentor teacher within the same Grade Level or Department. Some of the mentoring activities include that of Common Planning Sessions, Side-by-Side Coaching, Classroom Walkthroughs and Note Taking/Note Making sessions.

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 uses the instructional programs and materials that have been adopted and supported by our district. Our school creates ongoing opportunities for teachers to unwrap the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Additionally, teachers are also granted opportunities to see the correlation between the Florida Standards Assessment Item Specifications and the instructional programs during common planning to ensure that the lessons and activities being planned for are aligned to the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At Ethel F. Beckford/Richmond Elementary all teachers have a designated time that is to be dedicated to differentiated instruction embedded into their daily schedules. During this time teachers are able to work with a small group of students on deficient skills and/or strategies at their instructional level. While teachers are working with small groups of students on modified lessons the other groups are using supplemental materials and/or technology programs to strengthen their areas of weakness and/or enrichment. Additionally, student data is reviewed on a consistent basis and this data is used to make further instructional decisions during differentiated instruction. Our school also has an extended learning day which allows students to receive an additional sixty (60) minutes of reading instruction. Students are given a diagnostic assessment and grouped based on the assessment results. Teachers and interventionists administer on-going progress monitoring (OPM) checks/assessments every six (6) weeks to determine if students are mastering the skills being taught. The OPM data is submitted to a live spreadsheet which allows the leadership team to review the data and adjust the groups if needed.

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

In order for the school to increase the amount and quality of learning time while maintaining an enriched and accelerated curriculum, the following will be implemented as extended learning opportunities:
• Extended School Day
• Teacher Push-In Collaboration during Differentiated Instruction

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy
Surrancy, Rachelle, pr4651@dadeschools.net

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

Data in the areas of Behavior, Reading, Writing, Math, and Science is collected on a monthly basis. Data is reported to the School Principal by the School's Curriculum Coaches, then disaggregated through Monthly Teacher Data Chats conducted by the School Principal.

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

Some of the strategies employed to assist the pre-school and Head Start children from neighboring Early Childhood centers in transitioning to our Elementary School include allowing the staff and students from outside prekindergarten programs visit our campus to observe kindergarten classrooms. Kindergarten meetings are held to review registration procedures, attendance policy and skills used in kindergarten. Parents and younger siblings have the opportunity to visit a kindergarten

classroom and receive information regarding the kindergarten curriculum, expectations and the Florida Readiness Screener (FLKRS). Parent meetings are conducted by kindergarten and prekindergarten teachers. Parents are given the opportunity to ask questions and address concerns regarding the upcoming school year. Through the Head Start program, the school has begun to recruit students from the community in the hopes that they will transition into the K-5 program. Finally, Pre-K and Head Start Teachers attend all curriculum trainings and professional development sessions in order to guide the articulation process and ensure the teaching of foundational skills.

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

The school promotes academic and career planning, including advising on course selections, through the following:
• Schoolwide Career Day
• Middle School Presentations
• Magnet Program Recruitment Presentations
• Field Trips

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

Through the implementation of quarterly STEM activities, the school hopes to incorporate applied and integrated learning opportunities to help students see the relationships between subjects and relevance to their future.

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

Strategies for improving student readiness for the public postsecondary level are as follows:
• Students use a Token Economy that supports the Positive Behavior Discipline Plan
• Students apply for positions of service at the school level such as News Anchor and Safety Patrol.

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

Strategies for improving student readiness for the public postsecondary level are as follows:
• Students use a Token Economy that supports the Positive Behavior Discipline Plan
• Students apply for positions of service at the school level such as News Anchors and Safety Patrols

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.   See Title I Parental Involvement Plan (PIP)

G2.   To increase the opportunities where students can actively participate in problem-solving, exploratory and discovery learning within various disciplines.

G3.   To provide struggling students, as identified by the EWS behavior indicators, with appropriate support and intervention in an effort to improve academic achievement.

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

Strategic Goals Detail

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

G1. See Title I Parental Involvement Plan (PIP) `1a`

🔍 G050646

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

G2. To increase the opportunities where students can actively participate in problem-solving, exploratory and discovery learning within various disciplines. `1a`

`G047900`

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	33.0

Resources Available to Support the Goal `2`

- Science Lab
- Computer Lab

Targeted Barriers to Achieving the Goal `3`

- Lack of STEM related strategies incorporated into the math and science lessons.

