

South Pointe Elementary School



2014-15 School Improvement Plan

South Pointe Elementary School

1050 4TH ST, Miami Beach, FL 33139

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
52%

Alternative/ESE Center
No

Charter School
No

Minority
61%

School Grades History

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

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

The South Pointe Elementary community recognizes that every unique child has gifts and talents. We accept the challenge to find and nurture these qualities in each child. We believe every educator, student and parent has the ability, talent, and desire to make dramatic changes in their and other's education. Therefore, our mission at South Pointe Elementary is to:

Provide inquiry-based learning in a safe, supportive environment where our staff develops critical thinkers who are reflective, compassionate, and internationally minded, life-long learners who create positive influences throughout the world.

Provide the school's vision statement

At South Pointe Elementary School, we are devoted to providing our students with a nurturing and safe environment to stimulate both personal and intellectual development. It is our purpose to foster the growth of the mind and the body by enlisting the support of the entire school community. This community includes the entire staff, students, parents and all other interested parties.

We aspire to enhance our students' understanding of the world beyond our walls by extending the components of our instructional program to include connections to real life experiences. Through daily interaction with an environment that is enriched with a strong multicultural flavor, a diversified technology base, and an instructional staff dedicated to this mission driven vision, we strive to achieve exemplary status among our peers.

South Pointe Elementary School's vision is to create a school environment where each individual child will be nurtured and educated based on his or her needs. We are committed to creating an environment where children grow to become globally aware, well rounded, peaceful citizens.

School Environment

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

Instructional personnel provide opportunities, through classroom projects, to learn about students' cultures. These projects provide opportunities to build relationships between teachers and students.

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

Providing a safe learning environment for the students of South Pointe Elementary is of utmost importance. Adequate supervision is provided by key staff members throughout the campus before, during, and after school. The schools reinforces the District's policy of Zero Tolerance on Bullying. The School Counselor consistently addresses specific needs requested by the classroom teacher and visits those classrooms to provide support. The School Counselor also provides Individual/Group Counseling to students to address their individual needs.

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

All staff members follow the school-wide Discipline Plan which addresses violations of the Code of Student Conduct in a progressive manner. Collaborative parent conferences are held when a student violates the Code of Student Conduct. Each teacher has designed their individual Classroom Management Plan. Parents sign and return this plan.

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 School Counselor consistently addresses specific needs requested by the teacher and visits those classrooms to provide support. The School Counselor also provides individual/group counseling with students.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

All students are reported to administration after each set of 3 tardies and/or 3 unexcused absences. Students and parents are met with and assistance is offered. If the tardies or absences continue a home visit is conducted and the school social worker meets with the family. The student also meets with the school counselor. A free assistance program is offered to those that qualify. Students who score a Level 1 on the statewide standardized assessments in ELA or math are placed into our intervention program and start receiving assistance immediately. They monitored monthly and if no progress is made the Rtl process begins.

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	11	5	2	2	1	5	26
One or more suspensions	0	0	0	0	0	3	3
Course failure in ELA or Math	5	9	0	4	7	3	28
Level 1 on statewide assessment	0	0	0	6	7	6	19

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

Indicator	Grade Level			Total
	K	3	5	
Students exhibiting two or more indicators	2	2	3	7

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

Before school tutoring, reading intervention, parent meetings, home visits, referrals to school social worker, Rtl, meetings with administration and counselor, on going progress monitoring , incentives for improvement.

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

Collaborative conversations/communication is key to building positive relationships with families. The PTA meets monthly with administration and a teacher representative present. Meetings are offered at different times to increase parent participation. All communication and workshops are offered in the two main languages spoken at our school, English and Spanish. Teachers have sign-up sheets for conferences on their front doors and are available at multiple times during each day.

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

Collaborative conversations/communication is key to sustaining a successful business partnership in the community.

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Fishman, Melanie	Principal
Gonsky, Lisa	Assistant Principal
Fremson, Jessica	Guidance Counselor
Morris, Frank	Teacher, K-12

Duties

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

General Education Teachers: Provide intervention for students in the first level (core), second level (supplemental) and third level (intensive), collect data, collaborate with other staff and provide information about core subjects.

