Howard Drive Elementary School

2014-15 School Improvement Plan

Howard Drive Elementary School

7750 SW 136TH ST, Miami, FL 33156

http://howarddrive.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	38%

Alternative/ESE Center	Charter School	Minority
No	No	66%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
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

VISION
Howard Drive students will become contributing members of society by becoming effective communicators, creative problem solvers, critical reflective thinkers, and self-directed lifelong learners. They will develop an understanding of rights and responsibilities leading to good citizenship, as well as understanding and respecting individual differences and diversity among cultures.
CORE VALUES:
Howard Drive Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school. We are dedicated to quality: quality of service, quality of relationships, and quality of communications. We believe that our school should be, for all who are involved, a place of realized potential; and, we believe that our responsibility is to our students, to our employees, and to the community and the society that we serve. As part of our vision and mission, Howard Drive Elementary infuses technology within their curricular programs. All classrooms are equipped with an LCD projector, as well as document viewer, and 55% of our classrooms have interactive boards. Howard Drive offers technological education lab (e-LAB) for students to enhance their learning utilizing the tech board and i-Pads.

Provide the school's vision statement

MISSION
The Howard Drive Elementary School staff, parents, and the community are committed to providing a supportive environment for each student by promoting a firm academic and technological foundation, including multicultural experiences, and by fostering intellectual, emotional, and social development.

School Environment

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

Howard Drive Elementary will provide an educational program that will enable each student to achieve his or her intellectual, social, emotional, and physical potential. A nurturing and safe environment, conducive to learning will be evident. Together with parents and community, our staff and students will work continuously to empower the students and strengthen the quality of education that is the foundation of Howard Drive Elementary School.

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

Howard Drive creates an environment where students feel safe and respected throughout the school day. Various presentations are given on character education to promote respect, honesty, trust, citizenship, and cooperation by our guidance counselor. The importance of the pursuit of excellence is instilled daily to our students the closed circuit television messages, presentations, assemblies, teacher recognition, Spot Success, and through our "Do the right Thing" Program.
Teachers support their children in community based project and blending it into the curriculum. Projects such as peer tutoring are completed within the school. Many other projects take place within the school's community. Examples include raising money for a selected charity, collecting can goods for a homeless shelter and providing social contacts for senior citizens. Children review the significance of the project through journal writing, classroom discussions, posters and essays.

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

Code of Student Conduct
School-wide Discipline Plan
Parent Communication Logs
Guidance Counselor conferences
SST meetings
Student Services Meetings
Parent/Teacher/Administrator Conferences
Family Night
Incentives (Field Trips, Spot Success, Honor Roll, "Do the Right Thing")

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 staff at Howard Drive Elementary School works closely with students, teachers ans parents to ensure a safe risk-free learning environment. Howard Drive Elementary provides a place where students feel comfortable and safe in a classroom, teachers must use specific strategies that create the necessary atmosphere—such as regular class meetings in which students can express their concerns. Also, our school helps students feel supported and teachers give meaningful instruction that met student's individual needs and challenged them to reach their full potential. Believing in students more than they believe in themselves is an amazing way to contribute to their lifelong emotional and social health.

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

Attendance is being targeted with students who have five or more absences. Students are being referred to the school counselor, administrator and school social worker. Students that demonstrate continuous disruptive behavior are referred for counseling. Students that have been retained are receiving intensive instruction in the areas of reading, mathematics and/or science. Students that received a Level 1 on statewide standardized assessment are receiving intensive instruction during the school day.

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	8	5	9	3	8	39
One or more suspensions	0	0	0	2	3	6	11
Course failure in ELA or Math	6	6	6	12	8	8	46
Level 1 on statewide assessment	0	0	0	31	34	39	104

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

Indicator	Grade Level						Total
	K	**1**	**2**	**3**	**4**	**5**	
Students exhibiting two or more indicators	1	7	1	5	3	3	20

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

Targeted students that score in the lowest 25 percentile are receiving Tier II intensive instruction during the school day. Targeted students that are not meeting grade level expectation and mastery levels are receiving after school tutoring.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

Our PTA records and the volunteer sign-in logs, during the 2012-2013 school year indicate that parent participation in school wide activities was 68%. Our goal for the 2013- 2014 school year is to increase parent participation by ten percentage points to 78%. Our goal is to increase parent participation from our students that live in the neighboring community.

