

# Broadmoor Elementary School



2014-15 School Improvement Plan

## Broadmoor Elementary School

3401 NW 83RD ST, Miami, FL 33147

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
99%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
98%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>50</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>55</b>
Professional Development Opportunities	56
Technical Assistance Items	61
<b>Appendix 3: Budget to Support Goals</b>	<b>62</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The environment at Broadmoor Elementary School is designed to enhance parent involvement, staff development, career and technological awareness, and problem solving techniques. The professional staff is committed to the implementation of a team effort using research-based programs. These models will ensure pupil progress, preparing them to be well rounded and efficient citizens, critical thinkers, problem solvers, educationally independent, and to possess high self-esteem.

##### Provide the school's vision statement

The faculty and staff at Broadmoor Elementary School aspire to foster a school culture that provides a nurturing environment for students where there is high student achievement and an atmosphere of excellence; where students are a community of learners and the school is a laboratory of learners, where parents are partners and business members are stakeholders. Broadmoor Elementary aims to develop well-rounded students who are lifelong learners, who read for pleasure, are critical thinkers, have high self-esteem, are problem solvers, are self-confident, and who are educationally independent.

#### School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

In addition, our school will:

- Ensure that relationship-building is a clear priority.
- Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making).
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings.
- Embed cultural activities within curriculum and daily course work.

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

Our school will create an environment where students feel safe and respected before, during and after school by:

- Developing and implementing a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) support based on identified student needs, and intensive (brief individual counseling, referral) support.



- Clarifying faculty and staff members' expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.
- Involving non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

**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**

Our school will employ the following strategies to minimize distractions to keep students engaged during instructional time:

- Ensuring teachers are trained in classroom management strategies.
- Ensuring differentiation of instruction is taking place to meet the needs of all students.
- Develop a school-wide recognition system that reinforces positive behaviors.
- Develop and implement a differentiated system of school counseling services.

**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 will ensure the social-emaotional needs of all students by utilizing the following strategies:

- Utilize the School Support Team/Problem Solving Team to discuss students with barriers to academic and social success
- Connect students and parents to agencies that provide individual services.
- Identify staff (i.e. school counselor, school social worker, etc.) to provide a differentiated delivery of services based on students needs.

### **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**

Broadmoor's faculty will utilize data systems to identify students who have attendance, behavioral or academic concerns. Faculty and staff members will:

- Create data decision rules for number of absences and tardies before generating a referral and/or conducting an Attendance Review Committee.
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Support Team/Problem Solving Team to monitor and address the needs of students and the barriers blocking their success.

**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	19	10	9	14	11	13	76
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	10	13	21	47	28	7	126
Level 1 on statewide assessment	0	0	0	61	43	47	151

**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	3	7	11	20	7	1	49

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

The intervention strategies that will be employed by Broadmoor's faculty and staff to improve the academic performance of students identified by the early warning system will include:

- Utilize the SST/PST to problem solve and create actions plans.
- Provide ELL Before-school Tutoring to students in grades 3, 4, and 5.
- Utilize research based interventions to close student achievement gaps related the early warning indicators.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

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

The faculty and staff of Broadmoor Elementary is committed to building and and sustaining partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. Our school has partnered with Winn-Dixie to provide food and refreshments to staff, parents, and students during school functions (e.g., Open House). In addition, our faculty is working with Florida International University (Center for Children and Families) to provide support to teachers and parents with students who display characteristics of ADD/ADHD.

**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
Riaz, Omar	Principal
Rodriguez, Maria	Assistant Principal
Qunitero, Amparo	Instructional Coach
Salley, Chantea	Instructional Coach

### Duties

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

Tier 1 (Leadership Team)

• Administrators (Dr. Omar Riaz, Principal and Maria Rodriguez, Assistant Principal) will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.

In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, and behavior specialists (Amparo Quintero)
- Special education personnel (Dr. Jo Ann Rivera)
- School guidance counselor (Constance Alexander)
- School psychologist (Maryann Dominguez)
- School social worker (Shikira Lockette)
- Member of advisory group, community stakeholders, parents
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (once a month) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The Principal, Assistant Principal, and coaches of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The Assistant Principal, School Guidance Counselor, School Psychologist, and the School Social Worker of the Leadership Team, Tier 2 Team, and parent/guardians are the members of the Tier 3 SST/Problem Solving Team.

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

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

1. Holding regular team meetings where problem solving is the sole focus.

2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?) Formative assessments is gathered once weekly, or even daily, to provide intensive support, while skill or general outcome monitoring (weekly to monthly) shows growth based on the Tier III individualized intensive intervention (iii) plan designed by the SST team.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

#### Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

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

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Dr. Omar Riaz	Principal
Amparo Quintero	Teacher
Joanne Welch	Teacher
Dr. JoAnn Rivera	Teacher
Marina Prieto	Teacher
Chantea Salley	Teacher
Crystel Moore	Teacher
Linda Hume	Teacher
Wanda Rosario	Education Support Employee
Suzanne Barroso-Herrera	Education Support Employee

### 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*

All school stakeholders were asked to evaluate the 2013-2104 SIP by completing SIP End-of-Year 2013-2014 Review Forms. Recommendations made by the members of both the grade levels and the EESAC for the development of the 2014-2015 SIP were recorded and included in the EESAC minutes.

*Development of this school improvement plan*

To assist in the preparation of the 2014-2015 School Improvement Plan (SIP) an EESAC meeting was scheduled to review the completed SIP End-of-Year 2013-2014 Review Forms. Recommendations made by the members of both the grade levels and the EESAC for the development of the 2014-2015 SIP were recorded and included in the EESAC minutes.

*Preparation of the school's annual budget and plan*

The 2014-2015 School Improvement Plan was developed by a committee of school stakeholders. The annual school budget was prepared to address the greatest areas of need within the school. Instructional strengths and weaknesses were taken into account to create strategic goals that best fit the school's needs.

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

EESAC funds were utilized to purchase music and multimedia equipment for music classes and school-wide functions (\$2060).

**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
Riaz, Omar	Principal
Rodriguez, Maria	Assistant Principal
Welch, Joanne	Teacher, K-12
Moore, Crystel	Teacher, K-12
Chernisky, Sara	Teacher, K-12
Schevis, Patricia	Teacher, K-12
Pinero, Janet	Teacher, K-12
Johnson, Shandela	Teacher, K-12
Qunitero, Amparo	Instructional Coach
Salley, Chantea	Instructional Coach

## Duties

### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team at Broadmoor Elementary school will meet monthly. The team will analyze data and look for data trends. They will adjust curriculum and provide strategies for differentiated instruction. Furthermore, the LLT will drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions. The LLT will also maintain a connection to the school's MTSS/RtI process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective throughout all grade levels. The LLT team will meet quarterly with the Educational Excellence School Advisory Council (EESAC) and administrators to develop the School Improvement Plan. The team will help set clear expectations for instruction and implementation of the District's K-12 Reading Plan, including the development of a systematic approach to teaching reading within and across grade levels.

