Laura C. Saunders Elementary School

2014-15 School Improvement Plan

Laura C. Saunders Elementary School

505 SW 8TH ST, Homestead, FL 33030

http://lcsaunders.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	100%

Alternative/ESE Center	Charter School	Minority
No	No	99%

School Grades History

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

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
Focus	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The Laura C. Saunders team joins the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

Provide the school's vision statement

We are committed to fostering our children's journey to a future of limitless possibilities.

School Environment

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

Laura C. Saunders Elementary school where the entire faculty shares a clear vision of excellent instruction, and where school leaders focus on helping all teachers reach their full potential in the classroom. In order to successfully facilitate this process we have committed to the following set of values:
■ Belonging: experiences that show them they are valued members of the school community
■ Competence: experiences that provide them with authentic evidence of academic success through research-based strategies and professional development
■ Potency: experiences that make them feel empowered
■ Usefulness: experiences that reinforce feelings that show that they have made a useful contribution to their school community and community at large

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

At Laura C. Saunders Elementary School , this means all forms of safety and security are operable while the students are at school—food if hungry, clean clothes if needed, medical attention when necessary, counseling and other family services as required, and most of all caring adults who create an atmosphere of sincere support for the students' well-being and academic success. When students who are considered "at-risk" experience comprehensive support that works to mitigate the limiting, sometimes destructive "at-risk" related forces in their lives, the likelihood for success is greatly enhanced.

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

School-wide guidelines have been provided for teachers to effectively and efficiently manage behaviors in order to minimize disruptions to the learning environment and keep students fully engaged during instructional time. This involves teachers establishing clear behavioral expectations through the teaching and practicing of rules and procedures, holding students accountable for violations with appropriate and effective consequences, reinforcing positive behaviors with meaningful rewards and recognitions, and determining the efficacy of the established plan as well as ensuring

fairness and consistency in its application through consultations with student services and the administration.

Teachers are encouraged to greet students at the door on a daily basis to ensure they enter the classroom in the right frame of mind ready to learn. Whether the rules are established solely by the teacher or with input from students, teachers should require students to copy and sign the rules and have it signed by a parent as well, possibly as a homework assignment. This will clarify expectations for children and parents alike. Classroom procedures should be taught and practiced repeatedly to facilitate smooth transitions. Individual student accountability is upheld through afterschool detentions and Saturday Academy for those students who fail to comply with established guidelines.

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

On-site we have a full service clinic, Community Health of South Florida, Inc. which provides medical care, preventive health services and risk management, mental health support, laboratory services and health educational promotions. We have collaborations with Homestead Behavioral Clinic and other private agencies which have consultants that visit our students weekly. For our students in the Emotionally Behavioral Disturbed program there is a clinician on-site that meets with the students on a regular basis.

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

The school administration utilizes data systems to identify students who have attendance, behavioral, or academic concerns. The administration ensures that teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. The Student Development Plan Data Driven Practices are utilized to assess the needs of the students and the barriers blocking their success.

Early Warning Indicators:
• Students who miss more than 10% of instructional time
After a student has had a minimum of five (5) unexcused absences within a calendar month or ten (10) absences within 90 calendar days, the parent is advised of the unsatisfactory absences and the school begins to provide services to process the truancy referral. After fifteen (15) unexcused absences within a ninety (90) calendar day period (three (3) consecutive months), administration gives written notice to the student's parent to request their attendance at a "Truancy Child Study Team" meeting to discuss the attendance problem and identify potential remedies. The teachers write a SCAM for students that have not reached the criteria as described above, but have excessive tardies, early releases, and have excessive "excused absences". Ms. Smith-Butler, the CIS, visits the home to reach out to the parent/guardian and make them aware of the concern. That visit is then noted in ISIS.
• Students who have referrals that lead to suspension
Students who have behavioral concerns are referred to the school counselor, Mr. Headley. He then determines the next steps for further assistance and develops a plan according to the concerns. The counselor may refer the student to a small group or individual counseling. The counselor and the school social worker contact the family and design a Student Development Plan. If the behavior concerns persist, the student has to attend school on Saturday before the student may be suspended. Additional support is provided to Laura C. Saunders students by the Community Health of South Florida (CHI) clinic as the outside counseling agency.
• Students score at FCAT Level 1 in either Reading or Math
Students who scored at FCAT Level 1 in either Reading or Math are targeted during

Differentiated Instruction. In addition, the students are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. These services and interventions are provided in reading, in small-group settings in addition to instruction in the general curriculum. The intervention services are provided on a daily basis for one hour, as part of the extended day initiative. Furthermore, the targeted students receive tutoring during the Specials (music and art) block and Saturday academy as the standardized testing approaches. Finally, the Laura C. Saunders ELL students who scored at FCAT Level 1 receive Before School Intervention in Reading and Math four times a week, from October to April.

• Students who are not proficient in reading by Grade 3

The students who are not proficient in reading by Grade 3 are targeted during Differentiated Instruction. In addition, the students are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. These services and interventions are provided in reading, in small-group settings in addition to instruction in the general curriculum. The intervention services are provided on a daily basis for one hour, as part of the extended day initiative. Furthermore, the targeted students receive tutoring during the Specials (music and art) block and Saturday academy as the standardized testing approaches. Finally, the Laura C. Saunders ELL students who are not proficient in reading by Grade 3 receive Before School Intervention in Reading and Math four times a week, from October to April.

If necessary, at any point in an RTI process, formal evaluation may be requested to determine eligibility for special education.

• Students who are retained

The students who are retained are targeted during Differentiated Instruction. In addition, the students are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. These services and interventions are provided in reading, in small-group settings in addition to instruction in the general curriculum. The intervention services are provided on a daily basis for one hour, as part of the extended day initiative. Furthermore, the targeted students receive tutoring during the Specials (music and art) block and Saturday academy as the standardized testing approaches.

If necessary, at any point in an RTI process, formal evaluation may be requested to determine eligibility for special education.