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

The school schedules EESAC meetings, parent workshops, students activities, Open House, and PTA general meetings to create a home and school connection. Parents are encouraged to attend Town Hall Meetings, Coffee and Conversations and other district-wide meetings. Through these meetings, parents are presented with strategies, resources and information that will allow them to assist their child(s) with academic progress.

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
Dalby, Deanna	Principal
Diaz, Christina	Assistant Principal
Wood, Amarilys	Instructional Coach
Russell, Monica	Instructional Coach
Rich , Julie	Instructional Coach
Valle, Daria	Guidance Counselor
Rebeiros , Elizabeth	Psychologist
Davis , Deborah	Teacher, ESE

Duties

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

Deanna D. Dalby – Principal facilitate and monitor MTSS and SIP
Christina V. Diaz – Assistant Principal facilitate and monitor MTSS and SIP
Amy Wood– Reading Liaisons - will work with teachers at all grade levels in order to ensure that implementation of the Reading curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide Reading data and provide feedback regarding interventions as needed for the RTI program.
Monica Russell – Math Liaisons will work with teachers at all grade levels in order to ensure the implementation of the Mathematics curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide mathematics data and provide feedback regarding interventions as needed for the RTI program.
Julie Rich – Science Liaisons-will work with teachers at all grade levels in order to ensure the implementation of the Science curriculum and the Common Core standards. In addition, she will work with administration to monitor school wide science data
Elizabeth Ribeiros– School Psychologist- Assists with consultation, assessment, and intervention development.
Daria Valle – School Counselor- Assists with consultation, assessment, and intervention development.
Deborah Davis-Behavior Management Teacher will work with teachers at all grade levels in order to ensure that the individual needs of students in Special Education are being met in accordance with their Individual Education Plans. In addition, she will work with administration to monitor school wide data for all students and provide feedback regarding students in need of interventions as part of the RTI program.

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

The school-based MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals according to the SIP strategies, monitor academic and behavior data evaluating progress at least three times per year. The school-based MTSS Leadership Team will hold monthly team meetings, while addressing the strategies and goals on the SIP, to use the four step problem solving process to set goals, plan, and evaluate programs that focus on increasing student achievement or behavioral success. The MTSS Leadership Team works with other school teams by gathering ongoing progress monitoring (OPM) data by using the Tier 2 problem solving process after each

OPM. In addition, the team maintains communication with staff for input and feedback, as well as updating them on procedures and progress. Finally, the MTSS Leadership Team works with other school teams by assisting them with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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.

At Howard Drive Elementary School we participate in a variety of events to promote anti bullying and harassment. This year our school will be participating in the following programs:

* No Place for Hate - The campaign empowers schools to promote respect for individual and group differences while challenging prejudice and bigotry.

*Officer Friendly - model program to acquaint children and young adults with law enforcement officials as a part of a community relations campaign.

* D.A.R.E - Teaching students good decision-making skills to help them lead safe and healthy drug free lives.

* RAD Kids - The purpose of this program is to train and empower children with real skills so they can recognize, avoid, resist, and if necessary escape violence or harm in their lives. Education is the only thing that can change fear into power and radKIDS® can and does give children opportunity and power to live safer in our world today.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Deanna D. Dalby	Principal
Dawn Aldeguer	Parent
Beth Lang	Parent
Ismary Garcia	Parent
Kathy Penny	Parent
Gina Vinueza	Parent
Gregory Truitt	Business/Community
Robert Shearer	Business/Community
Verbena Cummings	Teacher
Deborah Confino-Thomas	Teacher
Arlene Young	Education Support Employee
Joshua Clarin	Teacher
Joanie Kermisch	Teacher
Kora Stoll	Teacher
Joan Mercado	Teacher
Laura Rossano	Teacher
	Student

Duties

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

Evaluation of last year's school improvement plan

EESAC reviewed the School Improvement Plan on a monthly basis. EESAC discussed the goals and strategies used to increase student achievement. The staff and EESAC met to discuss the end of the year review of goals and strategies and made recommendations for the 2014-2015 School Improvement Plan.

Development of this school improvement plan

The SAC worked together to develop a list of strategies that should be considered for the school year. The SAC will then determine if the implementation of these strategies is evidenced in the SIP and in the student data. Changes and adjustments to these strategies will be made throughout the school year by the SAC, as needed.