Plan to Monitor Progress Toward G2. `8`

Analyze teacher lesson plans to determine if there has been an increase in exposure to STEM related activities which promote problem-solving, exploratory and discovery learning.

Person Responsible

Rachelle Surrancy

Schedule

Monthly, from 10/31/2014 to 5/29/2015

Evidence of Completion

lesson plans/student generated work products

G3. To provide struggling students, as identified by the EWS behavior indicators, with appropriate support and intervention in an effort to improve academic achievement. 1a

🔑 G047608

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	

Resources Available to Support the Goal 2

- Teachers
- Support Groups
- Daily Learning Targets
- Guidance Counselor
- Support Groups
- Daily behavior progress reports

Targeted Barriers to Achieving the Goal 3

- Students lack the skills necessary to control behaviors in an effort to minimize disruptions and maximize instructional time.

Plan to Monitor Progress Toward G3. 8

Analyze students' daily behavior and academic progress reports to determine if there is a correlation between improved behavior and academic achievement.

Person Responsible

Schedule
Every 6 Weeks, from 11/7/2014 to 5/8/2015

Evidence of Completion
Students' daily behavior and academic progress reports

Plan to Monitor Progress Toward G3. 8

Analyze the identified students' number of referrals to determine if the actions steps are minimizing the number of referrals.

Person Responsible
Darlene Gonzalez

Schedule
Every 6 Weeks, from 11/7/2014 to 5/22/2015

Evidence of Completion
Student referrals

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

G042768

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Math - All Students	58.0
FCAT 2.0 Science Proficiency	33.0

Resources Available to Support the Goal 2

- Language Arts Florida Standards (LAFS) Item Specifications
- Planning Cards
- Daily Learning Targets
- McGraw-Hill Wonders
- McGraw-Hill WonderWorks
- Saxon
- Go Math! Curriculum and supplemental resources
- Florida Standards Assessment Item Specifications
- M-DCPS Math Pacing Guides
- Mathematical Practice Standards
- M-DCPS Science Pacing Guides
- Essential Labs
- Discover Education Videos
- CER Tasks
- Gizmos
- Instructional coach
- Curriculum Support Specialist

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS).
- Limited evidence of proficiency in Mathematics Florida Standards (MAFS) and Mathematical Practice Standards through explicit lesson planning and effective execution of the Gradual Release of Responsibility instruction model.
- Inconsistent use of Science NGSSS to ensure standards based instruction is aligned to the cognitive complexity of the standards.

Plan to Monitor Progress Toward G4. `8`

Analyze various data points to ensure that the actions steps are improving core academic instruction.

Person Responsible
Darlene Gonzalez

Schedule
Every 6 Weeks, from 9/19/2014 to 5/29/2015

Evidence of Completion
iReady data, Interim Assessment data, Intervention data, student grades

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G2. To increase the opportunities where students can actively participate in problem-solving, exploratory and discovery learning within various disciplines. 1

🔑 G047900

G2.B1 Lack of STEM related strategies incorporated into the math and science lessons. 2

🔑 B119981

G2.B1.S1 Plan for mathematics and science lessons that incorporate STEM related strategies and activities. 4

🔑 S131804

Strategy Rationale

Action Step 1 5

Model during planning the use of STEM related strategies and activities in math and science.

Person Responsible

Patricio Villoria

Schedule

Weekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Common planning agendas/lesson plans/walkthrough monitoring tools.

Action Step 2 5

Model the delivery of STEM related activities in math and science.

Person Responsible

Patricio Villoria

Schedule

Weekly, from 10/20/2014 to 6/1/2015

Evidence of Completion

Walkthrough monitoring tool/lesson plans/coaching logs

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

Conduct walkthroughs during common planning and instructional delivery to ensure the STEM related strategies and activities are being planned for and incorporated.