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	31	19	22	18	12	15	117
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	30	43	65	60	33	58	289
Level 1 on statewide assessment	0	0	0	52	54	59	165
	0	0	0	0	0	0	

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

Students who are at risk for not meeting grade level standards will receive intervention services. Students in need of extra support will be identified and assessed, to ensure that they receive appropriate support. Assessment tools such as district issued interim assessments as well as ongoing informal assessments, will help us in identifying such students. State and school generated assessments will also be utilized to determine the need for our students in the upper grades. Careful record keeping, including anecdotal/conference notes, running records, and work samples, will be used as important tools in helping us to determine a plan of action for our students. Instructional staff, interventionist and the support services personnel who work with at-risk students must also keep a log of their daily work with each student to show evidence of fidelity.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Barrier:
Parental involvement is limited.
Strategy(ies):
Provide increased opportunities for students to be recognized or honored during the
school year (honor roll assemblies, Do the Right Thing, other programming)
Provide a Parent Volunteer Workshop to promote volunteer opportunities within
the school. Share all the volunteer activities available on a quarterly basis.
Provide the Community Involvement Specialist and community with the Parental Involvement Plan (PIP).
How to monitor for fidelity:
Review parent sign in sheets at quarterly programming and the Community Involvement Specialist
Log of contacts as well as the number of registered parent volunteers.
Review sign-in sheets to see the number of parents attending school functions in comparison to the 2012-2013 school year.
How to monitor for effectiveness:
Sign –in Sheets
List of Parent Volunteers

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

Laura C. Saunders Elementary School serves as a partnership among community stakeholders, parents and focuses on supporting student development, improving student outcomes, supporting families and developing a strong community. With the support of our families and the community working together, every component of this partnership can be strengthened and engaged. In addition, we commit to organizing resources around the holistic development of our young people in a student-centered environment (i.e., the school). Community resources are more effectively and more efficiently used because we as a school and service providers such as enFamilia,

YMCA and the Himan Brown Foundation can coordinate their interventions to deliver stronger outcomes and improve accountability for public funds and grant opportunities. Students and families are more successful and the whole
community benefits from partnerships that support the development of all.

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
Leveille-Brown , Barbara	Principal
Beckford, Jamila	Assistant Principal
Lonic, Michael	Instructional Coach
Garcia, Madelin	Instructional Coach
Romero, Jamie	Instructional Coach
Proskova, Petra	Other

Duties

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

Our MTSS Leadership Team consists of the following:
Administrators: Barbara Leveille-Brown, Principal & Jamila Beckford, Assistant Principal
Primary and Intermediate Reading Coaches: Madelin Garcia, Primary & Michael Lonic, Intermediate
Math Coach: Jaime Romero
Science Leader: Petra Guido
Grade Level Chairperson(s) for grades K-5
Kindergarten: Natazaz Cumberbatch
First Grade: Janet Herrera
Second Grade: Angelitha Ward
Third Grade: Anessa Harrysingh
Fourth Grade: Eileen Caldera
Fifth Grade: Vanessa Valverde
Curriculum Leaders for Special Areas, ESOL and SPED
ESOL: Maria Sierra
SPED: Melonie Baker
Counselor: Stephen Headley
Social Worker: Toni Clark
Media Specialist: Susan Snow
The MTSS Leadership Team is strategically integrated in order to focus on practices that lead to positive outcomes such as intervention plans with specific measurable goals related to needs, planning, implementation, and monitoring processes using data to make instructional decisions, etc. The MTSS Leadership Team will also include additional personnel as resources according to need (eg. school psychologist, ESSAC, 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

The MTSS Leadership Team will meet monthly in order to:
Administrators-
Monitor and adjust the school's academic and behavioral goals through data gathering analysis
Monitor the fidelity of the delivery of instruction and intervention
Provide levels of support and interventions to students and teachers based on data
Primary/Intermediate Reading Coach –
Gather and analyze data to determine PD for faculty
Monitor student progress in order to modify ineffective interventions and maintain effective
Interventions
Counselor/ Social Worker-
Maintain communication with staff for input and feedback
Curriculum Leaders/Coaches –
Assist with monitoring and responding to the needs of subgroups
Meet with other Administrators, Coaches, Teachers, etc. (e.g. AP meetings, Reading Coach Meetings, Workshops) in order to organize/coordinate RtI efforts throughout the district
Complete the coaching cycle with first year teachers and teachers identified as needing assistance
Title I, Part A
Services at Laura C. Saunders Elementary are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide 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 migrant students.
Title I, Part C- Migrant
Services and support for migrant students and parents at Laura C. Saunders Elementary School are provided by the school. Comprehensive needs assessment of migrant students is conducted by the District Migrant liaison in cooperation with Title I and other programs. This is to ensure that the unique needs of these students are met. Title I funds are utilized to provide supplemental services to students. The services include: After School tutorials, Saturday tutorials, hourly personnel for tutorials and supplemental materials.
Title I, Part D
The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District.
Title II
Laura C. Saunders Elementary receives supplemental funds from the district 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:
• tutorial programs (K-12)
• parent outreach activities (K-12)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)
The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.
Title X- Homeless
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• 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.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
Laura C. Saunders Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide tutorial programs for low performing students.
Violence Prevention Programs
The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists. Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
Nutrition Programs
• Laura C. Saunders Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Laura C. Saunders Elementary School Food Service Program, school breakfast, school lunch, and extended day snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Other
Laura C. Saunders Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center 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 Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation meeting (Open House); 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' schedule as part of 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 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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Barbara Leveille-Brown	Principal
Janet Herrera	Teacher
Sharon Smith-Butler	Education Support Employee
Tonya Bragg	Parent
Claudette Burr, Restauranteer	Business/Community
Michael Stiles, Pastor	Business/Community
Maria Sierra, EESAC Chair	Teacher
David Pineda	Student
Chauncey Brown, Pastor	Business/Community

Duties

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

Evaluation of last year's school improvement plan

After analyzing the data, teacher's completed the 2013-2014 End of Year SIP Review and Planning Form as follows:
? 1st Grade Reading-Yes, students were on track to meet the AMO-(Rationale) Results from FAIR and winter assessment show increase.
? 1st Grade Math-Yes, students were on track to meet the AMO-(Rationale) Results from winter assessment show increase from baseline.
? 3rd Grade Reading-No, students were not on track to meet the AMO-(Rationale) All the students that did not score proficiency made gains but had not entered third grade near or on level.
? 3rd Grade Math-Yes, students were on track to meet the AMO-(Rationale) The student's implemented problem solving strategies and teachers targeted weak areas during intervention
• 2nd Grade Reading/Math-Increase student achievement for students performing below grade level in Reading and Math through the use of differentiated instructions.
• 2nd Grade Reading/Math-Teachers will utilize the Common Core Standards, Collaborative and Criss Strategies to increase SAT scores.
• 2nd Grade Reading/Math/Writing/Science-Operate the use of Anchor Charts and graphic Organizers to strengthen student comprehension in Reading, Writing, Math, and Science.
? 4th Grade Reading-No, students were not on track to meet the AMO-(Rationale) There was decreased rigor in answering extended responses to HOT questions.
? 4th Grade Math-Yes, students were on track to meet the AMO-(Rationale) Interventionists helped in assisting small groups and targeting lower 35%. Focus on secondary benchmark during intervention.
? 5th Grade Reading-Yes, students were on track to meet the AMO-(Rationale) Target AMO was 42 and 5th grade students exceeded the target at 47%. Implementation of DI, daily intervention strategies, rigorous lesson planning, and technology played a role in student growth.
? 5th Grade Math-No, students were not on track to meet the AMO-(Rationale) Target AMO was 29 and 5th grade students did not meet the target. 32% of the 5th grade students scored at proficiency.

