

Silver Bluff Elementary School



2014-15 School Improvement Plan

Silver Bluff Elementary School

2609 SW 25TH AVE, Miami, FL 33133

<http://silverbluff.dadeschools.net/>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

84%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

C

B

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>.

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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 |
|-------------|-------------------|------------------------------|
| Not In DA | 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 focus on academic and personal excellence through research-based instructional programs, expanding current teaching methodologies, increasing parental involvement, organizing available community resources, and planning to meet the needs of the whole child in the 21st century.

Provide the school's vision statement

We believe in creating a learning environment that encourages students to develop academically, socially and emotionally to become lifelong learners and quality contributors to our society.

School Environment

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

The administration, faculty, and staff at Silver Bluff Elementary School strives to develop and maintain a supportive and inclusive community of learners. Positive relationships between the faculty, students, and their families are fostered through parent outreach activities which include kindergarten orientations, parent-nights, PTA sponsored events, school assemblies, workshops, and a variety of thematic activities held throughout the year (Hispanic Heritage, Exceptional Student Education Week, African American History, etc). At Silver Bluff Elementary School we embrace diversity and welcome all opportunities to build the cultural competency needed to thrive in today's global world.

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

Providing all students with a safe, secure, and peaceful learning environment is a priority at Silver Bluff Elementary School. The school's safety plan and student code of conduct helps maintain and improve school order and safety. Character education is embedded into the curriculum with an emphasis on prevention, positive alternatives, and the development of positive social skills and socially competent behaviors which build students' self-esteem and and maintain a positive school climate.

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

Silver Bluff Elementary Schools adheres to the student code of conduct as its school wide behavioral system in place that establishes protocols for disciplinary incidents and provides students with clear behavioral expectations. The student code of conduct addresses behaviors and corrective strategies, students rights and responsibilities, as well as the district's multi-tiered systems of support for behavioral interventions. In addition to the student code of conduct a parent compact is established annually, detailing the integral partnership between families and the school in maintaining a positive learning climate. Parents and students are briefed on school policies at the opening of schools each year, and copies are signed during the annual Open House event.

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 student services department at Silver Bluff Elementary School which is comprised of the school's guidance counselor, psychologist, and social worker, provide services that support and address concerns regarding students social-emotional needs. Referrals to student services support may include guidance counseling, mentoring, and behavioral interventions. Attending to students' social-emotional needs is a precursor to academic success.

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

In 2014, the percent of students who scored at FCAT Achievement Level 1 in Reading are as follows: Grade 3: 34 students (34%); Grade 4: 8 students (11%); and Grade 5: 26 students (28%). In 2014, the percent of students at FCAT Achievement Level 1 in Mathematics are as follows; Grade 3: 25 students (25%); Grade 4: 7 students (10%), and Grade 5 28 students (30%).

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

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | Total |
|---------------------------------|-------------|----|---|----|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 6 | 13 | 9 | 13 | 6 | 4 | 51 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Course failure in ELA or Math | 6 | 0 | 4 | 21 | 3 | 3 | 37 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 34 | 8 | 26 | 68 |
| | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

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

Intervention strategies employed by the school to improve the academic performance of students identified by the early warning system includes providing awards, incentives, and recognition programs for students who:

1. make the Principal, Alpha, and Beta honor rolls each grading period;
2. maintain perfect attendance each grading period;
3. maintain adequate yearly progress on state assessments; and,
4. demonstrate model 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49317>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Silver Bluff Elementary School supports the district's initiative of bringing resources together to improve student achievement and enhance the educational programs of the school. This vision is communicated during school meetings which include faculty meetings, EESAC meetings, PTA meetings, and parent workshops. Increasing parental involvement is a priority at the school. We strongly encourage parents to become active PTA members, participate in PTA sponsored activities, and volunteer. We actively seek funding and in-kind support opportunities which may include writing grants and partnering with local businesses. In addition to the district's annual Dade Partner recognition luncheon, the school also recognizes the efforts of volunteers and community partners during an annual recognition event. We also keep our partners informed of school activities and events. The school also partners with local non-profit agencies such as America Reads and Junior Achievement which support the school's academic initiatives.

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 |
|---------------------|---------------------|
| Companiononi, Zuyin | Principal |
| Westberg, Dina | Assistant Principal |
| Atlas, Daniel | Assistant Principal |

Duties

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

The function and responsibility of each team member as it relates to MTSS and the SIP includes: Administrator(s) (Zuyin Companiononi, Dina Westberg) who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, and behavior specialists (Anailene Marban, Lisellotte Sheikh)

- Special education personnel (Silvia Tamargo)
- School guidance counselor (Teresa Zubizarreta)
- School psychologist (Gihanna Jimenez)
- School social worker (TBA)
- Member of advisory group, community stakeholders, parents (Indira Gomez)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (every nine weeks) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (Zuyin Companioni, Dina Westberg, Anailene Marban, Lisellotte Sheikh, Silvia Tamargo, Indira Gomez) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (Dina Westberg, Teresa Zubizarreta, Silvia Tamargo, and Anailene Marban) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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 use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first

carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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 CHES (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

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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 VI, Part B – NA

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.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified 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.

Each school will identify a 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.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers,

administrators, counselors, and/or TRUST Specialists is also a component of this program.

- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

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.

Housing Programs - N/A

Head Start- N/A

Adult Education- N/A

Career and Technical Education- N/A

Job Training- N/A

Other

Health Connect in Our Schools

- 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 |
|------------------|----------------------------|
| Zuyin Companioni | Principal |
| Anailene Marban | Teacher |
| Doreen Cabrera | Teacher |
| Indira Gomez | Teacher |
| Claudia Lewis | Teacher |
| Sylvia Tamargo | Education Support Employee |
| Esther Martinez | Teacher |
| Justin Fortuny | Student |
| Jose Gonzalez | Parent |
| Damaris Figueroa | Parent |
| Alejandra Ortiz | Parent |
| Ayme Bermejo | Business/Community |
| Frank Santiso | Business/Community |
| Carlos Temperan | Business/Community |
| | Student |
| Rosa Magarino | Education Support Employee |
| Miriela Garcia | Parent |
| | 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

Monthly SAC agendas included a review of SIP and progress towards implementing strategies and goals. The SAC also reviewed results of formative assessments by grade level data by subject area which included district interim assessments, Florida Assessment for the Instruction of Reading (FAIR) K-5 data, and summative testing which included FCAT and SAT.

Development of this school improvement plan

The SAC met in May to review available student data and identify areas of need. Strategies by subject and grade level were proposed for the 2014-15 School Improvement Plan. An action plan was drafted in September 2014 addressing areas of need, resources, and targeted action steps to address these areas. The action plan was shared with teachers and faculty during a subsequent faculty meeting.

Preparation of the school's annual budget and plan

Recommendations of the SAC regarding the alignment of resources to areas of need were considered in the purchase of instructional resources and support personnel. The SAC identified the need to continue implementing the following: 1.) quarterly incentives for student participation in the Accelerated Reader program; 2.) honor roll and student of the month recognition programs; 3.) before/after school tutorial services for targeted students; 4.) increased instructional rigor across grade levels and subject areas; and 4.) parental involvement initiatives.

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

SAC funds will be allocated equally to fund purchases that support both student achievement and parental involvement. During 2014-2015 SAC funds will be allocated for the purchase of instructional materials and student incentives and awards.

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 |
|--------------------|---------------------|
| Marban, Anailene | Instructional Coach |
| Sheikh, Lisellotte | Instructional Coach |
| Companioni, Zuyin | Principal |
| Tamargo, Sylvia | Teacher, ESE |
| Sanz, Aimee | Teacher, K-12 |
| Westberg, Dina | Assistant Principal |

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to address: 1.) address limited reading achievement among SWD and the lowest 25%; 2.) monitor the fidelity of implementation of intervention programs; and, 3.) assist with instructional refinement through professional development in increased rigor and new standards.