Person Responsible

Rachelle Surrancy

Schedule

Weekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Walkthrough monitoring tools/common planning agendas/sign-in sheets

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

Analyze teacher lesson plans and instruction to ensure that STEM activities are being planned for and delivered and the opportunities for students to experience STEM related activities is increasing.

Person Responsible

Darlene Gonzalez

Schedule

Weekly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Common planning agendas/lesson plans/walkthrough monitoring tool/Essential Labs Checklist

G3. To provide struggling students, as identified by the EWS behavior indicators, with appropriate support and intervention in an effort to improve academic achievement. [1]

🔑 G047608

G3.B1 Students lack the skills necessary to control behaviors in an effort to minimize disruptions and maximize instructional time. [2]

🔑 B119290

G3.B1.S1 Plan for and provide support groups that focus on social and emotional topics in an effort to assist students in developing the skills needed to minimize disruptive behaviors. [4]

🔑 S131091

Strategy Rationale

Action Step 1 [5]

Provide character education classes that focus on specific character education traits and life skills.

Person Responsible

Ana Alberdi

Schedule

Biweekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Lessons/student generated work products

Action Step 2 [5]

Establish support groups where students will be able to meet with the counselor, share their feelings, and build a repertoire of behavior management skills.

Person Responsible

Ana Alberdi

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Support group rosters/student daily behavior reports

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

Review support group attendance sheets with guidance counselor to ensure that the identified students are at school to participate in the support group sessions.

Person Responsible

Darlene Gonzalez

Schedule

Biweekly, from 10/24/2014 to 5/22/2015

Evidence of Completion

Support group attendance sheets

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

Analyze students' daily behavior progress reports to determine if the students are utilizing the skills introduced and discussed during the support groups.

Person Responsible

Darlene Gonzalez

Schedule

Biweekly, from 11/7/2014 to 5/22/2015

Evidence of Completion

Students' daily behavior progress reports

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

G042768

G4.B1 There is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS). 2

B104449

G4.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. 4

S115624

Strategy Rationale

Action Step 1 5

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

Person Responsible

Kristen Nemec

Schedule

On 11/15/2014

Evidence of Completion

Agenda, Attendance Sheets

Action Step 2 5

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

Person Responsible

Kristen Nemec

Schedule

On 11/15/2014

Evidence of Completion

Agenda, Attendance Sheets

Action Step 3 `5`

Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development.

Person Responsible

Rachelle Surrancy

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Walkthrough Monitoring Tool

Action Step 4 `5`

Identify instructional focus, Daily Learning Targets (DLTs), and essential question.

Person Responsible

Kristen Nemec

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Planning Agenda, Lesson Plans

Action Step 5 `5`

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

Person Responsible

Kristen Nemec

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Coaching and Support Logs

Action Step 6 5

Work collaboratively during common planning to create lesson plans using backward planning, ensuring that student work products (end products) are aligned to the learning targets and meet the needs of the standard

Person Responsible

Kristen Nemec

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Common Planning Artifact Sheets

Action Step 7 5

Provide opportunities to review student work products during planning to ensure that work products met the expectations that were planned for. Increase descriptive and corrective feedback on student work products.

Person Responsible

Kristen Nemec

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Planning Agenda, Lesson Plans, Student Journals

Action Step 8 5

Unwrap the standards during common planning to ensure instruction is aligned to the Language Arts Florida Standards.

Person Responsible

Kristen Nemec

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Lesson Plans

Action Step 9 `5`

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard

Person Responsible

Darlene Gonzalez

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Walkthrough monitoring tool

Action Step 10 `5`

Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

Person Responsible

Rachelle Surrancy

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Coaching logs

Action Step 11 `5`

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

Person Responsible

Darlene Gonzalez

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Lesson plans, walkthrough monitoring tools

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

Conduct informal classroom observations and provide immediate feedback to teachers through Common Planning and Grade Level Meetings.

