Coconut Palm K 8 Academy

2014-15 School Improvement Plan

Coconut Palm K 8 Academy

24400 SW 124TH AVE, Homestead, FL 33032

http://coconutpalm.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	94%

Alternative/ESE Center	Charter School	Minority
No	No	98%

School Grades History

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

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement

We are committed to provide educational excellence for all students.

School Environment

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

Tier III Programs are rewards that are designed by the PBS Team and the administration to help students develop positive and productive behaviors in an academic setting and foster respectful relationships between the students and teachers.
Participation in regular small-group discussions with the school counselor.
Students are paired with a staff member for support.
Students are paired with an administrator for support.
Parent/Teacher conferences.
School sponsored activities
ESSAC and PTSA meetings that promote parental involvement.

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

Elementary Student Code of Conduct -The Code of Student Conduct is the District's policy that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The "reculturing" of the school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect. To enhance its effectiveness, this document addresses the role of the parents, the students, and school, but also core values and model student behavior, rights and responsibilities of students, Multi-tiered System of Supports (MTSS), and procedures for using corrective strategies, including suspension and expulsion.
Secondary Student Code of Conduct -The Code of Student Conduct is the District's policy that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The "reculturing" of the school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect. To enhance its effectiveness, this document addresses the role of the parents, the students, and school, but also core values and model student behavior, rights and responsibilities of students, Multi-tiered System of Supports (MTSS), and procedures for using corrective strategies, including suspension and expulsion.

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

CPA Positive Behavior Support is Coconut Palm K-8 Academy's school-wide behavior intervention plan. It is a part of Florida's Positive Behavior Support Project . This project seeks to develop and recognize desired school-wide behaviors and is centered on the CPA 3 R's: Respectful, Responsible, Role Model. These three characteristics are the foundation for every successful action required for success.

Our expected behaviors are explicitly taught and are area specific. These behaviors are taught in class by our teachers and reinforced in the common areas with reminder signs and by CPA staff in the halls, cafeteria and throughout the building. Students who demonstrate expected behaviors consistently are rewarded by their teachers. Rewards may include special privileges, rewards or recognitions.

CPA Bengal Trading Post-This is Coconut Palm's School Store, where earned Bengal Bucks can be spent. Bengal Bucks are randomly given to students who exhibit the expected behaviors. Teachers and staff members can distribute Bengal Bucks.

All faculty and staff received training during the Opening of School Professional Development.

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

Tier II Programs are rewards that are designed by the PBS Team and the administration to help students develop positive and productive behaviors in an academic setting.
Tier II Programs may include the following:
Participation in small-group discussions
One-on-one counseling sessions
Periodic progress reports (daily, weekly, monthly)
Assignment of a mentor
Peer mediation
PAWS Check-in/ Check-out Behavior Monitoring Program
Male and Female mentoring programs
Behavior Contracts
Participation in targeted programs and events

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

Teachers will submit the names of students who reach pre-determined failure criteria to the counselors.
The RTI team will meet monthly to monitoring student performance prior the end of each marking period.
Strategies will be implemented to prevent student failures. Students will be meet with the counselor to create an action plan for success.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Attendance below 90 percent	3	4	5	1	3	2	2	3	3	26
One or more suspensions	0	0	0	0	0	2	3	2	2	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	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

PBS (Positive Behavior Support) systems are fully implemented for all students in grades K-8.

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/223531.

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

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
Jones Carey, Carmen	Principal
Bush, Michele	Assistant Principal
Passmore, Celethia	Assistant Principal
Branch, Marva	Instructional Coach
Galera, Peter	Instructional Coach
Mendez, Francisco	Instructional Coach
Shackelford, Latonya	Instructional Coach

Duties

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

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.
The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
Michele Bush- mabush@dadeschools.net
Assistant Principal
Middle School
(K-8 Math/Science)
Celethia Passmore- cpassmore@dadeschools.net
Assistant Principal
Elementary School
(K-8 Reading/Writing/Social Sciences)
Instructional Math Coach
Peter Galera-Elementary School-pgalera@dadeschools.net

Martinarose Riddick-Middle School- mriddick@dadeschools.net
Instructional Reading Coach
Dr. Marva Branch- Elementary School-m_branch@dadeschools.net
Latonya Nairn-Shackelford- Middle School - Lshackelford@dadschools.net
Instructional Science Coach
Francisco Mendez K-8- fmendez@dadeschools.net