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

Several strategies are implemented to encourage positive working relationships between teachers. The administration and instructional coaches foster opportunities to build capacity among teachers. This includes allotting time during monthly faculty meetings for teachers to share best practices and hold collegial conversations with their colleagues. Shared agreements were established and voted upon during the opening of schools faculty meeting. The staff collaborated on the following norms: 1.) refrain from judging; 2.) trust the process; 3.) assume good will; 4.) share wisdom; 5.) keep an open mind; 6.) watch your "air time"; and 7.) be present. A professional development liaison assists teachers with professional development initiatives which include participation in on-site professional learning communities. Additionally, instructional coaches participate in weekly planning session, provide professional development, coaching, and/or support as needed to encourage positive working relationships and support instruction.

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

Strategies to recruit and retain highly qualified and effective teachers include:

1. Implementation of the Instructional Performance and Evaluation Growth System (IPEGS)
2. Professional development opportunities
3. Common grade level planning times
4. Support from instructional coaches

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

The teacher mentoring program pairs beginning teachers with experienced teachers.

Qualifications for mentors:

- Must hold a valid professional teaching certificate;
- Minimum of three years of successful teaching experience; and
- Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.

Selection criteria for mentors:

- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
- Evidence of effective teaching and student achievement gains;
- Credibility with colleagues;
- Commitment to personal professional learning demonstrated by frequent participation in professional development;
- Experience working with adult learners; and
- Expertise in accessing data resources and using data to analyze instruction.

Required training to become a mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Who receives a mentor:

- Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.
- First and second year teachers in Education Transformation Office schools are eligible to receive a MINT certified site-based mentor.

Help for 2nd and 3rd year teachers:

- Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
- A buddy teacher occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, mathematics coach, National Board Certified Teacher, etc.

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 district's reading and mathematics textbook adoptions of McGraw-Hill Reading Wonders and Go Math are aligned with the Common Core State Standards. Reading and Mathematics pacing guides as well as district task cards are also aligned with the Florida Standards. Instructional coaches support teachers understanding of the Florida Standards and provide guidance with planning for rigorous instruction.

Instructional Strategies

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

Data drives instructional practices and school improvement initiatives at Silver Bluff Elementary School. Teachers adhere to an ongoing cycle of assessment, analysis, and action to improve instructional practices that support student learning. Teachers utilize the results of formative assessments for ongoing progress monitoring and to plan for differentiated instruction. Data from district interim assessments, Florida Assessment for the Instruction of Reading (FAIR), Star diagnostic Reading tests, and the Comprehensive English Language Learning Assessment (CELLA) are utilized to group students according to areas of need. Grouping templates and assessment reports are provided to guide teachers in analyzing data and grouping students. Summative assessments such as the Florida Comprehensive Assessment Test (FCAT) and Stanford Achievement Test 10 (SAT-10) are also utilized to monitor longitudinal student and grade-level performance. Results of standardized assessments help identify grade level achievement gaps and are used in the allocation of resources and support. Students who are struggling academically are placed in intervention programs which provide remediation and supplemental support. Individualized Education Plans (IEP) are also developed for students participating in special education programs. Testing accommodations are also provided for students participating in the Exceptional Student Education (ESE) program as identified on their IEP. Teachers utilize data to plan for instruction, address students areas of need, and for ongoing progress monitoring.

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: Before School Program

Minutes added to school year: 2,400

Select ESOL Level 1-4 students participate in a before-school tutoring program which provides support in Reading and Mathematics. The program is held twice a week for an hour and takes place for twenty weeks, for a total of 40 hours or 2400 minutes.

Strategy Rationale

The purpose of the Title III tutorial program is to provide English language learners with additional instructional support in the target language. These students benefit from additional exposure to academic language, vocabulary, and practice opportunities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Marban, Anailene, amarban@dadeschools.net

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

A pre and post-test will be administered to monitor student progress and determine the effectiveness of the tutoring program. The pretest will be administered October of 2014 and the post-test will be administered March of 2015.

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

Silver Bluff Elementary School offers a full-day Title I Voluntary Pre-kindergarten class and two special Education Prekindergarten classes. In order to assist preschool children and their parents' transition from early childhood to elementary school programs, a kindergarten orientation is held prior to the opening of schools. The orientation provides an overview on the programs and assessment tools used to screen student readiness such as the Early Screening Inventory-Kindergarten (ESI-K). The Learning Accomplishment Profile-Diagnostic (LAPD), the Phonological and Early Literacy (PELI) and the Devereaux Early Childhood Assessment (DECA) are all administered to preschoolers for diagnostic and summative assessments as they prepare for kindergarten. During the orientation meeting, parents and students learn about the kindergarten program and are given a guided tour of the school. In addition, students are tested to see if they qualify for ESOL (English for Speakers of Other Languages).

Additionally, prekindergarten and kindergarten and participate in quarterly articulation meetings to collaboratively plan for students successful transition to kindergarten.

The effectiveness of the preschool transition program is evaluated by articulation amongst primary grade teachers. Title I funds are used to allocate resources and personnel, such as Waterford's Early Literacy and Math programs are implemented in select prekindergarten and kindergarten classes to target students with low readiness rates. Ongoing parental involvement is encouraged through monthly calendars and newsletters which highlight important topics regarding school programs and upcoming events.

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** CORE INSTRUCTION - We will increase student achievement by improving core instruction across all content areas.
- G2.** EARLY WARNING SYSTEM - We will use the Early Warning System to identify at-risk students and provide support and intervention to increase academic achievement.
- G3.** STEM/CTE - We will prepare students to be college and career ready through STEM initiatives and programs.
- G4.** PARENTAL INVOLVEMENT - See Title I PIP

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. CORE INSTRUCTION - We will increase student achievement by improving core instruction across all content areas. **1a**

 G048730

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 64.0 |
| FSA - Mathematics - Proficiency Rate | 65.0 |
| FAA Writing Proficiency | |
| FCAT 2.0 Science Proficiency | |

Resources Available to Support the Goal **2**

- MATHEMATICS Core: HMH Florida Go Math!; Go Math (Online Resources: Animated Math Models, Destination Math, HMH Mega Math); Go Math Printable Resources (Reteach) Supplemental: District Pacing Guides including Technology Resources; I-Ready; Gizmos Grades 3-5; Explore Learning –Reflex Math; Mathematics Florida Standards Item Specifications (Grades 3-5); FSA Test-design summary blueprint, FSA Portal training tests and resources; Claim-Evidence-Reasoning (CER) Bellringers; Ready Common Core Mathematics Instruction Books for DI; Promethean Boards
- SCIENCE Core: Scott Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, Elementary Science Instructional Resources: <http://science.dadeschools.net/elem/instructionalResources/default.html> Supplemental: Supplemental Resources in Pacing Guides, Gizmos (3-5), Discovery Education (K-5), NBC Learn, PowerMyLearning, AIMS, Science Fair Handbook
- READING Core: McGraw-Hill Reading Wonders, English Language Arts/ESOL Pacing Guides (Reading and Writing) grades K-5 McGraw-Hill WonderWorks K-5, ELL Matrix Supplemental: Instructional Routine Handbooks K-5, ELA Item Specifications grades 3-5, i-Ready, Promethean Boards, Waterford, Imagine Learning

Targeted Barriers to Achieving the Goal **3**

- READING Limited evidence of in-depth planning aligned to Florida Language Arts Standards across all grade levels K-5
- READING Limited evidence of academic writing instruction across all grade levels K-5
- MATHEMATICS Limited proficiency in performance tasks type of items, requiring students to explain and justify reasoning
- SCIENCE Limited evidence of hands-on activities/investigations using higher order thinking to connect content to real life, across K-4

Plan to Monitor Progress Toward G1. 8

The data that will be collected and monitored to determine progress toward meeting goal will include formative progress monitoring data from interim assessments and school progress monitoring data from the Office of School Improvement.

