Colonial Drive Elementary School

2014-15 School Improvement Plan

Colonial Drive Elementary School

10755 SW 160TH ST, Miami, FL 33157

http://cdes.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	90%

Alternative/ESE Center	Charter School	Minority
No	No	97%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

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Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Colonial Drive Elementary School is to establish a firm foundation in each child's academic potential, social and cultural awareness, sense of self-worth and physical abilities in a positive, empowering environment, which promotes lifelong learning and high expectations for civic and personal literacy in our diverse world.

Students are encouraged to be critical thinkers and good decision-makers. They are expected to come to school every day and arrive on time. Students receive enrichment/intervention through before/after school programs and/or push-in practices during the school day.

Students are recognized for their academic, behavioral and attendance accomplishments. Communication between the parents, students, and the school is executed and maintained through daily phone calls, e-mails, marquee messages, and individualized parent conference meetings. This communication between home and school is vital in updating the parents and ensuring that the interested parties are positively impacting student learning.

Provide the school's vision statement

Our vision at Colonial Drive Elementary School is that each student will rise above his or her own expectations of personal growth and achievement to be competitive in a global society.

School Environment

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

Fostering the culture of acceptance and respect is essential to developing the social and emotional growth of our diverse students. Through various project-based activities in our K-5 classrooms centered in the learning and understanding cultural differences, our students are exposed to real-world connections. Also, thematic unit lessons focused on traditions and community celebrations or commemorations such as the Hispanic Heritage, Holocaust, Veterans Day, Black History Month, Women's Month, and others are conducted.

At Colonial Drive Elementary, we bring the world to our students. Each classroom is equipped with technology such as an Interactive Whiteboard to enhance the learning experience. Our faculty and staff utilizes its interactive interface to engage students on lessons that build their cultural awareness. Websites such as National Park Service, Discovery Education, and NBC create virtual field trip.

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

Creating and maintaining a safe learning environment is our priority. We believe in engaging students in meaningful talk and conscious discipline to instill values such as respect and responsibility. Promoting character education transcends throughout the school beginning with the morning announcement. We have classroom presentations from community and business partners such as anti-bullying campaign. Furthermore, in the month of September, we conducted a ROAR-PBS school campaign for students in grades 2-5. Students were reminded of safety tips while walking in the hallway, lining up for dismissal, and maintaining acceptable cafeteria behavior. ROAR posters are strategically placed throughout the school to serve as a constant reminder to students.

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

A positive behavioral support system is evident in each of our classrooms. Our teachers have a behavioral tracking system posted in their classroom as well as daily behavioral progress report for students. With this, clear student expectations are established and monitored. Furthermore, an established protocol for disciplinary incidents is in place.

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

All students are provided a systematic way of acquiring knowledge and skills to enhance their development in the area of social/emotional functioning. The students are provided responsive services through individual counseling, small group counseling, classroom presentations and assemblies. These supports address interpersonal and communication skills, assertiveness skills, self awareness and responsible behavior, problem solving and decision making skills, respect for human diversity, conflict resolution and social skills as well as programs and presentations from outside agencies (CHI HealthConnect, Learning 4 Life, MDPD Public Education Bureau). The main focus of these interventions is behavior support to meet the needs of the student so they can function to their fullest potential emotionally and socially.

Early Warning Systems

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

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

* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension: After a student has had a minimum of three (3) unexcused absences within a calendar month or ten (10) absences within 90 calendar days, the counselor notifies the parent of the unsatisfactory absences and the school begins to provide services to process the truancy referral.
* One or more suspensions, whether in school or out of school: Students who have a behavioral concern are referred to the school counselor, Ms. Suarez. According to the behavioral concerns Ms. Suarez will develop a plan to further assist the student, this may include but not limited to group counseling. The counselor will also work with the school social worker and the students family to design a individual Student Development Plan.
* Course failure in English Language Arts or mathematics
* A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	5	4	0	2	1	4	16
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	16	3	5	20	12	2	58
Level 1 on statewide assessment	0	0	0	24	22	15	61

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Colonial Drive will utilize various strategies to address the students identified by the early warning system. Attendance below 90%: The school will have a proactive involvement by the administration and staff to ensure regular daily attendance of all students through early identification and effective intervention strategies.
Attendance personnel will engage in professional development to adhere to attendance policies.
The attendance bulletin and other attendance data will be reviewed on a regular daily basis.
Connect Ed and phone calls will be activated on a steady routine to increase communication and give support.
Individual counseling, group counseling or mentoring programs will be provided for targeted students.
Attendance personnel will ensure proper monitoring of identified students.
Attendance review committee meetings will be held on a regularly scheduled basis.
Family Involvement programs and parent resources will be provided for support.
The Truancy Intervention Program policies will be implemented for students with excessive absences.
Positive feedback and incentives will be utilized for students who continue to improve their regular daily attendance. School wide attendance incentives such as monthly honor roll for perfect attendance will be in place to decrease absenteeism and inspire a positive attitude towards school and learning.
One or more suspensions: Administration will work with teachers to enforce that all students are following the discipline plan adequately.
Course failure in ELA or Math: Administration will work with instructional coaches to ensure that these students are identified and given the appropriate academic intervention, during or before school.
Level 1 on statewide assessment: Administration will work with instructional coaches to ensure that these students are identified and given the appropriate academic intervention, during or before school.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/200974.

Description

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

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

At Colonial Drive Elementary, we believe in building a sustainable partnership with our local community to increase student achievement. Our business partners -Whole Foods, Psychsolutions, YMCA, and Community Health Inc.- provide opportunities for students to engage in meaningful curricular and extracurricular activities. Also, during our Annual Career Day, representatives from various government agencies, local businesses, and non-profit organizations conduct presentations and simulations to expose students to different career paths.

In addition, we believe that maintaining constant communication between the school and home allows us to transcend our message of cohesion. We utilize all possible forms of communication, such as School Home Connection, connect Ed, Newsletters, and flyers to inform our stakeholders. We also conduct volunteer drive to encourage parents to partake in efforts to support school activities and become active members of the PTA.

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
Tennant, Laura	Principal
Duran, Noemi	Assistant Principal
Maguire, Maira	Instructional Coach
Remond, Mayflor	Instructional Coach
Suarez, Paula	Guidance Counselor

Duties

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

• The Principal ensures that the school-based MTSS Team is meeting; oversees the data from school-wide, district, and state assessments; provides necessary resources for implementing interventions for students requiring additional academic support as illustrated in the data, and ensures professional development to support MTSS implementation.

• The Assistant Principal assist the principal with the above tasks and follow-up with any needed adjustments to the curriculum as reflected in the data considered. Plan for professional development for teachers to improve classroom instruction.