## 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**

Broadmoor's faculty and staff is committed to encouraging positive working relationships among teachers. In order to encourage positive working relationships with teachers, common planning time has been built into the master schedule. Research-based protocols are utilized to focus the meetings on students' academic needs and on the performance tasks students will be asked to generate to exhibit mastery of the content.

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

The administration at Broadmoor Elementary School communicates with local universities to increase the number of internships at Broadmoor Elementary School consequently increasing the number of Highly Qualified candidates for employment at Broadmoor Elementary School.

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



Beginning teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their planning time, before and after school to discuss classroom management strategies and share instructional tips with their mentees. In addition, time is allotted for peer classroom visits and observation. We continue to implement proven techniques and research based strategies for improving teacher morale which will consequently retain highly qualified teachers. We recognize and reward outstanding teacher performance throughout the school year during faculty meetings

## 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***

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plans and discuss reading and wiring curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### 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***

Brodmoor Elementary utilizes the Rtl process, before-school tutoring, intensive reading interventions, and small group instruction. Moreover, the school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 60 minute reading block (intensive reading intervention) Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards

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

**Strategy:** Extended School Day

**Minutes added to school year:** 60

Tutorial services that address identified area(s) of need will be provided to students in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. The assessment data or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed (e.g., Student Center Activities, Wonder Works, Saxon, SuccessMaker), to meet the definition of scientifically research-based programs. In addition to these programs, staff members will work with less proficient students. During school, students in Kindergarten through Second Grade will be pulled for small group tutoring using Wonder Works and Saxon as interventions in order to meet their individual needs. English Language Learners (ELL) are pulled for additional academic instruction by the ESOL resource teacher. The school also enlists the support of parent/community volunteers to read with small groups of children during the school day. The students are selected to participate in these remedial and enrichment programs based on analysis of their student performance data.

### ***Strategy Rationale***

Students need additional time to learn — to build the skills and develop the knowledge and well-roundedness required to work and thrive in the twenty-first century.

### ***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

### ***Person(s) responsible for monitoring implementation of the strategy***

Riaz, Omar, pr0521@dadeschools.net

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

During the first week of the 2014-2015 school year, the grade levels will participate in a school-wide data disaggregation activity as they review and analyze the 2014 FCAT demographic data results. Subject/grade level teams together with the leadership team will discuss and analyze the data results from bi-weekly/monthly assessments to determine student needs and instructional strategies. Grade levels meet after each FAIR assessment to make necessary changes to their instruction to meet individual student needs. During the months of August/September, October/November, and January/February grade level teams will meet to discuss data results from the district baseline and interim assessments to make necessary changes to their instruction to meet individual student needs.

## **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***

Broadmoor Elementary has developed a partnership with Title I Administration. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary pre-Kindergarten Program (VPK). Funds provided are used to give extended support through a full time highly qualified teacher and paraprofessional. This assists with the goal of providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities,



the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngster (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children with the Early Childhood in Attendance Zone Program in order to ensure a smooth transition for all the students from pre-kindergarten to kindergarten. Broadmoor Elementary currently has three Pre-K Programs. During the spring, Head Start visits the pre-kindergarten classrooms to assess student progress in the program. We use the Early Growth Indicators Benchmark Assessment (EGIBA) and the Phonological Early Literacy Inventory (PELI) to determine students' acquisition of specific skills and knowledge, as well as the ability to form meaningful relationships. Pre-K teachers and their paraprofessionals are responsible for implementing these strategies. At the end of the school year, the pre-kindergarten teachers articulate with the kindergarten teachers in order to establish a smooth transition. Broadmoor Elementary conducts its annual Open House which takes place in the evening during the first weeks of school, to ensure parents and students are properly oriented in their new academic environment. Broadmoor's dedicated funding for Pre-K is Title I.

### **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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** We will increase student achievement by improving core instruction in all content areas.
- G2.** We will increase the number of STEM experiences for all students.
- G3.** We will decrease the number of students who have ten or more total absences.
- G4.** See Title I PIP.

## Strategic Goals Detail

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

**G1. We will increase student achievement by improving core instruction in all content areas.** 1a

G047161

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	56.0
AMO Math - All Students	59.0
FCAT 2.0 Science Proficiency	43.0
AMO Reading - African American	52.0
AMO Reading - Hispanic	57.0
AMO Reading - SWD	37.0
AMO Reading - ED	55.0
AMO Math - African American	57.0
AMO Math - Hispanic	60.0
AMO Math - SWD	43.0
AMO Math - ED	59.0

**Resources Available to Support the Goal** 2

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks; Saxon
- Mathematics Florida Standards, District Pacing Guides, Go Math Resources
- Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos

**Targeted Barriers to Achieving the Goal** 3

- There is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS).
- There is limited understanding of planning and the use of the Mathematics Florida Standards and Mathematical Practices to guide the Instructional Framework.
- Inconsistent use of the NGSSS in Science to ensure standards based instruction aligned to the cognitive complexity of the standards.

**Plan to Monitor Progress Toward G1.** 8

School administrators will attend common planning sessions to ensure that the classroom instruction is aligned with classroom instruction.

**Person Responsible**

Omar Riaz

**Schedule**

Daily, from 9/8/2014 to 11/26/2014

**Evidence of Completion**

Walkthrough documentation, Administrative feedback and reflection on coaching logs

**G2. We will increase the number of STEM experiences for all students.** 1a

G046522

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	43.0

**Resources Available to Support the Goal** 2

- Dream in Green
- Technology
- Supplemental Materials
- Enrichment Activities
- Elementary Science Fair

**Targeted Barriers to Achieving the Goal** 3

- Students and parents lack STEM literacy and have limited exposure to STEM related activities.

**Plan to Monitor Progress Toward G2.** 8

Administrators will monitor STEM teachers and will look for increased participation in school site STEM experiences and activities.

**Person Responsible**

Maria Rodriguez

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Lesson Plans, Science Journals, Walkthroughs

**G3. We will decrease the number of students who have ten or more total absences.** 1a

G046523

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	56.0

**Resources Available to Support the Goal** 2

- Attendance Incentives
- Attendance Letters
- Attendance Interventions
- Attendance Review Committee

**Targeted Barriers to Achieving the Goal** 3

- Parents lack the understanding between the relationship of positive school attendance and student success.

**Plan to Monitor Progress Toward G3.** 8

Administrators will monitor the number of students who accrue ten or more total absences.

