

Whispering Pines Elementary School

18929 SW 89TH RD, Miami, FL 33157

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

No

Minority

75%

School Grades History

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

Whispering Pines Elementary is a school which fosters life-long learners in an atmosphere of shared respect, achievement, and teamwork.

Provide the school's vision statement

Working Efficiently, Promoting Success, and Educating Young Minds.

School Environment

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

When students register at Whispering Pines Elementary parents complete a Home Language Survey. This survey is used to determine if a student is proficient in a language other than English. If so the student is tested for English Language Proficiency and if needed specialized ELL strategies are implemented to assist the child in language acquisition. In addition, the school counselor meets with new students and families to discuss any specialized needs a student may have and to allay any concerns a parent may have about entering a new school setting. Teachers work with the students and families to provide opportunities to showcase differences between cultures and heritage. Students share information with one another in an effort to build relationships among the school community.

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

Each morning students are provided the opportunity to attend the free breakfast program in the school cafeteria. Once the students have completed their breakfast students are encouraged to participate in supervised morning physical education classes. Students are also offered the opportunity to join the school chorus that meets before school. The media center is open starting at 8 am in order for children to check out books, read quietly or take reading assessments. During the school day students are with their classroom teachers and are never unaccompanied. When moving through the building, students walk in pairs when they are not with an adult. School security is always vigilant either at the main entrance or patrolling the campus. After school students are supervised by teachers, security and administration. The students disperse to parent pick up, After School Care or to the bus area. At approximately 30 minutes after dismissal students who have not been picked up will come to the office area in order to contact their parents and wait safely inside.

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

During instructional time the expectation is that students will follow the school rules that are in place to maintain a safe and secure learning environment. School rules are listed in the school handbook and are distributed to parents each school year. The parent must confirm receipt and understanding

of the school rules. Rules and expectations are emphasized by the school administration on school announcements and by the school counselor when visiting classrooms. Teachers enforce all rules. When a student does not follow the rules or exhibits behavior that gets in the way of other students learning, the school implements progressive discipline. Students begin at a warning, parent contact, detention, removal from class, meeting with administration and if needed suspension. In rare circumstances the RTI process is initiated and a behavior intervention plan is implemented.

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 meets bi-weekly with students in all classes and works on character building activities. In addition to these classroom visits the counselor meets with students in small groups or individually as needed to focus on specific issues that impact the students. These needs may include classroom organization, study skills, and dealing with divorce.

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

Early warning indicators that are used are attendance below 90 percent, one or more suspensions, course failure in English Language Arts or mathematics, a Level 1 score on the statewide, standardized assessments, and number of behavioral referrals.

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	7	7	5	7	10	42
One or more suspensions	0	0	8	18	1	3	30
Course failure in ELA or Math	5	6	8	13	24	11	67
Level 1 on statewide assessment	0	0	0	15	14	11	40

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	4	3	4	6	10	6	33

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

Intervention strategies used consist of RTI, counseling, research-based interventions teacher PD.

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

PTA records and the volunteer sign-in logs from the 2013-2014 school year, indicate that there were 56% of parents that participated in school wide activities. The goal for the 2014- 2015 school year is to increase parent participation by ten percentage points to 60%.

There are not many parents at Whispering Pines Elementary school that are registered on our volunteer database.

- The office staff will provide administration and the PTA with monthly reports on the number of parents who are registered.

Monitoring: The administration, secretary, and PTA board will monitor the number of parents registering to become school volunteers.

Evaluation Tool: The number of parents that sign-up for the classroom teacher's webpage.

Parents of students that live out of area do not have the opportunity to volunteer. These parents have employment that limit their availability.

To increase opportunities for parents to volunteer before or after school, or on special school events such as the Fall Festival .

Monitoring tool:Parent volunteer logs

Evaluation Tool: Parent volunteer logs

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

Whispering Pines Elementary School is supported by several agencies and groups throughout the Cutler Bay Community. The Whispering Pines Woman's Club works closely with the school's administration to provide incentives for students who do the right thing. During the holiday season, the Woman's Club meets with students to spread holiday cheer and provide needy families with food and gifts. The Cutler Bay Police Department works hand in hand with school administration and school security monitors to assist with student safety. This is done through patrolling the perimeter of the school during the school day, monitoring the flow of traffic and assuring that guests are parked properly around the school grounds. The Cutler Bay Police Department has included Whispering Pines Elementary in free local field trips that support character education and cultural diversity. Green Star Landscaping has worked tirelessly to provide free landscaping and beautification of the school grounds. They have not only provided trees, mulch and flowers, but they have provided the manpower necessary to make improvements on the campus. Lastly, the Whispering Pines Elementary School PTA works closely with local businesses that support the efforts of the PTA and school's administration in creating an environment of life-long learning.

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
Brown, Tamela	Principal
Pando-Landaburu, Ruth	Assistant Principal

Duties

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

Dawn Broughton: 3rd grade Teacher & Reading Liaison. Ms. Broughton will work with teachers at all grade levels in order to ensure that implementation of the Reading curriculum and the Florida State 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.

Maria Lastre: 4th/5th grade Mathematics Teacher & Mathematics Liaison. Ms. Lastre will work with teachers at all grade levels in order to ensure the implementation of the Mathematics curriculum and the Florida State 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.