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

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.
1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.
The teachers are required to submitted weekly reports from Success Maker Reading and Math to the elementary counselor. All reports are kept in the office with the counselor and the team meets monthly to discuss the needed problem solving effectiveness.
Community stakeholders MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• The Tier 1 of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The Tier 2 of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The Tier 3 of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.
Coconut Palm K-8 Academy is dedicated to richly impacting the lives of all students with programs geared to bridge, prepare, and connect learners to 21st century global learning beyond classroom walls. We will enrich the lives of all of our students, by providing a rich array of interconnected programs that will move instruction to include:
• Coconut Palm's Choice Program - Agriscience Engineering and Environmental Science
• Ready Schools Initiative
• Positive Behavior Support Program (PBS)
• Curriculum embedded Technology (Interactive Learning using Promethean) Computer assisted Instruction and the use of IPADS and Outdoor classroom via a variety of campus gardens

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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 student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.. In addition, Coconut Palm K-8 Academy uses Title I funding for additional services such as hourly teachers, paraprofessionals, software, hardware and supplemental materials.

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

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• 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)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year

and should the FLDOE approve the application(s).
• 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.
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.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Carmen Jones-Carey	Principal
Kelvin Watson	Teacher
Francisco Mendez	Teacher
Jeanette Martinez	Teacher
Ma Falk	Teacher
Anna Lachapelle	Teacher
Tania Solomon	Parent
Elijah Dingle	Education Support Employee
Monica Mabry-Toomer	Teacher
Tere Wong	Business/Community
Celethia Passmore	Principal
Maria Rosa	Parent
Vivian Burns	Teacher
Karen Hill	Parent
Howard Hommer	Parent
Brayan Dulzaides	Student
Vanessa Quintana	Teacher
Valentina Giraldo	Parent
Paul Baker	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The 2014-2015 SAC involvement included the following:
1. Team members shared school improvement ideas with fellow colleagues in the same grade level.
2. Provided valuable input for student achievement and interim assessments.
3. Provided feedback to the SIP Writing Team.

Development of this school improvement plan

Describe the activities of the SAC for the upcoming school year
1. EESAC will develop, implement and review the School Improvement Plan (SIP)
2. Funds will be allocated to support academic success, via incentives for FCAT and Common Core achievement and Bi-weekly success and adherence to PBS norms
3. Provide supplies and materials to support Project-Based Learning and school-wide implementation of the schools magnet programs.

Preparation of the school's annual budget and plan

The EESAC committee established ideas to be implemented in 2014-2015. The principal review the tentative budget with ESSAC and inititatives were presented and executed.

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

Student incentives $1000.00
Saturday school $1500.00
Student Planners for students in Grades 3-8.

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
Branch, Marva	Instructional Coach
Bush, Michele	Assistant Principal
Jones Carey, Carmen	Principal
Shackelford, Latonya	Instructional Coach
Leveille, Dominique	Teacher, K-12
Passmore, Celethia	Assistant Principal
Galera, Peter	Instructional Coach
Acosta, Criseli	Teacher, K-12
Shipp, Charnita	Teacher, K-12
Cortright, Janet	Teacher, K-12
Williams, Sharon	Teacher, PreK
Valdez, Caroline	Teacher, K-12
Morrison, Laurelynn	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

3.1-Gather knowledge about literacy and resources, facilitate workshops, organize study groups, initiate action research, and examine student artifacts.
3.2-As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Leadership Literacy Team, students who consistently demonstrate academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/interventions.
3.3-Students not making mastery will be offered tutorial assistance (before, after-school, or during the regular school day) from personnel hired to provide tutorial services.
3.4-Students who scored in the lowest 35% on the 2014 FCAT (Reading and Math) will be monitored by the LLT to determine effectiveness of supplemental instruction.
3.5-Strategies that are unsuccessful will be discontinued and replaced with alternate interventions.
3.6-All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All elementary teachers received common planning time with their entire grade level. The instructional coaches are planning weekly with teachers to ensure the implementation of the Florida Assessment Standards.
Due to the flexibility for common planning, some middle school teachers plan in the am, after school or during planning time with the instructional coach.

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

1. Conduct interviews in order to recruit teachers of highly qualified status.
2. Provide modeling, coaching and professional development in order to retain highly qualified teachers.