Preparation of the school's annual budget and plan

Funds will be utilized to purchase technology for students that support the implementation of the Common Core State Standards. In addition, funds will be used for student incentives and recognition certificates.
Technology - 17 Laptop computers ($8,500)
Student Incentives/Recognition ($2,999)

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

The projected use of school improvement funds will be $1,000 to school wide programs.
Parent Workshops - $200.00
Intervention- $500.00
FSA /Common Core Standards Materials-$300.00

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Dalby, Deanna	Principal
Diaz, Christina	Assistant Principal
Wood, Amarilys	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team during the 2014-2015 school year will be to foster reading knowledge within the school, implement reading strategies using the common core

standards across all content areas, and create a positive atmosphere for literacy across all content areas.

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

Our school has established positive working relationships between teachers by implementing Professional Learning Communities, schedules on a monthly basis for the 2014-2015 school year. Best practices and effective strategies will be presented and shared among staff members in the areas of Reading, Writing, Mathematics, Science and Technology. Our primary focus will be on increase rigor in the classroom, applying analytic writing and unwrapping benchmarks.

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

1. Provide leadership and growth opportunities for teachers to promote student achievement.
2. Provide assistance to veteran teachers in need of support understanding and teaching new standards and strategies.
3. Provide assistance to veteran teachers in need of support understanding and teaching new standards and strategies.
4. Cultivate collaboration between instructional personnel through Professional Learning Communities (PLC).

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

Teachers who are in their second and third year teaching will be paired with a "mentor" teacher. The "mentor" teacher will be their grade-level chair. The administrators will provide time for mentoring teams to meet, for the teacher to observe their mentors teaching techniques and time for the two to discuss improvements to classroom and instructional practices. The mentors are highly qualified, certified-in-field, effective teachers that have received highly effective or effective evaluation ratings. In addition, this year teachers who have been moved to a different grade level will be provided with sub coverage to observe a colleague in the same grade. Professional conversations will take place after observations.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers utilize the District-mandated programs and curriculum. Grade Level Expectations, Florida Standards and Pacing Guides are used and aligned to plan effectively.

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

Differential Instruction in the classroom is based on utilizing school data. In school and after school intervention is implemented for all students not achieving proficiency or meeting grade level expectations. Wonderworks is utilized to target low reading skills. In addition, we will be using various technological research based programs to assist students with targeted instruction; such as i-Ready, Reading Plus, Gizmos, MyOwnReader, andReflec Math.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

As teachers incorporate innovative instructional approaches that foster a positive learning environment and hold all students to high academic expectations, they typically use a wider range of research-based practices and data sources. Listed below are examples of innovative strategies used during the school day:
• Small & Individual group differentiated instruction
• Wednesday Cosmos day – academic enrichment activities for students of the Gifted in Reading and Mathematics
• I-Ready
• Reading Plus
• Professional Development on Common Core and new Reading Series- Wonders

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Dalby, Deanna, pr2541@dadeschools.net

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

Students participating in the academic enrichment and the after school tutoring courses for reading and mathematics will complete a pre and posttest at the start and end of each tutoring cycle. These scores will be analyzed by administration and the teachers to determine academic growth and effectiveness of strategies.
Students participating in enrichment activities and the after school tutoring contributing to a well-rounded education will prepare for a showcase that will display all that they learned throughout the school year.

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

Kindergarten is an important time of transition for children and parents. Howard Drive Elementary offers the Voluntary Pre-Kindergarten program to assist students with getting prepared for Kindergarten. In addition, Kindergarten students are assessed using the statewide kindergarten screening tool (FAIR) at the beginning of the school year to determine the readiness of each child

coming into a kindergarten program. Kindergarten students participate in the Florida Kindergarten Readiness Screener (FLKRS), statewide kindergarten screening that is used to assess the readiness of each child for kindergarten, includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for kindergarten (Letter Naming Fluency and Initial Sound Fluency). Also, prior to the beginning of the school year, the kindergarten teachers conduct an open house to discuss the expectations of the students and the Kindergarten curriculum.

Howard Drive Elementary has also provided strategies and resources to help families and support students as they enter kindergarten.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

G2.   Use the Early Warning System Indicators to identity at risk students in order to provide support and intervention that will increase academic achievement.

G3.   Increase student participation in Science Technology Engineering and Mathematics (STEM) experiences by using technology programs.

G4.   Increase number of parents participating in our "Family Curriculum Night" Information Sessions from 60% to 90%.