• The Reading Coach guides teachers on the use of the district's K-12 Reading Plan; facilitates and supports data collection; assists with data analysis; reviews data with teachers; trains and supports teachers on obtaining data from the sub-tests of the Florida Assessment for Instruction in Reading (FAIR-FS grades 3-5), iReady (K-2); follows-up with teachers on using data in their classrooms to differentiate Reading instruction; models strategies for reading instruction based on scientifically based reading research appropriate in specific classrooms and with specified groups of students; provides training and support for individuals who will be responsible for working with students using interventions, and identifies students to be added/removed from intervention groups as new data is made available.

• The Mathematics Coach guides teachers on the use of the FL GO! Math program, District's Math Pacing Guide, and implementation of STEM; facilitates and supports data collection; assists with data analysis; reviews data with teachers; trains and supports teachers on obtaining data from the District Baseline and District Interim Assessments; trains & supports teachers on how to incorporate writing in

Math; follows-up with teachers on using data in their classrooms to differentiate Math instruction; models strategies for Math instruction based on scientifically based programs appropriate in specific classrooms and with specified groups of students; provides training and support for individuals who will be responsible for working with students using interventions, and identifies students to be added/removed from intervention groups as new data is made available.
• The School Counselor communicates with parents, students and staff, getting input and feedback for areas of attendance, guidance counseling, etc.

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

We will use Baseline data: Florida Comprehensive Assessment Test (FCAT) Spring 2013, Florida Assessment for Instruction in Reading (FAIR-FS grades 3-5), iReady (K-2) and Writing Pre-Test.
Progress Monitoring: For students in both Foundational Skills and Access to Complex Text will be conducted on a six week interval. Grades 3-5 bi-weekly assessments will give us insight into the effectiveness of instruction.
Midyear: District Interim Assessments, FAIR-FS AP2, Writing Post-Test and bi-weekly assessments will be given to assess the effectiveness throughout the year.
End of Year: FSA and FAIR-FS AP3 will determine if the progress monitoring and support throughout the year were effective in meeting the needs of the students.
Thinkgate reports allow for thorough analysis of specific benchmarks which have and have not been mastered and which subgroups have met mastery levels, and which have not. We will use this data to create support groups and differentiate instruction so as to meet the individual needs of each student. Coaches will provide classroom and small group support to classroom teachers. Funding will be allocated from SAC funds.
Title I, Part A
At Colonial Drive Elementary, services are provided to ensure that students requiring additional remediation receive assistance through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Also, support services are provided to intermediate students to ensure their success. To assist in this, the Reading Coach develops, leads, and evaluates school
core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and Special Support Services to special needs populations such as homeless, migrant, and neglected and delinquent students. Before School Tutoring utilizing various computer programs is available to all students in the computer lab. Also available are interventionists and paraprofessionals to help improve student performance.
Title I, Part C- Migrant
Colonial Drive Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.
Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

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

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

• Math tutorial programs (3-5)

• Reading tutorial programs (3-5)

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.

• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program

(FEFP) allocation.

Nutrition Programs

1) Colonial Drive Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and

Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

Colonial Drive Elementary has one Head Start class. Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

•Colonial Drive Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other

referral services.

•Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

•Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

•Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

•Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

•Additional academic and support services will be provided to students and families of the Migrant population as applicable.

•School Improvement Grant Fund/School Improvement Grant Initiative- The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions

such as extended day remedial tutorial instruction, Differentiated Instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund supports funding and assistance to schools in Differentiated Accountability based on need.

•Health Connect- Colonial Drive Elementary has one nurse and one nurse's assistant.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Laura Tennant	Principal
Jeffrey Siegel	Teacher
Tatiana Godoy	Teacher
Mary Silva	Teacher
Ana Morera	Teacher
Olga Roman	Teacher
Oria Brown	Teacher
Paula Suarez	Education Support Employee
Jo-Ann Thomas	Education Support Employee
Sasha Franco	Parent
Wilson Nieves	Parent
Lester Patterson	Parent
Lesel Love	Parent
Linda Tolar	Parent
Diane Hickman	Business/Community
Oliver Cooper	Business/Community
Taylen Toomer	Student
Jessica Garcia	Student
Yelena Montero	Parent

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

Development of this school improvement plan

The SAC is involved in the development and implementation of the SIP. They also review the SIP throughout the year during the monthly meetings. They approve the SIP and monitor the progress of students while making appropriate changes to strategies throughout the year, as needed.

Preparation of the school's annual budget and plan

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

The Colonial Drive SAC funds will be used for substitute coverage for our Professional Development on Gradual Release.

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
Tennant, Laura	Principal
Duran, Noemi	Assistant Principal
Maguire, Maira	Other
Remond, Mayflor	Other
Suarez, Paula	Guidance Counselor
Gregory, Joan	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will create a reading goal, including specific objectives and strategies in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of Adequate Yearly Progress (AYP). The LLT will participate in the analysis of student data and interpret various reports that drive instructional implications across the curriculum.
The LLT will encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader and reading contests. The LLT will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities.

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

Collaborative planning is a key in working together at Colonial Drive. The Instructional coaches use protocols during this time. Once a coaching cycle is complete the coach guide the teachers in the reflective process, providing feedback, training in LAFS/MAFS and/or facilitating PD's/PLC's.

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

Colonial Drive Elementary solicits recommendations from current employees to ensure the recruitment of highly qualified teachers. To maintain highly qualified teachers the school has established a Teacher Mentoring Program, where experienced teachers provide support to beginning teachers. Also teachers participate in Professional Learning Communities (PLC) to increase their teaching capacity and maintain a high level rigor in the classroom. The persons responsible will be the Administration.

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

Colonial Drive Elementary has the Mentoring and Induction for New Teachers (MINT) in place. It has been developed to support the varied levels of experience and education our new teachers possess. MINT is designed to support the practice of new teachers, to create an awareness of professional responsibilities and ultimately, positively affect student learning. In addition to providing support to

beginning teachers, the school provides opportunities for mentors and teachers to meet and reflect upon practice in order to improve the quality of education. Teachers are paired based on content area and grade level assignments. They will meet consistently to receive all the support needed.

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

Colonial Drive encourages teachers to follow the district provided pacing guides for all core instruction. These guides are aligned to the LAFs and MAFS, therefore teachers lesson plans reflect the new 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

T eachers use the following data to differentiate their instruction: ST AR reading assessment; Oral Reading Fluency Measures; iReady; Reading Plus; Interim assessments; School, District and State Assessments; class work; The data helps the teachers plan the next step for struggling students and whole class. Our school uses differentiated instruction and gradual release to ensure all students learn. The teachers utilize common planning to plan for and model the gradual release instructional framework. The teachers apply a balanced instructional approach that includes whole group, small group, and one-on-one instruction based on student needs. The school provides resources to support instruction such as extensive classroom libraries, texts to support units of study , and leveled books for small group instruction.
Our school uses hands-on experiences to facilitate the conceptual learning and understanding of concepts.
Furthermore, we implement numerous ESOL strategies. We model, think aloud, use task cards, use graphic organizers, use manipulatives, use illustrations and diagrams, vary the complexity of assignment, use audiobooks, role play , and use visuals.
Finally , enrichment opportunities are provided through the use of novels and research based projects to enhance critical thinking.
Students' data is continuously reviewed and instruction is adjusted accordingly.