3. Attend and host recruitment fairs.
4. Provide time for ongoing collaboration.

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

The pairing is exclusively designed to provide new teachers with effective teachers. All new teachers and teachers with 4 years or less teaching experience are paired with an effective teacher for support and professional growth.
All first year and second year teachers have been paired with a MINT Mentor and/or a buddy teacher.
The school utilizes with district plan to ensure that teachers are paired with an experienced teacher for retention and professional growth.
Beginning Teacher New Assigned Mentor
Sandra A. Vincent---Joanne Mulligan-Mislow
Donysha Burrowes---Joanne Mulligan- Mislow
Denise Graver---Latonya Nairn-Shackelford
Randi Olguin---Latonya Nairn-Shackelford
Blanco-Garcia, Natalia, Dr. Marva Branch
Second Year Teachers Buddy Teacher
Lakesha Walters Peter Galera
David Amado Franciso Mendez
Janelle Vargas Janet Cortright
Lianna Cabrera Sharon Williams
Angel Pedraza Tamu Calhoun
Vannesa Quintana Charnisa Wright
Odisa Beltran Melissa Fernandez

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

The teachers follow an instructional framework for all subjects to ensure the implementation of the state's standards. Teachers plan weekly with their instructional coach to ensure the benchmarks are unwrapped effective and to ensure that the delivery of teacher instruction produce student learning. Data Chats are used to review student performance on assessments.

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

School-wide data will be used to monitor student mastery of state standards. Students will be assessed biweekly or as needed to address the overall mastery and mastery of benchmarks being taught. Teachers will retrieve data from Thinkgate and complete the Data Briefing Protocol sheet for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update their Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop
Wednesday will be used to reteach, review and re-assess all secondary benchmarks in middle

school.
Secondary benchmarks will be remedy during DI and/or small groups.

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: 3,600

Students will participate in small-group tutorials after school to provide remediation specific core subject areas deficiencies.
Students will use iReady technology based program for Reading and Math to support and enhance foundational skills and maintain grade level achievements.

Strategy Rationale

To promote student performance on grade level skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Passmore, Celethia, cpassmore@dadeschools.net

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

Students are tested on a bi-weekly basis to ensure mastery. Data from district interim assessments are used to provide a second data point to ensure the effectiveness of the implementation and student outcomes.

Strategy: Weekend Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Coconut Palm K-8 Academy is committed to bridging the gap between the school and the surrounding early learning providers in the area. Upon entry into kindergarten all children are assessed utilizing the Florida Kindergarten Readiness Screener (FLKRS) and the STAR Reading Early Literacy Diagnostic in order to determine student readiness in phonics/phonemic awareness, sound recognition, blending, and initial decoding. The FLKRS will also assess for social and emotional development. The children will also be assessed using the CELLA-ONLINE in both speaking and listening. The FAIR screening tool will be re-administered mid-year and at the end of the year. Kindergarten teachers work closely with the Administration and the Community Involvement Specialist to ensure that all children come to school on a regular basis and are ready to learn. A monthly parent meeting will be provided for local preschools in the community to address the needs of 3 and 4 years old for the upcoming year.

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

This rigorous and challenging program requires students to complete various projects, participate in competitions, and field trips. Prior to entering the Upper Academy (Grades 6-8) students will be required to select one track (Agriscience Engineering or Medical Biotechnology). To ensure preparation for high school academies and programs, students in the Upper Academy may not change their chosen track.

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

The Agriscience Engineering and Medical Biotechnology Program will be offered to students beginning in first and second grade. To enroll, students must complete an application. The application process requires a lottery system after meeting rubric criteria. Students in the Lower Academy (Grades 1-5) will experience and explore the fields of Agriscience Engineering and Medical Biotechnology via the utilization of hands-on, virtual, simulated, and project-based learning. In preparation to select one track, the science, mathematics, and technology curriculum places emphasis on thematic and interdisciplinary units in order to ensure comprehensive exposure to agriscience engineering and medical biotechnology.

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

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas. (Reading)

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

G3.   To increase student achievement by improving core instruction in all content areas. (Mathematics)

G4.   To increase student achievement by improving core instruction in all content areas. (Writing)

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. (Reading) `1a`

G048398

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	60.0

Resources Available to Support the Goal `2`

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill Wonderworks; MacDougal Little, Inside, System 44, Read 180

Targeted Barriers to Achieving the Goal `3`

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

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

`G049465`

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	39.0

Resources Available to Support the Goal `2`

- 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`

- 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`

Interim Data

Person Responsible

Michele Bush

Schedule

On 11/26/2014

Evidence of Completion

Schedule of after school activities.