**Person Responsible**

Omar Riaz

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Attendance Logs, Attendance Bulletin, Student Case Management

**G4. See Title I PIP.** 1a

G050209

**Targets Supported** 1b

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

**Resources Available to Support the Goal** 2

**Targeted Barriers to Achieving the Goal** 3

## 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 in all content areas. **1**

 G047161

**G1.B1** There is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS). **2**

 B117405

**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**

 S129161

### Strategy Rationale

Effective Planning and Instructional Delivery

### Action Step 1 **5**

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

#### Person Responsible

Amparo Qunitero

#### Schedule

Weekly, from 9/8/2014 to 10/30/2014

#### Evidence of Completion

Sign-In Sheets Lesson Plans with DLT'S included

## Action Step 2 5

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

### **Person Responsible**

Omar Riaz

### **Schedule**

Daily, from 9/8/2014 to 11/26/2014

### **Evidence of Completion**

Administrator's Walkthrough Log, Coach's Log, Lesson Plans, Observation of Lesson, Student Journals

## Action Step 3 5

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

### **Person Responsible**

Amparo Qunitero

### **Schedule**

Weekly, from 9/8/2014 to 11/26/2014

### **Evidence of Completion**

Reading Coach Log CSS Logs

## Action Step 4 5

Identify in lesson plans and implement appropriate strategies and accommodations for all ELL and SWD students throughout the reading/writing block.

### **Person Responsible**

Amparo Qunitero

### **Schedule**

Weekly, from 9/8/2014 to 10/30/2014

### **Evidence of Completion**

Lesson Plans with SPED/ELL strategies Classroom Observations

### Action Step 5 5

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

**Person Responsible**

Omar Riaz

**Schedule**

Daily, from 9/8/2014 to 11/26/2014

**Evidence of Completion**

Walkthrough documentation

### Action Step 6 5

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

**Person Responsible**

Omar Riaz

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

**Evidence of Completion**

Walkthrough documentation, Administrative feedback and reflection on coaching logs.

### Action Step 7 5

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

**Person Responsible**

Omar Riaz

**Schedule**

Daily, from 9/8/2014 to 11/26/2014

**Evidence of Completion**

Lesson Plans Walkthrough documentation



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

School administrators will attend common planning sessions to ensure that planning and instructional delivery is aligned with the standards.

**Person Responsible**

Omar Riaz

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Walkthrough documentation, Administrative feedback and reflection on coaching logs.

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

School administrators will conduct walkthroughs to ensure that student work delivery is aligned to the standards.

**Person Responsible**

Omar Riaz


**Schedule**

Daily, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Walkthrough documentation, Administrative feedback and reflection on coaching logs

**G1.B1.S2** Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

 S130515

### Strategy Rationale

Gradual Release of Responsibility

#### Action Step 1 5

Provide professional development on lesson planning and delivery to include explicit instruction utilizing the Gradual Release of Responsibility Model.

#### Person Responsible

Amparo Qunitero

#### Schedule

Weekly, from 9/8/2014 to 10/26/2014

#### Evidence of Completion

Classroom Observations Lesson Plans Student Artifacts

#### Action Step 2 5

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

#### Person Responsible

Amparo Qunitero

#### Schedule

Weekly, from 9/8/2014 to 11/26/2014

#### Evidence of Completion

Classroom Observations Student Artifacts

### Action Step 3 5

Follow-up on the implementation of the Gradual Release of Responsibility Model as provided during professional development.

**Person Responsible**

Amparo Qunitero

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Classroom Observations Lesson Plans Student Artifacts

### Action Step 4 5

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.

**Person Responsible**

Amparo Qunitero

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Common Planning Agendas/Sign-In Sheets Lesson Plans

### Action Step 5 5

Plan for and develop student work products for the "We Do" and/or "You Do" portion of the lesson that are aligned to the Language Arts Florida Standards and Daily Learning Targets.

**Person Responsible**

Amparo Qunitero

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Interactive Journals/Student Artifacts Lesson Plans

**Action Step 6** 5

Conduct coaching cycles and model the Gradual Release of Responsibility Model based on teacher need.

**Person Responsible**

Amparo Qunitero

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

**Evidence of Completion**

CSS Log Reading Coach Logs/Calendars Observataion/Debriefing Notes

**Action Step 7** 5

Consistently monitor the implementation of the Gradual Release of Responsibility Model in all classrooms

**Person Responsible**

Omar Riaz

**Schedule**

Daily, from 9/8/2014 to 11/26/2014

**Evidence of Completion**

Walkthrough documentation

**Action Step 8** 5

Debrief with instructional coaches on the implementation of the Gradual Release of Responsibility Model in all classrooms.

**Person Responsible**

Omar Riaz

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

**Evidence of Completion**

Debriefing Notes Weekly Coach Reflection Log

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

Consistently monitor the implementation of the Gradual Release of Responsibility Model in all classrooms.

**Person Responsible**

Omar Riaz

**Schedule**

Daily, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Lesson plans, walkthrough documentation

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

Administrators will debrief with instructional coaches to monitor the effectiveness of the strategy.

**Person Responsible**

Omar Riaz


**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Instructional Leadership Team Meeting Agenda and Notes

**G1.B1.S3** 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

 S130653

### Strategy Rationale

Academic Writing

#### Action Step 1 5

Provide professional development on the writing process and use of rubrics.

##### **Person Responsible**

Amparo Qunitero

##### **Schedule**

On 10/3/2014

##### **Evidence of Completion**

PD Sign-In Sheets/Agenda

#### Action Step 2 5

Provide professional development on the different modalities of writing (narrative, informative and opinion).

##### **Person Responsible**

Amparo Qunitero

##### **Schedule**

On 10/3/2014

##### **Evidence of Completion**

PD Sign-In Sheets/Agenda

**Action Step 3** 5

Follow-up on the implementation of academic writing as provided during professional development.

**Person Responsible**

Amparo Qunitero

**Schedule**

Weekly, from 9/8/2014 to 10/17/2014

**Evidence of Completion**

Lesson Plans Student Artifacts Classroom Observation Debriefing Notes

**Action Step 4** 5

Consistently utilize rubrics to increase the quality of students' writing in all content areas.

**Person Responsible**

Amparo Qunitero

**Schedule**

Weekly, from 9/8/2014 to 10/17/2014

**Evidence of Completion**

Lesson Plans with Rubric Embedded Student Published Pieces

**Action Step 5** 5

Increase descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard.

**Person Responsible**

Amparo Qunitero

**Schedule**

On 11/26/2014

**Evidence of Completion**

Student Published Pieces with Corrective Feedback

**Action Step 6** 5

Provide opportunities in all content areas to respond to text-dependent questions and cite text evidence (ex. Claims-Evidence-Reasoning), analytic writing, open response) that demonstrates understanding of information from multiple sources.

**Person Responsible**

Amparo Qunitero

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

**Evidence of Completion**

Student Journals/Artifacts

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Administrators and instructional coach will monitor that students are engaged in academic writing and that they are able to analyze, interpret, compare and evaluate text.

**Person Responsible**

Omar Riaz

**Schedule**

On 11/26/2014

**Evidence of Completion**

Student Journals/Artifacts, Classroom walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Administrators and instructional coach will monitor that students are engaged in academic writing and that they are able to analyze, interpret, compare and evaluate text.