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

Strategy: Before School Program

Minutes added to school year: 4,760

Colonial Drive Elementary will implement before school tutoring targeting all students in grades 3-5. The program will increase student capacity in Reading and Mathematics using the computer-based program Success Maker/ iReady. Also an after school tutoring program addressing the individual needs of ELL learners in grades 3-5. Certified teachers will utilize research-based Reading and Math materials to instruct during the after school tutorial programs and accountability will be maintained for student performance..

Strategy Rationale

Enrichment activities contribute to a well-rounded education

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Tennant, Laura, pr0861@dadeschools.net

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

Data from Success Maker / iReady will be analyzed to determine the effectiveness of the program. Data for the after school programs will be monitored through assessments infused within the research-based materials used for instruction. Also students participating in the tutorial program will be monitored through the administration of Interim Assessments and classroom-based assessments.

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with 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. At Colonial Drive Elementary, there are two orientation sessions for the parents of entering Kindergartners. The first one takes place at the end of May, and the second one is the week before school starts. Neighboring pre-schools are informed and invited through personal contact, e-mail, delivered fliers, and/or marquee announcements. The parents are given a packet, which includes the objectives their children are to meet, by the end of Kindergarten. This allows the parents to have a better understanding of what the Kindergarten program consists of, and what is expected of their children in Kindergarten.

Parents and teachers from these pre-schools are also invited to school events throughout the school year via the same methods mentioned above. These events include evening book fairs, concerts, science fairs, and parent workshops. The Ready Schools Miami Initiative also provides a liaison with these early childhood sites and invites them to attend various activities during the school year. Upon entering Kindergarten all students are assessed to ascertain individual and group needs. All

Kindergarten students are administered the Early Childhood Observation System (ECHOS). In the 2013-2014 school year, ECHOS will consist of the Florida Kindergarten Readiness Screener (FLKRS) and FAIR. It will be used to ascertain the student's level of preparedness upon entering Kindergarten. The Kindergarten Teachers will also assess the students within the areas of Print/Letter Knowledge, Phonological Awareness, Phonics, Number Recognition, Color Recognition, Shape Recognition, and their ability to count with teacher created classroom assessment tools. The data collected will be used to plan the daily instruction for all students. It will also be used to determine the students in need of interventions/enrichment beyond the core instruction. The core Kindergarten curriculum will include direct instruction, modeling, guided and independent practice, and center activities of all academic and/or social emotional skills identified by the screening data. FLKRS will only be administered at the beginning of the school year with the results being provided by the end of the year. The teacher created Kindergarten classroom assessment tools will be administered at the end of each grading period. These screening tools will be used to determine individual student learning gains. This will allow for changes to the instructional, intervention, and enrichment programs.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

n/a

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Our goal is to increase student achievement by improving core instruction in all content areas.

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

G3.   Participate in project based learning in Science, Technology, Engineering and Math (STEM).

G4.   Parental Involvement: See Title 1 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. Our goal is to increase student achievement by improving core instruction in all content areas. 1a

🔍 G046746

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Reading - Hispanic	79.0
AMO Reading - African American	59.0
AMO Reading - ELL	69.0
AMO Reading - SWD	51.0
AMO Reading - ED	64.0
AMO Math - All Students	69.0
AMO Math - African American	61.0
AMO Math - Hispanic	85.0
AMO Math - ELL	79.0
AMO Math - SWD	69.0
AMO Math - ED	68.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	82.0
Math Gains	62.0
Math Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- Reading: CORE: McGraw-Hill Reading Wonders, English Language Arts Pacing Guides (Reading and Writing) grades K-5, McGraw-Hill Reading Wonders K-5: SUPPLEMENTAL: Instructional Routine Handbook grades K-2, ELA Item Specifications grades 3-5, LAFS Updated Resources, i-Ready and Promethean Boards

- Math: HMH Florida Go Math!; Go Math (On-line Resources; Animated Models Destination Math, HMH Mega Math); Go Math Printable Resources (Reteach): SUPPLEMENTAL: Mathematics Florida Standards Item Specifications, i-Ready, Gizmos Grades 3-5; Explore Learning –Reflex Math; District Pacing Guides including online technology resources

- Science: Scott Foresman (K-5), Leveled Readers, Instructional Resources: http://science.dadeschools.net/elem/instructionalResources/default.html: SUPPLEMENTAL: Gizmos (3-5), Discovery Education (K-5), NBC Learn (K-5), PowerMyLearning, AIMS, ScienceSaurus Handbook, Science Fair Handbook

- Writing:

Targeted Barriers to Achieving the Goal 3

- Reading: Limited evidence of in-depth planning aligned to Florida Language Arts Standards across all grade levels (K-5)

- Math: Limited evidence of in-depth planning using the Florida Math Standards across all grade levels (K-5)

- Science: Limited evidence of in-depth planning using the Florida Standards across all grade levels (K-5)

Plan to Monitor Progress Toward G1. `8`

Looking for decrease in teacher ownership and increase in student ownership.

Person Responsible
Laura Tennant

Schedule
Quarterly, from 9/18/2014 to 11/26/2014

Evidence of Completion
Observations, Assessment Data Results

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

🔑 G049785

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	8.0
One or More Suspensions	0.0
Retained Students	8.0

Resources Available to Support the Goal `2`
- Collaborative Planning schedule, Data Chats, Leadership Team meeting, Active PTA, Technology in every classroom, Instructional Coaches, Intervention Plan in place, PD/PLC's

Targeted Barriers to Achieving the Goal `3`
- Fidelity to the implementation of our intervention plan.

Plan to Monitor Progress Toward G2. `8`

Student OPM assessment data from ORF or comprehension test district interim data, and FAIR-FS data will be collected and reviewed throughout the year.

Person Responsible
Noemi Duran

Schedule
Every 6 Weeks, from 9/8/2014 to 6/4/2015

Evidence of Completion
Intervention schedule, Instructional Focus Calendar, Attendance Logs, Student data tracker

G3. Participate in project based learning in Science, Technology, Engineering and Math (STEM). `1a`

🔍 G050183

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal `2`

- District STEM resources;

Targeted Barriers to Achieving the Goal `3`

- Lack of participation or use of district STEM resources.

Plan to Monitor Progress Toward G3. `8`

Collaborative Planning to debrief student progress using data.