Person Responsible

Zuyin Companioni

Schedule

On 11/21/2014

Evidence of Completion

District Interim Assessments

G2. EARLY WARNING SYSTEM - We will use the Early Warning System to identify at-risk students and provide support and intervention to increase academic achievement. 1a

 G043673

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| Attendance Below 90% | 9.0 |
| One or More Suspensions | 0.0 |
| Level 1 - All Grades | 21.0 |

Resources Available to Support the Goal 2

- McGraw-Hill Wonders Reading Series
- Houghton-Mifflin Mathematics Series
- Instructional Technology
- Instructional Coaches
- Professional Development

Targeted Barriers to Achieving the Goal 3

- During the 2013-2014 school year, there were 68 FCAT Level 1 students in Reading and 60 FCAT Level 1 students in Mathematics.
- During the 2013-2014 school year, there were 64 students who were absent 18 or more days.
- During the 2013-2014 school year there were 3 suspensions.

Plan to Monitor Progress Toward G2. 8

Following each grading period, student of the month records will be reviewed.

Person Responsible

Anailene Marban

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student of the month records, student report cards

G3. STEM/CTE - We will prepare students to be college and career ready through STEM initiatives and programs. 1a

G043677

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 41.0 |

Resources Available to Support the Goal 2

- Science Series
- District sponsored STEM activities & events
- GIZMOS
- Discovery Education
- Core: Scott Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, Elementary Science Instructional Resources: <http://science.dadeschools.net/elem/instructionalResources/default.html> Supplemental: Supplemental Resources in Pacing Guides, Gizmos (3-5), Discovery Education (K-5), NBC Learn, PowerMyLearning, AIMS, Science Fair Handbook, stem.dadeschools.net

Targeted Barriers to Achieving the Goal 3

- Limited evidence of hands-on activities/investigations using higher order thinking to connect content to real life, across K-4.

Plan to Monitor Progress Toward G3. 8

Participation Logs, Student Projects

Person Responsible

Schedule

Evidence of Completion

Formative Assessments: District Interim Assessments, Benchmark Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Science

G4. PARENTAL INVOLVEMENT - See Title I PIP 1a

G043678

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 64.0 |
| FSA - Mathematics - Proficiency Rate | 65.0 |

Resources Available to Support the Goal 2

- Student Services
- MTSS/RtI Team
- Honor Roll & Perfect Attendance Incentives

Targeted Barriers to Achieving the Goal 3

- In monitoring the Early Warning System, 12% of students missed 10 or more percent of instructional time and 1% of students were suspended during the 2013 - 2014 school year. It is imperative that students are present to receive instruction and gain proficiency in all subject areas.

Plan to Monitor Progress Toward G4. 8

Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern.

Person Responsible

Zuyin Companioni

Schedule

Semiannually, from 8/25/2014 to 6/15/2015

Evidence of Completion

MTSS/RtI Records, Parent Conference Documents, Student Code of Conduct, School Policies and Procedures Manual

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. CORE INSTRUCTION - We will increase student achievement by improving core instruction across all content areas. **1**

 **G048730**

G1.B1 READING Limited evidence of in-depth planning aligned to Florida Language Arts Standards across all grade levels K-5 **2**

 **B121595**

G1.B1.S1 Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. **4**

 **S133633**

Strategy Rationale

After first instructional review, this area was identified as an area of focus. Students need increased exposure to rigorous interactions with text in order to deepen their understanding.

Action Step 1 **5**

Conduct in-depth weekly collaborative planning sessions for teachers in grades K-5 using the Language Arts Florida Standards, ELA/ELL Pacing Guides, and the Item Specifications for grades 3-5.

Person Responsible

Anailene Marban

Schedule

On 10/20/2014

Evidence of Completion

Collaborative sign-in sheets, Lesson plans, Reading response reading journals, Student work folders, Student artifacts

Action Step 2 5

Provide job embedded professional development to plan for and deliver data driven differentiated instruction to guide small groups, focusing on the alignment of resources to follow-up activities.

Person Responsible

Anailene Marban

Schedule

On 10/22/2014

Evidence of Completion

Professional development logs, Agenda, sign-in sheets, Grade level minutes

Action Step 3 5

Disaggregate and analyze student data both formal and informal (weekly or biweekly assessments, OPMs, Interims, Unit Assessments, etc.) to drive planning and instruction.

Person Responsible

Anailene Marban

Schedule

On 10/22/2014

Evidence of Completion

Student assessment reports, data binder, student data chat sheets

Action Step 4 5

Utilize the coaching cycle to support the development of rigorous, meaningful, and engaging activities during weekly collaborative planning sessions in order to enhance the implementation and alignment of resources within the McGraw-Hill Reading Program, Go Digital Resources, i-Ready, Waterford, Imagine Learning, etc..) with a focus in 5th grade.

Person Responsible

Schedule

On 11/5/2014

Evidence of Completion

Coach's calendar, Coach's log, lesson plans, student response reading journals, student work folders and student artifacts

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

The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings.

Person Responsible

Zuyin Companioni

Schedule

On 11/21/2014

Evidence of Completion

Faculty meeting agendas, grade level minutes, EESAC meeting agenda/minutes, coaching logs

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

Analysis of formative student assessment data, teacher observations, lesson plans, student work folders, and coaching logs will be used to monitor the effectiveness of action plan implementation.

Person Responsible

Zuyin Companioni


Schedule

On 11/21/2014

Evidence of Completion

Interim assessment data, reports, Year-at-a-Glance Reports, OSI data

G1.B3 READING Limited evidence of academic writing instruction across all grade levels K-5 **2**

 B121597

G1.B3.S1 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. **4**

 S133571

Strategy Rationale

After first instructional review, this area was identified as an area of focus. Academic writing is new to grades 3-5. Students will be required to read and respond to text.

Action Step 1 **5**

Provide professional development to teachers in grades 3-5 on the use of the writing rubric.

Person Responsible

Anailene Marban

Schedule

On 10/8/2014

Evidence of Completion

Professional development logs, Agenda, sign-in sheets, Grade level minutes

Action Step 2 **5**

Utilize the District Writing pacing guides to plan for, deliver and monitor the implementation of text-based academic writing in grades K-5 inclusive of technology and enhanced resources (i.e.. i-Ready, Reading Wonders Writer's Workspace, et..).

Person Responsible

Zuyin Companioni

Schedule

Quarterly, from 9/23/2014 to 11/21/2014

Evidence of Completion

Collaborative sign-in sheets, lesson plans, writing notebooks, student work folders, student artifacts

Action Step 3 5

Disaggregate and analyze student assessment data both formal and informal (Bi-weekly writing prompts and District Writing Pre-Test) to drive planning and instruction.

Person Responsible

Anailene Marban

Schedule

Semiannually, from 9/22/2014 to 10/15/2014

Evidence of Completion

Student assessment reports, data binder, student data chat sheets

Action Step 4 5

Utilize the coaching cycle to develop and plan lessons that incorporate the three lanes of writing; writing process, genre writing, and analytical writing.

Person Responsible

Anailene Marban

Schedule

Weekly, from 9/22/2014 to 10/21/2014

Evidence of Completion

Coach's calendar, Coach's log, lesson plans, writing notebooks, student work folders and student artifacts

Action Step 5 5

Conduct weekly walkthroughs to monitor the implementation of standards based reading instruction.

Person Responsible

Dina Westberg

Schedule

Weekly, from 9/22/2014 to 11/14/2014

Evidence of Completion

Walkthrough check list

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings.

Person Responsible

Zuyin Companioni

Schedule

On 11/21/2014

Evidence of Completion

Faculty meeting agendas, grade level minutes, EESAC meeting agenda/minutes, coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analysis of formative student assessment data, teacher observations, lesson plans, student work folders, and coaching logs will be used to monitor the effectiveness of action plan implementation.

Person Responsible

Anailene Marban


Schedule

On 11/21/2014

Evidence of Completion

Interim assessment data, reports, Year-at-a-Glance Reports, OSI data

G1.B5 MATHEMATICS Limited proficiency in performance tasks type of items, requiring students to explain and justify reasoning **2**

 B121629

G1.B5.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections. **4**

 S133644

Strategy Rationale

After first instructional review, this area was identified as an area of focus. Students need to increase their ability to explain how they derived an answer in writing.