Exceptional Student Education (ESE) Teacher: Integrates core instructional activities/materials into instruction and collaborates with general education teachers; collects data and uses this information to drive instruction when planning interventions; monitors progress to ensure that students are improving in academic achievement; ensures that students are exposed to grade level instruction, as well as, meeting individual goals.

Assistant Principal, Provides guidance on K-12 Reading Plan; provides technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier I and Tier II intervention plans.

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

MTSS/RtI is an extension of South Pointe Elementary's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing examination of data which impact student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

South Pointe Elementary School's MTSS/RtI Leadership Team is composed of:

Principal; Assistant Principal; Second Grade Teacher; ELL Teacher; EESAC Chairperson; Media Specialist; School Psychologist and School Counselor. The MTSS/ RtI team addresses student learning based on analysis of data. The MTSS/RtI team works cohesively to initiate plans for students that will address the intervention strategies needed to be implemented in order to promote student achievement. This team ensures that MTSS/RtI is being implemented with fidelity and that assessment of MTSS/RtI skills is being documented and used to drive instruction. The team will ensure that adequate professional development to support MTSS/RtI is implemented and will communicate with parents regarding school based MTSS/RtI plans and activities.

Title III Funds will once again be used to provide supplemental instruction before and after school for ESOL students. Math and reading tutorial programs will be offered to second through fifth grade. We are not eligible or do not have students who qualify for the other programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Melanie Fishman	Principal
Maggie Pacheco	Education Support Employee
Elizabeth Schepis	Business/Community
Jessica Burns	Parent
Katie Rhodes	Parent
Marina Klopukh	Parent
Eve Shinebloom	Parent
Pierre Deagostini	Parent
Cristy Farhat	Parent
Angie Gonzalez	Teacher
Jason Bogart	Teacher
Ben Groff	Teacher
Sonia Sacheli	Teacher
Jennifer Barrios	Teacher
Catherine Villano	Student
Micha Koplukh	Student
Betty Arsenault	Teacher

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

Data from the 2014 FCAT 2.0 indicates that the strategies listed on last year's school improvement plan were met with fidelity.

Development of this school improvement plan

School Advisory Council (SAC) will meet the first Wednesday of every other month and as needed to develop, revise and monitor the progress of the School Improvement Plan. In addition, the council will discuss and vote on how the SAC funds will best serve the school to meet the School Improvement Plan goals.

Preparation of the school's annual budget and plan

The projected use of school EESAC funds \$1000.00 to be used to purchase FCAT incentives and Accelerated Reader books.

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

FCAT Incentives- \$500.00
 Accelerated Reader Books - \$500.00

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
Fishman, Melanie	Principal
Gonsky, Lisa	Assistant Principal
Fremson, Jessica	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The LLT will target the union of the IB interdisciplinary themes and the new Common Core Curriculum. Another initiative will be the development of rubrics for the authentic assessment of student progress with an emphasis on higher thinking skills. Writing will be implemented across disciplines.

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

All content area teachers collaborate with each other and administrators during collaborative planning sessions. During these sessions, teachers highlight best practices while the administrative team assists in the preparation of the delivery of the lesson. Administrators provide support based on teachers' needs.

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

Regular meetings of new teachers with Principal.-Principal
Partnering new teachers with veteran staff- Assistant Principal
Collaboration with colleagues- IB Coordinator
Partnerships with local universities to recruit future teachers- Assistant Principal

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

Ms. Arkin (teacher mentor) will assist any new teachers if we should get any. This will occur during common planning meetings and as needed. Ms. Arkin is an experienced teacher who has taught Pre-K- through 5th grade. She demonstrated excellence in all categories of her yearly observation.

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

All materials and programs used at the school are provided by Miami-Dade County public schools. The text books that are ordered are approved by the district to meet the Florida Standards. The teachers attend trainings and receive a copy of the Florida Standards which must be referenced in their lesson plans.

Instructional Strategies

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

The data from the previous years SAT and FCAT is used to determine class placement and need of intervention. The students who score below a 50 percent on SAT or are a Level 1 or 2 on FCAT begin the year in intervention and are invited to participate in before school tutoring. I-Ready software is implemented. A diagnostic assessment is given and students work at their own ability level. Baseline, fall and winter assessments are administered. Students are then grouped based on the benchmarks they need assistance with. This information is evident in the teacher's lesson plans.