G3. To increase student achievement by improving core instruction in all content areas. (Mathematics) 1a

G048403

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0

Resources Available to Support the Goal 2

- Go Math Textbooks, Fl Ready Common Core Textbooks, MccGraw Hill, Computers (iReady), CER Bellringers, Scheduled Planning Times K-8

Targeted Barriers to Achieving the Goal 3

- Lack of planning with the instructional coaches.

Plan to Monitor Progress Toward G3. 8

Interim and frequent assessments

Person Responsible
Michele Bush

Schedule
On 11/26/2014

Evidence of Completion
Data Debriefing Protocol Sheets and data presentations

G4. To increase student achievement by improving core instruction in all content areas. (Writing) 1a

G048400

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	

Resources Available to Support the Goal 2

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill Wonderworks; MacDougal Little, Inside, System 44, Read 180

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G4. 8

Interim data, iReady reading data reports and FAIR (Grades 3-8)

Person Responsible
Celethia Passmore

Schedule
On 11/26/2014

Evidence of Completion
Agenda, Data Debriefing Protocol Sheets, Proficiency Data Report from Thinkgate.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

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

G1. To increase student achievement by improving core instruction in all content areas. (Reading) `1`

🔑 G048398

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

🔑 B120683

G1.B1.S1 Provide students with intervention and enrichment opportunities as determined by data. `4`

🔑 S132577

Strategy Rationale

Implement Intervention and Enrichment Opportunities.

Action Step 1 `5`

Provide professional development on the different intervention (McGraw Hill Wonderworks Foundational Skills and ACT) and enrichment programs that will be utilized.

Person Responsible

Marva Branch

Schedule

On 10/1/2014

Evidence of Completion

Agenda, sign-in sheet, PD handouts

Action Step 2 `5`

Follow-up on the implementation of the intervention and enrichment programs as provided during professional development.

Person Responsible

Celethia Passmore

Schedule

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

Evidence of Completion

Intervention schedules per grade level, student groupings.

Action Step 3 `5`

Align appropriate materials to match student needs based on intervention decision trees.

Person Responsible

Marva Branch

Schedule

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

Evidence of Completion

Intervention schedules per grade level, student groupings.

Action Step 4 `5`

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system.

Person Responsible

Marva Branch

Schedule

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

Evidence of Completion

OPM schedules and data records

Action Step 5 `5`

Debrief with instructional coaches on the implementation of targeted intervention and enrichment programs.

Person Responsible

Celethia Passmore

Schedule

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

Evidence of Completion

Debrief protocol, coaching log feedback

Action Step 6 `5`

Consistently monitor the implementation of targeted intervention and enrichment programs.

Person Responsible

Celethia Passmore

Schedule

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

Evidence of Completion

Intervention and enrichment schedules per grade level, student groupings by data.

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

Monitor the implementation of all interventions

Person Responsible

Celethia Passmore

Schedule

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

Evidence of Completion

Intervention schedules per grade level, student groupings. Debrief protocol, coaching log feedback OPM Monthly meeting with the RTI team.

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

    Person Responsible

    Schedule

    Evidence of Completion

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

    Person Responsible

    Schedule

    Evidence of Completion

G2. To increase student achievement by improving core instruction in all content areas. (Science) 1

G049465

G2.B1 Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards. 2

B123711

G2.B1.S1 Standard Based Instruction 4

S135576

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Francisco Mendez

Schedule

On 10/3/2014

Evidence of Completion

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

Action Step 2 5

Create Instructional Frameworks with an emphasis on explicit instruction and student generated work.

Person Responsible

Francisco Mendez

Schedule

On 10/10/2014

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Francisco Mendez

Schedule

On 10/24/2014

Evidence of Completion

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

Action Step 4 5

Model during planning the utilization of the pacing guide and scope and sequence to develop questions, select tasks, and identify appropriate instructional strategies that are aligned to the cognitive complexity of the standard.

Person Responsible

Francisco Mendez

Schedule

Weekly, from 9/9/2014 to 11/14/2014

Evidence of Completion

Science CSS will facilitate planning sessions to create lesson plans that are focused and aligned to standards.

Action Step 5 5

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

Person Responsible

Francisco Mendez

Schedule

Weekly, from 9/9/2014 to 11/28/2014

Evidence of Completion

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

The instructional coach and teachers will meet monthly to review mastered and non-mastered skills. Create a plan to review and re-teach non-mastered skills.