Linda Nunez: 2nd/3rd grade Science Teacher & Science Liaison. Ms. Nunez will work with teachers at all grade levels in order to ensure the implementation of the Science curriculum and the NGSSS standards. In addition, she will work with administration to monitor school wide science data.

Michele Velez: 4th grade Teacher & Special Education Chairperson. Ms. Velez 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 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 Leadership Team will hold monthly team meetings, while addressing the strategies and goals on the SIP, to use the eight step planning and problem solving process to set goals, plan, and evaluate programs that focus on increasing student achievement or behavioral success. The 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 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.

Whispering Pines Elementary uses the following federal, state, and local funds, services and programs in order to meet the needs of the students at the school.

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional

Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title X- Homeless

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

Violence Prevention Programs

District Policy Against Bullying and Harassment

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

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ann Moss	Parent
Tamela Brown	Principal
Seth Patterson	Teacher
Michelle Velez	Teacher
Susan Duncan	Teacher
Maretta Chuechunklin	Teacher
Diana Rizo	Teacher
Vivian Hernandez	Teacher
Kadie Lee	Education Support Employee
Candis Pezet	Parent
Laura Pittman	Parent
Salene Sandin	Parent
Rosa Lobaina	Parent
Yvonne Williams	Parent
Hunter Miller	Student
David Rolle	Business/Community
Peter Masi	Business/Community
Louise Lockwood	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC, along with administration, evaluated last years FCAT data to determine if the strategies that were put into place increased student performance.

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

The SAC meets quarterly to discuss the specific needs of the school and its stakeholders. The SAC works closely with the school administration and teachers in order to provide support for the programs that are being implemented and outlined in the SIP. When needed, SAC provides additional resources in order to meet the needs. All stakeholders are involved in the decision making process and provide suggestions in order to stretch the budget and plan for school improvement.

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

The projected use of the school improvement funds is to use the funds to pay for substitute coverage for the Reading Liaison, Mathematics Liaison, and Science Liaison to attend trainings in their respective areas and in turn train the teachers working within that curriculum.

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

At this time we are adding another studentre

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Brown, Tamela	Principal
Pando-Landaburu, Ruth	Assistant Principal

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 Florida State 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

With departmentalization, many teachers have common planning time. In addition, every Wednesday, administration leaves time open for teachers to plan by grade levels or content areas.

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

The principal and assistant principal work with all teachers to provide support as needed. All teachers are provided with professional development activities to support their individual needs. Administration provides opportunities for team building and learning communities to support the growth of each individual teacher and program.

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

Teachers in years two and three will receive a buddy teacher. The buddy 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

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

To ensure that the core instructional programs and materials are aligned to Florida's standards, the teachers follow the Districts Pacing guides.

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 school uses ThinkGate as a data tool. The ThinkGate reports allow the teachers to see the students' strengths and weaknesses. After identifying the weaknesses, the teachers use the data to differentiate instruction. In addition, the teachers in mathematics, use the ThinkGate reports to provide supplemental assignments to the students in ThinkCentral.

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: After School Program

Minutes added to school year: 6,000

A variety of Community School classes are offered throughout the school year and are made available to students of all ages both before and after school. One of the featured classes is tutoring in math and reading. Certified teachers work with students based on their instructional levels and individual needs. Enrichment classes such as photography, viola, dance and chorus contribute to a well rounded education.

Strategy Rationale

These community school classes provide support to the core academic subjects.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brown, Tamela, pr5951@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 courses for reading and mathematics will complete a pre and post test 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 contributing to a well rounded education will prepare for a showcase that will display all that they learned throughout the school year. In some cases, as with photography, students will compile a portfolio in order to track their progress.

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 readiness is an issue of importance to parents, students, and teachers in Florida. Whispering Pines 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.

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.** To provide interventions and strategies that address the areas of attendance, behavior, and academic performance that will lead to greater success for students identified as at-risk.
- G3.** To prepare students to be college and career ready through an all-hands-on-deck approach to science, technology, engineering, and math (STEM).
- G4.** To increase the percentage of parents who volunteer or participate in schoolwide activities.

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

G046471

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	61.0
AMO Reading - White	84.0
AMO Reading - ELL	72.0
AMO Reading - SWD	49.0
AMO Reading - ED	69.0
AMO Math - SWD	55.0

Resources Available to Support the Goal 2

- Pacing Guides, McGraw-Hill Reading Wonders Series, ELA Test Item Specifications, ELA Liaison, Scheduled Computer Lab, Wednesday Common Planning, Technology i.e., Reading Plus, AR, Promtthean and Smart Boards in all classrooms, Media Center with Media Specialists, Two computer labs
- Think Central, Successmaker, Mathematics Teacher Leader, Manipulatives, Curriculum Pacing Guides, Wednesday Common Planning, Technology, Computer Labs.
- GIZMOS, Science Teacher Leader, Curriculum Pacing Guides, Wednesday Common Planning, Technology, Computer Labs.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective planning with the use of District Pacing Guides and McGraw Hill Reading Wonder Series.
- Limited evidence of effective planning with the use of District Pacing Guides and the Go Math Series.
- Limited evidence of effective planning with the use of District Pacing Guides and the Scott Foresman Science Series.