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

🔍 G044678

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	80.0
AMO Reading - ED	62.0
AMO Reading - ELL	81.0
AMO Reading - SWD	49.0
AMO Reading - Hispanic	79.0
AMO Reading - White	90.0
AMO Reading - African American	56.0
AMO Math - All Students	77.0
AMO Math - African American	47.0
AMO Math - ED	59.0
AMO Math - ELL	92.0
AMO Math - Hispanic	78.0
AMO Math - SWD	49.0
AMO Math - White	89.0

Resources Available to Support the Goal 2

- Pacing Guides, MCGraw-Hill Reading Wonders Series, ELA Test Item Specs, Strong Curriculum Chairs, Common Planning Time, Scheduled Computer Lab, Technology i.e. iReady, Reading Plus, AR, Promethean and Smart Boards in all classrooms, Media Center with Media Specialist, observational classrooms.

- Pacing Guides, GO Math! Florida, Mathematics Test Item Specs, Strong Curriculum Chairs, Common Planning Time, Scheduled Computer Lab, Technology i.e. Star Math, iReady, Promethean and Smart Boards in all classrooms,observational classrooms.

- Pacing Guides, Scott Foresman Science Series,Science Test Item Specs, Strong Curriculum Chairs, Common Planning Time, Scheduled Computer Lab, Technology i.e. Gizmos, Promethean and Smart Boards in all classrooms,observational classrooms, science materials and Elementary Science instructional resourses.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective planning with use of district pacing guides.

Plan to Monitor Progress Toward G1. 8

Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team/PLC meetings.

Person Responsible
Deanna Dalby

Schedule
Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion
Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-throughs observations.

G2. Use the Early Warning System Indicators to identity at risk students in order to provide support and intervention that will increase academic achievement. 1a

🔑 G050141

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	20.0
One or More Suspensions	0.01
Students exhibiting two or more EWS indicators (Total)	25.0

Resources Available to Support the Goal 2

- Reading, Math and Science Liaison, Principal, Assistant Principal, technology in the classroom, integrating technology through the use of labs, EFL program, SPED collaboration, Monthly Leadership Team meetings, Student Services Team, Media Specialist, Common Planning 3-5.

Targeted Barriers to Achieving the Goal 3

- Students' lack of basic skills.

- Lack of information to parents regarding district attendance policies and how this may affect student performance at school.

- Student academic development is correlated to the number of students who receive two or more behavioral referrals, and those students who receive one or more behavioral referrals that lead to suspension.

Plan to Monitor Progress Toward G2. 8

Intervention schedules, attendance, and progress monitoring data will be reviewed and instruction will be adjusted.

Person Responsible
Amarilys Wood

Schedule
Biweekly, from 10/6/2014 to 6/4/2015

Evidence of Completion
Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters.

G3. Increase student participation in Science Technology Engineering and Mathematics (STEM) experiences by using technology programs. `1a`

G050142

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	77.0

Resources Available to Support the Goal `2`

- Reading, Math & Science Liaisons, Principal, Assistant Principal, technology in the classrooms (GIZMOS, Discovery Education, etc.) Monthly Leadership Team Meetings, Student Services Team, Media Center Specialist, Common Planning K-5.

Targeted Barriers to Achieving the Goal `3`

- Additional resources for STEM activities are needed

Plan to Monitor Progress Toward G3. `8`

Monitor the use of technology to enhance STEM related activities.

Person Responsible
Julie Rich

Schedule
Monthly, from 10/6/2014 to 6/4/2015

Evidence of Completion
Data Analysis, lesson plans, classroom walkthroughs, student work samples, review of meeting minutes

G4. Increase number of parents participating in our "Family Curriculum Night" Information Sessions from 60% to 90%. `1a`

G050143

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	67.0

Resources Available to Support the Goal `2`
- Connect Ed, Flyers, Use of facilities in neighboring communities, Howard Drive "APP"

Targeted Barriers to Achieving the Goal `3`
- Parents have limited knowledge and understanding of the new Florida State Standards and resources available to them. These limits are the result of language barriers and the inability to attend meetings due to transportation issues.

Plan to Monitor Progress Toward G4. `8`

Disseminate information through Family Curriculum Night Information sessions, school website, online newsletters, and flyers.

Person Responsible

Deanna Dalby

Schedule

Semiannually, from 10/28/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets and attendance logs for the parent information meetings.