Action Step 1 **5**

Provide job-embedded professional development during collaborative grade level common planning time on Accountable Talk and Higher Order Thinking Questioning Strategies to further student understanding of concepts learned by challenging their own assumptions or opinions, providing evidence for their assertions, or clarifying their or other's positions.

Person Responsible

Lisellotte Sheikh

Schedule

On 10/2/2014

Evidence of Completion

Agenda (including minutes), sign-insheets, lesson plans, task cards, handouts (e.g., "Supporting Mathematical Practices through Questioning" on TE PG27), CER protocol

Action Step 2 **5**

Provide job-embedded professional development during collaborative grade level common planning time on Accountable Talk and Higher Order Thinking Questioning Strategies to further student understanding of concepts learned by challenging their own assumptions or opinions, providing evidence for their assertions, or clarifying their or other's positions.

Person Responsible

Lisellotte Sheikh

Schedule

On 10/2/2014

Evidence of Completion

Agenda (including minutes), sign-in sheets, lesson plans, task cards, handouts (e.g., "Supporting Mathematical Practices through Questioning" on TE PG27), CER protocol

Action Step 3 5

Conduct classroom walkthroughs and support selected teachers on a weekly basis during quarter 1 using the coaching cycle to model Accountable Talk and Higher Order Thinking Questioning Strategies (HOTS).

Person Responsible

Zuyin Companioni

Schedule

On 10/28/2014

Evidence of Completion

GoMath TE, lesson plan documents, CER protocol, coaches conference sheet and logs, student work and interaction (e.g., journal prompt, opportunities for student self-reflection and corrections)

Action Step 4 5

Implement the CER (Claims, Evidence, Reasoning) framework for problem-solving in Math in order to encourage more rigorous problem-solving skills and teach students how to craft mathematical arguments; this is an extension of Accountable Talk and HOTS.

Person Responsible

Schedule

On 11/26/2014

Evidence of Completion

Walkthroughs and observations, student folders and interactive math journals, teacher lesson plans, student work

Action Step 5 5

Provide job-embedded professional development during collaborative grade level common planning time to unpack the math standards utilizing the Mathematics Florida Standards (MAFS) and the Item Specifications (for grades 3-5), to include use of the mathematics problem solving process, assessment for student learning and inclusion of technology enhanced resources (e.g., I-Ready, Reflex, Think Central Intervention Resources) for reinforcement of concepts learned and enrichment.

Person Responsible

Lisellotte Sheikh

Schedule

On 10/15/2014

Evidence of Completion

Lesson plans, Go Math TE, Item Specifications Gr. 3-5, Coach's conference sheets, classroom/student data- DI grouping forms, activities from technology resources

Action Step 6 5

Instructional coach will provide teachers in grades 2-5 with CER Bellringers to support content spiral review and retention of concepts learned.

Person Responsible

Lisellotte Sheikh

Schedule

On 11/26/2014

Evidence of Completion

Walkthroughs and observations, student folders and interactive math journals, teacher lesson plans, student work (e.g., folders, math journals)

Action Step 7 5

Support teachers in disaggregating data from chapter and benchmark assessments to the current District Fall Interim Assessment, and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

Person Responsible

Zuyin Companioni

Schedule

On 11/21/2014

Evidence of Completion

Data reports from Fall Interim Assessment and Implementation of FCIM; Data debriefing agendas, sign-in sheets, Instructional action plans to include primary/secondary standards for teacher-led center

Action Step 8 5

Attend Mathematics ICAD for Coaches

Person Responsible

Lisellotte Sheikh

Schedule

Monthly, from 9/22/2014 to 9/29/2014

Evidence of Completion

CPL registration; Follow-up/reflection

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings.

Person Responsible

Zuyin Companioni

Schedule

On 11/21/2014

Evidence of Completion

Faculty meeting agendas, grade level minutes, EESAC meeting agenda/minutes, coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Analysis of formative student assessment data, teacher observations, lesson plans, student work folders, and coaching logs will be used to monitor the effectiveness of action plan implementation.

Person Responsible

Zuyin Companioni

Schedule

On 11/21/2014

Evidence of Completion

Interim assessment data, reports, Year-at-a-Glance Reports, OSI data

G1.B9 SCIENCE Limited evidence of hands-on activities/investigations using higher order thinking to connect content to real life, across K-4 2

 B121633

G1.B9.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

 S133676

Strategy Rationale

After first instructional review, this area was identified as an area of focus. It is important for science teachers to plan collaboratively to ensure mastery of the objectives being taught.

Action Step 1 5

Provide professional development on effective collaborative planning for the 5 E's model using Pacing Guides, instructional resources, hands-on activities, higher order questioning and interactive science journals to K-5 science teachers.

Person Responsible

Dina Westberg

Schedule

On 10/20/2014

Evidence of Completion

Sign in sheet, agenda

Action Step 2 5

Plan collaboratively to effectively implement a routine of inquiry-based, hands-on activities that include technology that make real-world connections and allow students to develop higher order thinking using the Pacing Guide and other District resources on a weekly basis.

Person Responsible

Dina Westberg

Schedule

On 10/27/2014

Evidence of Completion

Sign in sheet, agenda

Action Step 3 5

Utilize District developed science resources (see supplemental page in Pacing Guide and instructional resources on science website: science.dadeschools.net) that include technology to support the NGSSS.

Person Responsible

Dina Westberg

Schedule

On 10/30/2014

Evidence of Completion

Lesson plans, instructional activities that include technology, student journals, student work

Action Step 4 5

Implement the CER (Claims, Evidence, Reasoning) framework to support scientific inquiry in order to encourage more rigorous thinking and teach students how to craft scientific arguments.

Person Responsible

Schedule

On 11/17/2014

Evidence of Completion

Lesson plans, instructional activities that include technology, student journals, student work

Action Step 5 5

Attend content and pacing professional development for K – 4 teachers on the Professional Development Work Day, Nov. 4, 2014 and share best practices with grade level teachers.

Person Responsible

Schedule

On 11/17/2014

Evidence of Completion

PD Registration Form, follow up assignment

Action Step 6 5

Disaggregate and analyze student assessment data both formal and informal (observations, probes, teacher-made, Interim, Quarterly Science Benchmark Assessments, etc.) to drive planning and instruction.

Person Responsible

Dina Westberg

Schedule

On 10/23/2014

Evidence of Completion

Student assessments, data binder, student data chat sheets

Action Step 7 5

Conduct weekly routine walkthroughs to monitor and ensure implementation of effective science instruction using the 5 E's /Gradual Release Model aligned to Pacing Guides and NGSSS (hands-on inquiry, instructional technology, use of interactive journal with corrective feedback, etc.).

Person Responsible

Dina Westberg

Schedule

On 9/29/2014

Evidence of Completion

Walkthrough notes

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings.

Person Responsible

Zuyin Companioni

Schedule

On 11/21/2014

Evidence of Completion

Faculty meeting agendas, grade level minutes, EESAC meeting agenda/minutes, coaching logs

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings.

Person Responsible

Zuyin Companioni

Schedule

On 11/21/2014

Evidence of Completion

Faculty meeting agendas, grade level minutes, EESAC meeting agenda/minutes, coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

The data that will be collected and monitored to determine progress toward meeting goal will include formative progress monitoring data from interim assessments and school progress monitoring data from the Office of School Improvement.

Person Responsible

Zuyin Companioni

Schedule

On 11/21/2014

Evidence of Completion

District Interim Assessments

G2. EARLY WARNING SYSTEM - We will use the Early Warning System to identify at-risk students and provide support and intervention to increase academic achievement. 1

 G043673

G2.B1 During the 2013-2014 school year, there were 68 FCAT Level 1 students in Reading and 60 FCAT Level 1 students in Mathematics. 2

 B125787

G2.B1.S1 Incorporate student incentive programs to support increased effort and student achievement. 4

 S138094

Strategy Rationale

It is important to encourage students, in a positive manner, to motivate them to achieve their academic goals.

Action Step 1 5

Hold quarterly honor roll assemblies to recognize students who make the Principal's, Alpha, and Beta Honor Roll.