? 5th Grade Science- When 5th grade students took the Fall Interim Assessment, 33% of the students scored satisfactory. When 5th grade students took the Winter Interim Assessment, 52% of the students scored at satisfactory. Students showed growth.

o After analyzing the data, teacher's listed recommendations for the 2014-2015 school year as follows:

? K Reading/Math/Science/Social Studies - Implement the use of anchor charts to introduce and reinforce skills.

? K Reading/Math/Science/Social Studies - Apply concepts from each subject area through writing activities.

? K Reading/Math/Science/Social Studies - Incorporate reading strategies throughout all subject areas.

? 1st Reading/Math - By providing interventions to students scoring below grade level in reading and math, student achievement will increase.

? 1st Reading/Math/Science/Social Studies - Teachers will utilize lessons aligned to curriculum that meet student needs by using data, model lessons that show rigor and research based strategies.

? 1st Reading/Math/Science - Incorporate writing strategies in responses.

? 3rd All Subjects - Students should implement the reading strategy of breaking down the question.

? 3rd All Subjects - Integrate all subjects using the same content as the base.

? 4th All Subjects - Increase rigor to HOT questions across the curriculum.

? 4th Reading/Social Studies/Science - More focus on extended response questions.

? 4th Reading/Math - More consistent and structured intervention instruction.

? 5th All Subjects - By increasing the rigor across the curriculum, using higher order thinking questions, student achievement in all subjects will increase.

? 5th All Subjects - By using performance task questions, using literal, inferential, and analytical responses, student achievement in writing/responding to reading will increase.

? 5th All Subjects - By utilizing STEM related activities, student achievement in all subjects will increase.

In regards to goals not evaluated on FCAT, teacher's listed the following recommendations for the 2014-2015 school year:

? 1st and 4th Grade (Attendance) - Reinstate attendance incentives for individuals, classes, and grade levels.

? 1st Grade (Behavior) - Reduce number of discipline incidents; enforce code of student conduct.

? 1st Grade (Academic) - Expose students to a variety of cultural literary and informative text to build engagement.

? 3rd Grade (Parental Involvement) - Data is needed to determine whether or not the goal was met.

Development of this school improvement plan

The School Advisory Council meets monthly to evaluate data and student progress, as well as, develop and monitor the implementation of the School Improvement Plan. The SAC also determines the instructional needs of the student body and faculty. Community involvement is promoted by including members of the community as stakeholders.

Preparation of the school's annual budget and plan

The School Advisory Council (SAC) Committee met on September 17th, 2014 at which time it was decided that the monies allocated by Full-time Enrollment (FTE) enrollment will be divided evenly across all grade levels. Grade levels will need to submit a written plan requesting to use monies for various activities or one specific event.

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

Purchase materials to enhance student achievement and to provide school-wide incentives to promote learning and reward positive behavior.

Jagdora Bracelets (For each Assessment): $1200.00
End of the Year School Carnival: $2500.00
S.T.E.M Night: $500.00
Reading Under the Stars: $500.00
Accelerate Reader Incentive Program: $250.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

The EESAC Committee is currently revisiting the by-laws for a possible revision. There are also open positions that the committee is looking to fill by the next EESAC meeting which is being held the October 8, 2014.

Literacy Leadership Team (LLT)

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

Name	Title
Leveille-Brown , Barbara	Principal
Beckford, Jamila	Assistant Principal
Valverde, Vanessa	Teacher, K-12
Harrysingh, Anessa	Teacher, K-12
Caldera, Eileen	Teacher, K-12
Cumberbatch, Nataza	Teacher, K-12
Herrera, Janet	Teacher, K-12
Ward, Angelitha	Teacher, K-12
Lonic, Michael	Instructional Coach
Garcia, Madelin	Instructional Coach
Proskova, Petra	Other
Romero, Jamie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

In order to create capacity of reading knowledge within the school building, teachers and students alike must be excited about literacy. The team will discuss the implementation of the following activities: conducting on-going read alouds in all content area classes, conducting monthly mini-workshops during faculty meetings or on Professional Development days, forming study groups, researching strategies to address the targeted skills, providing materials, resources, assistance to address the concerns, attending workshops/conferences on best practices, modeling lessons in classrooms, analyzing, revising and reviewing data, sharing and reporting, and providing incentives for students based on accelerated reader goals.

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

When teachers and administrators work together, the level of commitment, energy, and motivation is likely to be higher and change efforts are more easily implemented. The following are the strategies that we are implementing this school year to ensure that we foster a positive working environment:
1.More complex problem-solving and extensive sharing of craft knowledge
2. Building stronger professional networks within the school community and with surrounding school sites to share information/best practices
3. Greater risk-taking and experimentation (because colleagues offer support and feedback); professional learning communities
4. Increased job satisfaction and identification with the school
5. More continuous and comprehensive attempts to improve the school, when combined with school-level improvement efforts

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

At Laura C. Saunders Elementary School we start the school year with great expectations for our instructional staff recognizing that the best teachers want clarity. During our opening of schools meeting and faculty meetings thereafter, we rally our instructional staff around clear and specific definitions of excellent teaching and set goals for making our school a better place for learning.
During common planning, our instructional coaches meet with the teachers to set individual goals aligned to that vision. As an administrative team we conduct walk-throughs regularly and share our findings with teachers. The administration is transparent, clear and communicates to the teachers that ineffective teaching is not an option.
Teachers are recognized openly and frequently for best practices at faculty meetings or common planning meetings tying their achievements to the school's goals and visions of great teaching.
As an administrative team we offer regular feedback to the teachers, getting to know their interests and development needs; helping them access resources, and giving them opportunities to grow their careers and increase their impact. Through conversation with the teachers we invest them in the school by involving them in decision-making processes.