Person Responsible
Maira Maguire

Schedule
Monthly, from 9/8/2014 to 11/26/2014

Evidence of Completion
sign in sheets

G4. Parental Involvement: See Title 1 PIP `1a`

🔍 G050184

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. Our goal is to increase student achievement by improving core instruction in all content areas. `1`

🔍 G046746

G1.B1 Reading: Limited evidence of in-depth planning aligned to Florida Language Arts Standards across all grade levels (K-5) `2`

🔍 B116068

G1.B1.S1 Reading: Plan for and deliver instruction that is based on ELA Reading 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`

🔍 S127733

Strategy Rationale

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.

Action Step 1 `5`

Conduct in-depth collaborative planning sessions to unpack the standards using the K-2 Florida Standards and the Item Specifications for Grades 3-5. Additionally, utilize the District Pacing Guides to plan for whole group instruction, highlighting the instructional focus standards, district open responses and weekly skills and strategies for grades K-5.

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Collaborative planning sign-in sheets, Weekly lesson plans, Students' reading response journal, Writing notebooks

Action Step 2 `5`

Develop lesson(s) based on the instructional focus standards and align to the district open responses for grades 2-5 inclusive of technology enhanced resources (i.e. i-Ready and Reading Wonders Digital Resources).

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Collaborative planning sign-in sheets, Weekly lesson plans, Students' reading response journal, Writing notebooks

Action Step 3 `5`

Utilize the coaching cycle to model the in-depth teaching of the LAF Standards during whole group instruction.

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Coach's Calendar, coach's log , lesson plans and student work samples

Action Step 4 `5`

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

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Walkthrough notes

Action Step 5 [5]

Disaggregate and analyze student assessment data both formal and informal (weekly or bi-weekly Assessments, OPM's, Interims, Unit Assessments, etc. etc) to drive planning and instruction.

Person Responsible

Laura Tennant

Schedule

Biweekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Student assessment reports, data binder, student data chat sheets

Action Step 6 [5]

Implement engaging instructional activities centered on purposeful student talk (i.e. Collaborative Conversations). Monitor the implementation of collaborative conversations during the bell to bell instructional framework.

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Collaborative planning sign-in sheets, Weekly lesson plans, Students' reading response journal, Writing notebooks

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

Leadership team will meet biweekly after conducting walk-throughs and observations to discuss implementation of rigorous, purposeful, and engaging instructional activities.

Person Responsible

Laura Tennant

Schedule

Biweekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

Leadership Team meeting sign in sheets.

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

Conduct data chats which will analyze student performance data and will determine the effectiveness of classroom instruction.

Person Responsible

Laura Tennant

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Assessment Data Results

G1.B1.S2 Reading: 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`

🔧 S130667

Strategy Rationale

Use the gradual release 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 tasks.

Action Step 1 `5`

Utilize the McGraw-Hill Reading Wonders digital resources to model the whole group instructional framework by gradually releasing responsibility from the teacher to the students.

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Weekly lesson plans, Instructional delivery, Students' reading response journal, Writing notebooks

Action Step 2 5

Incorporate strategies utilizing the Instructional Routines Handbook to scaffold instruction using Teach- Model and Practice-Apply through the use of Professional Learning Communities (PLC's)

Person Responsible

Laura Tennant

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

PLC Sign-In Sheets, PLC Agendas, PLC Handouts, Instructional Routine Anchor Chart

Action Step 3 5

Utilize the coaching cycle to model the Gradual Release of Responsibility to assist teachers in implementing effective instructional practices

Person Responsible

Mayflor Remond

Schedule

Biweekly, from 9/16/2014 to 11/26/2014

Evidence of Completion

Coach's Calendar, coach's log , lesson plans and student work samples

Action Step 4 5

Disaggregate and analyze student assessment data both formal and informal (Weekly or BiWeekly Assessments, OPM's, Interims, Unit Assessments, etc.) to drive planning and instruction.

Person Responsible

Laura Tennant

Schedule

On 11/26/2014

Evidence of Completion

Student assessment reports, data binder, student data chat sheets

Action Step 5 `5`

Conduct weekly classroom walkthroughs to monitor the implementation of gradual release of responsibility model throughout the bell to bell instructional framework

> ### Person Responsible
>
> Laura Tennant
>
> ### Schedule
>
> Quarterly, from 9/18/2014 to 11/26/2014
>
> ### *Evidence of Completion*
>
> Weekly lesson plans, Instructional delivery, Students' reading response journal, Writing notebooks

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

Leadership team will meet biweekly after conducting walk-throughs and observations to discuss implementation of the Gradual Release Model.

> ### Person Responsible
>
> Laura Tennant
>
> ### Schedule
>
> Biweekly, from 9/18/2014 to 11/26/2014
>
> ### *Evidence of Completion*
>
> Leadership meeting sign-in sheets.

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

Conduct data chats which will analyze student performance and will determine the effectiveness of classroom instruction

> ### Person Responsible
>
> Laura Tennant
>
> ### Schedule
>
> Biweekly, from 9/18/2014 to 11/26/2014
>
> ### *Evidence of Completion*
>
> Assessment Data Results

G1.B1.S3 Writing: 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]

🔧 S130668

Strategy Rationale

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.

Action Step 1 [5]

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

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Weekly lesson plans, Instructional delivery, Writing notebooks

Action Step 2 [5]

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

Person Responsible

Mayflor Remond

Schedule

On 11/26/2014

Evidence of Completion

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

Action Step 3 `5`

Disaggregate and analyze student assessment data both formal and informal (Weekly Writing open responses and District Writing Pre-Test) to drive planning and instruction.

Person Responsible

Laura Tennant

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Student assessment reports, data binder, student data chat sheets, Writing notebooks

Action Step 4 `5`

Conduct weekly classroom walkthroughs to monitor text based open responses during reading and text based writing prompts during writing instruction.

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Weekly lesson plans, Instructional delivery, Students' reading response journal, Writing notebooks

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

Leadership Team will meet biweekly after conducting walk-throughs and observations to discuss the implementation of collaborative structures in routine plans.

Person Responsible

Laura Tennant

Schedule

Biweekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Leadership meeting sign in sheets.

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

Conduct data chats which will analyze student performance and will determine the effectiveness of classroom instruction.

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Assessment of Data Results

G1.B2 Math: Limited evidence of in-depth planning using the Florida Math Standards across all grade levels (K-5) `2`

`🔑 B119607`

G1.B2.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. `4`

`🔑 S131597`

Strategy Rationale

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.

Action Step 1 `5`

Conduct weekly collaborative in-depth planning sessions to unpack the math standards utilizing the K-2 Florida Standards and the Item Specifications for grades 3-5. In addition, plan for the effective use of the mathematics problem solving process, assessment for student learning and inclusion of technology enhanced resources (i.e. I-Ready, Reflex, Think Central Intervention Resources).