**Person Responsible**

Omar Riaz

**Schedule**


Weekly, from 9/8/2014 to 11/26/2014

**Evidence of Completion**


Student Journals/Artifacts



**G1.B2** There is limited understanding of planning and the use of the Mathematics Florida Standards and Mathematical Practices to guide the Instructional Framework. 2

 B118880

**G1.B2.S1** Utilize the Mathematics Florida Standards when planning for and delivering instruction. 4

 S130666

### Strategy Rationale

Standard Based Instruction

#### Action Step 1 5

Provide professional development on the implementation of the Florida Mathematical Practice Standards.

#### Person Responsible

Chantea Salley

#### Schedule

On 9/24/2014

#### Evidence of Completion

Coaching Calendar, Coaching logs, PD Sign-In Sheets

#### Action Step 2 5

Work collaboratively during common planning to create lesson plans using backwards planning.

#### Person Responsible

Chantea Salley

#### Schedule

Weekly, from 9/8/2014 to 11/26/2014

#### Evidence of Completion

Lesson preparation and collaboration, classroom walkthroughs

**Action Step 3** 5

Unwrap the standards during common planning to ensure instruction is aligned to the Mathematics.

**Person Responsible**

Chantea Salley

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

**Evidence of Completion**

Lesson preparation and collaboration, classroom walkthroughs

**Action Step 4** 5

Develop and implement a plan for how the unwrapped standard will be explicitly taught to ensure student understanding.

**Person Responsible**

Chantea Salley

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

**Evidence of Completion**

Lesson preparation and collaboration, classroom walkthroughs

**Action Step 5** 5

Consistently monitor common planning (with focus on the use of lesson planning and delivery).

**Person Responsible**

Maria Rodriguez

**Schedule**

Daily, from 9/8/2014 to 11/26/2014

**Evidence of Completion**

Lesson Plans, Classroom Walkthroughs

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Administrators will consistently monitor common planning and its alignment with lesson plans and instructional delivery.

**Person Responsible**

Maria Rodriguez

**Schedule**

Daily, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Lesson Plans, Classroom Walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Administrators will consistently monitor common planning and its alignment with lesson plans, instructional delivery, and student work.

**Person Responsible**

Maria Rodriguez


**Schedule**

Daily, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Lesson Plans, Classroom Walkthroughs

**G1.B2.S2** Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks 4

 S130707

### Strategy Rationale

Gradual Release of Responsibility Model

#### Action Step 1 5

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

#### **Person Responsible**

Chantea Salley

#### **Schedule**

Weekly, from 9/8/2014 to 11/26/2014

#### ***Evidence of Completion***

Lesson preparation and collaboration, classroom walkthroughs

#### Action Step 2 5

Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model with the use of technology.

#### **Person Responsible**

Chantea Salley

#### **Schedule**

Weekly, from 9/8/2014 to 11/26/2014

#### ***Evidence of Completion***

Lesson preparation and collaboration, classroom walkthroughs

**Action Step 3** 5

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

**Person Responsible**

Chantea Salley

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Calendar, Coaching Logs

**Action Step 4** 5

Ensure that ELL and ESE students are partnered or grouped with non-ELL and/or non-ESE students during the “They Do” portion of the lesson.

**Person Responsible**

Chantea Salley

**Schedule**

Daily, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Classroom Walkthroughs

**Action Step 5** 5

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

**Person Responsible**

Maria Rodriguez

**Schedule**

Daily, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Calendar, Coaching Logs

### Action Step 6 5

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

**Person Responsible**

Maria Rodriguez

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Calendar, Coaching Logs

### Action Step 7 5

Consistently monitor common planning (with focus on the use of lesson planning and delivery).

**Person Responsible**

Maria Rodriguez

**Schedule**

Weekly, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Calendar, Coaching Logs

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administrators will conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model.

**Person Responsible**

Maria Rodriguez

**Schedule**

Daily, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Calendar, Coaching Logs

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Administrators will conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model.

**Person Responsible**

Maria Rodriguez


**Schedule**

Daily, from 9/8/2014 to 11/26/2014


**Evidence of Completion**

Calendar, Coaching Logs

**G1.B3** Inconsistent use of the NGSSS in Science to ensure standards based instruction aligned to the cognitive complexity of the standards. 2

 B118930

**G1.B3.S1** Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. 4

 S130741

**Strategy Rationale**

Standard Based Instruction

**Action Step 1 5**

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

**Person Responsible**

Maria Rodriguez

**Schedule**

On 9/25/2014

**Evidence of Completion**

Teachers participate in Professional Learning Communities in order to strengthen knowledge of resources and strategies.

### Action Step 2 5

Provide professional development to teachers on “unwrapping the benchmarks” in order to develop topical questions and essential questions that will assist in the creation of lessons that address the cognitive complexity of the standard.

**Person Responsible**

Maria Rodriguez

**Schedule**

On 10/17/2014

***Evidence of Completion***

Teachers participate in Professional Learning Communities in order to strengthen knowledge and unwrap benchmarks.

### Action Step 3 5

Model the delivery of instruction, to targeted teachers, designed as a result of “unwrapping the benchmark” with a focus on utilizing topical questions and essential questions to drive instruction.

**Person Responsible**

Maria Rodriguez

**Schedule**

Daily, from 9/8/2014 to 11/7/2014

***Evidence of Completion***

Science CSS will model during planning sessions and delivery lessons that are focused and aligned to standards.

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

Administrators will monitor the use of NGSSS within planning and during the delivery of instruction.

**Person Responsible**

Maria Rodriguez

**Schedule**

Daily, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Lesson plans and walkthroughs



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

Administrators will monitor the use of NGSSS within planning and during the delivery of instruction.

**Person Responsible**

Maria Rodriguez


**Schedule**

On 11/26/2014

**Evidence of Completion**

Lesson plans and walkthroughs

**G1.B3.S2** Implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition. 4

 S130742

**Strategy Rationale**

Gradual Release

**Action Step 1** 5

Provide targeted teachers with job-embedded professional development on the use of The Gradual Release Model of Responsibility with an emphasis on the “I Do / We Do” portion of the lesson.

**Person Responsible**

Maria Rodriguez

**Schedule**

On 9/25/2014

**Evidence of Completion**

Teachers participate in Professional Learning Communities in order to strengthen knowledge of the Gradual Release Model.

### Action Step 2 5

Create Instructional Frameworks with an emphasis on the “I Do / We Do” portion of the lesson.

**Person Responsible**

Maria Rodriguez

**Schedule**

On 9/26/2014

**Evidence of Completion**

Science Coach and CSS will create Instructional Frameworks tailored to each teacher's instructional block.

### Action Step 3 5

Model effective instructional delivery that targets the cognitive complexity of the standard during the “I Do” and “We Do” portion of the Gradual Release Model of Responsibility for targeted teachers

**Person Responsible**

Maria Rodriguez

**Schedule**

Weekly, from 9/8/2014 to 10/7/2014

**Evidence of Completion**

Science Coach and CSS will model the use of Instructional Frameworks.

### Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administrators will monitor the implementation of the use of the instructional frameworks that were developed.

**Person Responsible**

Maria Rodriguez

**Schedule**

Daily, from 9/8/2014 to 9/26/2014

**Evidence of Completion**

Lesson plans and Walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Administrators will monitor the implementation of the use of the instructional frameworks that were developed.

**Person Responsible**

Maria Rodriguez

**Schedule**


Daily, from 9/8/2014 to 11/26/2014

**Evidence of Completion**

Lesson plans and Walkthroughs

**G1.B3.S3 Utilize research-based Reading, Writing, and ESOL Strategies to enhance science instruction.**

4

 S130743

**Strategy Rationale**

Literacy Across the Curriculum

**Action Step 1 5**

Provide teachers with job-embedded professional development on text decoding strategies in the content.

**Person Responsible**

Maria Rodriguez

**Schedule**

On 10/3/2014

**Evidence of Completion**

Teachers participate in Professional Learning Communities in order to strengthen knowledge of text decoding strategies in the context.

### Action Step 2 5

Provide teachers with job-embedded professional development on how to align the Language Arts Florida Standards (LAFS) and the Science Next Generation Sunshine State Standards (NGSSS) that will assist in the creation of lessons that address the cognitive complexity of the standard.

#### **Person Responsible**

Maria Rodriguez

#### **Schedule**

On 10/24/2014

#### ***Evidence of Completion***

Teachers participate in Professional Learning Communities in order to strengthen knowledge of LAFS and NGSSS and how to align to lessons to the standard.

### Action Step 3 5

Model effective instructional delivery that focuses on the use of text decoding strategies and other research-based reading strategies during the lesson.

#### **Person Responsible**

Maria Rodriguez

#### **Schedule**

On 11/14/2014

#### ***Evidence of Completion***

Science CSS will model during delivery of lessons how to embed research-based reading and text decoding strategies.

### Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Administrators will monitor the use of Reading, Science, and ESOL strategies used to enhance science instruction.

#### **Person Responsible**

Maria Rodriguez

#### **Schedule**

Daily, from 9/8/2014 to 11/26/2014

#### ***Evidence of Completion***

Lesson plans and walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7**

Administrators will monitor the use of Reading, Science, and ESOL strategies used to enhance science instruction.

**Person Responsible**

Maria Rodriguez


**Schedule**

Daily, from 9/8/2014 to 11/26/2014


**Evidence of Completion**

Lesson plans and walkthroughs


**G2. We will increase the number of STEM experiences for all students. 1**

 G046522

**G2.B1 Students and parents lack STEM literacy and have limited exposure to STEM related activities. 2**

 B115339

**G2.B1.S1 Promote student involvement in STEM Club; events and organizations; science labs; and the Science Fair. 4**

 S126912

**Strategy Rationale**

Increase student participation in STEM related activities.

**Action Step 1 5**

Students will participate in STEM related activities using the Dream in Green project.

**Person Responsible**

Chantea Salley

**Schedule**

Weekly, from 10/6/2014 to 11/26/2014

**Evidence of Completion**

Dream in Green Submission

**Action Step 2** 5

Establish a plan and timeline for the development of student projects and increase the participation in the Science Fair.

**Person Responsible**

Maria Rodriguez

**Schedule**

Monthly, from 9/24/2014 to 2/7/2015

***Evidence of Completion***

Class and Individual Student Science Fair Projects

**Action Step 3** 5

Provide teachers with professional development regarding the use of Discovery Education online resources.

**Person Responsible**

Maria Rodriguez

**Schedule**

On 11/26/2014

***Evidence of Completion***

Sign-in Sheets, Lesson Plans

**Action Step 4** 5

Teachers will utilize the Essential Labs correlated to each Topic in the Pacing Guide.

**Person Responsible**

Maria Rodriguez

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

Science Journals, Artifacts, Walkthroughs, Lesson Plans

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

Administrators will participate in science common planning sessions for fifth grade teachers. Walkthroughs will be conducted to ensure that the Essential Labs are aligned to the standards.

**Person Responsible**

Maria Rodriguez

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

Lesson Plans, Walkthroughs

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

Administrators will participate in science common planning sessions for fifth grade teachers. Walkthroughs will be conducted to ensure that the Essential Labs are aligned to the standards.

**Person Responsible**

Maria Rodriguez


**Schedule**

Weekly, from 9/8/2014 to 6/5/2015


***Evidence of Completion***

Lesson Plans, Walkthroughs


**G3.** We will decrease the number of students who have ten or more total absences. **1**

 G046523

**G3.B1** Parents lack the understanding between the relationship of positive school attendance and student success. **2**

 B115340

**G3.B1.S1** Identify and provide interventions for students who develop a pattern of poor school attendance. **4**

 S126915

### **Strategy Rationale**

Decrease the number of students with poor attendance.

### **Action Step 1** **5**

Initiate a student services referral and notify parents when students have excessive absences (6 or more total absences.)

#### **Person Responsible**

Constance Alexander

#### **Schedule**

Weekly, from 9/8/2014 to 6/5/2015

#### **Evidence of Completion**

Attendance Logs and Attendance Letters

### **Action Step 2** **5**

Initiate a student services referral and notify parents when students are truant (3 or more unexcused absences.)

#### **Person Responsible**

Constance Alexander

#### **Schedule**

Weekly, from 9/8/2014 to 6/5/2015

#### **Evidence of Completion**

Attendance Logs and Attendance Letters



**Action Step 3** 5

Initiate a student services referral and notify parents when students have excessive tardies.

**Person Responsible**

Constance Alexander

**Schedule**

Weekly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Attendance Logs and Attendance Letters

**Action Step 4** 5

The Attendance Review Committee (ARC) will convene a meeting when students have 8 or more unexcused absences.

**Person Responsible**

Omar Riaz

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Attendance Logs, Attendance Letters, Attendance Review Committee logs

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

Administrators will review that attendance letters and appropriate interventions are being provided to students and parents.

**Person Responsible**

Omar Riaz

**Schedule**

Weekly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Student Case Management Logs, Attendance Letters

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

Administrators will review the effectiveness of the interventions provided to students with poor attendance.