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

Teachers will be provided the assistance needed when planning for the implementation of the Common Core Standards this school year and be provide adequate time to attend the professional development necessary to become highly qualified. Mentor teachers and Instructional Coaches will provide assistance and model for instructional staff/paraprofessionals that are out-of-field.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Teachers use the following data to differentiate our instruction:
• STAR reading assessment
• Oral Reading Fluency Measures
• iReady Utilization and Progress Reports
• Reading Plus Reports
• Interim assessments
• State/Local Math and Science assessments
• Florida Standards Assessment
• Student grades
• School site specific assessments

This data drives the students' instruction. The information helps the teachers map next steps for varied learners and the class as a whole. Our school uses differentiated instruction and gradual release to ensure all students learn. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and the Mathematics Florida Standards (MAFS). The teachers utilize common planning to plan for and model the gradual release instructional framework focusing on the Common Core Standards, student collaborative strategies, higher order thinking questions (HOTs) and close reading strategy.

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. Students self-select texts based on their Independent Reading Levels. Students receive push-in/pull out services for ESE/ELL.

Teachers must utilize differentiated instruction in both, reading and math. The Instructional Coaches conduct DI planning days to disaggregate reading data (FAIR, interims, etc.), group students, and identify materials to ensure instruction is targeted to meet student individual needs and target identified deficiencies. During the DI, teachers modify their instruction to meet students' varying readiness levels, learning preferences, and interests.

During whole group and small group instruction, teachers provide explicit mini-lessons addressing the objectives and provide opportunities for collaborative conversations and critical thinking. All students are given access to the same core content. However, the teachers modify the activities, to provide some students with more complexity and others with more scaffolding.

In addition, the teachers develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings in the areas of expressions and equations. 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: After School Program

Minutes added to school year: 5,760

The Himan Brown after-school program is comprised of:
STEM: Students will learn how to become "problem solvers" by practicing and using Science/Technology/Engineering/Math skills in "real life" applications.
Music: Students will learn how to play instruments. The teaching can take on many different forms; such as, vocal instruction and instruments.
Sports: Students will participate in various organized team sports and learn the importance of team work and good sportsmanship.
Cooking: Students will learn how to create abd /or follow simple recipes and "cook" small meals with teacher guidance. In the process, students will be able to enhance their cooking skills, by being exposed to "real-life" experiences, resulting in "science learning"!

Strategy Rationale

Enrichment activities contribute to a well-rounded education

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Leveille-Brown , Barbara, bleveille@dadeschools.net

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

Student attendance, grades and behavior will be monitored and data collected.

Strategy: Extended School Day

Minutes added to school year: 10,800

For purposes of compliance with this requirement, a school year is understood to be comprised of 180 instructional days, section 1011.61(1)(c)2., Florida Statutes, and the additional instructional time requirement is understood to be additive relative to the current minimums of 720 hours per year for students in grades K-3 and 900 hours per year for students in grades 4 and higher, section 1011.61(1)(a)1., Florida Statutes.

Therefore, each school identified as one of the 300 lowest performing elementary schools in reading will be required to schedule a minimum of 900 annual instructional hours for students in grades K-3, and 1080 annual instructional hours for students in grades 4 and higher, through an additional hour of reading instruction provided each day during the regular 180-day school year.

Strategy Rationale

As a targeted school for the 2014-15 school year, our school was identified as a lowest 300 school based on student's performance on the reading section of the Florida Comprehensive Assessment Test.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Leveille-Brown , Barbara, bleveille@dadeschools.net

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

The results of the American Institutes for Research assessment test will determine the effectiveness of the extended day program.

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

Our school is committed to serving our students and parents in the Pre-Kindergarten program by:
• Providing children and their families with support services
• Providing educational opportunities and improve the health and general welfare of children and their families
• Providing parents in the educational process and in public policy decisions affecting their children and families
• Increasing public awareness of the lifestyle of migrant and seasonal farm workers and the rural poor
• Providing opportunities and encourage the professional development of staff hired from the communities served
• Coordinating the professional development activities of preschool teachers in order to align the prekindergarten curricula and goals
• Requesting that preschool teachers/facilities provide the future kindergarten teachers with children's

portfolios or a written record of learning during preschool
• Administering the Voluntary Prekindergarten Assessment to provide teachers with valid and reliable feedback regarding children's progress in attaining the skills in the Florida Early Learning and Developmental Standards for Four-Year-Olds, so that teachers may use this information to guide instructional decisions in the VPK classroom.
Through our Social Worker, we work closely with the Redlands Christian Migrant Association Everglades (RCMA), which is recognized as a national role model in preparing rural low-income children for leadership in an increasingly diverse and complex world. Each year, the RCMA schedules walkthroughs with our Social Worker to tour the campus, Kindergarten classrooms, and the Media Center. At the close of the school year, Ms. Leveille-Brown, Principal partnering with enFamilia and the Migrant program, will visit the local migrant camps and conduct an informational meeting for the parents and the community.

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.   To increase participation of students in Project-Based Learning activities in the areas of Science, Technology, and Math, S.T.E.M.

G2.   To increase student achievement by improving core instruction in all content areas.

G3.   Our goal for the 2014-2015 school year is to decrease the percentage of students who have received in and out door suspensions.

G4.   See Title I Parental Involvement Plan (PIP) for this goal

Strategic Goals Detail

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

G1. To increase participation of students in Project-Based Learning activities in the areas of Science, Technology, and Math, S.T.E.M. [1a]

🔑 G050648

Targets Supported [1b]

Indicator	Annual Target
FCAT 2.0 Science Proficiency	31.0

Resources Available to Support the Goal [2]

- District S.T.E.M Resources

Targeted Barriers to Achieving the Goal [3]

- Lack of participation or use of District S.T.E.M resources.

Plan to Monitor Progress Toward G1. [8]

Following the 8 Step Problem Solving Process, results of monthly assessments will be reviewed by the instructional coaches and teachers to ensure progress. Adjustments to curriculum focus will be made as needed. District interim data reports will be reviewed by administrators to make adjustments to strategies as needed and provide ample time to review standards and concepts that need review.