Person Responsible

Francisco Mendez

Schedule

On 11/26/2014

Evidence of Completion

Agenga, data protocols and sign-in sheets

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

Instructional Coach and teachers will use Interim data to create a plan of action for after school tutogint

Person Responsible

Francisco Mendez

Schedule

On 11/26/2014

Evidence of Completion

Monthly data reports, Interim data reports and after school plan.

G3. To increase student achievement by improving core instruction in all content areas. (Mathematics) [1]

G048403

G3.B1 Lack of planning with the instructional coaches. [2]

B120687

G3.B1.S1 Limited evidence of instructional framework being utilized to implement mathematics curriculum. [4]

S132583

Strategy Rationale

Improve Standard based instruction.

Action Step 1 [5]

Solidify days and times for the instructional coaches and teachers to plan lesson weekly.

Person Responsible

Peter Galera

Schedule

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

Evidence of Completion

Coach's Common Planning Binder - inclusive of agenda and minutes

Action Step 2 [5]

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

Person Responsible

Peter Galera

Schedule

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

Evidence of Completion

Coach's Common Planning Binder - inclusive of agenda and minutes

Action Step 3 5

Utilize the MAFS item specifications and Webb's DOK in order to create rigorous lessons that assist in the development of collaborative learning and student accountable talk.

Person Responsible

Peter Galera

Schedule

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

Evidence of Completion

Coach's Common Planning Binder - inclusive of agenda and minutes

Action Step 4 5

Incorporate the fluency lesson in the math block in the upper academy.

Person Responsible

Michele Bush

Schedule

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

Evidence of Completion

Students work samples

Action Step 5 5

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

Person Responsible

Peter Galera

Schedule

On 11/26/2014

Evidence of Completion

Coaching logs

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

Weekly planning sessions and data chat with math teachers.

Person Responsible

Michele Bush

Schedule

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

Evidence of Completion

Data Debriefing Sheets, lesson plans, and student work.

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

Monthly Data Chats

Person Responsible

Peter Galera

Schedule

On 11/26/2014

Evidence of Completion

Agenda, Sign in sheets, data debriefing protocol sheets.

G3.B1.S2 Gradual Release of Responsibility Model 4

🔑 S132584

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Peter Galera

Schedule

On 11/26/2014

Evidence of Completion

Agenda of PD/Sign-Roster/Follow-Up Activity

Action Step 2 5

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

Person Responsible

Peter Galera

Schedule

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

Evidence of Completion

Delivery of components will be evident in lesson delivery when monitored by CSS, Coach, and/or administrators

Action Step 3 5

Ensure Checks for Understanding are completed as part of "You Do" component of Gradual Release of Responsibility Model.

Person Responsible

Peter Galera

Schedule

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

Evidence of Completion

Lesson plan with components of the GRM and questions in the Go Math book

Action Step 4 5

Monitor and utilize the coaching cycle to support teachers with the Gradual Release.

Person Responsible

Peter Galera

Schedule

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

Evidence of Completion

Coaching Cycles, Coaching log

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Meeting weekly with the instructional coach

Person Responsible

Michele Bush

Schedule

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

Evidence of Completion

Agendas, sign-in, data debriefing sheets

G3.B1.S3 Data Guided Instruction 4

S132589

Strategy Rationale

Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

Action Step 1 5

Utilize relevant and current data (Interim Data and Chapter Assessment Data) to set goals and create flexible student groups that are aligned to students' math deficiencies, and target needs.

Person Responsible

Peter Galera

Schedule

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

Evidence of Completion

Data Binders/Student DI Folders/Data Tracking Sheet

Action Step 2 5

Conduct data chats with all stakeholders (administration, coaches, teachers, and students). Conduct ongoing meetings to review school-wide data and other issues pertaining to student progress.

Person Responsible

Peter Galera

Schedule

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

Evidence of Completion

Data Binders/Student DI Folders/Data Tracking Sheet

Action Step 3 [5]

In grades 6th through 8th teachers will utilized an instructional framework that will target deficiencies in each grade level (Intensive classrooms).

Person Responsible

Michele Bush

Schedule

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

Evidence of Completion

CSS/Coaching Logs

Action Step 4 [5]

Conduct coaching cycles and model the implementation of small group instruction aligned to data.