**Person Responsible**

Omar Riaz

**Schedule**

Monthly, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Student Case Management, Attendance Logs, Attendance Bulletins

**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
G2.B1.S1.A1	Students will participate in STEM related activities using the Dream in Green project.	Salley, Chantea	10/6/2014	Dream in Green Submission	11/26/2014 weekly
G3.B1.S1.A1	Initiate a student services referral and notify parents when students have excessive absences (6 or more total absences.)	Alexander, Constance	9/8/2014	Attendance Logs and Attendance Letters	6/5/2015 weekly
G1.B1.S1.A1	Provide professional development on comprehensive lesson planning, purpose-driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.	Qunitero, Amparo	9/8/2014	Sign-In Sheets Lesson Plans with DLT'S included	10/30/2014 weekly
G1.B1.S2.A1	Provide professional development on lesson planning and delivery to include explicit instruction utilizing the Gradual Release of Responsibility Model.	Qunitero, Amparo	9/8/2014	Classroom Observations Lesson Plans Student Artifacts	10/26/2014 weekly
G1.B1.S3.A1	Provide professional development on the writing process and use of rubrics.	Qunitero, Amparo	9/8/2014	PD Sign-In Sheets/Agenda	10/3/2014 one-time
G1.B2.S1.A1	Provide professional development on the implementation of the Florida Mathematical Practice Standards.	Salley, Chantea	9/8/2014	Coaching Calendar, Coaching logs, PD Sign-In Sheets	9/24/2014 one-time
G1.B2.S2.A1	Implement and monitor an Instructional Frameworks that follow all the components of the Gradual Release of Responsibility Model (GRRM): teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice.	Salley, Chantea	9/8/2014	Lesson preparation and collaboration, classroom walkthroughs	11/26/2014 weekly
G1.B3.S1.A1	Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will	Rodriguez, Maria	9/8/2014	Teachers participate in Professional Learning Communities in order to strengthen knowledge of resources and strategies.	9/25/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	assist in the planning and delivery of targeted instruction.				
G1.B3.S2.A1	Provide targeted teachers with job-embedded professional development on the use of The Gradual Release Model of Responsibility with an emphasis on the "I Do / We Do" portion of the lesson.	Rodriguez, Maria	9/8/2014	Teachers participate in Professional Learning Communities in order to strengthen knowledge of the Gradual Release Model.	9/25/2014 one-time
G1.B3.S3.A1	Provide teachers with job-embedded professional development on text decoding strategies in the content.	Rodriguez, Maria	9/8/2014	Teachers participate in Professional Learning Communities in order to strengthen knowledge of text decoding strategies in the context.	10/3/2014 one-time
G1.B1.S1.A2	Follow up on the implementation of the standards and comprehensive lesson planning provided during the professional development.	Riaz, Omar	9/8/2014	Administrator's Walkthrough Log, Coach's Log, Lesson Plans, Observation of Lesson, Student Journals	11/26/2014 daily
G1.B1.S2.A2	Implement and monitor an instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) (teacher think-aloud, multiple guided practice sessions with corrective feedback, student collaborative learning and individual practice).	Qunitero, Amparo	9/8/2014	Classroom Observations Student Artifacts	11/26/2014 weekly
G1.B1.S3.A2	Provide professional development on the different modalities of writing (narrative, informative and opinion).	Qunitero, Amparo	9/8/2014	PD Sign-In Sheets/Agenda	10/3/2014 one-time
G1.B2.S1.A2	Work collaboratively during common planning to create lesson plans using backwards planning.	Salley, Chantea	9/8/2014	Lesson preparation and collaboration, classroom walkthroughs	11/26/2014 weekly
G1.B2.S2.A2	Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model with the use of technology.	Salley, Chantea	9/8/2014	Lesson preparation and collaboration, classroom walkthroughs	11/26/2014 weekly
G1.B3.S1.A2	Provide professional development to teachers on "unwrapping the benchmarks" in order to develop topical questions and essential questions that will assist in the creation of lessons that address the cognitive complexity of the standard.	Rodriguez, Maria	9/8/2014	Teachers participate in Professional Learning Communities in order to strengthen knowledge and unwrap benchmarks.	10/17/2014 one-time
G1.B3.S2.A2	Create Instructional Frameworks with an emphasis on the "I Do / We Do" portion of the lesson.	Rodriguez, Maria	9/8/2014	Science Coach and CSS will create Instructional Frameworks tailored to each teacher's instructional block.	9/26/2014 one-time
G1.B3.S3.A2	Provide teachers with job-embedded professional development on how to align the Language Arts Florida Standards (LAFS) and the Science Next Generation Sunshine State Standards (NGSSS) that will assist in the creation of lessons that address the cognitive complexity of the standard.	Rodriguez, Maria	9/8/2014	Teachers participate in Professional Learning Communities in order to strengthen knowledge of LAFS and NGSSS and how to align to lessons to the standard.	10/24/2014 one-time
G2.B1.S1.A2	Establish a plan and timeline for the development of student projects and increase the participation in the Science Fair.	Rodriguez, Maria	9/24/2014	Class and Individual Student Science Fair Projects	2/7/2015 monthly
G3.B1.S1.A2	Initiate a student services referral and notify parents when students are truant (3 or more unexcused absences.)	Alexander, Constance	9/8/2014	Attendance Logs and Attendance Letters	6/5/2015 weekly
G1.B1.S1.A3	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Qunitero, Amparo	9/8/2014	Reading Coach Log CSS Logs	11/26/2014 weekly

**Dade - 0521 - Broadmoor Elementary School - 2014-15 SIP**  
*Broadmoor Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A3	Follow-up on the implementation of the Gradual Release of Responsibility Model as provided during professional development.	Qunitero, Amparo	9/8/2014	Classroom Observations Lesson Plans Student Artifacts	11/26/2014 weekly
G1.B1.S3.A3	Follow-up on the implementation of academic writing as provided during professional development.	Qunitero, Amparo	9/8/2014	Lesson Plans Student Artifacts Classroom Observation Debriefing Notes	10/17/2014 weekly
G1.B2.S1.A3	Unwrap the standards during common planning to ensure instruction is aligned to the Mathematics.	Salley, Chantea	9/8/2014	Lesson preparation and collaboration, classroom walkthroughs	11/26/2014 weekly
G1.B2.S2.A3	Conduct Coaching cycles and model different components of the instructional framework based on need.	Salley, Chantea	9/8/2014	Calendar, Coaching Logs	11/26/2014 weekly
G1.B3.S1.A3	Model the delivery of instruction, to targeted teachers, designed as a result of "unwrapping the benchmark" with a focus on utilizing topical questions and essential questions to drive instruction.	Rodriguez, Maria	9/8/2014	Science CSS will model during planning sessions and delivery lessons that are focused and aligned to standards.	11/7/2014 daily
G1.B3.S2.A3	Model effective instructional delivery that targets the cognitive complexity of the standard during the "I Do" and "We Do" portion of the Gradual Release Model of Responsibility for targeted teachers	Rodriguez, Maria	9/8/2014	Science Coach and CSS will model the use of Instructional Frameworks.	10/7/2014 weekly
G1.B3.S3.A3	Model effective instructional delivery that focuses on the use of text decoding strategies and other research-based reading strategies during the lesson.	Rodriguez, Maria	9/8/2014	Science CSS will model during delivery of lessons how to embed research-based reading and text decoding strategies.	11/14/2014 one-time
G2.B1.S1.A3	Provide teachers with professional development regarding the use of Discovery Education online resources.	Rodriguez, Maria	10/1/2014	Sign-in Sheets, Lesson Plans	11/26/2014 one-time
G3.B1.S1.A3	Initiate a student services referral and notify parents when students have excessive tardies.	Alexander, Constance	9/8/2014	Attendance Logs and Attendance Letters	6/5/2015 weekly
G1.B1.S1.A4	Identify in lesson plans and implement appropriate strategies and accommodations for all ELL and SWD students throughout the reading/writing block.	Qunitero, Amparo	9/8/2014	Lesson Plans with SPED/ELL strategies Classroom Observations	10/30/2014 weekly
G1.B1.S2.A4	Develop and implement lessons that incorporate all components of the Gradual Release of Responsibility Model.	Qunitero, Amparo	9/8/2014	Common Planning Agendas/Sign-In Sheets Lesson Plans	11/26/2014 weekly
G1.B1.S3.A4	Consistently utilize rubrics to increase the quality of students' writing in all content areas.	Qunitero, Amparo	9/8/2014	Lesson Plans with Rubric Embedded Student Published Pieces	10/17/2014 weekly
G1.B2.S1.A4	Develop and implement a plan for how the unwrapped standard will be explicitly taught to ensure student understanding.	Salley, Chantea	9/8/2014	Lesson preparation and collaboration, classroom walkthroughs	11/26/2014 weekly
G1.B2.S2.A4	Ensure that ELL and ESE students are partnered or grouped with non-ELL and/or non-ESE students during the "They Do" portion of the lesson.	Salley, Chantea	9/8/2014	Classroom Walkthroughs	11/26/2014 daily
G2.B1.S1.A4	Teachers will utilize the Essential Labs correlated to each Topic in the Pacing Guide.	Rodriguez, Maria	9/8/2014	Science Journals, Artifacts, Walkthroughs, Lesson Plans	6/5/2015 monthly
G3.B1.S1.A4	The Attendance Review Committee (ARC) will convene a meeting when students have 8 or more unexcused absences.	Riaz, Omar	9/8/2014	Attendance Logs, Attendance Letters, Attendance Review Committee logs	6/5/2015 monthly