Person Responsible

Zuyin Companioni

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

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

Rosters and parent notifications of students receiving awards each grading period will be maintained.

Person Responsible

Zuyin Companioni

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Quarterly honor roll rosters

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

Honor roll records will be monitored in order to identify student participation in honor roll.

Person Responsible

Zuyin Companioni


Schedule

Annually, from 8/25/2014 to 6/5/2015

Evidence of Completion

Honor Roll spreadsheets

G2.B4 During the 2013-2014 school year, there were 64 students who were absent 18 or more days. 2

 B126174

G2.B4.S1 Provide student incentive and recognition programs to promote student attendance. 4

 S138099

Strategy Rationale

It is important to encourage students to be in school in order to receive academic instruction.

Action Step 1 5

Recognize students with perfect attendance each grading period during quarterly honor roll assemblies.

Person Responsible

Zuyin Companioni

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Action Step 2 5

Hold an end of year celebration for those students who have maintained perfect attendance.

Person Responsible

Zuyin Companioni

Schedule

On 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Attendance records will be monitored each grading period to identify students with perfect attendance.

Person Responsible

Zuyin Companioni

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Attendance Records, Honor Roll Lists

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Quarterly attendance records will be reviewed to note fluctuations in student attendance by grade level.

Person Responsible

Zuyin Companioni


Schedule

Quarterly, from 8/25/2014 to 6/5/2015


Evidence of Completion

Attendance Records, Honor Roll Lists

G2.B5 During the 2013-2014 school year there were 3 suspensions. 2

 B126175

G2.B5.S1 Implement a student of the month program to encourage positive student behavior. 4

 S138101

Strategy Rationale

It is important to provide positive reinforcement for students who demonstrate positive behaviors.

Action Step 1 5

Encourage teachers and staff to nominate a student each month.

Person Responsible

Dina Westberg

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Documentation of students participation in the program will be maintained.

Person Responsible

Anailene Marban

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student of the month award rosters

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Documentation of students participation in the program will be maintained.

Person Responsible

Anailene Marban

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student of the month award rosters

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Documentation of students participation in the program will be maintained.

Person Responsible

Anailene Marban


Schedule

Monthly, from 8/25/2014 to 6/5/2015


Evidence of Completion

Student of the month participation rosters


G3. STEM/CTE - We will prepare students to be college and career ready through STEM initiatives and programs. 1

 G043677

G3.B3 Limited evidence of hands-on activities/investigations using higher order thinking to connect content to real life, across K-4. 2

 B121724

G3.B3.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

 S133678

Strategy Rationale

After first instructional review, this area was identified as an area of focus. Teachers need to collaboratively plan in order to provide students with effective instruction.

Action Step 1 5

Provide professional development on effective collaborative planning for the 5 E's model using Pacing Guides, instructional resources, hands-on activities, higher order questioning and interactive science journals to K-5 science teachers.

Person Responsible

Dina Westberg

Schedule

On 10/20/2014

Evidence of Completion

Sign in sheet, agenda

Action Step 2 5

Plan collaboratively to effectively implement a routine of inquiry-based, hands-on activities that include technology that make real-world connections and allow students to develop higher order thinking using the Pacing Guide and other District resources on a weekly basis.

Person Responsible

Dina Westberg

Schedule

On 10/27/2014

Evidence of Completion

Lesson plans, instructional activities that include technology, student journals, student work

Action Step 3 5

Utilize District developed science resources (see supplemental page in Pacing Guide and instructional resources on science website: science.dadeschools.net) that include technology to support the NGSSS.

Person Responsible

Schedule

On 10/30/2014

Evidence of Completion

Lesson plans, instructional activities that include technology, student journals, student work

Action Step 4 5

Implement the CER (Claims, Evidence, Reasoning) framework to support scientific inquiry in order to encourage more rigorous thinking and teach students how to craft scientific arguments.

Person Responsible

Schedule

On 11/17/2014

Evidence of Completion

Lesson plans, instructional activities that include technology, student journals, student work

Action Step 5 5

Attend content and pacing professional development for K – 4 teachers on the Professional Development Work Day, Nov. 4, 2014 and share best practices with grade level teachers.

Person Responsible

Zuyin Companioni

Schedule

On 11/17/2014

Evidence of Completion

PD Registration Form, follow up assignment

Action Step 6 5

Disaggregate and analyze student assessment data both formal and informal (observations, probes, teacher-made, Interim, Quarterly Science Benchmark Assessments, etc.) to drive planning and instruction.

Person Responsible

Schedule

On 10/23/2014

Evidence of Completion

Student assessments, data binder, student data chat sheets

Action Step 7 5

Conduct weekly routine walkthroughs to monitor and ensure implementation of effective science instruction using the 5 E's /Gradual Release Model aligned to Pacing Guides and NGSSS (hands-on inquiry, instructional technology, use of interactive journal with corrective feedback, etc.).

Person Responsible

Schedule

On 9/29/2014

Evidence of Completion

Walkthrough notes

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

The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings.

Person Responsible

Zuyin Companioni

Schedule

On 11/21/2014

Evidence of Completion

Faculty meeting agendas, grade level minutes, EESAC meeting agenda/minutes, coaching logs

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

The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings.

Person Responsible

Zuyin Companioni

Schedule

On 11/21/2014

Evidence of Completion

Faculty meeting agendas, grade level minutes, EESAC meeting agenda/minutes, coaching logs

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

Analysis of formative student assessment data, teacher observations, lesson plans, student work folders, and coaching logs will be used to monitor the effectiveness of action plan implementation.

Person Responsible

Zuyin Companioni

Schedule

On 11/21/2014

Evidence of Completion

Interim assessment data, reports, Year-at-a-Glance Reports, OSI data

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

Analysis of formative student assessment data, teacher observations, lesson plans, student work folders, and coaching logs will be used to monitor the effectiveness of action plan implementation.

Person Responsible

Zuyin Companioni

Schedule

On 11/21/2014


Evidence of Completion

Interim assessment data, reports, Year-at-a-Glance Reports, OSI data

G4. PARENTAL INVOLVEMENT - See Title I PIP 1

 G043678

G4.B1 In monitoring the Early Warning System, 12% of students missed 10 or more percent of instructional time and 1% of students were suspended during the 2013 - 2014 school year. It is imperative that students are present to receive instruction and gain proficiency in all subject areas. 2

 B107090

G4.B1.S1 Implement a reward system to recognize students for perfect attendance and good behavior.

4

 S118450

Strategy Rationale

Action Step 1 5

Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern.

Person Responsible

Schedule

Evidence of Completion

MTSS/Rtl Records, Parent Conference Documents, Student Code of Conduct, School Policies and Procedures Manual

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

Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern.

Person Responsible

Schedule

Evidence of Completion

MTSS/Rtl Records, Parent Conference Documents, Student Code of Conduct, School Policies and Procedures Manual

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

Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern.


Person Responsible

Schedule

Evidence of Completion

MTSS/Rtl Records, Parent Conference Documents, Student Code of Conduct, School Policies and Procedures Manual

G4.B1.S2 Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team. 4

 S118451

Strategy Rationale

Action Step 1 5

The MTSS/RTI team will meet to identify and address concerns regarding student attendance.

Person Responsible

Dina Westberg

Schedule

Semiannually, from 8/25/2014 to 6/5/2015

Evidence of Completion

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

The administration will keep a log of upcoming MTSS/Rtl meetings and will be briefed as needed regarding actions that are needed in order to address concerns.

Person Responsible

Zuyin Companioni

Schedule

Semiannually, from 8/25/2014 to 6/5/2015

Evidence of Completion

Meeting logs, student records, attendance records

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

The MTSS/RTI team will collectively work to address the barriers hindering student attendance.