Person Responsible

Rachelle Surrancy

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Student Generated Work, Lesson Plans, Coaching Logs, Walkthrough Logs

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

Analyze student generated work to ensure that it is aligned to the lesson plans developed during common planning sessions and Language Arts Florida Standards (LAFS)

Person Responsible

Rachelle Surrancy

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Student Generated Work, Lesson Plans, Coaching Logs, Walkthrough Logs, iReady data, Interim testing data

G4.B3 Limited evidence of proficiency in Mathematics Florida Standards (MAFS) and Mathematical Practice Standards through explicit lesson planning and effective execution of the Gradual Release of Responsibility instruction model. 2

B118497

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

S130270

Strategy Rationale

Action Step 1 5

Introduce Math concepts using Exploration and Discovery as a component of the Gradual Release of Responsibility Model.

Person Responsible

Patricio Villoria

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Lesson plans/observations

Action Step 2 5

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

Person Responsible

Darlene Gonzalez

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Lesson Plans/Observations/Coaching Logs

Action Step 3 5

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

Person Responsible

Patricio Villoria

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Lesson Plans/Observations/Coaching Logs

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

Analyze lesson plans and student work products to identify evidence of the Gradual Release of Responsibility Model.

Person Responsible

Rachelle Surrancy

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Lesson Plans/Common planning agendas/Student generated work products

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

Analyze student data on Topic Assessments to determine if proficiency in Mathematics Florida Standards (MAFS) is improving.

Person Responsible

Schedule

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

Evidence of Completion

Lesson Plans/Student generated work products/Topic assessment data

G4.B4 Inconsistent use of Science NGSSS to ensure standards based instruction is aligned to the cognitive complexity of the standards. 2

B118503

G4.B4.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. 4

S130271

Strategy Rationale

Action Step 1 5

Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.

Person Responsible

Gladys Pico

Schedule

On 11/26/2014

Evidence of Completion

PowerPoint presentation, agenda, sign-in sheet, exit slips

Action Step 2 5

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

Person Responsible

Gladys Pico

Schedule

On 11/26/2014

Evidence of Completion

PowerPoint presentation, agenda, sign-in sheet, exit slips

Action Step 3 `5`

Model during planning the use of the "unwrapping the benchmark" session to select resources, tasks, assignments and appropriate scaffolded questions in order to meet the cognitive complexity of the standard.

Person Responsible

Gladys Pico

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Student tasks, activities, and student-generated writing is appropriately scaffolded and aligned to the cognitive complexity.

Action Step 4 `5`

Model the delivery of instruction to targeted teachers as a result of the "unwrapping the benchmark" with a focus on the use of tasks and scaffolded questions in order to meet the cognitive complexity of the standard.

Person Responsible

Gladys Pico

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Delivery of instruction provides evidence of the use of a variety of resources and tasks aligned to standards.

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

Monitor planning sessions to ensure that what is planned for is aligned to the pacing guides and the weekly lesson plans.

Person Responsible

Rachelle Surrancy

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Lesson plans/Walkthrough monitoring tool

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

Analyze student generated work samples to ensure that instruction is aligned to Science NGSSS.

Person Responsible

Darlene Gonzalez

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Student generated work products/lesson plans