Plan to Monitor Progress Toward G1. 8

District Interim Assessment, Think Central reports.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

Evidence of Completion

Thinkgate reports, Think Central reports.

G2. To provide interventions and strategies that address the areas of attendance, behavior, and academic performance that will lead to greater success for students identified as at-risk. 1a

G047798

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0

Resources Available to Support the Goal 2

- Attendance Committee, MTSS/RTI, School Counselor, School Social Worker

Targeted Barriers to Achieving the Goal 3

- Attendance data from the 2013-2014 school year indicates that 8% of the students missed 10% or more of available instructional time throughout the school year. The 2015 target is that only 7% of the students will miss 10% or more of available instructional time throughout the 2014-2015 school year. Students need to attend school regularly to succeed, being in school on a regular and consistent basis leads to succeeding in school. In monitoring the Early Warning Systems, the attendance committee and MTSS/Rtl team will work on decreasing the number of students who missed 10% or more on in-school instructional learning time.
- SCAM reports from the 2013-2014 school year indicates that 14% of students received two or more behavioral referrals during the school year. The 2015 target is to decrease the percentage of students receiving two or more behavioral referrals to 13% during the 2014-2015 school year. In monitoring the Early Warning Systems, the MTSS/Rtl team and guidance counselor will monitor the students who receive two or more behavioral referrals and who receive one or more behavior referrals that lead to suspension. They will work to decrease the number of students receiving two or more behavioral referrals by 3% and decrease the number of students receiving one or more behavioral referrals that lead to suspension by 1%.

Plan to Monitor Progress Toward G2. 8

The MTSS/Rtl team and attendance committee will view the attendance logs and will keep track of and monitor the students that are missing 10 percent or more of instructional time.

Person Responsible

Tamela Brown

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance Records, Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker.

G3. To prepare students to be college and career ready through an all-hands-on-deck approach to science, technology, engineering, and math (STEM). 1a

G048189

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	33.0

Resources Available to Support the Goal 2

- Gizmos, science journals, hands on lab experiments, computer labs.

Targeted Barriers to Achieving the Goal 3

- In order to engage students in hands-on approaches, the number of students participating in Project Based Learning in STEM needs to be increased. There has been a small percentage of students, 15% of students, participating in The District Science Fair, Fairchild Challenge, and the Environmental Educational Science programs.

Plan to Monitor Progress Toward G3. 8

Administrators and Science Liaison will monitor over The STEM activities of the students and teachers and will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person Responsible

Tamela Brown

Schedule

Monthly, from 10/15/2014 to 2/18/2015

Evidence of Completion

Formative: District Interim Assessment data.

G4. To increase the percentage of parents who volunteer or participate in schoolwide activities. 1a

G050640

Targets Supported 1b

Indicator	Annual Target
	55.0

Resources Available to Support the Goal 2

- PTA membership log, Volunteer Sign-in sheets

Targeted Barriers to Achieving the Goal 3

- Parents of students that live out of area do not have the opportunity to volunteer. Most of these parents have employment that limits their availability to volunteer.

Plan to Monitor Progress Toward G4. 8

Assign clerk in the office to perform a monthly count of the number of volunteers that have logged into the volunteer log in book that is kept in the office.

Person Responsible

Tamela Brown

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Total number of volunteers that have logged into the volunteer log in book on a monthly basis.

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**

 G046471

G1.B1 Limited evidence of effective planning with the use of District Pacing Guides and McGraw Hill Reading Wonder Series. **2**

 B115147

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**

 S126716

Strategy Rationale

By using effective planning, teachers will be able to deliver purposeful instruction that will lead to students experiencing and mastering course content and skills.

Action Step 1 **5**

Teachers will receive an introduction on the structures of a Professional Learning Community (PLC) where areas of curriculum topics/focus will be determined.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/7/2014 to 2/18/2015

Evidence of Completion

Sign-in sheet, Agenda

Action Step 2 5

Teachers will participate in a Professional Learning Community (PLC) on a biweekly basis, with a focus on the effective implementation of the McGraw Hill Reading Wonders Series.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

Evidence of Completion

PLC agenda, sign-in sheet, PLC focus calendar

Action Step 3 5

During monthly grade level meetings, grade level chairpersons will debrief on the effectiveness of the implementation of the Professional Learning Community (PLC) topics.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/22/2014 to 2/18/2015

Evidence of Completion

Grade level meeting agendas, sign-in sheets

Action Step 4 5

Curriculum lead will provide additional support in the effective implementation of a lesson through a video taped modeled demonstration for teachers on an as needed basis.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 11/26/2014 to 2/18/2015

Evidence of Completion

Videos of modeled lessons

Action Step 5 5

Administration will participate in grade level meetings and conduct walk-throughs to observe implementation of biweekly topics discussed in the PLC meetings.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/22/2014 to 2/18/2015

Evidence of Completion

Official and unofficial observational notes

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

Administration will participate in bi-weekly grade level meetings with teachers to review efficacy and implementation of the PLC topics in order to monitor students' knowledge in the area of English/Language Arts (ELA). In addition, administration will use Thinkgate to track the progress of all students to determine if they are improving in this area.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/22/2014 to 2/18/2015

Evidence of Completion

Official and unofficial observational notes.