**Dade - 0521 - Broadmoor Elementary School - 2014-15 SIP**  
*Broadmoor Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A5	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Riaz, Omar	9/8/2014	Walkthrough documentation	11/26/2014 daily
G1.B1.S2.A5	Plan for and develop student work products for the "We Do" and/or "You Do" portion of the lesson that are aligned to the Language Arts Florida Standards and Daily Learning Targets.	Qunitero, Amparo	9/8/2014	Interactive Journals/Student Artifacts Lesson Plans	11/26/2014 weekly
G1.B1.S3.A5	Increase descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard.	Qunitero, Amparo	9/8/2014	Student Published Pieces with Corrective Feedback	11/26/2014 one-time
G1.B2.S1.A5	Consistently monitor common planning (with focus on the use of lesson planning and delivery).	Rodriguez, Maria	9/8/2014	Lesson Plans, Classroom Walkthroughs	11/26/2014 daily
G1.B2.S2.A5	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Rodriguez, Maria	9/8/2014	Calendar, Coaching Logs	11/26/2014 daily
G1.B1.S1.A6	Debrief with instructional coaches on the implementation of teachers use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Riaz, Omar	9/8/2014	Walkthrough documentation, Administrative feedback and reflection on coaching logs.	11/26/2014 weekly
G1.B1.S2.A6	Conduct coaching cycles and model the Gradual Release of Responsibility Model based on teacher need.	Qunitero, Amparo	9/8/2014	CSS Log Reading Coach Logs/ Calendars Observataion/Debriefing Notes	11/26/2014 weekly
G1.B1.S3.A6	Provide opportunities in all content areas to respond to text-dependent questions and cite text evidence (ex. Claims-Evidence-Reasoning), analytic writing, open response) that demonstrates understanding of information from multiple sources.	Qunitero, Amparo	9/8/2014	Student Journals/Artifacts	11/26/2014 weekly
G1.B2.S2.A6	Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Rodriguez, Maria	9/8/2014	Calendar, Coaching Logs	11/26/2014 weekly
G1.B1.S1.A7	Consistently monitor common planning and the implementation of the use of lesson planning and delivery.	Riaz, Omar	9/8/2014	Lesson Plans Walkthrough documentation	11/26/2014 daily
G1.B1.S2.A7	Consistently monitor the implementation of the Gradual Release of Responsibility Model in all classrooms	Riaz, Omar	9/8/2014	Walkthrough documentation	11/26/2014 daily
G1.B2.S2.A7	Consistently monitor common planning (with focus on the use of lesson planning and delivery).	Rodriguez, Maria	9/8/2014	Calendar, Coaching Logs	11/26/2014 weekly
G1.B1.S2.A8	Debrief with instructional coaches on the implementation of the Gradual Release of Responsibility Model in all classrooms.	Riaz, Omar	9/8/2014	Debriefing Notes Weekly Coach Reflection Log	11/26/2014 weekly

**Dade - 0521 - Broadmoor Elementary School - 2014-15 SIP**  
*Broadmoor Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	School administrators will attend common planning sessions to ensure that the classroom instruction is aligned with classroom instruction.	Riaz, Omar	9/8/2014	Walkthrough documentation, Administrative feedback and reflection on coaching logs	11/26/2014 daily
G1.B1.S1.MA1	School administrators will conduct walkthroughs to ensure that student work delivery is aligned to the standards.	Riaz, Omar	9/8/2014	Walkthrough documentation, Administrative feedback and reflection on coaching logs	11/26/2014 daily
G1.B1.S1.MA1	School administrators will attend common planning sessions to ensure that planning and instructional delivery is aligned with the standards.	Riaz, Omar	9/8/2014	Walkthrough documentation, Administrative feedback and reflection on coaching logs.	11/26/2014 weekly
G1.B2.S1.MA1	Administrators will consistently monitor common planning and its alignment with lesson plans, instructional delivery, and student work.	Rodriguez, Maria	9/8/2014	Lesson Plans, Classroom Walkthroughs	11/26/2014 daily
G1.B2.S1.MA1	Administrators will consistently monitor common planning and its alignment with lesson plans and instructional delivery.	Rodriguez, Maria	9/8/2014	Lesson Plans, Classroom Walkthroughs	11/26/2014 daily
G1.B3.S1.MA1	Administrators will monitor the use of NGSSS within planning and during the delivery of instruction.	Rodriguez, Maria	9/8/2014	Lesson plans and walkthroughs	11/26/2014 one-time
G1.B3.S1.MA1	Administrators will monitor the use of NGSSS within planning and during the delivery of instruction.	Rodriguez, Maria	9/8/2014	Lesson plans and walkthroughs	11/26/2014 daily
G1.B1.S2.MA1	Administrators will debrief with instructional coaches to monitor the effectiveness of the strategy.	Riaz, Omar	9/8/2014	Instructional Leadership Team Meeting Agenda and Notes	11/26/2014 weekly
G1.B1.S2.MA1	Consistently monitor the implementation of the Gradual Release of Responsibility Model in all classrooms.	Riaz, Omar	9/8/2014	Lesson plans, walkthrough documentation	11/26/2014 daily
G1.B2.S2.MA1	Administrators will conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model.	Rodriguez, Maria	9/8/2014	Calendar, Coaching Logs	11/26/2014 daily
G1.B2.S2.MA1	Administrators will conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model.	Rodriguez, Maria	9/8/2014	Calendar, Coaching Logs	11/26/2014 daily
G1.B3.S2.MA1	Administrators will monitor the implementation of the use of the instructional frameworks that were developed.	Rodriguez, Maria	9/8/2014	Lesson plans and Walkthroughs	11/26/2014 daily
G1.B3.S2.MA1	Administrators will monitor the implementation of the use of the instructional frameworks that were developed.	Rodriguez, Maria	9/8/2014	Lesson plans and Walkthroughs	9/26/2014 daily
G1.B1.S3.MA1	Administrators and instructional coach will monitor that students are engaged in academic writing and that they are able to analyze, interpret, compare and evaluate text.	Riaz, Omar	9/8/2014	Student Journals/Artifacts	11/26/2014 weekly
G1.B1.S3.MA1	Administrators and instructional coach will monitor that students are engaged in academic writing and that they are able to analyze, interpret, compare and evaluate text.	Riaz, Omar	9/8/2014	Student Journals/Artifacts, Classroom walkthroughs	11/26/2014 one-time
G1.B3.S3.MA1	Administrators will monitor the use of Reading, Science, and ESOL strategies used to enhance science instruction.	Rodriguez, Maria	9/8/2014	Lesson plans and walkthroughs	11/26/2014 daily