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Collaborative planning agenda; Lesson plans reflecting use of Item Specification, Go Math Resources; student work (e.g., folders, SE Textbook); Math Journals; DI Folders with developed activities

Action Step 2 `5`

Attend monthly ICAD meetings with District personnel.

Person Responsible

Maira Maguire

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

In-service activity roster, reflection

Action Step 3 `5`

Use the coaching cycle to conduct bi-weekly classroom walkthroughs to ensure the effective use and delivery of standards-based lessons that are aligned to the expectations of the content standard's cognitive complexity level.

Person Responsible

Maira Maguire

Schedule

Biweekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Classroom walk throughs logs; Lesson plans reflecting use of Item Specification and available math resources; Student sample work/ assessments with HOTS; Coaching cycle logs

Action Step 4 `5`

Provide professional development on unpacking the standards to develop effective instructional strategies that promote critical thinking.

Person Responsible

Maira Maguire

Schedule

On 11/26/2014

Evidence of Completion

Professional development agenda, rosters, and materials

Action Step 5 `5`

Support teachers in dis-aggregating data from chapter assessments and Fall Interim assessment including analyzing results to assist in adjusting instruction to meet student's instructional needs; specifically targeting students that fall in the lowest quartile and/or show regression.

Person Responsible

Laura Tennant

Schedule

Quarterly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Data debriefing agenda, sign-in sheets; data from classroom assessment and Fall Interim Assessment; instructional action plans to include primary/secondary standards for DI centers.

Action Step 6 `5`

Conduct weekly classroom walk throughs to ensure the effective use and delivery of standards-based lessons that are aligned to the expectations of the content standard's cognitive complexity level.

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Classroom walk through logs, lesson plans, student work (e.g., folders, journals)

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

Leadership team will meet biweekly after conducting walk-through and observations to discuss implementation of rigors, purposeful and engaging instructional activities.

Person Responsible

Laura Tennant

Schedule

Biweekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Leadership Team meeting sing in sheets

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

Conduct data chats which will analyze student performance and will determine the effectiveness of classroom instruction.

Person Responsible

Laura Tennant

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Assessment Data Results

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 task, 4

S131883

Strategy Rationale

Use the gradual release 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 tasks.

Action Step 1 5

Observe classroom teachers' use of the Gradual Release of Responsibility Model.

Person Responsible

Maira Maguire

Schedule

Biweekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Coaching cycle logs

Action Step 2 `5`

Provide targeted classroom modeling of specific components of the Gradual Release of Responsibility Model to teachers in grades K-5.

Person Responsible

Maira Maguire

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Coaching cycle logs

Action Step 3 `5`

Utilize the coaching cycle to model the Gradual Release of Responsibility to assist teachers in implementing effective instructional practices.

Person Responsible

Maira Maguire

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Coaches calendar, coaches log, lesson plans, student work (e.g., folders, journals)

Action Step 4 `5`

Conduct weekly collaborative deep planning sessions on the effective use of the instructional block to include the mathematics problem solving process, assessment for student learning and inclusion of technology enhanced resources (i.e. I-Ready, Reflex, Think Central Intervention Resources).

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Lesson plans, Go Math TE, pacing guides, item specs grade 3-5, problem solving document, instructional block break down

Action Step 5 `5`

Support teachers in disaggregating data from chapter assessments and Fall Interim assessment including analyzing results to assist in adjusting instruction to meet student's instructional needs; specifically targeting students that fall in the lowest quartile and/or show regression.

Person Responsible

Laura Tennant

Schedule

Quarterly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Data debriefing agenda, sign-in sheets; data from classroom assessment and Fall Interim Assessment; instructional action plans to include primary/secondary standards for DI centers.

Action Step 6 `5`

Conduct weekly classroom walk through to monitor implementation of the Gradual Release of Responsibility Model.

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Classroom walk through logs, lesson plans, student work (e.g., folders, journals)

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

Leadership Team will meet biweekly after conducting walk-through and observations to discuss implementation of rigorous, purposeful and engaging instructional activities.

Person Responsible

Laura Tennant

Schedule

Biweekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Leadership Team meeting sign in sheets.

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

Data Chats which will analyze student performance and will determine the effectiveness of classroom instruction.

Person Responsible

Laura Tennant

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Assessment Data Results

G1.B3 Science: Limited evidence of in-depth planning using the Florida Standards across all grade levels (K-5) `2`

🔑 B119609

G1.B3.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. `4`

🔑 S131908

Strategy Rationale

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.

Action Step 1 `5`

Provide professional development on effective collaborative planning for the 5 E's/Gradual Release model using Pacing Guides, instructional resources, hands-on activities and interactive science journals to K-5 science teachers during their collaborative planning time.

Person Responsible

Laura Tennant

Schedule

On 11/26/2014

Evidence of Completion

Meeting agenda, sign in sheet

Action Step 2 `5`

Plan collaboratively using the 5 E's/Gradual Release model and District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including grade 5 essential labs).

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

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

Action Step 3 `5`

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

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Lesson plans, instructional activities that include technology, student work

Action Step 4 `5`

Attend ICAD monthly professional development sessions (10-2-14, 10-3-14, 11-20-14) for science content and strategies. Present resources and strategies to K – 4 science teachers.

Person Responsible

Laura Tennant

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

PD registration, follow-up assignment

Action Step 5 `5`

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

Person Responsible

Laura Tennant

Schedule

On 11/26/2014

Evidence of Completion

PD registration, follow-up assignment

Action Step 6 `5`

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

Person Responsible

Laura Tennant

Schedule

Quarterly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Student assessment reports, data binder, student data chat sheets

Action Step 7 `5`

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

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Walkthrough notes

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

Leadership Team will meet biweekly after conducting walk-throughs and observations to discuss implementation of rigorous, purposeful and engaging instructional activities.

Person Responsible

Laura Tennant

Schedule

Biweekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Leadership Team meeting sign in sheets.

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

Conduct data chats which will analyze student performance and will determine the effectiveness of classroom instruction.

Person Responsible

Laura Tennant

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Assessment Data Results

G2. Use the Early Warning System indicators to identify at-risk students in order to provide support and intervention that will increase academic achievement. 1

🔑 G049785

G2.B1 Fidelity to the implementation of our intervention plan. 2

🔑 B124728

G2.B1.S1 Implement and monitor the intervention program to analyze student progress. 4

🔑 S136651

Strategy Rationale

Action Step 1 5

Develop and implement an intervention schedule.

Person Responsible

Laura Tennant

Schedule

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

Evidence of Completion

Intervention schedule, List of targeted students

Action Step 2 5

Teachers will deliver lessons following appropriate pacing as suggested by the intervention program.

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Collaborative Planning Agenda, Attendance log, and student work folders

Action Step 3 `5`

Collect and analyze data in a timely manner for progress monitoring and decision-making process.