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

🔑 G044678

G1.B1 Limited evidence of effective planning with use of district pacing guides. `2`

🔑 B109983

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. `4`

🔑 S121458

Strategy Rationale

Due to the introduction of the new Language Arts Florida Standards and test item design and specifications, there is a need for effective planning to ensure standards are being addressed effectively and with fidelity.

Action Step 1 `5`

Provide Professional Development on unwrapping the standards, the use of District Pacing Guides. Reading Curriculum Leader will meet with Grade Level during common planning time to provide professional development on the use of District Pacing Guides and effective instructional frameworks.

Person Responsible

Amarilys Wood

Schedule

Monthly, from 10/8/2014 to 10/29/2014

Evidence of Completion

Agenda, Handouts, and Sign-In Sheet, Follow-Up assignment, Staff binders.

Action Step 2 `5`

Conduct classroom walk through to monitor the implementation of developed lesson plans aligned to the Instructional Focus Standard, and that include rigorous instructional activities (K-5), and scaffolding toward completion of the District Constructed Response Items (2-5).

Person Responsible

Amarilys Wood

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

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

Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team/PLC meetings.

Person Responsible

Amarilys Wood

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-throughs observations.

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

Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team/PLC meetings.

Person Responsible

Deanna Dalby

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Summative assessments including District Interims and FSA. Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-through's observations.

G2. Use the Early Warning System Indicators to identity at risk students in order to provide support and intervention that will increase academic achievement. [1]

🔍 G050141

G2.B1 Students' lack of basic skills. [2]

🔍 B125685

G2.B1.S1 Provide students with the opportunity to receive intensive instruction during the school day. [4]

🔍 S137862

Strategy Rationale

Students not meeting proficiency need additional instructional time and assistance.

Action Step 1 [5]

Gather and collect data on students not meeting proficiency.

Person Responsible

Amarilys Wood

Schedule

Evidence of Completion

Data reports, PMP list, FCAT and SAT scores, Interim Assessments, FAIR, Intervention Student Roster.

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

Intervention schedules, attendance, and progress monitoring data will be reviewed and instruction will be adjusted.

Person Responsible

Amarilys Wood

Schedule

Biweekly, from 10/8/2014 to 10/8/2014

Evidence of Completion

Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters.

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

Intervention schedules, attendance, and progress monitoring data will be reviewed and instruction will be adjusted.

Person Responsible

Amarilys Wood

Schedule

Biweekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters.

G2.B2 Lack of information to parents regarding district attendance policies and how this may affect student performance at school. `2`

🔑 B130861

G2.B2.S1 Students who have developed the pattern of absences will be identified and referred to the counselor when they have accumulated 5 unexcused absences. Parents will be notified of excesses student absences and their current academic standings. As acknowledgements for student perfect attendance, student and teachers will be recognized during morning announcements. `4`

🔑 S142880

Strategy Rationale

Monitoring students attendance to ensure students are in school daily.

Action Step 1 `5`

Monitor the implementation of identified activities, as well as daily attendance reported on the attendance bulletin.

Person Responsible

Deanna Dalby

Schedule

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

Evidence of Completion

Daily Attendance Bulletin

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

The administration will monitor the implementation of identified activities, as well as daily attendance
reported on the attendance bulletin.

Person Responsible

Deanna Dalby

Schedule

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

Evidence of Completion

Daily Attendance Bulletin

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

The attendance bulletin will be monitored.

Person Responsible

Deanna Dalby

Schedule

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

Evidence of Completion

Attendance Bulletin

G2.B3 Student academic development is correlated to the number of students who receive two or more behavioral referrals, and those students who receive one or more behavioral referrals that lead to suspension. 2

🔍 B130862

G2.B3.S1 To reduce behavior referrals, mini lessons will be provided on Character Education The Code of Student conduct and Anti-Bullying with a problem solving approach that promotes Positive Behavior Support strategies. 4

🔍 S142881

Strategy Rationale

To implement corrective strategies to students to reduce behavior referrals at school.

Action Step 1 5

Monitor students who received two or more behavioral referrals providing students with counseling and
encouraging parental involvement in this process.

Person Responsible

Deanna Dalby

Schedule

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

Evidence of Completion

Behavior referral and Suspension reports

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor behavior referral and suspension reports.

Person Responsible

Deanna Dalby

Schedule

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

Evidence of Completion

Monitor number of referrals and suspensions.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Monitor number of referrals and suspensions.