Person Responsible

Peter Galera

Schedule

On 11/26/2014

Evidence of Completion

Data Binders/Student DI Folders/Data Tracking Sheet

Plan to Monitor Fidelity of Implementation of G3.B1.S3 [6]

Data chats and walkthroughs

Person Responsible

Michele Bush

Schedule

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

Evidence of Completion

Weekly meeting with instructional coaches and view data reports.

G4. To increase student achievement by improving core instruction in all content areas. (Writing) 1

G048400

G4.B1 There is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS). 2

B120684

G4.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

S132579

Strategy Rationale

Improve Effective Planning and Instructional Delivery strategies in Writing.

Action Step 1 5

Provide professional development on the different modalities of writing (narrative, informative, and opinion/argumentative) as well as the writing rubric.

Person Responsible

Latonya Shackelford

Schedule

On 11/26/2014

Evidence of Completion

Agenda, sign-in sheet, PD handouts

Action Step 2 5

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

Person Responsible

Celethia Passmore

Schedule

On 11/26/2014

Evidence of Completion

Lesson plans, instructional delivery, student work products

Action Step 3 5

Implement an instructional framework in literacy and writing classes to ensure daily effective writing instruction.

Person Responsible

Marva Branch

Schedule

On 11/26/2014

Evidence of Completion

Lesson plans, instructional delivery

Action Step 4 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

Latonya Shackelford

Schedule

On 11/26/2014

Evidence of Completion

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.

Action Step 5 5

Consistently utilize rubrics to increase the quality of students' writing.

Person Responsible

Latonya Shackelford

Schedule

On 11/26/2014

Evidence of Completion

Lesson plans, student work products, instructional environment

Action Step 6 `5`

Utilize student work folders to demonstrate evidence of the writing process from planning to publishing.

Person Responsible

Marva Branch

Schedule

On 11/26/2014

Evidence of Completion

Lesson plans, student work products, instructional environment

Action Step 7 `5`

Increase descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery and revision strategies.

Person Responsible

Latonya Shackelford

Schedule

On 11/26/2014

Evidence of Completion

Lesson plans, student work products

Action Step 8 `5`

Provide students with opportunities to revise their writing using rubrics and revision strategies.

Person Responsible

Marva Branch

Schedule

On 11/26/2014

Evidence of Completion

Lesson plans, student work products

Action Step 9 `5`

Conduct coaching cycles to model all components of the writing process, the use of new writing rubrics, the implementation of instructional frameworks, and the different modalities of writing as well as analytical writing.

Person Responsible

Schedule

On 11/26/2014

Evidence of Completion

Coaching log/calendar, debrief protocol, classroom walkthrough

Action Step 10 `5`

Debrief with instructional coaches on the implementation of the writing process, the use of new writing rubrics, the implementation of instructional frameworks, and the different modalities of writing as well as analytical writing.

Person Responsible

Celethia Passmore

Schedule

On 11/26/2014

Evidence of Completion

Lesson plans, student work products

Action Step 11 `5`

Consistently monitor the implementation of the writing process, the use of new writing rubrics, the implementation of instructional frameworks, and the different modalities of writing as well as analytical writing.

Person Responsible

Marva Branch

Schedule

On 11/26/2014

Evidence of Completion

Coaching log/calendar, debrief protocol, classroom walkthrough

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

Follow up on the implementations of the writing instruction.

Person Responsible

Celethia Passmore

Schedule

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

Evidence of Completion

Lesson plans, student work products, corrective feedback.

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

Instructional coaches and teachers will meet monthly to review and monitor data.