Person Responsible
Jamila Beckford

Schedule
Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion
Formative and Summative Assessments

G2. To increase student achievement by improving core instruction in all content areas. 1a

🔍 G050282

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	49.0
AMO Math - All Students	55.0
FCAT 2.0 Science Proficiency	31.0

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-5SUPPLEMENTAL: Instructional Routine Handbook grades K-2, ELA Item Specifications grades 3-5, LAFS Updated Resources, i-Ready and Promethean Boards MATH CORE: HMH Florida Go Math!; Go Math (Online Resources: Animated Math Models, Destination Math, HMH Mega Math); Go Math Printable Resources (Reteach)SUPPLEMENTAL: Mathematics Florida Standards Item Specifications, i-Ready, Promethean Boards, Gizmos Grades 3-5; Explore Learning –Reflex Math; District Pacing Guides including online technology resources SCIENCE CORE: Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos

Targeted Barriers to Achieving the Goal 3

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

- Inconsistent use of the gradual release of responsibility instructional model across all grade levels (K-5)

- Lack of evidence that students consistently generate authentic work products aligned to the cognitive complexity of the standards.

- Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards.

Plan to Monitor Progress Toward G2. 8

Following the 8 Step Problem Solving Process, results of monthly assessments will be reviewed by the instructional coaches and teachers to ensure progress. Adjustments to curriculum focus will be made as needed. District interim data reports will be reviewed by administrators to make adjustments to strategies as needed and provide ample time to review standards and concepts that need review.

Person Responsible
Barbara Leveille-Brown

Schedule
Biweekly, from 8/18/2014 to 11/26/2014

Evidence of Completion
Formative and Summative Assessments

Dade - 2941 - Laura C. Saunders Elem. School - 2014-15 SIP

Laura C. Saunders Elementary School

G3. Our goal for the 2014-2015 school year is to decrease the percentage of students who have received in and out door suspensions. `1a`

G049397

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	8.0

Resources Available to Support the Goal `2`

- Discipline Plan

Targeted Barriers to Achieving the Goal `3`

- School-wide improvement plan has not been implemented with fidelity.

Plan to Monitor Progress Toward G3. `8`

Suspension reports, Attendance, SCAMs, Detention Notices

Person Responsible

Jamila Beckford

Schedule

Weekly, from 8/25/2014 to 11/26/2014

Evidence of Completion

Analyze, review and monitor assessments. Adjust the alternative to suspension plan to meet the needs of the student body.

G4. See Title I Parental Involvement Plan (PIP) for this goal `1a`

G049396

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. To increase participation of students in Project-Based Learning activities in the areas of Science, Technology, and Math, S.T.E.M. 1

🔑 G050648

G1.B1 Lack of participation or use of District S.T.E.M resources. 2

🔑 B126888

G1.B1.S1 Technology Enhanced Learning 4

🔑 S138848

Strategy Rationale

Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement.

Action Step 1 5

Encourage participation in a variety of modalities to incorporate S.T.E.M.

Person Responsible

Jamila Beckford

Schedule

Monthly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Authentic Student Work

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

Walkthroughs, Data Collection, Data Chats, Teacher Observations

Person Responsible

Jamila Beckford

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Collaborative Planning Sign-in Logs, Weekly Lesson Plans, Student Response Journals, Student Assessments

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

Assessments, Authentic Student Work, Teachers Feedback

Person Responsible

Jamila Beckford

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Student Authentic Work Samples, Interactive Journal Samples, Assessment Data, Walkthrough Notes

G2. To increase student achievement by improving core instruction in all content areas. `1`

🔑 G050282

G2.B1 Limited evidence of in-depth planning aligned to Florida Language Arts and Mathematics Standards across all grade levels (K-5) `2`

🔑 B125945

G2.B1.S1 Effective Planning and Instructional Delivery `4`

🔑 S137856

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 reading and math standards (LAFS and MAFS) utilizing the K-2 Florida Standards and the Item Specifications. Additionally, utilize the District Pacing Guides to plan for whole group instruction, highlighting focus standards and weekly skills and strategies for all grade levels.

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Reading and Math Core:Collaborative planning agenda; Sign-in Sheets, Lesson Plans reflecting use of Item Specifications, McGraw-Hill Reading Wonders,Go Math Resources; Student work (e.g., folders, SE Textbook); Math Journals; D.I Folders with developed activities, Student Response Journals, Coaches calendars/logs.

Action Step 2 5

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

Person Responsible

Barbara Leveille-Brown

Schedule

On 11/26/2014

Evidence of Completion

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

Action Step 3 5

Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based Learning Communities in order to strengthen knowledge of resources and strategies.

Person Responsible

Jamila Beckford

Schedule

On 11/26/2014

Evidence of Completion

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

Action Step 4 `5`

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

Person Responsible

Barbara Leveille-Brown

Schedule

Daily, from 9/1/2014 to 11/26/2014

Evidence of Completion

Collaborative planning agenda; lesson plans reflecting use of item specifications, Go Math resources; student work (e.g, folders, SE Textbook); Math Journals; DI Folders with developed activities

Action Step 5 `5`

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

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Calendar, Coaching Cycles Logs

Action Step 6 `5`

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

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Collaborative planning agenda; Lesson Plans; Classroom Walkthroughs

Action Step 7 5

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

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Collaborative planning sign-in sheets, Weekly lesson plans

Action Step 8 5

Disaggregate and analyze student assessment data both formal and informal (Weekly or Bi-weekly Assessments, Ongoing Progress Monitoring Charts OPM's Interim's, Unit Assessments, etc.) to drive planning and instruction.

Person Responsible

Barbara Leveille-Brown

Schedule

Biweekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Data chats, Student progress charts, Technology program reports, Think Gate reports, Ongoing Progress Monitoring Charts (OPM's)

Action Step 9 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

Barbara Leveille-Brown

Schedule

Daily, from 10/3/2014 to 11/26/2014

Evidence of Completion

Collaborative planning sign-in sheets, Weekly lesson plans

Action Step 10 5

Collaborate with SPED resource and EBD teachers to create lessons utilizing the grade level priority standard, including IEP accommodations, throughout the lesson.

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Collaborative planning agenda; Lesson Plans; Classroom Walkthroughs

Action Step 11 5

Plan for and provide opportunities to respond to text dependent questions and cite text evidence (ex. Claims-Evidence-Reasoning, analytic writing, open response) that demonstrates understanding of information from multiple sources.

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Collaborative planning agenda; Lesson Plans; Classroom Walkthroughs

Action Step 12 5

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

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Collaborative planning agenda; Lesson Plans; Classroom Walkthroughs, Coaching Logs and Calendars

Action Step 13 [5]

Provide professional development on the implementation of Daily Learning Targets aligned to
instruction and student work products.