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: 2,160

South Pointe Elementary School offers before and after school tutoring to bubble students as well as any student who scored a 1 or 2 in reading and/or math on the 2014 FCAT 2.0. Reading Plus is offered in the Computer Lab and small group sessions are held with certified teachers.

Strategy Rationale

The extra time working on the specific benchmarks that the student is not successful on will help to bring the student to the level he/she needs to be.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fishman, Melanie, pr5091@dadeschools.net

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

Students learn a specific benchmark and are then provided a weekly benchmark assessment to see if the student has mastered the benchmark. If the student has not mastered the skill, it is retaught and another assessment given. The District Fall and Winter assessments are also used to determine the effectiveness of the tutoring.

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

South Pointe Elementary houses approximately 20 students ages 3 to 4 in the Head Start program and another 20 students in the VPK program. Both programs implement the High Scope curriculum. The teachers plan with the Kindergarten teachers on a weekly basis. The students who participate in these early childhood programs attend field trips and class presentations that the Kindergarten teachers arrange.

In order to facilitate the transition from Pre-K to kindergarten, the Pre-K students visit the Kindergarten students and shadow them for periods of time before the school year ends. Parents are invited in for Kindergarten orientation. While the parents attend the orientation their children participate in Kindergarten activities provided for by Kindergarten teachers. Parents of students entering Kindergarten in the fall who attend community early childhood centers are invited to participate in these activities.

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

N/A

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

N/A

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

N/A

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

N/A

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.** We will increase student achievement by improving core instruction across all content areas.
- G2.** We will increase student achievement by improving attendance and behavior.
- G3.** We will prepare students to be college and career ready by offering STEM initiatives and programs.
- G4.** We will increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

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

G050487

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	85.0
CELLA Writing Proficiency	89.0
AMO Math - All Students	89.0
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- Common Planning Time, McGraw Hill Reading Wonder Series, Reading Plus, I-Ready,
- Houghton Mifflin Harcourt Go Math series, Moby Max, Reflex Math
- Gizmo, P-Sell

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of data to drive differentiated instruction.

Plan to Monitor Progress Toward G1. 8

Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible

Melanie Fishman

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Agendas; sign in log during data chats

G2. We will increase student achievement by improving attendance and behavior. 1a

G050486

Targets Supported 1b

Indicator	Annual Target
Attendance rate	5.0
One or More Suspensions	1.0

Resources Available to Support the Goal 2

- Parent Conferences, School wide attendance contract, Incentives
- School wide discipline plan, Point System for 5th graders, individual/group counseling

Targeted Barriers to Achieving the Goal 3

- There is a need to identify students who exhibit two or more early warning indicators early on.

Plan to Monitor Progress Toward G2. 8

Interim Assessment data will be collected and analyzed with the students attendance and behavior records.

Person Responsible

Melanie Fishman

Schedule

Quarterly, from 9/9/2014 to 6/6/2015

Evidence of Completion

Agendas, sign-in sheets during meetings, Interim Assessment data, students attendance and behavior records.

G3. We will prepare students to be college and career ready by offering STEM initiatives and programs.

1a

G050472

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Interactive journals, essential labs, Gizmo, CPalms

Targeted Barriers to Achieving the Goal 3

- There is a need to provide a variety of higher order thinking activities into students' daily instruction.

Plan to Monitor Progress Toward G3. 8

Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible

Melanie Fishman

Schedule

Daily, from 9/9/2014 to 6/4/2015

Evidence of Completion

Agendas; sign-in log during data chats, walkthroughs, lesson plans, student data.

G4. We will increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

1a

G045801

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Bilingual presenters, community supporters, venue to hold events.

Targeted Barriers to Achieving the Goal 3

- There is a need to bring in the parents of the lower performing students.

Plan to Monitor Progress Toward G4. 8

Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward goal.

Person Responsible

Melanie Fishman

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Agendas; sign-in log

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

 G050487

G1.B1 Inconsistent use of data to drive differentiated instruction. **2**

 B126498

G1.B1.S1 Provide professional development opportunities on analyzing multiple data sources used to drive instruction .(Thinkgate, Interims). **4**

 S138441

Strategy Rationale

Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward the goal.