Person Responsible

Laura Tennant

Schedule

Every 6 Weeks, from 9/8/2014 to 6/4/2015

Evidence of Completion

OPM Record Sheet, Student Data Tracker, Leadership Meeting sign-in sheet

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

Conduct walk-through

Person Responsible

Laura Tennant

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Observation and debriefing notes, intervention schedule

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

Conduct timely data chats to analyze student data from OPM assessments.

Person Responsible

Laura Tennant

Schedule

Every 6 Weeks, from 9/18/2013 to 6/4/2015

Evidence of Completion

Data Chat agenda and sign-in sheet, student data tracker,

G3. Participate in project based learning in Science, Technology, Engineering and Math (STEM). `1`

G050183

G3.B1 Lack of participation or use of district STEM resources. `2`

B125809

G3.B1.S1 Students will participate in project-based STEM activities. `4`

S137700

Strategy Rationale

STEM projects/activites will enhance student knowledge of grade level curriculum across all content areas.

Action Step 1 `5`

Teachers will encourage student participation in a variety of approved projects.

Person Responsible

Laura Tennant

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

student created projects

Action Step 2 `5`

Students will participate in an in-house STEM field trip.

Person Responsible

Laura Tennant

Schedule

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

Evidence of Completion

field trip agenda

Action Step 3 `5`

School will acknowledge students who participate in any of the STEM approved projects.

Person Responsible

Laura Tennant

Schedule

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

Evidence of Completion

student created projects, list of students to be recognize

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

On-going monitoring of student participation in STEM projects.