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A1	Provide professional development on the implementation of the Language Arts Florida Standards.	Nemec, Kristen	9/12/2014	Agenda, Attendance Sheets	11/15/2014 one-time
G4.B3.S1.A1	Introduce Math concepts using Exploration and Discovery as a component of the Gradual Release of Responsibility Model.	Villoria, Patricio	9/12/2014	Lesson plans/observations	11/26/2014 weekly
G4.B4.S1.A1	Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.	Pico, Gladys	9/12/2014	PowerPoint presentation, agenda, sign-in sheet, exit slips	11/26/2014 one-time
G3.B1.S1.A1	Provide character education classes that focus on specific character education traits and life skills.	Alberdi, Ana	9/12/2014	Lessons/student generated work products	5/29/2015 biweekly
G2.B1.S1.A1	Model during planning the use of STEM related strategies and activities in math and science.	Villoria, Patricio	10/20/2014	Common planning agendas/lesson plans/walkthrough monitoring tools.	5/29/2015 weekly
G4.B1.S1.A2	Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.	Nemec, Kristen	9/12/2014	Agenda, Attendance Sheets	11/15/2014 one-time
G4.B3.S1.A2	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Gonzalez, Darlene	9/12/2014	Lesson Plans/Observations/Coaching Logs	11/26/2014 weekly
G4.B4.S1.A2	Provide Professional Development on Unwrapping the Benchmark for targeted teachers, thus enabling them to construct and implement lesson	Pico, Gladys	9/12/2014	PowerPoint presentation, agenda, sign-in sheet, exit slips	11/26/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	plans that utilize a variety of science resources aligned to the NGSSS and that support the LAFS and MAFS.				
G3.B1.S1.A2	Establish support groups where students will be able to meet with the counselor, share their feelings, and build a repertoire of behavior management skills.	Alberdi, Ana	10/10/2014	Support group rosters/student daily behavior reports	5/29/2015 monthly
G2.B1.S1.A2	Model the delivery of STEM related activities in math and science.	Villoria, Patricio	10/20/2014	Walkthrough monitoring tool/lesson plans/coaching logs	6/1/2015 weekly
G4.B1.S1.A3	Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development.	Surrancy, Rachelle	9/12/2014	Lesson Plans, Walkthrough Monitoring Tool	11/26/2014 weekly
G4.B3.S1.A3	Implement and monitor an Instructional Frameworks that follow all the components of the Gradual Release of Responsibility Model (GRRM): teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice.	Villoria, Patricio	9/12/2014	Lesson Plans/Observations/Coaching Logs	11/26/2014 weekly
G4.B4.S1.A3	Model during planning the use of the "unwrapping the benchmark" session to select resources, tasks, assignments and appropriate scaffolded questions in order to meet the cognitive complexity of the standard.	Pico, Gladys	9/12/2014	Student tasks, activities, and student-generated writing is appropriately scaffolded and aligned to the cognitive complexity.	11/26/2014 weekly
G4.B1.S1.A4	Identify instructional focus, Daily Learning Targets (DLTs), and essential question.	Nemec, Kristen	9/12/2014	Planning Agenda, Lesson Plans	11/26/2014 weekly
G4.B4.S1.A4	Model the delivery of instruction to targeted teachers as a result of the "unwrapping the benchmark" with a focus on the use of tasks and scaffolded questions in order to meet the cognitive complexity of the standard.	Pico, Gladys	9/12/2014	Delivery of instruction provides evidence of the use of a variety of resources and tasks aligned to standards.	11/26/2014 weekly
G4.B1.S1.A5	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Nemec, Kristen	9/12/2014	Coaching and Support Logs	11/26/2014 weekly
G4.B1.S1.A6	Work collaboratively during common planning to create lesson plans using backward planning, ensuring that student work products (end products) are aligned to the learning targets and meet the needs of the standard	Nemec, Kristen	9/12/2014	Lesson Plans, Common Planning Artifact Sheets	11/26/2014 weekly
G4.B1.S1.A7	Provide opportunities to review student work products during planning to ensure that work products met the expectations that were planned for. Increase descriptive and corrective feedback on student work products.	Nemec, Kristen	9/12/2014	Planning Agenda, Lesson Plans, Student Journals	11/26/2014 weekly
G4.B1.S1.A8	Unwrap the standards during common planning to ensure instruction is aligned to the Language Arts Florida Standards.	Nemec, Kristen	9/12/2014	Lesson Plans	11/26/2014 weekly
G4.B1.S1.A9	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release	Gonzalez, Darlene	9/12/2014	Walkthrough monitoring tool	11/26/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Model with a clear focus aligned to the standard				
G4.B1.S1.A10	Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Surrancy, Rachelle	9/12/2014	Coaching logs	11/26/2014 weekly
G4.B1.S1.A11	Consistently monitor common planning and the implementation of the use of lesson planning and delivery.	Gonzalez, Darlene	9/12/2014	Lesson plans, walkthrough monitoring tools	11/26/2014 weekly