Action Step 1 **5**

Develop a professional development workshop for teachers focusing on how to analyze multiple data sources to drive differentiated instruction .

Person Responsible

Lisa Gonsky

Schedule

On 10/8/2014

Evidence of Completion

Sign-in sheet; agenda,lists of students grouped by data for differentiated instruction.

Action Step 2 5

Teachers will implement differentiated groups based on the data during instruction.

Person Responsible

Melanie Fishman

Schedule

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

Evidence of Completion

Class room walk throughs, lesson plans and lists of differentiated groups.

Action Step 3 5

During common planning time best practices in using the data to create differentiated instruction groups during instruction time will be shared by teachers.

Person Responsible

Jessica Fremson

Schedule

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

Evidence of Completion

Sign-in sheet; minutes

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

Conduct classroom walkthroughs to monitor differentiated grouping based on data during class.

Person Responsible

Melanie Fishman

Schedule

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

Evidence of Completion

Class room walk throughs, lesson plans and lists of differentiated groups.

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

Administrative team will attend PD and ensure full participation of staff and engagement in collaborative conversations. Administrators will conduct classroom walkthroughs to ensure that differentiated groups are in place and that they are based on data.

Person Responsible

Melanie Fishman


Schedule

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


Evidence of Completion

Students work folders. Teacher's lesson plans. Tiered homework.

G2. We will increase student achievement by improving attendance and behavior. 1

 G050486

G2.B1 There is a need to identify students who exhibit two or more early warning indicators early on. 2

 B126858

G2.B1.S1 Provide opportunities for teachers to share best discipline practices and attendance strategies. 4

 S138819

Strategy Rationale

Best practices shared and implemented will decrease absences and discipline happenings.

Action Step 1 5

Provide opportunities during common planning time and at faculty meetings for best practices to be shared.

Person Responsible

Melanie Fishman

Schedule

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

Evidence of Completion

Sign-in log, Agendas

Action Step 2 5

Teachers will implement the school wide discipline plan with fidelity.

Person Responsible

Melanie Fishman

Schedule

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

Evidence of Completion

Classroom walkthroughs.

Action Step 3 5

Students will be provided opportunities to attend individual and group counseling.

Person Responsible

Melanie Fishman

Schedule

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

Evidence of Completion

Counselor's Log, Student Case Management Student Services records

Action Step 4 5

Provide opportunities for teachers to conduct individual student conferences as needed.

Person Responsible

Melanie Fishman

Schedule

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

Evidence of Completion

Teacher's communication log.

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

Conduct classroom walkthroughs to monitor effectiveness of implementation plan.

Person Responsible

Melanie Fishman

Schedule

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

Evidence of Completion

Follow-up collaborative conversations with Administrative Team based on classroom walkthroughs.

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

Collaborative conversations among the Administrative Team.

Person Responsible

Melanie Fishman

Schedule

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

Evidence of Completion

Agendas, The attendance and discipline reports.

G3. We will prepare students to be college and career ready by offering STEM initiatives and programs. 1

G050472

G3.B1 There is a need to provide a variety of higher order thinking activities into students' daily instruction.

2

B126477

G3.B1.S1 Provide professional development opportunities on analyzing multiple data sources used to drive instruction.(Success Maker, Thinkgate, Interims, Go Math Pre-test). 4

S138417

Strategy Rationale

Teachers will be able to use this knowledge to create the differentiated groups in their classrooms as assessments are given.

Action Step 1 5

Develop a professional development workshop for teachers focusing on higher order questioning strategies and the use of explicit instruction.

Person Responsible

Lisa Gonsky

Schedule

On 10/22/2014

Evidence of Completion

Sign-in sheet; agenda,lists of students grouped by data for differentiated instruction.

Action Step 2 5

Teachers will use higher order questioning and the use of explicit instruction during direct instruction.

Person Responsible

Melanie Fishman

Schedule

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

Evidence of Completion

Class room walk throughs, lesson plans

Action Step 3 5

During common planning time best practices in using higher level questioning will be shared by teachers during common planning time.

Person Responsible

Jessica Fremson

Schedule

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

Evidence of Completion

Sign-in sheet; minutes

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

Conduct classroom walkthroughs to monitor effective delivery of instruction that is clearly focused, aligned to the standards and demonstrates higher level questioning strategies.