Person Responsible

Barbara Leveille-Brown

Schedule

On 11/26/2014

Evidence of Completion

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

Walkthroughs, Data Collection, Data Chats, Intervention Plans, Teacher Observations, Coaching
Cycles, Literacy Leadership Team Meetings

Person Responsible

Barbara Leveille-Brown

Schedule

Daily, from 10/3/2014 to 11/26/2014

Evidence of Completion

Collaborative Planning Sign-in Logs, Weekly Lesson Plans, Student's Response Journals,
Student Assessments, Coaches Logs and Calendars, Data Binders, Student Data Chats

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

Assessments, Authentic Student Work, Teachers Feedback

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Student Authentic Work Samples, Interactive Journal Samples, Assessment Data,
Walkthrough Notes

G2.B1.S2 Gradual Release of Responsibility Model 4

S137953

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

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

Person Responsible

Jamila Beckford

Schedule

Evidence of Completion

Meeting agenda, sign in sheet

Action Step 2 5

Implement and monitor an Instructional Framework that follows all the components of the Gradual Release of Responsibility Model; Teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice.

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Collaborative planning agenda, Lesson plans, classroom walkthroughs

Action Step 3 `5`

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

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Calendar, Coaching Cycles Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Walkthroughs, Data Collection, Data Chats, Intervention Plans, Teacher Observations, Coaching
Cycles, Literacy Leadership Team Meetings

Person Responsible

Barbara Leveille-Brown

Schedule

Daily, from 10/3/2014 to 11/26/2014

Evidence of Completion

Collaborative Planning Sign-in Logs, Weekly Lesson Plans, Student's Response Journals,
Student Assessments, Coaches Logs and Calendars, Data Binders, Student Data Chats

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Person Responsible

Schedule

Evidence of Completion

G2.B1.S3 Academic Writing [4]

S137969

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]

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

Person Responsible

Barbara Leveille-Brown

Schedule

On 11/26/2014

Evidence of Completion

Collaborative Planning logs, Weekly lesson plans, student response journals, student work samples, student assessments, coaches logs and calendars, data binders, student conferencing notes, writing notebooks.

Action Step 2 [5]

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

Person Responsible

Barbara Leveille-Brown

Schedule

Daily, from 10/3/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Student Work Products

Action Step 3 `5`

Incorporate instruction of writing as a process from planning to publishing and opportunities for different modalities of writing with an emphasis on informational and opinion/argumentative writing.

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/3/2014 to 10/26/2014

Evidence of Completion

Lesson Plans, Student Work Products

Action Step 4 `5`

Consistently utilize rubrics, calibration, and exemplar papers to increase the quality of students' writing in all content areas.

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Student Work Products

Action Step 5 `5`

Increase explicit instruction in writing to include think and write alouds.

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Student Work Products

Action Step 6 `5`

Model the writing process using student writing pieces, exemplar text, and teacher-generated writing pieces.

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Student Work Products

Action Step 7 `5`

Conduct coaching cycles to model all components of the writing process are aligned and evident throughout the entire lesson.

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Coaching Calendars and Logs

Action Step 8 `5`

Debrief with instructional coaches on the implementation of the writing process and production of analytical writing pieces.

Person Responsible

Barbara Leveille-Brown

Schedule

Weekly, from 10/3/2014 to 10/26/2014

Evidence of Completion

Leadership Team Meeting agendas, ETO Feedback and reflection on support documents

Action Step 9 `5`

Consistently monitor the implementation of the writing process and production of analytical writing pieces.

> **Person Responsible**
>
> Barbara Leveille-Brown
>
> **Schedule**
>
> Weekly, from 10/3/2014 to 11/26/2014
>
> *Evidence of Completion*
>
> Lesson Plans, Student Work Products

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Walkthrough, Data Collection, Data Chats, Interventions Plans, Teacher Observations, Coaching Cycles, Literacy Leadership Team Meetings

> **Person Responsible**
>
> Barbara Leveille-Brown
>
> **Schedule**
>
> Weekly, from 10/3/2014 to 11/26/2014
>
> *Evidence of Completion*
>
> Collaborative Planning Sign-in Logs, Weekly Lesson Plans, Student's Response Journals, Student Assessments, Coaches Logs and Calendars, Data Binders, Student Data Chats

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Assessments, Authentic Student Work, Teachers Feedback

> **Person Responsible**
>
> Barbara Leveille-Brown
>
> **Schedule**
>
> Weekly, from 10/3/2014 to 11/26/2014
>
> *Evidence of Completion*
>
> Student Authentic Work Samples, Interactive Journal Samples, Assessment Data, Walkthrough Notes

G3. Our goal for the 2014-2015 school year is to decrease the percentage of students who have received in and out door suspensions. 1

G049397

G3.B1 School-wide improvement plan has not been implemented with fidelity. 2

B123472

G3.B1.S1 Discipline Plan 4

S135385

Strategy Rationale

Implement alternative to suspension plan as a part of a framework to reduce the suspension rate of students.

Action Step 1 5

Develop a discipline plan and provide training to teachers and staff.

Person Responsible

Jamila Beckford

Schedule

On 11/26/2014

Evidence of Completion

Walkthroughs, Discipline Assemblies for K-5 Grade

Action Step 2 5

Develop an alternative to suspension plan.