G2.MA1	Analyze teacher lesson plans to determine if there has been an increase in exposure to STEM related activities which promote problem-solving, exploratory and discovery learning.	Surrancy, Rachelle	10/31/2014	lesson plans/student generated work products	5/29/2015 monthly
G2.B1.S1.MA1	Analyze teacher lesson plans and instruction to ensure that STEM activities are being planned for and delivered and the opportunities for students to experience STEM related activities is increasing.	Gonzalez, Darlene	10/10/2014	Common planning agendas/lesson plans/walkthrough monitoring tool/ Essential Labs Checklist	5/29/2015 weekly
G2.B1.S1.MA1	Conduct walkthroughs during common planning and instructional delivery to ensure the STEM related strategies and activities are being planned for and incorporated.	Surrancy, Rachelle	10/20/2014	Walkthrough monitoring tools/common planning agendas/sign-in sheets	5/29/2015 weekly
G3.MA1	Analyze students' daily behavior and academic progress reports to determine if there is a correlation between improved behavior and academic achievement.		11/7/2014	Students' daily behavior and academic progress reports	5/8/2015 every-6-weeks
G3.MA2	Analyze the identified students' number of referrals to determine if the actions steps are minimizing the number of referrals.	Gonzalez, Darlene	11/7/2014	Student referrals	5/22/2015 every-6-weeks
G3.B1.S1.MA1	Analyze students' daily behavior progress reports to determine if the students are utilizing the skills introduced and discussed during the support groups.	Gonzalez, Darlene	11/7/2014	Students' daily behavior progress reports	5/22/2015 biweekly
G3.B1.S1.MA1	Review support group attendance sheets with guidance counselor to ensure that the identified students are at school to participate in the support group sessions.	Gonzalez, Darlene	10/24/2014	Support group attendance sheets	5/22/2015 biweekly
G4.MA1	Analyze various data points to ensure that the actions steps are improving core academic instruction.	Gonzalez, Darlene	9/19/2014	iReady data, Interim Assessment data, Intervention data, student grades	5/29/2015 every-6-weeks
G4.B1.S1.MA1	Analyze student generated work to ensure that it is aligned to the lesson plans developed during common planning sessions and Language Arts Florida Standards (LAFS)	Surrancy, Rachelle	9/12/2014	Student Generated Work, Lesson Plans, Coaching Logs, Walkthrough Logs, iReady data, Interim testing data	11/26/2014 weekly
G4.B1.S1.MA1	Conduct informal classroom observations and provide immediate feedback to teachers through Common Planning and Grade Level Meetings.	Surrancy, Rachelle	9/12/2014	Student Generated Work, Lesson Plans, Coaching Logs, Walkthrough Logs	11/26/2014 weekly
G4.B3.S1.MA1	Analyze student data on Topic Assessments to determine if		9/26/2014	Lesson Plans/Student generated work products/Topic assessment data	11/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	proficiency in Mathematics Florida Standards (MAFS) is improving.				
G4.B3.S1.MA1	Analyze lesson plans and student work products to identify evidence of the Gradual Release of Responsibility Model.	Surrancy, Rachelle	9/12/2014	Lesson Plans/Common planning agendas/Student generated work products	11/26/2014 weekly
G4.B4.S1.MA1	Analyze student generated work samples to ensure that instruction is aligned to Science NGSSS.	Gonzalez, Darlene	9/12/2014	Student generated work products/ lesson plans	11/26/2014 weekly
G4.B4.S1.MA1	Monitor planning sessions to ensure that what is planned for is aligned to the pacing guides and the weekly lesson plans.	Surrancy, Rachelle	9/12/2014	Lesson plans/Walkthrough monitoring tool	11/26/2014 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 Opportuntities

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

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

G4.B1 There is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS).

G4.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks.

PD Opportunity 1

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

Facilitator

Instructional Literacy Coach, Literacy Curriculum Support Specialist

Participants

K-5 Literacy Teachers

Schedule

On 11/15/2014

PD Opportunity 2

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

Facilitator

Instructional Literacy Coach, Literacy Curriculum Support Specialist

Participants

K-5 Literacy Teachers

Schedule

On 11/15/2014

G4.B4 Inconsistent use of Science NGSSS to ensure standards based instruction is aligned to the cognitive complexity of the standards.

G4.B4.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

PD Opportunity 1

Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.

Facilitator

Science Curriculum Support Specialist

Participants

K-5 Science Teachers

Schedule

On 11/26/2014

PD Opportunity 2

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

Facilitator

Science Curriculum Support Specialist

Participants

K-5 Science Teachers

Schedule

On 11/26/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**