Person Responsible

Zuyin Companioni


Schedule

Semiannually, from 8/25/2014 to 6/15/2015

Evidence of Completion

Meeting logs, student records, attendance records

G4.B1.S3 Peer mediation teams will be developed as a means of assisting with conflict resolution. 4

 S118452

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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 | Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern. | | MTSS/RtI Records, Parent Conference Documents, Student Code of Conduct, School Policies and Procedures Manual | once | |
| G4.B1.S2.A1 | The MTSS/RTI team will meet to identify and address concerns regarding student attendance. | Westberg, Dina | 8/25/2014 | | 6/5/2015 semiannually |
| G4.B1.S3.A1 | [no content entered] | | | once | |
| G1.B3.S1.A1 | Provide professional development to teachers in grades 3-5 on the use of the writing rubric. | Marban, Anailene | 9/22/2014 | Professional development logs, Agenda, sign-in sheets, Grade level minutes | 10/8/2014 one-time |
| G1.B1.S1.A1 | Conduct in-depth weekly collaborative planning sessions for teachers in grades K-5 using the Language Arts Florida Standards, ELA/ELL Pacing Guides, and the Item Specifications for grades 3-5. | Marban, Anailene | 9/22/2014 | Collaborative sign-in sheets, Lesson plans, Reading response reading journals, Student work folders, Student artifacts | 10/20/2014 one-time |
| G1.B5.S1.A1 | Provide job-embedded professional development during collaborative grade level common planning time on Accountable Talk and Higher Order Thinking Questioning Strategies to further student understanding of concepts learned by challenging their own assumptions or opinions, providing evidence for their assertions, or clarifying their or other's positions. | Sheikh, Lisellotte | 9/22/2014 | Agenda (including minutes), sign-insheets, lesson plans, task cards, handouts (e.g., "Supporting Mathematical Practices through Questioning" on TE PG27), CER protocol | 10/2/2014 one-time |
| G1.B9.S1.A1 | Provide professional development on effective collaborative planning for the 5 E's model using Pacing Guides, instructional resources, hands-on activities, higher order questioning and interactive science journals to K-5 science teachers. | Westberg, Dina | 9/22/2014 | Sign in sheet, agenda | 10/20/2014 one-time |
| G3.B3.S1.A1 | Provide professional development on effective collaborative planning for the | Westberg, Dina | 9/22/2014 | Sign in sheet, agenda | 10/20/2014 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|--|---------------------|-------------------------------|---|-------------------------|
| | 5 E's model using Pacing Guides, instructional resources, hands-on activities, higher order questioning and interactive science journals to K-5 science teachers. | | | | |
| G2.B1.S1.A1 | Hold quarterly honor roll assemblies to recognize students who make the Principal's, Alpha, and Beta Honor Roll. | Companiononi, Zuyin | 8/25/2014 | | 6/5/2015 quarterly |
| G2.B4.S1.A1 | Recognize students with perfect attendance each grading period during quarterly honor roll assemblies. | Companiononi, Zuyin | 8/25/2014 | | 6/5/2015 quarterly |
| G2.B5.S1.A1 | Encourage teachers and staff to nominate a student each month. | Westberg, Dina | 8/25/2014 | | 6/5/2015 monthly |
| G1.B3.S1.A2 | Utilize the District Writing pacing guides to plan for, deliver and monitor the implementation of text-based academic writing in grades K-5 inclusive of technology and enhanced resources (i.e.. i-Ready, Reading Wonders Writer's Workspace, et..). | Companiononi, Zuyin | 9/23/2014 | Collaborative sign-in sheets, lesson plans, writing notebooks, student work folders, student artifacts | 11/21/2014 quarterly |
| G1.B1.S1.A2 | Provide job embedded professional development to plan for and deliver data driven differentiated instruction to guide small groups, focusing on the alignment of resources to follow-up activities. | Marban, Anailene | 9/22/2014 | Professional development logs, Agenda, sign-in sheets, Grade level minutes | 10/22/2014 one-time |
| G1.B5.S1.A2 | Provide job-embedded professional development during collaborative grade level common planning time on Accountable Talk and Higher Order Thinking Questioning Strategies to further student understanding of concepts learned by challenging their own assumptions or opinions, providing evidence for their assertions, or clarifying their or other's positions. | Sheikh, Lisellotte | 9/22/2014 | Agenda (including minutes), sign-in sheets, lesson plans, task cards, handouts (e.g., "Supporting Mathematical Practices through Questioning" on TE PG27), CER protocol | 10/2/2014 one-time |
| G1.B9.S1.A2 | Plan collaboratively to effectively implement a routine of inquiry-based, hands-on activities that include technology that make real-world connections and allow students to develop higher order thinking using the Pacing Guide and other District resources on a weekly basis. | Westberg, Dina | 9/22/2014 | Sign in sheet, agenda | 10/27/2014 one-time |
| G3.B3.S1.A2 | Plan collaboratively to effectively implement a routine of inquiry-based, hands-on activities that include technology that make real-world connections and allow students to develop higher order thinking using the Pacing Guide and other District resources on a weekly basis. | Westberg, Dina | 9/22/2014 | Lesson plans, instructional activities that include technology, student journals, student work | 10/27/2014 one-time |
| G2.B4.S1.A2 | Hold an end of year celebration for those students who have maintained perfect attendance. | Companiononi, Zuyin | 8/25/2014 | | 6/5/2015 one-time |
| G1.B3.S1.A3 | Disaggregate and analyze student assessment data both formal and informal (Bi-weekly writing prompts and District Writing Pre-Test) to drive planning and instruction. | Marban, Anailene | 9/22/2014 | Student assessment reports, data binder, student data chat sheets | 10/15/2014 semiannually |
| G1.B1.S1.A3 | Disaggregate and analyze student data both formal and informal (weekly or biweekly assessments, OPMs, | Marban, Anailene | 9/22/2014 | Student assessment reports, data binder, student data chat sheets | 10/22/2014 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|---|--------------------|-------------------------------|---|---------------------|
| | Interims, Unit Assessments, etc.) to drive planning and instruction. | | | | |
| G1.B5.S1.A3 | Conduct classroom walkthroughs and support selected teachers on a weekly basis during quarter 1 using the coaching cycle to model Accountable Talk and Higher Order Thinking Questioning Strategies (HOTS). | Companioni, Zuyin | 9/22/2014 | GoMath TE, lesson plan documents, CER protocol, coaches conference sheet and logs, student work and interaction (e.g., journal prompt, opportunities for student self-reflection and corrections) | 10/28/2014 one-time |
| G1.B9.S1.A3 | Utilize District developed science resources (see supplemental page in Pacing Guide and instructional resources on science website: science.dadeschools.net) that include technology to support the NGSSS. | Westberg, Dina | 9/22/2014 | Lesson plans, instructional activities that include technology, student journals, student work | 10/30/2014 one-time |
| G3.B3.S1.A3 | Utilize District developed science resources (see supplemental page in Pacing Guide and instructional resources on science website: science.dadeschools.net) that include technology to support the NGSSS. | | 9/22/2014 | Lesson plans, instructional activities that include technology, student journals, student work | 10/30/2014 one-time |
| G1.B3.S1.A4 | Utilize the coaching cycle to develop and plan lessons that incorporate the three lanes of writing; writing process, genre writing, and analytical writing. | Marban, Anailene | 9/22/2014 | Coach's calendar, Coach's log, lesson plans, writing notebooks, student work folders and student artifacts | 10/21/2014 weekly |
| G1.B1.S1.A4 | Utilize the coaching cycle to support the development of rigorous, meaningful, and engaging activities during weekly collaborative planning sessions in order to enhance the implementation and alignment of resources within the McGraw-Hill Reading Program, Go Digital Resources, i-Ready, Waterford, Imagine Learning, etc.) with a focus in 5th grade. | | 9/22/2014 | Coach's calendar, Coach's log, lesson plans, student response reading journals, student work folders and student artifacts | 11/5/2014 one-time |
| G1.B5.S1.A4 | Implement the CER (Claims, Evidence, Reasoning) framework for problem-solving in Math in order to encourage more rigorous problem-solving skills and teach students how to craft mathematical arguments; this is an extension of Accountable Talk and HOTS. | | 9/22/2014 | Walkthroughs and observations, student folders and interactive math journals, teacher lesson plans, student work | 11/26/2014 one-time |
| G1.B9.S1.A4 | Implement the CER (Claims, Evidence, Reasoning) framework to support scientific inquiry in order to encourage more rigorous thinking and teach students how to craft scientific arguments. | | 9/22/2014 | Lesson plans, instructional activities that include technology, student journals, student work | 11/17/2014 one-time |
| G3.B3.S1.A4 | Implement the CER (Claims, Evidence, Reasoning) framework to support scientific inquiry in order to encourage more rigorous thinking and teach students how to craft scientific arguments. | | 9/22/2014 | Lesson plans, instructional activities that include technology, student journals, student work | 11/17/2014 one-time |
| G1.B3.S1.A5 | Conduct weekly walkthroughs to monitor the implementation of standards based reading instruction. | Westberg, Dina | 9/22/2014 | Walkthrough check list | 11/14/2014 weekly |
| G1.B5.S1.A5 | Provide job-embedded professional development during collaborative grade level common planning time to unpack the math standards utilizing the Mathematics Florida Standards | Sheikh, Lisellotte | 9/22/2014 | Lesson plans, Go Math TE, Item Specifications Gr. 3-5, Coach's conference sheets, classroom/student data- DI grouping forms, activities from technology resources | 10/15/2014 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|--|---------------------|-------------------------------|---|---------------------|
| | (MAFS) and the Item Specifications (for grades 3-5), to include use of the mathematics problem solving process, assessment for student learning and inclusion of technology enhanced resources (e.g., I-Ready, Reflex, Think Central Intervention Resources) for reinforcement of concepts learned and enrichment. | | | | |
| G1.B9.S1.A5 | Attend content and pacing professional development for K – 4 teachers on the Professional Development Work Day, Nov. 4, 2014 and share best practices with grade level teachers. | | 9/22/2014 | PD Registration Form, follow up assignment | 11/17/2014 one-time |
| G3.B3.S1.A5 | Attend content and pacing professional development for K – 4 teachers on the Professional Development Work Day, Nov. 4, 2014 and share best practices with grade level teachers. | Companiononi, Zuyin | 9/22/2014 | PD Registration Form, follow up assignment | 11/17/2014 one-time |
| G1.B5.S1.A6 | Instructional coach will provide teachers in grades 2-5 with CER Bellringers to support content spiral review and retention of concepts learned. | Sheikh, Lisellotte | 9/22/2014 | Walkthroughs and observations, student folders and interactive math journals, teacher lesson plans, student work (e.g., folders, math journals) | 11/26/2014 one-time |
| G1.B9.S1.A6 | Disaggregate and analyze student assessment data both formal and informal (observations, probes, teacher-made, Interim, Quarterly Science Benchmark Assessments, etc.) to drive planning and instruction. | Westberg, Dina | 9/22/2014 | Student assessments, data binder, student data chat sheets | 10/23/2014 one-time |
| G3.B3.S1.A6 | Disaggregate and analyze student assessment data both formal and informal (observations, probes, teacher-made, Interim, Quarterly Science Benchmark Assessments, etc.) to drive planning and instruction. | | 9/22/2014 | Student assessments, data binder, student data chat sheets | 10/23/2014 one-time |
| G1.B5.S1.A7 | Support teachers in disaggregating data from chapter and benchmark assessments to the current District Fall Interim Assessment, and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression. | Companiononi, Zuyin | 9/22/2014 | Data reports from Fall Interim Assessment and Implementation of FCIM; Data debriefing agendas, sign-in sheets, Instructional action plans to include primary/secondary standards for teacher-led center | 11/21/2014 one-time |
| G1.B9.S1.A7 | Conduct weekly routine walkthroughs to monitor and ensure implementation of effective science instruction using the 5 E's /Gradual Release Model aligned to Pacing Guides and NGSSS (hands-on inquiry, instructional technology, use of interactive journal with corrective feedback, etc.). | Westberg, Dina | 9/22/2014 | Walkthrough notes | 9/29/2014 one-time |
| G3.B3.S1.A7 | Conduct weekly routine walkthroughs to monitor and ensure implementation of effective science instruction using the 5 E's /Gradual Release Model aligned to Pacing Guides and NGSSS (hands-on inquiry, instructional technology, use of interactive journal with corrective feedback, etc.). | | 9/22/2014 | Walkthrough notes | 9/29/2014 one-time |
| G1.B5.S1.A8 | Attend Mathematics ICAD for Coaches | Sheikh, Lisellotte | 9/22/2014 | CPL registration; Follow-up/reflection | 9/29/2014 monthly |
| G1.MA1 | The data that will be collected and monitored to determine progress | Companiononi, Zuyin | 9/22/2014 | District Interim Assessments | 11/21/2014 one-time |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|---------------------|-------------------------------|--|---------------------|
| | toward meeting goal will include formative progress monitoring data from interim assessments and school progress monitoring data from the Office of School Improvement. | | | | |
| G1.B3.S1.MA1 | Analysis of formative student assessment data, teacher observations, lesson plans, student work folders, and coaching logs will be used to monitor the effectiveness of action plan implementation. | Marban, Anailene | 9/22/2014 | Interim assessment data, reports, Year-at-a-Glance Reports, OSI data | 11/21/2014 one-time |
| G1.B3.S1.MA1 | The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings. | Companiononi, Zuyin | 9/22/2014 | Faculty meeting agendas, grade level minutes, EESAC meeting agenda/ minutes, coaching logs | 11/21/2014 one-time |
| G1.B1.S1.MA1 | Analysis of formative student assessment data, teacher observations, lesson plans, student work folders, and coaching logs will be used to monitor the effectiveness of action plan implementation. | Companiononi, Zuyin | 9/22/2014 | Interim assessment data, reports, Year-at-a-Glance Reports, OSI data | 11/21/2014 one-time |
| G1.B1.S1.MA1 | The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings. | Companiononi, Zuyin | 9/22/2014 | Faculty meeting agendas, grade level minutes, EESAC meeting agenda/ minutes, coaching logs | 11/21/2014 one-time |
| G1.B5.S1.MA1 | Analysis of formative student assessment data, teacher observations, lesson plans, student work folders, and coaching logs will be used to monitor the effectiveness of action plan implementation. | Companiononi, Zuyin | 9/22/2014 | Interim assessment data, reports, Year-at-a-Glance Reports, OSI data | 11/21/2014 one-time |
| G1.B5.S1.MA1 | The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings. | Companiononi, Zuyin | 9/22/2014 | Faculty meeting agendas, grade level minutes, EESAC meeting agenda/ minutes, coaching logs | 11/21/2014 one-time |
| G1.B9.S1.MA1 | The data that will be collected and monitored to determine progress toward meeting goal will include formative progress monitoring data from interim assessments and school progress monitoring data from the Office of School Improvement. | Companiononi, Zuyin | 9/22/2014 | District Interim Assessments | 11/21/2014 one-time |
| G1.B9.S1.MA1 | The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings. | Companiononi, Zuyin | 9/22/2014 | Faculty meeting agendas, grade level minutes, EESAC meeting agenda/ minutes, coaching logs | 11/21/2014 one-time |