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

Administration will participate in bi-weekly grade level meetings with teachers to review efficiency and implementation of the PLC topics in order to monitor students' knowledge in the area of English/Language Arts (ELA). In addition, administration will use Thinkgate to track the progress of all students to determine if they are improving in this area.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/22/2014 to 2/18/2015

Evidence of Completion

Official and unofficial observational notes, as well as District Interim Assessments.

G1.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S126744

Strategy Rationale

By using effective planning, teachers will be able to deliver purposeful instruction that will lead to students experiencing and mastering course content and skills in analytical writing.

Action Step 1 5

Teachers will receive an introduction on the structures of a Professional Learning Community (PLC) where areas of curriculum topics/focus will be determined.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/7/2014 to 2/18/2015

Evidence of Completion

Sign-in sheet, Agenda

Action Step 2 5

Teachers will participate in a Professional Learning Community (PLC) on a biweekly basis, with a focus on the effective implementation of Analytical Writing in the McGraw Hill Reading Wonders Series.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

Evidence of Completion

PLC agenda, sign-in sheet, PLC focus calendar

Action Step 3 5

During monthly grade level meetings, grade level chairpersons will debrief on the effectiveness of the implementation of the Professional Learning Community (PLC) topics.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/22/2014 to 2/18/2015

Evidence of Completion

Grade level meeting agendas, sign-in sheets

Action Step 4 5

Curriculum lead will provide additional support in the effective implementation of a lesson through a video taped modeled demonstration for teachers on an as needed basis.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

Evidence of Completion

Videos of modeled lessons

Action Step 5 5

Administration will participate in grade level meetings and conduct walk-throughs to observe implementation of biweekly topics discussed in the PLC meetings. "

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/22/2014 to 2/18/2015

Evidence of Completion

Official and unofficial observational notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will participate in bi-weekly grade level meetings with teachers to review efficacy and implementation of the PLC topics in order to monitor students' knowledge in the area of Writing.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/7/2014 to 2/18/2015

Evidence of Completion

Unofficial and unofficial observational notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration will participate in bi-weekly grade level meetings with teachers to review efficacy and implementation of the PLC topics in order to monitor students' knowledge in the area of Writing.

Person Responsible


Schedule

Biweekly, from 10/7/2014 to 2/18/2015


Evidence of Completion

Official and unofficial observational notes.

G1.B9 Limited evidence of effective planning with the use of District Pacing Guides and the Go Math Series. **2**

 B119001

G1.B9.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. **4**

 S130795

Strategy Rationale

By using effective planning, teachers will be able to deliver purposeful instruction that will lead to students experiencing and mastering course content and skills.

Action Step 1 **5**

Teachers will receive an introduction on the structures of a Professional Learning Community (PLC), where areas of curriculum topic/focus will be determined.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/7/2014 to 2/18/2015

Evidence of Completion

Sign in sheets, agenda

Action Step 2 **5**

Teachers will participate in a Professional Learning Community (PLC) on a bi-weekly basis, with a focus on the effective implantation of the Go Math series.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

Evidence of Completion

Sign-in sheet, Agenda, PLC Focus Calendar.

Action Step 3 5

During monthly grade-level meetings, grade level chairs will debrief on the effectiveness of the implementation of Professional Learning Community (PLC) topic.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/22/2014 to 2/18/2015

Evidence of Completion

Grade level meeting agenda, sign-in sheets.

Action Step 4 5

Curriculum Lead will provide additional support in the effective implementation of a lesson through a video taped model demonstration for teachers, on an as needed basis.

Person Responsible

Ruth Pando-Landaburu

Schedule

Monthly, from 10/15/2014 to 2/18/2015

Evidence of Completion

Videos of model lessons.

Action Step 5 5

Administration will participate in grade-level meetings and conduct walk-throughs to observe implementation of the bi-weekly topics discussed in the Professional Learning Community (PLC) meetings.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/22/2014 to 2/18/2015

Evidence of Completion

Official and unofficial observational notes.

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

Administration will participate in bi-weekly grade level meetings with teachers to review efficiency and implementation of the PLC topics in order to monitor students' knowledge in the area of Mathematics. In addition, administration will use Thinkgate to track the progress of all students to determine if they are improving in this area.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

Evidence of Completion

Official and unofficial observational notes

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

Administration will participate in bi-weekly grade level meetings with teachers to review efficiency and implementation of the PLC topics in order to monitor students' knowledge in the area of Mathematics. In addition, administration will use Thinkgate to track the progress of all students to determine if they are improving in this area.

Person Responsible

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

Evidence of Completion

Think gate reports, official and unofficial observational notes

G1.B10 Limited evidence of effective planning with the use of District Pacing Guides and the Scott Foresman Science Series. 2

B119002

G1.B10.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

S130898

Strategy Rationale

By effective planning and implementing collaborative structures teachers will be able to address the course objectives and FLDOE course descriptions with fidelity and rigor.

Action Step 1 5

Teachers will receive an introduction on the structures of a Professional Learning Community (PLC), where areas of curriculum topic/focus will be determined.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/7/2014 to 2/18/2015

Evidence of Completion

sign-in sheet, agenda

Action Step 2 5

Teachers will participate in a Professional Learning Community (PLC) on a bi-weekly basis, with a focus on the effective implantation of the Scotts Foresman Science series.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

Evidence of Completion

Sign-in sheet, Agenda, PLC Focus Calendar.