Person Responsible

Laura Tennant

Schedule

Annually, from 9/18/2014 to 11/26/2014

Evidence of Completion

student projects, student participation

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

On-going monitoring of student participation in STEM projects

Person Responsible

Laura Tennant

Schedule

Quarterly, from 9/6/2014 to 11/26/2014

Evidence of Completion

student projects, certificate of recognition

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Conduct in-depth collaborative planning sessions to unpack the standards using the K-2 Florida Standards and the Item Specifications for Grades 3-5. Additionally, utilize the District Pacing Guides to plan for whole group instruction, highlighting the instructional focus standards, district open responses and weekly skills and strategies for grades K-5.	Tennant, Laura	9/18/2014	Collaborative planning sign-in sheets, Weekly lesson plans, Students' reading response journal, Writing notebooks	11/26/2014 weekly
G1.B1.S2.A1	Utilize the McGraw-Hill Reading Wonders digital resources to model the whole group instructional framework by gradually releasing responsibility from the teacher to the students.	Tennant, Laura	9/18/2014	Weekly lesson plans, Instructional delivery, Students' reading response journal, Writing notebooks	11/26/2014 weekly
G1.B1.S3.A1	Utilize the District Writing pacing guide to plan for, deliver and monitor the implementation of text-based academic writing in grades K-5 inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Writer's Workspace, etc.).	Tennant, Laura	9/18/2014	Weekly lesson plans, Instructional delivery, Writing notebooks	11/26/2014 weekly
G1.B2.S1.A1	Conduct weekly collaborative in-depth planning sessions to unpack the math standards utilizing the K-2 Florida Standards and the Item Specifications for grades 3-5. In addition, plan for the effective use of the mathematics problem solving process, assessment for student learning and inclusion of technology enhanced resources (i.e. I-Ready, Reflex, Think Central Intervention Resources).	Tennant, Laura	9/18/2014	Collaborative planning agenda; Lesson plans reflecting use of Item Specification, Go Math Resources; student work (e.g., folders, SE Textbook); Math Journals; DI Folders with developed activities	11/26/2014 weekly
G1.B2.S2.A1	Observe classroom teachers' use of the Gradual Release of Responsibility Model.	Maguire, Maira	9/18/2014	Coaching cycle logs	11/26/2014 biweekly
G1.B3.S1.A1	Provide professional development on effective collaborative planning for the 5 E's/Gradual Release model using Pacing Guides, instructional resources, hands-on activities and interactive science journals to K-5 science teachers during their collaborative planning time.	Tennant, Laura	9/18/2014	Meeting agenda, sign in sheet	11/26/2014 one-time
G2.B1.S1.A1	Develop and implement an intervention schedule.	Tennant, Laura	9/1/2014	Intervention schedule, List of targeted students	6/4/2015 annually
G3.B1.S1.A1	Teachers will encourage student participation in a variety of approved projects.	Tennant, Laura	9/18/2014	student created projects	11/26/2014 monthly
G1.B1.S1.A2	Develop lesson(s) based on the instructional focus standards and align to the district open responses for grades 2-5 inclusive of technology enhanced resources (i.e. i-Ready and Reading Wonders Digital Resources).	Tennant, Laura	9/18/2014	Collaborative planning sign-in sheets, Weekly lesson plans, Students' reading response journal, Writing notebooks	11/26/2014 weekly
G1.B1.S2.A2	Incorporate strategies utilizing the Instructional Routines Handbook to scaffold instruction using Teach- Model and Practice-Apply through the use of Professional Learning Communities (PLC's)	Tennant, Laura	9/18/2014	PLC Sign-In Sheets, PLC Agendas, PLC Handouts, Instructional Routine Anchor Chart	11/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.A2	Provide professional development to teachers in grades 3-5 on the use of the writing rubric.	Remond, Mayflor	9/18/2014	Provide professional development to teachers in grades 3-5 on the use of the writing rubric.	11/26/2014 one-time
G1.B2.S1.A2	Attend monthly ICAD meetings with District personnel.	Maguire, Maira	9/18/2014	In-service activity roster, reflection	11/26/2014 monthly
G1.B2.S2.A2	Provide targeted classroom modeling of specific components of the Gradual Release of Responsibility Model to teachers in grades K-5.	Maguire, Maira	9/18/2014	Coaching cycle logs	11/26/2014 monthly
G1.B3.S1.A2	Plan collaboratively using the 5 E's/ Gradual Release model and District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including grade 5 essential labs).	Tennant, Laura	9/18/2014	Lesson plans, instructional activities that include technology, student work samples	11/26/2014 weekly
G2.B1.S1.A2	Teachers will deliver lessons following appropriate pacing as suggested by the intervention program.	Tennant, Laura	9/8/2014	Collaborative Planning Agenda, Attendance log, and student work folders	6/4/2015 weekly
G3.B1.S1.A2	Students will participate in an in-house STEM field trip.	Tennant, Laura	9/8/2014	field trip agenda	11/26/2014 annually
G1.B1.S1.A3	Utilize the coaching cycle to model the in-depth teaching of the LAF Standards during whole group instruction.	Tennant, Laura	9/18/2014	Coach's Calendar, coach's log , lesson plans and student work samples	11/26/2014 weekly
G1.B1.S2.A3	Utilize the coaching cycle to model the Gradual Release of Responsibility to assist teachers in implementing effective instructional practices	Remond, Mayflor	9/16/2014	Coach's Calendar, coach's log , lesson plans and student work samples	11/26/2014 biweekly
G1.B1.S3.A3	Disaggregate and analyze student assessment data both formal and informal (Weekly Writing open responses and District Writing Pre-Test) to drive planning and instruction.	Tennant, Laura	9/18/2014	Student assessment reports, data binder, student data chat sheets, Writing notebooks	11/26/2014 monthly
G1.B2.S1.A3	Use the coaching cycle to conduct bi-weekly classroom walkthroughs to ensure the effective use and delivery of standards-based lessons that are aligned to the expectations of the content standard's cognitive complexity level.	Maguire, Maira	9/18/2014	Classroom walk throughs logs; Lesson plans reflecting use of Item Specification and available math resources; Student sample work/ assessments with HOTS; Coaching cycle logs	11/26/2014 biweekly
G1.B2.S2.A3	Utilize the coaching cycle to model the Gradual Release of Responsibility to assist teachers in implementing effective instructional practices.	Maguire, Maira	9/18/2014	Coaches calendar, coaches log, lesson plans, student work (e.g., folders, journals)	11/26/2014 monthly
G1.B3.S1.A3	Utilize District developed science resources (see supplemental page in Pacing Guide and instructional resources on science website: science.dadeschools.net) that include technology to support NGSSS.	Tennant, Laura	9/18/2014	Lesson plans, instructional activities that include technology, student work	11/26/2014 weekly
G2.B1.S1.A3	Collect and analyze data in a timely manner for progress monitoring and decision-making process.	Tennant, Laura	9/8/2014	OPM Record Sheet, Student Data Tracker, Leadership Meeting sign-in sheet	6/4/2015 every-6-weeks
G3.B1.S1.A3	School will acknowledge students who participate in any of the STEM approved projects.	Tennant, Laura	9/8/2014	student created projects, list of students to be recognize	11/26/2014 annually
G1.B1.S1.A4	Conduct weekly walkthroughs to monitor the implementation of standards based reading instruction.	Tennant, Laura	9/18/2014	Walkthrough notes	11/26/2014 weekly
G1.B1.S2.A4	Disaggregate and analyze student assessment data both formal and informal (Weekly or BiWeekly	Tennant, Laura	9/16/2014	Student assessment reports, data binder, student data chat sheets	11/26/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Assessments, OPM's, Interims, Unit Assessments, etc.) to drive planning and instruction.				
G1.B1.S3.A4	Conduct weekly classroom walkthroughs to monitor text based open responses during reading and text based writing prompts during writing instruction.	Tennant, Laura	9/18/2014	Weekly lesson plans, Instructional delivery, Students' reading response journal, Writing notebooks	11/26/2014 weekly
G1.B2.S1.A4	Provide professional development on unpacking the standards to develop effective instructional strategies that promote critical thinking.	Maguire, Maira	9/18/2014	Professional development agenda, rosters, and materials	11/26/2014 one-time
G1.B2.S2.A4	Conduct weekly collaborative deep planning sessions on the effective use of the instructional block to include the mathematics problem solving process, assessment for student learning and inclusion of technology enhanced resources (i.e. I-Ready, Reflex, Think Central Intervention Resources).	Tennant, Laura	9/18/2014	Lesson plans, Go Math TE, pacing guides, item specs grade 3-5, problem solving document, instructional block break down	11/26/2014 weekly
G1.B3.S1.A4	Attend ICAD monthly professional development sessions (10-2-14, 10-3-14, 11-20-14) for science content and strategies. Present resources and strategies to K – 4 science teachers.	Tennant, Laura	9/18/2014	PD registration, follow-up assignment	11/26/2014 monthly
G1.B1.S1.A5	Disaggregate and analyze student assessment data both formal and informal (weekly or bi-weekly Assessments, OPM's, Interims, Unit Assessments, etc. etc) to drive planning and instruction.	Tennant, Laura	9/18/2014	Student assessment reports, data binder, student data chat sheets	11/26/2014 biweekly
G1.B1.S2.A5	Conduct weekly classroom walkthroughs to monitor the implementation of gradual release of responsibility model throughout the bell to bell instructional framework	Tennant, Laura	9/18/2014	Weekly lesson plans, Instructional delivery, Students' reading response journal, Writing notebooks	11/26/2014 quarterly
G1.B2.S1.A5	Support teachers in dis-aggregating data from chapter assessments and Fall Interim assessment including analyzing results to assist in adjusting instruction to meet student's instructional needs; specifically targeting students that fall in the lowest quartile and/or show regression.	Tennant, Laura	9/18/2014	Data debriefing agenda, sign-in sheets; data from classroom assessment and Fall Interim Assessment; instructional action plans to include primary/secondary standards for DI centers.	11/26/2014 quarterly
G1.B2.S2.A5	Support teachers in disaggregating data from chapter assessments and Fall Interim assessment including analyzing results to assist in adjusting instruction to meet student's instructional needs; specifically targeting students that fall in the lowest quartile and/or show regression.	Tennant, Laura	9/18/2014	Data debriefing agenda, sign-in sheets; data from classroom assessment and Fall Interim Assessment; instructional action plans to include primary/secondary standards for DI centers.	11/26/2014 quarterly
G1.B3.S1.A5	Attend content and pacing professional development for K – 4 teachers on the Professional Work Day, Nov. 4, 2014 and turnkey best practices presented with other grade level teachers.	Tennant, Laura	9/18/2014	PD registration, follow-up assignment	11/26/2014 one-time
G1.B1.S1.A6	Implement engaging instructional activities centered on purposeful student talk (i.e. Collaborative Conversations). Monitor the implementation of collaborative	Tennant, Laura	9/18/2014	Collaborative planning sign-in sheets, Weekly lesson plans, Students' reading response journal, Writing notebooks	11/26/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	conversations during the bell to bell instructional framework.				
G1.B2.S1.A6	Conduct weekly classroom walk throughs to ensure the effective use and delivery of standards-based lessons that are aligned to the expectations of the content standard's cognitive complexity level.	Tennant, Laura	9/18/2014	Classroom walk through logs, lesson plans, student work (e.g., folders, journals)	11/26/2014 weekly
G1.B2.S2.A6	Conduct weekly classroom walk through to monitor implementation of the Gradual Release of Responsibility Model.	Tennant, Laura	9/18/2014	Classroom walk through logs, lesson plans, student work (e.g., folders, journals)	11/26/2014 weekly
G1.B3.S1.A6	Disaggregate and analyze student assessment data both formal and informal (observations, probes, teacher-made, Interim, Quarterly Science Benchmark Assessments, etc.) to drive planning and instruction.	Tennant, Laura	9/18/2014	Student assessment reports, data binder, student data chat sheets	11/26/2014 quarterly
G1.B3.S1.A7	Conduct weekly walkthroughs to monitor and ensure implementation of effective science instruction using the 5 E's /Gradual Release Model aligned to Florida Standards (hands-on inquiry, instructional technology, use of interactive journal with corrective feedback, etc.).	Tennant, Laura	9/18/2014	Walkthrough notes	11/26/2014 weekly
G1.MA1	Looking for decrease in teacher ownership and increase in student ownership.	Tennant, Laura	9/18/2014	Observations, Assessment Data Results	11/26/2014 quarterly
G1.B1.S1.MA1	Conduct data chats which will analyze student performance data and will determine the effectiveness of classroom instruction.	Tennant, Laura	9/18/2014	Assessment Data Results	11/26/2014 monthly
G1.B1.S1.MA1	Leadership team will meet biweekly after conducting walk-throughs and observations to discuss implementation of rigorous, purposeful, and engaging instructional activities.	Tennant, Laura	9/25/2014	Leadership Team meeting sign in sheets.	11/26/2014 biweekly
G1.B2.S1.MA1	Conduct data chats which will analyze student performance and will determine the effectiveness of classroom instruction.	Tennant, Laura	9/18/2014	Assessment Data Results	11/26/2014 monthly
G1.B2.S1.MA1	Leadership team will meet biweekly after conducting walk-through and observations to discuss implementation of rigors, purposeful and engaging instructional activities.	Tennant, Laura	9/18/2014	Leadership Team meeting sing in sheets	11/26/2014 biweekly
G1.B3.S1.MA1	Conduct data chats which will analyze student performance and will determine the effectiveness of classroom instruction.	Tennant, Laura	9/18/2014	Assessment Data Results	11/26/2014 monthly
G1.B3.S1.MA1	Leadership Team will meet biweekly after conducting walk-throughs and observations to discuss implementation of rigorous and engaging instructional activities.	Tennant, Laura	9/18/2014	Leadership Team meeting sign in sheets.	11/26/2014 biweekly
G1.B1.S2.MA1	Conduct data chats which will analyze student performance and will determine the effectiveness of classroom instruction	Tennant, Laura	9/18/2014	Assessment Data Results	11/26/2014 biweekly
G1.B1.S2.MA1	Leadership team will meet biweekly after conducting walk-throughs and	Tennant, Laura	9/18/2014	Leadership meeting sign-in sheets.	11/26/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	observations to discuss implementation of the Gradual Release Model.				
G1.B2.S2.MA1	Data Chats which will analyze student performance and will determine the effectiveness of classroom instruction.	Tennant, Laura	9/18/2014	Assessment Data Results	11/26/2014 monthly
G1.B2.S2.MA1	Leadership Team will meet biweekly after conducting walk-through and observations to discuss implementation of rigorous, purposeful and engaging instructional activities.	Tennant, Laura	9/18/2014	Leadership Team meeting sign in sheets.	11/26/2014 biweekly
G1.B1.S3.MA1	Conduct data chats which will analyze student performance and will determine the effectiveness of classroom instruction.	Tennant, Laura	9/18/2014	Assessment of Data Results	11/26/2014 weekly
G1.B1.S3.MA1	Leadership Team will meet biweekly after conducting walk-throughs and observations to discuss the implementation of collaborative structures in routine plans.	Tennant, Laura	9/18/2014	Leadership meeting sign in sheets.	11/26/2014 biweekly
G2.MA1	Student OPM assessment data from ORF or comprehension test district interim data, and FAIR-FS data will be collected and reviewed throughout the year.	Duran, Noemi	9/8/2014	Intervention schedule, Instructional Focus Calendar, Attendance Logs, Student data tracker	6/4/2015 every-6-weeks
G2.B1.S1.MA1	Conduct timely data chats to analyze student data from OPM assessments.	Tennant, Laura	9/18/2013	Data Chat agenda and sign-in sheet, student data tracker,	6/4/2015 every-6-weeks
G2.B1.S1.MA1	Conduct walk-through	Tennant, Laura	9/8/2014	Observation and debriefing notes, intervention schedule	6/4/2015 weekly
G3.MA1	Collaborative Planning to debrief student progress using data.	Maguire, Maira	9/8/2014	sign in sheets	11/26/2014 monthly
G3.B1.S1.MA1	On-going monitoring of student participation in STEM projects	Tennant, Laura	9/6/2014	student projects, certificate of recognition	11/26/2014 quarterly
G3.B1.S1.MA1	On-going monitoring of student participation in STEM projects.	Tennant, Laura	9/18/2014	student projects, student participation	11/26/2014 annually