Person Responsible

Deanna Dalby

Schedule

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

Evidence of Completion

Monitor number of referrals and suspensions

G3. Increase student participation in Science Technology Engineering and Mathematics (STEM) experiences by using technology programs. `1`

`G050142`

G3.B1 Additional resources for STEM activities are needed `2`

`B126957`

G3.B1.S1 Using technology to enhance opportunities to experience STEM related activities. `4`

`S138960`

Strategy Rationale

Utilizing technology will increase student opportunities for STEM based activities.

Action Step 1 `5`

Introduce available technology programs to enhance STEM activities.

Person Responsible

Julie Rich

Schedule

Evidence of Completion

Agenda, Professional Learning Communities, Sign-In Sheets

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

Monitor the use of technology to enhance STEM related activities.

Person Responsible

Julie Rich

Schedule

Monthly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Data Analysis, lesson plans, classroom walkthroughs, student work samples, review of meeting minutes

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

Monitor the use of technology to enhance STEM related activities.

Person Responsible

Julie Rich

Schedule

Monthly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Data Analysis, lesson plans, classroom walkthroughs, student work samples, review of meeting minutes

G4. Increase number of parents participating in our "Family Curriculum Night" Information Sessions from 60% to 90%. [1]

🔑 G050143

G4.B1 Parents have limited knowledge and understanding of the new Florida State Standards and resources available to them. These limits are the result of language barriers and the inability to attend meetings due to transportation issues. [2]

🔑 B126971

G4.B1.S1 Provide opportunities for parents to learn the new Florida State Standards (FSS) and provide them with resources to enhance students' learning outside of the classroom. [4]

🔑 S138975

Strategy Rationale

Family Curriculum Night will be implementation to assist parents with the Florida State Standards, and specific technology that will assist their child at home.

Action Step 1 [5]

Disseminate information through Family Curriculum Night Information sessions, school website, online
newsletters, and flyers.

Person Responsible

Deanna Dalby

Schedule

Semiannually, from 10/29/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets and attendance logs for the parent information meetings.

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

Disseminate information through Family Curriculum Night Information sessions, school website, online
newsletters, and flyers.

Person Responsible

Deanna Dalby

Schedule

Semiannually, from 10/28/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets and attendance logs for the parent information meetings.

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

Disseminate information through Family Curriculum Night Information sessions, school website, online
newsletters, and flyers.