Action Step 3 5

During monthly grade-level meetings, grade level chairs will debrief on the effectiveness of the implementation of PLC topic.

Person Responsible

Ruth Pando-Landaburu

Schedule

Biweekly, from 10/22/2014 to 2/18/2015

Evidence of Completion

Grade level meeting agenda, sign-in sheets.

Action Step 4 5

Curriculum Lead will provide additional support in the effective implementation of a lesson through a video taped model demonstration for teachers, on an as needed basis.

Person Responsible

Tamela Brown

Schedule

Monthly, from 10/15/2014 to 2/18/2015

Evidence of Completion

Videos of model lessons.

Action Step 5 5

Administration will participate in grade-level meetings and conduct walk-throughs to observe implementation of the bi-weekly topics discussed in the PLC meetings.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/22/2014 to 2/18/2015

Evidence of Completion

Official and unofficial observational notes.

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Administration will participate in bi-weekly grade level meetings with teachers to review efficiency and implementation of the PLC topics in order to monitor students' knowledge in the area of Science. In addition, administration will use Thinkgate to track the progress of all students to determine if they are improving in this area.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

Evidence of Completion

Official and unofficial observational notes.

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Administration will participate in bi-weekly grade level meetings with teachers to review efficiency and implementation of the PLC topics in order to monitor students' knowledge in the area of Science. In addition, administration will use Thinkgate to track the progress of all students to determine if they are improving in this area.

Person Responsible

Tamela Brown

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

Evidence of Completion

Official and unofficial observational notes, as well as District Interim Assessments.

G2. To provide interventions and strategies that address the areas of attendance, behavior, and academic performance that will lead to greater success for students identified as at-risk. 1

G047798

G2.B1 Attendance data from the 2013-2014 school year indicates that 8% of the students missed 10% or more of available instructional time throughout the school year. The 2015 target is that only 7% of the students will miss 10% or more of available instructional time throughout the 2014-2015 school year. Students need to attend school regularly to succeed, being in school on a regular and consistent basis leads to succeeding in school. In monitoring the Early Warning Systems, the attendance committee and MTSS/RtI team will work on decreasing the number of students who missed 10% or more on in-school instructional learning time. 2

B119106

G2.B1.S1 Provide students with incentives for coming to school on a daily basis. 4

S131484

Strategy Rationale

Student learning and success will increase when students attend school regularly.

Action Step 1 5

The MTSS/RtI team and attendance committee will provide students with counseling if they have missed 10 percent or more of available instructional time.

Person Responsible

Tamela Brown

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance Records

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

The MTSS/RtI team and attendance committee will view the attendance logs and will keep track of and monitor the students that are missing 10 percent or more of instructional time.

Person Responsible

Tamela Brown

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance Records

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

The MTSS/RtI team and attendance committee will view the attendance logs and will keep track of and monitor the students that are missing 10 percent or more of instructional time.

Person Responsible

Tamela Brown


Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, SuccessMaker

G2.B2 SCAM reports from the 2013-2014 school year indicates that 14% of students received two or more behavioral referrals during the school year. The 2015 target is to decrease the percentage of students receiving two or more behavioral referrals to 13% during the 2014-2015 school year. In monitoring the Early Warning Systems, the MTSS/RtI team and guidance counselor will monitor the students who receive two or more behavioral referrals and who receive one or more behavior referrals that lead to suspension. They will work to decrease the number of students receiving two or more behavioral referrals by 3% and decrease the number of students receiving one or more behavioral referrals that lead to suspension by 1%. 2

 B119960

G2.B2.S1 Students that receive two or more behavioral referrals will be provided with group counseling opportunities to work on self-esteem and self-reflecting on their behaviors. 4

 S131783

Strategy Rationale

Through counseling, participating students will learn coping skills that will reduce behavioral referrals.

Action Step 1 5

The Guidance Counselor will provide peer mediation as a means of assisting with conflict resolution.

Person Responsible

Tamela Brown

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Number of SCAMS received, COGNOS report on suspension levels.

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

The MTSS/RtI, attendance committee, and guidance counselor will meet regularly with the students that are receiving two or more SCAMS and provide positive reinforcement when they are acting appropriately.

Person Responsible

Tamela Brown

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

COGNOS report and the number of SCAMS received.

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

The MTSS/RtI, attendance committee, and guidance counselor will meet regularly with the students that are receiving two or more SCAMS and provide positive reinforcement when they are acting appropriately.

Person Responsible

Tamela Brown

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

COGNOS Report and the number of SCAMS written.

G3. To prepare students to be college and career ready through an all-hands-on-deck approach to science, technology, engineering, and math (STEM). 1

G048189

G3.B1 In order to engage students in hands-on approaches, the number of students participating in Project Based Learning in STEM needs to be increased. There has been a small percentage of students, 15% of students, participating in The District Science Fair, Fairchild Challenge, and the Environmental Educational Science programs. 2

B120118

G3.B1.S1 Students will get more opportunities to incorporate an interdisciplinary approach to education through environmental projects and activities. 4

S131953

Strategy Rationale

By engaging students through environmental projects, student participation in project based learning will increase.

Action Step 1 5

Students will get more opportunities to engage in hands-on, real-world STEM applications through projects and activities.