Person Responsible

Melanie Fishman

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Class room walk throughs, lesson plans

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

Administrative team will attend PD and ensure full participation of staff and engagement in collaborative conversations. Administrators will conduct classroom walkthroughs to ensure that higher level questioning is taking place.

Person Responsible

Melanie Fishman

Schedule

Daily, from 9/9/2014 to 6/4/2015

Evidence of Completion

Students work folders. Teacher's lesson plans. homework.

G4. We will increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1

G045801

G4.B1 There is a need to bring in the parents of the lower performing students. 2

B127643

G4.B1.S1 Offer parent workshops that are in multiple languages. 4

S139775

Strategy Rationale

Parents of different languages will be able to attend and a larger audience will be reached.

Action Step 1 5

Create a survey to find out parents interests.

Person Responsible

Melanie Fishman

Schedule

Semiannually, from 9/9/2014 to 1/23/2015

Evidence of Completion

The collected surveys.

Action Step 2 5

Use the data from the surveys to create parent workshops.

Person Responsible

Melanie Fishman

Schedule

Monthly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Surveys, agendas , and flyers

Action Step 3 5

Have monthly workshops in English and Spanish offered at different times each month.

Person Responsible

Melanie Fishman

Schedule

Monthly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Agenda, flyer , sign-in-sheets

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

Administrative team will participate in the monthly parent meetings.

Person Responsible

Melanie Fishman

Schedule

Monthly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Agendas, sign-in-sheets, flyers, connect-ed messages

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

Administration will compare the sign-in sheets to the students who are low performing on standardized tests.

Person Responsible

Melanie Fishman

Schedule

Monthly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Student data reports, sign-in-sheets