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Silver Bluff Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|---------------------|--|--|---------------------|
| G1.B9.S1.MA1 | The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings. | Companiononi, Zuyin | 9/22/2014 | Faculty meeting agendas, grade level minutes, EESAC meeting agenda/ minutes, coaching logs | 11/21/2014 one-time |
| G2.MA1 | Following each grading period, student of the month records will be reviewed. | Marban, Anailene | 8/25/2014 | Student of the month records, student report cards | 6/5/2015 quarterly |
| G2.B1.S1.MA1 | Honor roll records will be monitored in order to identify student participation in honor roll. | Companiononi, Zuyin | 8/25/2014 | Honor Roll spreadsheets | 6/5/2015 annually |
| G2.B1.S1.MA1 | Rosters and parent notifications of students receiving awards each grading period will be maintained. | Companiononi, Zuyin | 8/25/2014 | Quarterly honor roll rosters | 6/5/2015 quarterly |
| G2.B4.S1.MA1 | Quarterly attendance records will be reviewed to note fluctuations in student attendance by grade level. | Companiononi, Zuyin | 8/25/2014 | Attendance Records, Honor Roll Lists | 6/5/2015 quarterly |
| G2.B4.S1.MA1 | Attendance records will be monitored each grading period to identify students with perfect attendance. | Companiononi, Zuyin | 8/25/2014 | Attendance Records, Honor Roll Lists | 6/5/2015 quarterly |
| G2.B5.S1.MA1 | Documentation of students participation in the program will be maintained. | Marban, Anailene | 8/25/2014 | Student of the month participation rosters | 6/5/2015 monthly |
| G2.B5.S1.MA1 | Documentation of students participation in the program will be maintained. | Marban, Anailene | 8/25/2014 | Student of the month award rosters | 6/5/2015 monthly |
| G2.B5.S1.MA1 | Documentation of students participation in the program will be maintained. | Marban, Anailene | 8/25/2014 | Student of the month award rosters | 6/5/2015 monthly |
| G3.MA1 | Participation Logs, Student Projects | | Formative Assessments: District Interim Assessments, Benchmark Assessments Summative Assessments: Results of the 2014 FCAT 2.0 Science | one-time | |
| G3.B3.S1.MA1 | Analysis of formative student assessment data, teacher observations, lesson plans, student work folders, and coaching logs will be used to monitor the effectiveness of action plan implementation. | Companiononi, Zuyin | 9/22/2014 | Interim assessment data, reports, Year-at-a-Glance Reports, OSI data | 11/21/2014 one-time |
| G3.B3.S1.MA1 | Analysis of formative student assessment data, teacher observations, lesson plans, student work folders, and coaching logs will be used to monitor the effectiveness of action plan implementation. | Companiononi, Zuyin | 9/22/2014 | Interim assessment data, reports, Year-at-a-Glance Reports, OSI data | 11/21/2014 one-time |
| G3.B3.S1.MA1 | The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings. | Companiononi, Zuyin | 9/22/2014 | Faculty meeting agendas, grade level minutes, EESAC meeting agenda/ minutes, coaching logs | 11/21/2014 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|---------------------|---|---|------------------------|
| G3.B3.S1.MA1 | The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and monthly EESAC meetings. Instructional coaches will provide the administration with status updates of implementation during weekly leadership team meetings. | Companiononi, Zuyin | 9/22/2014 | Faculty meeting agendas, grade level minutes, EESAC meeting agenda/ minutes, coaching logs | 11/21/2014 one-time |
| G4.MA1 | Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern. | Companiononi, Zuyin | 8/25/2014 | MTSS/RtI Records, Parent Conference Documents, Student Code of Conduct, School Policies and Procedures Manual | 6/15/2015 semiannually |
| G4.B1.S1.MA1 | Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern. | | MTSS/RtI Records, Parent Conference Documents, Student Code of Conduct, School Policies and Procedures Manual | once | |
| G4.B1.S1.MA1 | Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern. | | MTSS/RtI Records, Parent Conference Documents, Student Code of Conduct, School Policies and Procedures Manual | once | |
| G4.B1.S2.MA1 | The MTSS/RTI team will collectively work to address the barriers hindering student attendance. | Companiononi, Zuyin | 8/25/2014 | Meeting logs, student records, attendance records | 6/15/2015 semiannually |
| G4.B1.S2.MA1 | The administration will keep a log of upcoming MTSS/RtI meetings and will be briefed as needed regarding actions that are needed in order to address concerns. | Companiononi, Zuyin | 8/25/2014 | Meeting logs, student records, attendance records | 6/5/2015 semiannually |
| G4.B1.S3.MA1 | [no content entered] | | | once | |
| G4.B1.S3.MA1 | [no content entered] | | | once | |