Person Responsible

Deanna Dalby

Schedule

Semiannually, from 10/29/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets and attendance logs for the parent information meetings.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide Professional Development on unwrapping the standards, the use of District Pacing Guides. Reading Curriculum Leader will meet with Grade Level during common planning time to provide professional development on the use of District Pacing Guides and effective instructional frameworks.	Wood, Amarilys	10/8/2014	Agenda, Handouts, and Sign-In Sheet, Follow-Up assignment, Staff binders.	10/29/2014 monthly
G2.B1.S1.A1	Gather and collect data on students not meeting proficiency.	Wood, Amarilys	10/8/2014	Data reports, PMP list, FCAT and SAT scores, Interim Assessments, FAIR, Intervention Student Roster.	one-time
G3.B1.S1.A1	Introduce available technology programs to enhance STEM activities.	Rich , Julie	10/15/2014	Agenda, Professional Learning Communities, Sign-In Sheets	one-time
G4.B1.S1.A1	Disseminate information through Family Curriculum Night Information sessions, school website, online newsletters, and flyers.	Dalby, Deanna	10/29/2014	Sign-in sheets and attendance logs for the parent information meetings.	6/4/2015 semiannually
G2.B2.S1.A1	Monitor the implementation of identified activities, as well as daily attendance reported on the attendance bulletin.	Dalby, Deanna	8/25/2014	Daily Attendance Bulletin	6/4/2015 quarterly
G2.B3.S1.A1	Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.	Dalby, Deanna	8/25/2014	Behavior referral and Suspension reports	6/4/2015 monthly
G1.B1.S1.A2	Conduct classroom walk through to monitor the implementation of developed lesson plans aligned to the Instructional Focus Standard, and that include rigorous instructional activities (K-5), and scaffolding toward completion of the District Constructed Response Items (2-5).	Wood, Amarilys	10/8/2014		6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team/PLC meetings.	Dalby, Deanna	10/8/2014	Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-throughs observations.	6/4/2015 weekly
G1.B1.S1.MA1	Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team/PLC meetings.	Dalby, Deanna	10/8/2014	Summative assessments including District Interims and FSA. Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-through's observations.	6/4/2015 weekly
G1.B1.S1.MA1	Monitoring for effectiveness of strategy will be conducted through attendance of planning sessions, classroom walk-throughs, Leadership Team/PLC meetings.	Wood, Amarilys	10/8/2014	Leadership Team meeting minutes, debriefing sessions with instructional staff, walk-throughs observations.	6/4/2015 weekly
G2.MA1	Intervention schedules, attendance, and progress monitoring data will be reviewed and instruction will be adjusted.	Wood, Amarilys	10/6/2014	Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters.	6/4/2015 biweekly
G2.B1.S1.MA1	Intervention schedules, attendance, and progress monitoring data will be reviewed and instruction will be adjusted.	Wood, Amarilys	10/6/2014	Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters.	6/4/2015 biweekly
G2.B1.S1.MA1	Intervention schedules, attendance, and progress monitoring data will be reviewed and instruction will be adjusted.	Wood, Amarilys	10/8/2014	Assessment data, Progress Monitoring Reports, Schedules, Attendance rosters.	10/8/2014 biweekly
G2.B2.S1.MA1	The attendance bulletin will be monitored.	Dalby, Deanna	8/25/2014	Attendance Bulletin	6/4/2015 weekly
G2.B2.S1.MA1	The administration will monitor the implementation of identified activities, as well as daily attendance reported on the attendance bulletin.	Dalby, Deanna	8/25/2014	Daily Attendance Bulletin	6/4/2015 quarterly
G2.B3.S1.MA1	Monitor number of referrals and suspensions.	Dalby, Deanna	8/25/2014	Monitor number of referrals and suspensions	6/4/2015 monthly
G2.B3.S1.MA1	Monitor behavior referral and suspension reports.	Dalby, Deanna	8/25/2014	Monitor number of referrals and suspensions.	6/4/2015 monthly
G3.MA1	Monitor the use of technology to enhance STEM related activities.	Rich , Julie	10/6/2014	Data Analysis, lesson plans, classroom walkthroughs, student work samples, review of meeting minutes	6/4/2015 monthly
G3.B1.S1.MA1	Monitor the use of technology to enhance STEM related activities.	Rich , Julie	10/6/2014	Data Analysis, lesson plans, classroom walkthroughs, student work samples, review of meeting minutes	6/4/2015 monthly
G3.B1.S1.MA1	Monitor the use of technology to enhance STEM related activities.	Rich , Julie	10/6/2014	Data Analysis, lesson plans, classroom walkthroughs, student work samples, review of meeting minutes	6/4/2015 monthly
G4.MA1	Disseminate information through Family Curriculum Night Information sessions, school website, online newsletters, and flyers.	Dalby, Deanna	10/28/2014	Sign-in sheets and attendance logs for the parent information meetings.	6/4/2015 semiannually
G4.B1.S1.MA1	Disseminate information through Family Curriculum Night Information sessions, school website, online newsletters, and flyers.	Dalby, Deanna	10/29/2014	Sign-in sheets and attendance logs for the parent information meetings.	6/4/2015 semiannually
G4.B1.S1.MA1	Disseminate information through Family Curriculum Night Information sessions, school website, online newsletters, and flyers.	Dalby, Deanna	10/28/2014	Sign-in sheets and attendance logs for the parent information meetings.	6/4/2015 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of effective planning with use of district pacing guides.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide Professional Development on unwrapping the standards, the use of District Pacing Guides. Reading Curriculum Leader will meet with Grade Level during common planning time to provide professional development on the use of District Pacing Guides and effective instructional frameworks.

Facilitator

Amarilys Wood (Reading Curriculum Leader), Monica Russell (Math Curriculum Leader) and Julie Rich (Science Curriculum Leader)

Participants

All Reading, Math and Science Teachers

Schedule

Monthly, from 10/8/2014 to 10/29/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: Use the Early Warning System Indicators to identity at risk students in order to provide support and intervention that will increase academic achievement.	3,000
Grand Total	**3,000**

Goal 2: Use the Early Warning System Indicators to identity at risk students in order to provide support and intervention that will increase academic achievement.		
Description	**Source**	**Total**
B1.S1.A1 - Supplemental Resources	School Improvement Funds	3,000
Total Goal 2		**3,000**