<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G1.B3.S3.MA1	Administrators will monitor the use of Reading, Science, and ESOL strategies used to enhance science instruction.	Rodriguez, Maria	9/8/2014	Lesson plans and walkthroughs	11/26/2014 daily
G2.MA1	Administrators will monitor STEM teachers and will look for increased participation in school site STEM experiences and activities.	Rodriguez, Maria	9/8/2014	Lesson Plans, Science Journals, Walkthroughs	6/5/2015 monthly
G2.B1.S1.MA1	Administrators will participate in science common planning sessions for fifth grade teachers. Walkthroughs will be conducted to ensure that the Essential Labs are aligned to the standards.	Rodriguez, Maria	9/8/2014	Lesson Plans, Walkthroughs	6/5/2015 weekly
G2.B1.S1.MA1	Administrators will participate in science common planning sessions for fifth grade teachers. Walkthroughs will be conducted to ensure that the Essential Labs are aligned to the standards.	Rodriguez, Maria	9/8/2014	Lesson Plans, Walkthroughs	6/5/2015 monthly
G3.MA1	Administrators will monitor the number of students who accrue ten or more total absences.	Riaz, Omar	9/8/2014	Attendance Logs, Attendance Bulletin, Student Case Management	6/5/2015 monthly
G3.B1.S1.MA1	Administrators will review the effectiveness of the interventions provided to students with poor attendance.	Riaz, Omar	9/8/2014	Student Case Management, Attendance Logs, Attendance Bulletins	6/5/2015 monthly
G3.B1.S1.MA1	Administrators will review that attendance letters and appropriate interventions are being provided to students and parents.	Riaz, Omar	9/8/2014	Student Case Management Logs, Attendance Letters	6/5/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development 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 in all content areas.

**G1.B1** There is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS).

**G1.B1.S2** Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

### PD Opportunity 1

Provide professional development on lesson planning and delivery to include explicit instruction utilizing the Gradual Release of Responsibility Model.

#### Facilitator

Resading CSS

#### Participants

Grade K- Teachers

#### Schedule

Weekly, from 9/8/2014 to 10/26/2014

**G1.B1.S3** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

### PD Opportunity 1

Provide professional development on the writing process and use of rubrics.

#### Facilitator

Reading CSS

#### Participants

Grade K-5 Teachers

#### Schedule

On 10/3/2014



## PD Opportunity 2

Provide professional development on the different modalities of writing (narrative, informative and opinion).

### Facilitator

Reading CSS

### Participants

Grade K-5 Teachers

### Schedule

On 10/3/2014

**G1.B2** There is limited understanding of planning and the use of the Mathematics Florida Standards and Mathematical Practices to guide the Instructional Framework.

**G1.B2.S1** Utilize the Mathematics Florida Standards when planning for and delivering instruction.

## PD Opportunity 1

Provide professional development on the implementation of the Florida Mathematical Practice Standards.

### Facilitator

Math CSS

### Participants

Grade K-5 Teachers

### Schedule

On 9/24/2014

**G1.B3** Inconsistent use of the NGSSS in Science to ensure standards based instruction aligned to the cognitive complexity of the standards.

**G1.B3.S1** Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

**PD Opportunity 1**

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

**Facilitator**

Science CSS

**Participants**

Grade K-5 Teachers

**Schedule**

On 9/25/2014

**PD Opportunity 2**

Provide professional development to teachers on “unwrapping the benchmarks” in order to develop topical questions and essential questions that will assist in the creation of lessons that address the cognitive complexity of the standard.

**Facilitator**

Science CSS

**Participants**

Grade K-5 Teachers

**Schedule**

On 10/17/2014

**G1.B3.S2** Implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition.

**PD Opportunity 1**

Provide targeted teachers with job-embedded professional development on the use of The Gradual Release Model of Responsibility with an emphasis on the “I Do / We Do” portion of the lesson.

**Facilitator**

Science CSS

**Participants**

Grade K-5 Teachers

**Schedule**

On 9/25/2014

**G1.B3.S3** Utilize research-based Reading, Writing, and ESOL Strategies to enhance science instruction.

**PD Opportunity 1**

Provide teachers with job-embedded professional development on text decoding strategies in the content.

**Facilitator**

Science CSS

**Participants**

Grade K-5 Teachers

**Schedule**

On 10/3/2014

**PD Opportunity 2**

Provide teachers with job-embedded professional development on how to align the Language Arts Florida Standards (LAFS) and the Science Next Generation Sunshine State Standards (NGSSS) that will assist in the creation of lessons that address the cognitive complexity of the standard.

**Facilitator**

Science CSS

**Participants**

Grade K-5 Teachers

**Schedule**

On 10/24/2014

**G2.** We will increase the number of STEM experiences for all students.

**G2.B1** Students and parents lack STEM literacy and have limited exposure to STEM related activities.

**G2.B1.S1** Promote student involvement in STEM Club; events and organizations; science labs; and the Science Fair.

**PD Opportunity 1**

Provide teachers with professional development regarding the use of Discovery Education online resources.

**Facilitator**

Maria Rodriguez

**Participants**

Grade K-5 Teachers

**Schedule**

On 11/26/2014

## Technical Assistance Items

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

**Budget Rollup**

<b>Summary</b>	
<b>Description</b>	<b>Total</b>
<b>Grand Total</b>	<b>0</b>