Person Responsible

Tamela Brown

Schedule

Daily, from 10/15/2014 to 2/18/2015

Evidence of Completion

Science experiments, Science Fair projects and entries

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

Administrators and Science Liaison will monitor over The STEM activities of the students and teachers and will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person Responsible

Tamela Brown

Schedule

Monthly, from 10/15/2014 to 2/18/2015

Evidence of Completion

Science experiments, Science Fair projects and entries

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

Administrators and Science Liaison will monitor over The STEM activities of the students and teachers and will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person Responsible

Tamela Brown


Schedule

Monthly, from 10/15/2014 to 2/18/2015


Evidence of Completion

Formative: District Interim Assessment data.


G4. To increase the percentage of parents who volunteer or participate in schoolwide activities. 1

 G050640

G4.B1 Parents of students that live out of area do not have the opportunity to volunteer. Most of these parents have employment that limits their availability to volunteer. 2

 B126854

G4.B1.S1 To increase opportunities for parents to volunteer before or after school, or on special school events such as the Fall Festival . 4

 S138816

Strategy Rationale

Action Step 1 5

Encourage parental involvement and registration for school volunteers on connect ed, the school's webpage, and through the Take Home Tuesday yellow communicator.

Person Responsible

Tamela Brown

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Volunteer Log in Book

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

Assign clerk in the office to perform a monthly count of the number of volunteers that have logged into the volunteer log in book that is kept in the office.

Person Responsible

Tamela Brown

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Total number of volunteers that have logged into the volunteer log in book on a monthly basis.

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

Assign clerk in the office to perform a monthly count of the number of volunteers that have logged into the volunteer log in book that is kept in the office.

Person Responsible

Tamela Brown

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Total number of volunteers that have logged into the volunteer log in book on a monthly basis.