Person Responsible

Jamila Beckford

Schedule

On 11/26/2014

Evidence of Completion

Walkthroughs, Alternative to Suspension Plan, Suspension Rates

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

Walkthroughs, RTi Process

Person Responsible

Jamila Beckford

Schedule

On 11/26/2014

Evidence of Completion

Daily Attendance, District-issued Reports, Monitoring SCAMS

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

RTi for Behavior, Monthly Suspension Reports

Person Responsible

Jamila Beckford

Schedule

Weekly, from 10/3/2014 to 11/26/2014

Evidence of Completion

SCAMS, District Issued Suspension Reports, School Generated data reports

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
G3.B1.S1.A1	Develop a discipline plan and provide training to teachers and staff.	Beckford, Jamila	9/1/2014	Walkthroughs, Discipline Assemblies for K-5 Grade	11/26/2014 one-time
G2.B1.S1.A1	Conduct weekly collaborative in-depth planning sessions to unpack the reading and math standards (LAFS and MAFS) utilizing the K-2 Florida Standards and the Item Specifications. Additionally, utilize the District Pacing Guides to plan for whole group instruction, highlighting focus standards and weekly skills and strategies for all grade levels.	Leveille-Brown , Barbara	8/18/2014	Reading and Math Core:Collaborative planning agenda; Sign-in Sheets, Lesson Plans reflecting use of Item Specifications, McGraw-Hill Reading Wonders,Go Math Resources; Student work (e.g., folders, SE Textbook); Math Journals; D.I Folders with developed activities, Student Response Journals, Coaches calendars/logs.	11/26/2014 weekly
G2.B1.S2.A1	Provide professional development on effective collaborative planning for the 5 E's/Gradual Release model using the Pacing Guides, instructional technology, resources, hands-on activities and interactive science journals to K-5	Beckford, Jamila	11/26/2014	Meeting agenda, sign in sheet	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	science teachers during their collaborative planning time. [copy]				
G2.B1.S3.A1	Provide professional development on the different modalities of writing (narrative, informative and opinion).	Leveille-Brown , Barbara	10/15/2014	Collaborative Planning logs, Weekly lesson plans, student response journals, student work samples, student assessments, coaches logs and calendars, data binders, student conferencing notes, writing notebooks.	11/26/2014 one-time
G1.B1.S1.A1	Encourage participation in a variety of modalities to incorporate S.T.E.M.	Beckford, Jamila	10/3/2014	Lesson Plans, Authentic Student Work	11/26/2014 monthly
G2.B1.S1.A2	Provide professional development to teachers on how to "unwrap the benchmarks" in order to develop topical questions and essential questions that will assist in the creation of lessons that address the cognitive complexity of the standard.	Leveille-Brown , Barbara	8/20/2014	Teachers participate in Professional development in order to strengthen knowledge and unwrap benchmarks.	11/26/2014 one-time
G2.B1.S2.A2	Implement and monitor an Instructional Framework that follows all the components of the Gradual Release of Responsibility Model; Teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice.	Leveille-Brown , Barbara	10/3/2014	Collaborative planning agenda, Lesson plans, classroom walkthroughs	11/26/2014 weekly
G2.B1.S3.A2	Follow-up on the implementation of academic writing as provided during professional development.	Leveille-Brown , Barbara	10/3/2014	Lesson Plans, Student Work Products	11/26/2014 daily
G3.B1.S1.A2	Develop an alternative to suspension plan.	Beckford, Jamila	9/1/2014	Walkthroughs, Alternative to Suspension Plan, Suspension Rates	11/26/2014 one-time
G2.B1.S1.A3	Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based Learning Communities in order to strengthen knowledge of resources and strategies.	Beckford, Jamila	8/18/2014	Teachers participate in Professional Learning Communities in order to strengthen knowledge of resources and strategies.	11/26/2014 one-time
G2.B1.S2.A3	Conduct Coaching Cycles and model different components of the instructional framework based on need.	Leveille-Brown , Barbara	10/3/2014	Calendar, Coaching Cycles Logs	11/26/2014 weekly
G2.B1.S3.A3	Incorporate instruction of writing as a process from planning to publishing and opportunities for different modalities of writing with an emphasis on informational and opinion/argumentative writing.	Leveille-Brown , Barbara	10/3/2014	Lesson Plans, Student Work Products	10/26/2014 weekly
G2.B1.S1.A4	Work collaboratively during common planning to create lesson plans using backwards planning.	Leveille-Brown , Barbara	9/1/2014	Collaborative planning agenda; lesson plans reflecting use of item specifications, Go Math resources; student work (e.g, folders, SE Textbook); Math Journals; DI Folders with developed activities	11/26/2014 daily
G2.B1.S3.A4	Consistently utilize rubrics, calibration, and exemplar papers to increase the quality of students' writing in all content areas.	Leveille-Brown , Barbara	10/3/2014	Lesson Plans, Student Work Products	11/26/2014 weekly
G2.B1.S1.A5	Conduct Coaching Cycles and model different components of the instructional framework based on need.	Leveille-Brown , Barbara	10/3/2014	Calendar, Coaching Cycles Logs	11/26/2014 weekly
G2.B1.S3.A5	Increase explicit instruction in writing to include think and write alouds.	Leveille-Brown , Barbara	10/3/2014	Lesson Plans, Student Work Products	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
G2.B1.S1.A6	Ensure that ELL and ESE students are partnered or grouped with non-ELL and/or non-ESE students during the "They Do" portion of the lesson.	Leveille-Brown , Barbara	10/3/2014	Collaborative planning agenda; Lesson Plans; Classroom Walkthroughs	11/26/2014 weekly
G2.B1.S3.A6	Model the writing process using student writing pieces, exemplar text, and teacher-generated writing pieces.	Leveille-Brown , Barbara	10/3/2014	Lesson Plans, Student Work Products	11/26/2014 weekly
G2.B1.S1.A7	Develop lesson(s) based on the instructional focus standards and align to the district open responses for grades K-5 inclusive of technology enhanced resources (i.e. Waterford, i-Ready and Reading Wonders Digital Resources, Reflex Math, Gizmos)	Leveille-Brown , Barbara	10/3/2014	Collaborative planning sign-in sheets, Weekly lesson plans	11/26/2014 weekly
G2.B1.S3.A7	Conduct coaching cycles to model all components of the writing process are aligned and evident throughout the entire lesson.	Leveille-Brown , Barbara	10/3/2014	Coaching Calendars and Logs	11/26/2014 weekly
G2.B1.S1.A8	Disaggregate and analyze student assessment data both formal and informal (Weekly or Bi-weekly Assessments, Ongoing Progress Monitoring Charts OPM's Interim's, Unit Assessments, etc.) to drive planning and instruction.	Leveille-Brown , Barbara	8/18/2014	Data chats, Student progress charts, Technology program reports, Think Gate reports, Ongoing Progress Monitoring Charts (OPM's)	11/26/2014 biweekly
G2.B1.S3.A8	Debrief with instructional coaches on the implementation of the writing process and production of analytical writing pieces.	Leveille-Brown , Barbara	10/3/2014	Leadership Team Meeting agendas, ETO Feedback and reflection on support documents	10/26/2014 weekly
G2.B1.S1.A9	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.	Leveille-Brown , Barbara	10/3/2014	Collaborative planning sign-in sheets, Weekly lesson plans	11/26/2014 daily
G2.B1.S3.A9	Consistently monitor the implementation of the writing process and production of analytical writing pieces.	Leveille-Brown , Barbara	10/3/2014	Lesson Plans, Student Work Products	11/26/2014 weekly
G2.B1.S1.A10	Collaborate with SPED resource and EBD teachers to create lessons utilizing the grade level priority standard, including IEP accommodations, throughout the lesson.	Leveille-Brown , Barbara	10/3/2014	Collaborative planning agenda; Lesson Plans; Classroom Walkthroughs	11/26/2014 weekly
G2.B1.S1.A11	Plan for and provide opportunities to respond to text dependent questions and cite text evidence (ex. Claims-Evidence-Reasoning, analytic writing, open response) that demonstrates understanding of information from multiple sources.	Leveille-Brown , Barbara	10/3/2014	Collaborative planning agenda; Lesson Plans; Classroom Walkthroughs	11/26/2014 weekly
G2.B1.S1.A12	Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Leveille-Brown , Barbara	10/1/2014	Collaborative planning agenda; Lesson Plans; Classroom Walkthroughs, Coaching Logs and Calendars	11/26/2014 weekly
G2.B1.S1.A13	Provide professional development on the implementation of Daily Learning Targets aligned to instruction and student work products.	Leveille-Brown , Barbara	10/29/2014		11/26/2014 one-time
G1.MA1	Following the 8 Step Problem Solving Process, results of monthly	Beckford, Jamila	10/3/2014	Formative and Summative Assessments	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
	assessments will be reviewed by the instructional coaches and teachers to ensure progress. Adjustments to curriculum focus will be made as needed. District interim data reports will be reviewed by administrators to make adjustments to strategies as needed and provide ample time to review standards and concepts that need review.				
G1.B1.S1.MA1	Assessments, Authentic Student Work, Teachers Feedback	Beckford, Jamila	10/3/2014	Student Authentic Work Samples, Interactive Journal Samples, Assessment Data, Walkthrough Notes	11/26/2014 weekly
G1.B1.S1.MA1	Walkthroughs, Data Collection, Data Chats, Teacher Observations	Beckford, Jamila	10/3/2014	Collaborative Planning Sign-in Logs, Weekly Lesson Plans, Student Response Journals, Student Assessments	11/26/2014 weekly
G2.MA1	Following the 8 Step Problem Solving Process, results of monthly assessments will be reviewed by the instructional coaches and teachers to ensure progress. Adjustments to curriculum focus will be made as needed. District interim data reports will be reviewed by administrators to make adjustments to strategies as needed and provide ample time to review standards and concepts that need review.	Leveille-Brown , Barbara	8/18/2014	Formative and Summative Assessments	11/26/2014 biweekly
G2.B1.S1.MA1	Assessments, Authentic Student Work, Teachers Feedback	Leveille-Brown , Barbara	8/18/2014	Student Authentic Work Samples, Interactive Journal Samples, Assessment Data, Walkthrough Notes	11/26/2014 weekly
G2.B1.S1.MA1	Walkthroughs, Data Collection, Data Chats, Intervention Plans, Teacher Observations, Coaching Cycles, Literacy Leadership Team Meetings	Leveille-Brown , Barbara	10/3/2014	Collaborative Planning Sign-in Logs, Weekly Lesson Plans, Student's Response Journals, Student Assessments, Coaches Logs and Calendars, Data Binders, Student Data Chats	11/26/2014 daily
G2.B1.S2.MA1	[no content entered]			one-time	
G2.B1.S2.MA1	Walkthroughs, Data Collection, Data Chats, Intervention Plans, Teacher Observations, Coaching Cycles, Literacy Leadership Team Meetings	Leveille-Brown , Barbara	10/3/2014	Collaborative Planning Sign-in Logs, Weekly Lesson Plans, Student's Response Journals, Student Assessments, Coaches Logs and Calendars, Data Binders, Student Data Chats	11/26/2014 daily
G2.B1.S3.MA1	Assessments, Authentic Student Work, Teachers Feedback	Leveille-Brown , Barbara	10/3/2014	Student Authentic Work Samples, Interactive Journal Samples, Assessment Data, Walkthrough Notes	11/26/2014 weekly
G2.B1.S3.MA1	Walkthrough, Data Collection, Data Chats, Interventions Plans, Teacher Observations, Coaching Cycles, Literacy Leadership Team Meetings	Leveille-Brown , Barbara	10/3/2014	Collaborative Planning Sign-in Logs, Weekly Lesson Plans, Student's Response Journals, Student Assessments, Coaches Logs and Calendars, Data Binders, Student Data Chats	11/26/2014 weekly
G3.MA1	Suspension reports, Attendance, SCAMs, Detention Notices	Beckford, Jamila	8/25/2014	Analyze, review and monitor assessments. Adjust the alternative to suspension plan to meet the needs of the student body.	11/26/2014 weekly
G3.B1.S1.MA1	RTi for Behavior, Monthly Suspension Reports	Beckford, Jamila	10/3/2014	SCAMS, District Issued Suspension Reports, School Generated data reports	11/26/2014 weekly
G3.B1.S1.MA1	Walkthroughs, RTi Process	Beckford, Jamila	8/18/2014	Daily Attendance, District-issued Reports, Monitoring SCAMS	11/26/2014 one-time