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. CORE INSTRUCTION - We will increase student achievement by improving core instruction across all content areas.

G1.B1 READING Limited evidence of in-depth planning aligned to Florida Language Arts Standards across all grade levels K-5

G1.B1.S1 Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

PD Opportunity 1

Provide job embedded professional development to plan for and deliver data driven differentiated instruction to guide small groups, focusing on the alignment of resources to follow-up activities.

Facilitator

Anailene Marban, Dawn Pearce

Participants

Grade 3-5 Reading Teachers

Schedule

On 10/22/2014

G1.B3 READING Limited evidence of academic writing instruction across all grade levels K-5

G1.B3.S1 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Provide professional development to teachers in grades 3-5 on the use of the writing rubric.

Facilitator

Anailene Marban, Dawn Pearce

Participants

Grade 3-5 Writing Teachers

Schedule

On 10/8/2014

G1.B5 MATHEMATICS Limited proficiency in performance tasks type of items, requiring students to explain and justify reasoning

G1.B5.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections.

PD Opportunity 1

Provide job-embedded professional development during collaborative grade level common planning time on Accountable Talk and Higher Order Thinking Questioning Strategies to further student understanding of concepts learned by challenging their own assumptions or opinions, providing evidence for their assertions, or clarifying their or other's positions.

Facilitator

Liselotte Sheikh, Maria Campitelli

Participants

Grade 3-5 Mathematics Teachers

Schedule

On 10/2/2014

PD Opportunity 2

Provide job-embedded professional development during collaborative grade level common planning time on Accountable Talk and Higher Order Thinking Questioning Strategies to further student understanding of concepts learned by challenging their own assumptions or opinions, providing evidence for their assertions, or clarifying their or other's positions.

Facilitator

Liselotte Sheikh, Maria Campitelli

Participants

Grade 3-5 Mathematics Teachers

Schedule

On 10/2/2014

PD Opportunity 3

Provide job-embedded professional development during collaborative grade level common planning time to unpack the math standards utilizing the Mathematics Florida Standards (MAFS) and the Item Specifications (for grades 3-5), to include use of the mathematics problem solving process, assessment for student learning and inclusion of technology enhanced resources (e.g., I-Ready, Reflex, Think Central Intervention Resources) for reinforcement of concepts learned and enrichment.

Facilitator

Liselotte Sheikh, Maria Campitelli

Participants

Grade 3-5 Mathematics Teachers

Schedule

On 10/15/2014

G1.B9 SCIENCE Limited evidence of hands-on activities/investigations using higher order thinking to connect content to real life, across K-4

G1.B9.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

Provide professional development on effective collaborative planning for the 5 E's model using Pacing Guides, instructional resources, hands-on activities, higher order questioning and interactive science journals to K-5 science teachers.

Facilitator

Dina Westberg,

Participants

Grade 3-5 Science Teachers

Schedule

On 10/20/2014

G4. PARENTAL INVOLVEMENT - See Title I PIP

G4.B1 In monitoring the Early Warning System, 12% of students missed 10 or more percent of instructional time and 1% of students were suspended during the 2013 - 2014 school year. It is imperative that students are present to receive instruction and gain proficiency in all subject areas.

G4.B1.S1 Implement a reward system to recognize students for perfect attendance and good behavior.

PD Opportunity 1

Utilizing the FCIM, EWS records will be reviewed to identify and address any areas of concern.

Facilitator

Student Services

Participants

MTSS/RtI

Schedule

Technical Assistance Items

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

Budget Rollup

Summary

| Description | Total |
|--|--------------|
| Goal 1: CORE INSTRUCTION - We will increase student achievement by improving core instruction across all content areas. | 9,500 |
| Grand Total | 9,500 |

Goal 1: CORE INSTRUCTION - We will increase student achievement by improving core instruction across all content areas.

| Description | Source | Total |
|---|-------------------|--------------|
| B1.S1.A1 - Allocate EESAC funds to purchase instructional materials for K-5 classrooms. | Other | 3,000 |
| B1.S1.A1 - Utilize Title I funds to purchase annual Accelerated Reader and Star Diagnostic subscriptions to support reading instruction. | Title I Part A | 3,500 |
| B5.S1.A1 - Allocate EESAC funding to purchase instructional materials. | Other | 3,000 |
| Total Goal 1 | | 9,500 |