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	Teachers will receive an introduction on the structures of a Professional Learning Community (PLC) where areas of curriculum topics/focus will be determined.	Brown, Tamela	10/7/2014	Sign-in sheet, Agenda	2/18/2015 biweekly
G1.B1.S2.A1	Teachers will receive an introduction on the structures of a Professional Learning Community (PLC) where areas of curriculum topics/focus will be determined.	Brown, Tamela	10/7/2014	Sign-in sheet, Agenda	2/18/2015 biweekly
G1.B9.S1.A1	Teachers will receive an introduction on the structures of a Professional Learning Community (PLC) where areas of curriculum topics/focus will be determined.	Brown, Tamela	10/7/2014	Sign in sheets, agenda	2/18/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Learning Community (PLC), where areas of curriculum topic/focus will be determined.				
G1.B10.S1.A1	Teachers will receive an introduction on the structures of a Professional Learning Community (PLC), where areas of curriculum topic/focus will be determined.	Brown, Tamela	10/7/2014	sign-in sheet, agenda	2/18/2015 biweekly
G2.B1.S1.A1	The MTSS/RtI team and attendance committee will provide students with counseling if they have missed 10 percent or more of available instructional time.	Brown, Tamela	8/18/2014	Attendance Records	6/4/2015 monthly
G2.B2.S1.A1	The Guidance Counselor will provide peer mediation as a means of assisting with conflict resolution.	Brown, Tamela	8/18/2014	Number of SCAMS received, COGNOS report on suspension levels.	6/4/2015 weekly
G3.B1.S1.A1	Students will get more opportunities to engage in hands-on, real-world STEM applications through projects and activities.	Brown, Tamela	10/15/2014	Science experiments, Science Fair projects and entries	2/18/2015 daily
G4.B1.S1.A1	Encourage parental involvement and registration for school volunteers on connect ed, the school's webpage, and through the Take Home Tuesday yellow communicator.	Brown, Tamela	9/1/2014	Volunteer Log in Book	6/4/2015 monthly
G1.B1.S1.A2	Teachers will participate in a Professional Learning Community (PLC) on a biweekly basis, with a focus on the effective implementation of the McGraw Hill Reading Wonders Series.	Brown, Tamela	10/15/2014	PLC agenda, sign-in sheet, PLC focus calendar	2/18/2015 biweekly
G1.B1.S2.A2	Teachers will participate in a Professional Learning Community (PLC) on a biweekly basis, with a focus on the effective implementation of Analytical Writing in the McGraw Hill Reading Wonders Series.	Brown, Tamela	10/15/2014	PLC agenda, sign-in sheet, PLC focus calendar	2/18/2015 biweekly
G1.B9.S1.A2	Teachers will participate in a Professional Learning Community (PLC) on a bi-weekly basis, with a focus on the effective implantation of the Go Math series.	Brown, Tamela	10/15/2014	Sign-in sheet, Agenda, PLC Focus Calendar.	2/18/2015 biweekly
G1.B10.S1.A2	Teachers will participate in a Professional Learning Community (PLC) on a bi-weekly basis, with a focus on the effective implantation of the Scotts Foresman Science series.	Brown, Tamela	10/15/2014	Sign-in sheet, Agenda, PLC Focus Calendar.	2/18/2015 biweekly
G1.B1.S1.A3	During monthly grade level meetings, grade level chairpersons will debrief on the effectiveness of the implementation of the Professional Learning Community (PLC) topics.	Brown, Tamela	10/22/2014	Grade level meeting agendas, sign-in sheets	2/18/2015 biweekly
G1.B1.S2.A3	During monthly grade level meetings, grade level chairpersons will debrief on the effectiveness of the implementation of the Professional Learning Community (PLC) topics.	Brown, Tamela	10/22/2014	Grade level meeting agendas, sign-in sheets	2/18/2015 biweekly
G1.B9.S1.A3	During monthly grade-level meetings, grade level chairs will debrief on the effectiveness of the implementation of Professional Learning Community (PLC) topic.	Brown, Tamela	10/22/2014	Grade level meeting agenda, sign-in sheets.	2/18/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B10.S1.A3	During monthly grade-level meetings, grade level chairs will debrief on the effectiveness of the implementation of PLC topic.	Pando-Landaburu, Ruth	10/22/2014	Grade level meeting agenda, sign-in sheets.	2/18/2015 biweekly
G1.B1.S1.A4	Curriculum lead will provide additional support in the effective implementation of a lesson through a video taped modeled demonstration for teachers on an as needed basis.	Brown, Tamela	11/26/2014	Videos of modeled lessons	2/18/2015 biweekly
G1.B1.S2.A4	Curriculum lead will provide additional support in the effective implementation of a lesson through a video taped modeled demonstration for teachers on an as needed basis.	Brown, Tamela	10/15/2014	Videos of modeled lessons	2/18/2015 biweekly
G1.B9.S1.A4	Curriculum Lead will provide additional support in the effective implementation of a lesson through a video taped model demonstration for teachers, on an as needed basis.	Pando-Landaburu, Ruth	10/15/2014	Videos of model lessons.	2/18/2015 monthly
G1.B10.S1.A4	Curriculum Lead will provide additional support in the effective implementation of a lesson through a video taped model demonstration for teachers, on an as needed basis.	Brown, Tamela	10/15/2014	Videos of model lessons.	2/18/2015 monthly
G1.B1.S1.A5	Administration will participate in grade level meetings and conduct walk-throughs to observe implementation of biweekly topics discussed in the PLC meetings.	Brown, Tamela	10/22/2014	Official and unofficial observational notes	2/18/2015 biweekly
G1.B1.S2.A5	Administration will participate in grade level meetings and conduct walk-throughs to observe implementation of biweekly topics discussed in the PLC meetings. "	Brown, Tamela	10/22/2014	Official and unofficial observational notes	2/18/2015 biweekly
G1.B9.S1.A5	Administration will participate in grade-level meetings and conduct walk-throughs to observe implementation of the bi-weekly topics discussed in the Professional Learning Community (PLC) meetings.	Brown, Tamela	10/22/2014	Official and unofficial observational notes.	2/18/2015 biweekly
G1.B10.S1.A5	Administration will participate in grade-level meetings and conduct walk-throughs to observe implementation of the bi-weekly topics discussed in the PLC meetings.	Brown, Tamela	10/22/2014	Official and unofficial observational notes.	2/18/2015 biweekly
G1.MA1	District Interim Assessment, Think Central reports.	Brown, Tamela	10/15/2014	Thinkgate reports, Think Central reports.	2/18/2015 biweekly
G1.B1.S1.MA1	Administration will participate in bi-weekly grade level meetings with teachers to review efficiency and implementation of the PLC topics in order to monitor students' knowledge in the area of English/Language Arts (ELA). In addition, administration will use Thinkgate to track the progress of all students to determine if they are improving in this area.	Brown, Tamela	10/22/2014	Official and unofficial observational notes, as well as District Interim Assessments.	2/18/2015 biweekly
G1.B1.S1.MA1	Administration will participate in bi-weekly grade level meetings with teachers to review efficacy and implementation of the PLC topics in order to monitor students' knowledge in the area of English/Language Arts	Brown, Tamela	10/22/2014	Official and unofficial observational notes.	2/18/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	(ELA). In addition, administration will use Thinkgate to track the progress of all students to determine if they are improving in this area.				
G1.B9.S1.MA1	Administration will participate in bi-weekly grade level meetings with teachers to review efficiency and implementation of the PLC topics in order to monitor students' knowledge in the area of Mathematics. In addition, administration will use Thinkgate to track the progress of all students to determine if they are improving in this area.		10/15/2014	Think gate reports, official and unofficial observational notes	2/18/2015 biweekly
G1.B9.S1.MA1	Administration will participate in bi-weekly grade level meetings with teachers to review efficiency and implementation of the PLC topics in order to monitor students' knowledge in the area of Mathematics. In addition, administration will use Thinkgate to track the progress of all students to determine if they are improving in this area.	Brown, Tamela	10/15/2014	Official and unofficial observational notes	2/18/2015 biweekly
G1.B10.S1.MA1	Administration will participate in bi-weekly grade level meetings with teachers to review efficiency and implementation of the PLC topics in order to monitor students' knowledge in the area of Science. In addition, administration will use Thinkgate to track the progress of all students to determine if they are improving in this area.	Brown, Tamela	10/15/2014	Official and unofficial observational notes, as well as District Interim Assessments.	2/18/2015 biweekly
G1.B10.S1.MA1	Administration will participate in bi-weekly grade level meetings with teachers to review efficiency and implementation of the PLC topics in order to monitor students' knowledge in the area of Science. In addition, administration will use Thinkgate to track the progress of all students to determine if they are improving in this area.	Brown, Tamela	10/15/2014	Official and unofficial observational notes.	2/18/2015 biweekly
G1.B1.S2.MA1	Administration will participate in bi-weekly grade level meetings with teachers to review efficacy and implementation of the PLC topics in order to monitor students' knowledge in the area of Writing.		10/7/2014	Official and unofficial observational notes.	2/18/2015 biweekly
G1.B1.S2.MA1	Administration will participate in bi-weekly grade level meetings with teachers to review efficacy and implementation of the PLC topics in order to monitor students' knowledge in the area of Writing.	Brown, Tamela	10/7/2014	Unofficial and unofficial observational notes.	2/18/2015 biweekly
G2.MA1	The MTSS/Rtl team and attendance committee will view the attendance logs and will keep track of and monitor the students that are missing 10 percent or more of instructional time.	Brown, Tamela	8/18/2014	Attendance Records, Formative Assessments: Baseline Assessment, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, FCAT Explorer Reports, SuccessMaker.	6/4/2015 monthly
G2.B1.S1.MA1	The MTSS/Rtl team and attendance committee will view the attendance logs	Brown, Tamela	8/18/2014	Formative Assessments: Baseline Assessment, Interim Assessments,	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and will keep track of and monitor the students that are missing 10 percent or more of instructional time.			Florida Assessment for Instruction in Reading (FAIR). Reading Plus reports, SuccessMaker	
G2.B1.S1.MA1	The MTSS/RtI team and attendance committee will view the attendance logs and will keep track of and monitor the students that are missing 10 percent or more of instructional time.	Brown, Tamela	8/18/2014	Attendance Records	6/4/2015 monthly
G2.B2.S1.MA1	The MTSS/RtI, attendance committee, and guidance counselor will meet regularly with the students that are receiving two or more SCAMS and provide positive reinforcement when they are acting appropriately.	Brown, Tamela	8/18/2014	COGNOS Report and the number of SCAMS written.	6/4/2015 monthly
G2.B2.S1.MA1	The MTSS/RtI, attendance committee, and guidance counselor will meet regularly with the students that are receiving two or more SCAMS and provide positive reinforcement when they are acting appropriately.	Brown, Tamela	8/18/2014	COGNOS report and the number of SCAMS received.	6/4/2015 monthly
G3.MA1	Administrators and Science Liaison will monitor over The STEM activities of the students and teachers and will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.	Brown, Tamela	10/15/2014	Formative: District Interim Assessment data.	2/18/2015 monthly
G3.B1.S1.MA1	Administrators and Science Liaison will monitor over The STEM activities of the students and teachers and will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.	Brown, Tamela	10/15/2014	Formative: District Interim Assessment data.	2/18/2015 monthly
G3.B1.S1.MA1	Administrators and Science Liaison will monitor over The STEM activities of the students and teachers and will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.	Brown, Tamela	10/15/2014	Science experiments, Science Fair projects and entries	2/18/2015 monthly
G4.MA1	Assign clerk in the office to perform a monthly count of the number of volunteers that have logged into the volunteer log in book that is kept in the office.	Brown, Tamela	9/1/2014	Total number of volunteers that have logged into the volunteer log in book on a monthly basis.	6/4/2015 monthly
G4.B1.S1.MA1	Assign clerk in the office to perform a monthly count of the number of volunteers that have logged into the volunteer log in book that is kept in the office.	Brown, Tamela	9/1/2014	Total number of volunteers that have logged into the volunteer log in book on a monthly basis.	6/4/2015 monthly
G4.B1.S1.MA1	Assign clerk in the office to perform a monthly count of the number of volunteers that have logged into the volunteer log in book that is kept in the office.	Brown, Tamela	9/1/2014	Total number of volunteers that have logged into the volunteer log in book on a monthly basis.	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. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of effective planning with the use of District Pacing Guides and McGraw Hill Reading Wonder Series.