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 Opportunties

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

G2. To increase student achievement by improving core instruction in all content areas.

G2.B1 Limited evidence of in-depth planning aligned to Florida Language Arts and Mathematics Standards across all grade levels (K-5)

G2.B1.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

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

Facilitator

ETO CSS Reading, Mathematics and Science

Participants

K-5 Teachers

Schedule

On 11/26/2014

PD Opportunity 2

Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based Learning Communities in order to strengthen knowledge of resources and strategies.

Facilitator

ETO CSS Science

Participants

K-5 Science Teachers

Schedule

On 11/26/2014

PD Opportunity 3

Provide professional development on the implementation of Daily Learning Targets aligned to instruction and student work products.

Facilitator

ETO CSS, Instructional Coaches

Participants

K- 5 All teachers

Schedule

On 11/26/2014

G2.B1.S2 Gradual Release of Responsibility Model

PD Opportunity 1

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

Facilitator

ETO CSS Science

Participants

K-5 Science Teachers

Schedule

G2.B1.S3 Academic Writing

PD Opportunity 1

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

Facilitator

ETO CSS Reading, Instructional Reading Coaches

Participants

K-5 Reading 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 2: To increase student achievement by improving core instruction in all content areas.	100
Goal 3: Our goal for the 2014-2015 school year is to decrease the percentage of students who have received in and out door suspensions.	60
Grand Total	**160**

Goal 2: To increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B1.S1.A2	Title I Part A	50
B1.S1.A3	Title I Part A	50
Total Goal 2		**100**

Goal 3: Our goal for the 2014-2015 school year is to decrease the percentage of students who have received in and out door suspensions.		
Description	**Source**	**Total**
B1.S1.A1 - Yacker Tracker to assist with the behaviors in the cafeteria.	Other	60
Total Goal 3		**60**