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Our goal is to increase student achievement by improving core instruction in all content areas.

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

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

PD Opportunity 1

Conduct in-depth collaborative planning sessions to unpack the standards using the K-2 Florida Standards and the Item Specifications for Grades 3-5. Additionally, utilize the District Pacing Guides to plan for whole group instruction, highlighting the instructional focus standards, district open responses and weekly skills and strategies for grades K-5.

Facilitator

Administration and Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 9/18/2014 to 11/26/2014

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

PD Opportunity 1

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

Facilitator

Mayflor Reymond, Instructional Coach

Participants

Teachers

Schedule

On 11/26/2014

G1.B2 Math: Limited evidence of in-depth planning using the Florida Math Standards across all grade levels (K-5)

G1.B2.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Provide professional development on unpacking the standards to develop effective instructional strategies that promote critical thinking.

Facilitator

Mayra Maguire, Instructional Coach

Participants

Teachers

Schedule

On 11/26/2014

G1.B3 Science: Limited evidence of in-depth planning using the Florida Standards across all grade levels (K-5)

G1.B3.S1 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

Provide professional development on effective collaborative planning for the 5 E's/Gradual Release model using Pacing Guides, instructional resources, hands-on activities and interactive science journals to K-5 science teachers during their collaborative planning time.

Facilitator

Mary Tweedy, CSS

Participants

Teacher

Schedule

On 11/26/2014

PD Opportunity 2

Attend ICAD monthly professional development sessions (10-2-14, 10-3-14, 11-20-14) for science content and strategies. Present resources and strategies to K – 4 science teachers.

Facilitator

District Personnel

Participants

Teachers

Schedule

Monthly, from 9/18/2014 to 11/26/2014

PD Opportunity 3

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

Facilitator

District Personnel

Participants

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

Summary	
Description	**Total**
Goal 1: Our goal is to increase student achievement by improving core instruction in all content areas.	20
Goal 3: Participate in project based learning in Science, Technology, Engineering and Math (STEM).	40
Grand Total	**60**

Goal 1: Our goal is to increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B3.S1.A1	Title I Part A	20
Total Goal 1		**20**

Goal 3: Participate in project based learning in Science, Technology, Engineering and Math (STEM).		
Description	**Source**	**Total**
B1.S1.A2	Title I Part A	20
B1.S1.A3	Title I Part A	20
Total Goal 3		**40**