Appendix 1: Implementation Timeline

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

Dade - 5091 - South Pointe Elementary School - 2014-15 SIP
South Pointe Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Develop a professional development workshop for teachers focusing on higher order questioning strategies and the use of explicit instruction.	Gonsky, Lisa	10/22/2014	Sign-in sheet; agenda,lists of students grouped by data for differentiated instruction.	10/22/2014 one-time
G1.B1.S1.A1	Develop a professional development workshop for teachers focusing on how to analyze multiple data sources to drive differentiated instruction .	Gonsky, Lisa	10/8/2014	Sign-in sheet; agenda,lists of students grouped by data for differentiated instruction.	10/8/2014 one-time
G2.B1.S1.A1	Provide opportunities during common planning time and at faculty meetings for best practices to be shared.	Fishman, Melanie	9/9/2014	Sign-in log, Agendas	11/26/2014 weekly
G4.B1.S1.A1	Create a survey to find out parents interests.	Fishman, Melanie	9/9/2014	The collected surveys.	1/23/2015 semiannually
G3.B1.S1.A2	Teachers will use higher order questioning and the use of explicit instruction during direct instruction.	Fishman, Melanie	9/9/2014	Class room walk throughs, lesson plans	11/26/2014 daily
G1.B1.S1.A2	Teachers will implement differentiated groups based on the data during instruction.	Fishman, Melanie	9/9/2014	Class room walk throughs, lesson plans and lists of differentiated groups.	11/26/2014 daily
G2.B1.S1.A2	Teachers will implement the school wide discipline plan with fidelity.	Fishman, Melanie	9/9/2014	Classroom walkthroughs.	11/26/2014 daily
G4.B1.S1.A2	Use the data from the surveys to create parent workshops.	Fishman, Melanie	9/9/2014	Surveys, agendas , and flyers	6/4/2015 monthly
G3.B1.S1.A3	During common planning time best practices in using higher level questioning will be shared by teachers during common planning time.	Fremson, Jessica	9/9/2014	Sign-in sheet; minutes	11/26/2014 weekly
G1.B1.S1.A3	During common planning time best practices in using the data to create differentiated instruction groups during instruction time will be shared by teachers.	Fremson, Jessica	9/9/2014	Sign-in sheet; minutes	11/26/2014 weekly
G2.B1.S1.A3	Students will be provided opportunities to attend individual and group counseling.	Fishman, Melanie	9/9/2014	Counselor's Log, Student Case Management Student Services records	11/26/2014 daily
G4.B1.S1.A3	Have monthly workshops in English and Spanish offered at different times each month.	Fishman, Melanie	9/9/2014	Agenda, flyer , sign-in-sheets	6/4/2015 monthly
G2.B1.S1.A4	Provide opportunities for teachers to conduct individual student conferences as needed.	Fishman, Melanie	9/9/2014	Teacher's communication log.	11/26/2014 weekly
G1.MA1	Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward the goal.	Fishman, Melanie	9/9/2014	Agendas; sign in log during data chats	6/4/2015 quarterly
G1.B1.S1.MA1	Administrative team will attend PD and ensure full participation of staff and engagement in collaborative conversations. Administrators will conduct classroom walkthroughs to ensure that differentiated groups are in place and that they are based on data.	Fishman, Melanie	9/9/2014	Students work folders. Teacher's lesson plans. Tiered homework.	11/26/2014 weekly
G1.B1.S1.MA1	Conduct classroom walkthroughs to monitor differentiated grouping based on data during class.	Fishman, Melanie	9/9/2014	Class room walk throughs, lesson plans and lists of differentiated groups.	11/26/2014 daily
G2.MA1	Interim Assessment data will be collected and analyzed with the students attendance and behavior records.	Fishman, Melanie	9/9/2014	Agendas, sign-in sheets during meetings, Interim Assessment data, students attendance and behavior records.	6/6/2015 quarterly
G2.B1.S1.MA1	Collaborative conversations among the Administrative Team.	Fishman, Melanie	9/9/2014	Agendas,The attendance and discipline reports.	11/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Conduct classroom walkthroughs to monitor effectiveness of implementation plan.	Fishman, Melanie	9/9/2014	Follow-up collaborative conversations with Administrative Team based on classroom walkthroughs.	11/26/2014 daily
G3.MA1	Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward the goal.	Fishman, Melanie	9/9/2014	Agendas; sign-in log during data chats, walkthroughs, lesson plans, student data.	6/4/2015 daily
G3.B1.S1.MA1	Administrative team will attend PD and ensure full participation of staff and engagement in collaborative conversations. Administrators will conduct classroom walkthroughs to ensure that higher level questioning is taking place.	Fishman, Melanie	9/9/2014	Students work folders. Teacher's lesson plans. homework.	6/4/2015 daily
G3.B1.S1.MA1	Conduct classroom walkthroughs to monitor effective delivery of instruction that is clearly focused, aligned to the standards and demonstrates higher level questioning strategies.	Fishman, Melanie	9/9/2014	Class room walk throughs, lesson plans	6/4/2015 weekly
G4.MA1	Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward goal.	Fishman, Melanie	9/9/2014	Agendas; sign-in log	6/4/2015 quarterly
G4.B1.S1.MA1	Administration will compare the sign-in sheets to the students who are low performing on standardized tests.	Fishman, Melanie	9/9/2014	Student data reports, sign-in-sheets	6/4/2015 monthly
G4.B1.S1.MA1	Administrative team will participate in the monthly parent meetings.	Fishman, Melanie	9/9/2014	Agendas, sign-in-sheets, flyers, connect-ed messages	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. We will increase student achievement by improving core instruction across all content areas.

G1.B1 Inconsistent use of data to drive differentiated instruction.

G1.B1.S1 Provide professional development opportunities on analyzing multiple data sources used to drive instruction .(Thinkgate, Interims).

PD Opportunity 1

Develop a professional development workshop for teachers focusing on how to analyze multiple data sources to drive differentiated instruction .

Facilitator

Lisa Gonsky

Participants

Teachers in grades K-5

Schedule

On 10/8/2014

G3. We will prepare students to be college and career ready by offering STEM initiatives and programs.

G3.B1 There is a need to provide a variety of higher order thinking activities into students' daily instruction.

G3.B1.S1 Provide professional development opportunities on analyzing multiple data sources used to drive instruction.(Success Maker, Thinkgate, Interims, Go Math Pre-test).

PD Opportunity 1

Develop a professional development workshop for teachers focusing on higher order questioning strategies and the use of explicit instruction.

Facilitator

Lisa Gonsky

Participants

Teachers in grades K-5

Schedule

On 10/22/2014

Budget Rollup

Summary

Description	Total
Grand Total	0