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

Teachers will participate in a Professional Learning Community (PLC) on a biweekly basis, with a focus on the effective implementation of the McGraw Hill Reading Wonders Series.

Facilitator

Dawn Broughton

Participants

Reading/Language Arts teachers

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

G1.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Teachers will participate in a Professional Learning Community (PLC) on a biweekly basis, with a focus on the effective implementation of Analytical Writing in the McGraw Hill Reading Wonders Series.

Facilitator

Dawn Broughton

Participants

Reading/Language Arts teachers

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

G1.B9 Limited evidence of effective planning with the use of District Pacing Guides and the Go Math Series.

G1.B9.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Teachers will participate in a Professional Learning Community (PLC) on a bi-weekly basis, with a focus on the effective implantation of the Go Math series.

Facilitator

Maria Lastre, Star Melgar

Participants

Mathematics teachers

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

G1.B10 Limited evidence of effective planning with the use of District Pacing Guides and the Scott Foresman Science Series.

G1.B10.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

Teachers will participate in a Professional Learning Community (PLC) on a bi-weekly basis, with a focus on the effective implantation of the Scotts Foresman Science series.

Facilitator

Linda Nunez and Sue Meyer

Participants

Science teachers

Schedule

Biweekly, from 10/15/2014 to 2/18/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0