Person Responsible

Celethia Passmore

Schedule

On 11/26/2014

Evidence of Completion

Interim data and bi-weekly test data from McGraw-Hill

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	Provide professional development on the different intervention (McGraw Hill Wonderworks Foundational Skills and ACT) and enrichment programs that will be utilized.	Branch, Marva	9/9/2014	Agenda, sign-in sheet, PD handouts	10/1/2014 one-time
G4.B1.S1.A1	Provide professional development on the different modalities of writing (narrative, informative, and opinion/ argumentative) as well as the writing rubric.	Shackelford, Latonya	9/9/2014	Agenda, sign-in sheet, PD handouts	11/26/2014 one-time
G3.B1.S1.A1	Solidify days and times for the instructional coaches and teachers to plan lesson weekly.	Galera, Peter	9/9/2014	Coach's Common Planning Binder - inclusive of agenda and minutes	11/26/2014 weekly
G3.B1.S2.A1	Provide professional development on lesson planning and delivery to include explicit instruction utilizing the Gradual Release of Responsibility Model.	Galera, Peter	9/9/2014	Agenda of PD/Sign-Roster/Follow-Up Activity	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
G3.B1.S3.A1	Utilize relevant and current data (Interim Data and Chapter Assessment Data) to set goals and create flexible student groups that are aligned to students' math deficiencies, and target needs.	Galera, Peter	9/9/2014	Data Binders/Student DI Folders/Data Tracking Sheet	11/26/2014 weekly
G2.B1.S1.A1	Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.	Mendez, Francisco	9/9/2014	Teachers participate in Professional Learning Communities in order to strengthen knowledge of resources and strategies.	10/3/2014 one-time
G1.B1.S1.A2	Follow-up on the implementation of the intervention and enrichment programs as provided during professional development.	Passmore, Celethia	9/9/2014	Intervention schedules per grade level, student groupings.	10/8/2014 weekly
G4.B1.S1.A2	Follow-up on the implementation of academic writing as provided during professional development.	Passmore, Celethia	9/9/2014	Lesson plans, instructional delivery, student work products	11/26/2014 one-time
G3.B1.S1.A2	Unwrap the standards during common planning to ensure instruction is aligned to the Mathematics and resources.	Galera, Peter	9/9/2014	Coach's Common Planning Binder - inclusive of agenda and minutes	11/26/2014 weekly
G3.B1.S2.A2	Implement and monitor an Instructional Frameworks that follow all the components of the Gradual Release of Responsibility Model (GRRM): teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice.	Galera, Peter	9/9/2014	Delivery of components will be evident in lesson delivery when monitored by CSS, Coach, and/or administrators	11/26/2014 daily
G3.B1.S3.A2	Conduct data chats with all stakeholders (administration, coaches, teachers, and students). Conduct ongoing meetings to review school-wide data and other issues pertaining to student progress.	Galera, Peter	9/9/2014	Data Binders/Student DI Folders/Data Tracking Sheet	11/26/2014 biweekly
G2.B1.S1.A2	Create Instructional Frameworks with an emphasis on explicit instruction and student generated work.	Mendez, Francisco	9/9/2014	Science CSS and AP will create Instructional Frameworks tailored to each teacher's instructional block.	10/10/2014 one-time
G1.B1.S1.A3	Align appropriate materials to match student needs based on intervention decision trees.	Branch, Marva	9/9/2014	Intervention schedules per grade level, student groupings.	11/26/2014 weekly
G4.B1.S1.A3	Implement an instructional framework in literacy and writing classes to ensure daily effective writing instruction.	Branch, Marva	9/9/2014	Lesson plans, instructional delivery	11/26/2014 one-time
G3.B1.S1.A3	Utilize the MAFS item specifications and Webb's DOK in order to create rigorous lessons that assist in the development of collaborative learning and student accountable talk.	Galera, Peter	9/9/2014	Coach's Common Planning Binder - inclusive of agenda and minutes	11/26/2014 weekly
G3.B1.S2.A3	Ensure Checks for Understanding are completed as part of "You Do" component of Gradual Release of Responsibility Model.	Galera, Peter	9/9/2014	Lesson plan with components of the GRM and questions in the Go Math book	11/26/2014 weekly
G3.B1.S3.A3	In grades 6th through 8th teachers will utilized an instructional framework that will target deficiencies in each grade level (Intensive classrooms).	Bush, Michele	9/9/2014	CSS/Coaching Logs	11/26/2014 weekly
G2.B1.S1.A3	Provide professional development to teachers on "unwrapping the benchmarks" in order to develop topical questions and essential questions that	Mendez, Francisco	9/9/2014	Teachers participate in Professional Learning Communities in order to strengthen knowledge and unwrap benchmarks.	10/24/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	will assist in the creation of lessons that address the cognitive complexity of the standard.				
G1.B1.S1.A4	Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system.	Branch, Marva	9/9/2014	OPM schedules and data records	11/26/2014 biweekly
G4.B1.S1.A4	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.	Shackelford, Latonya	9/9/2014	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.	11/26/2014 one-time
G3.B1.S1.A4	Incorporate the fluency lesson in the math block in the upper academy.	Bush, Michele	9/9/2014	Students work samples	11/26/2014 weekly
G3.B1.S2.A4	Monitor and utilize the coaching cycle to support teachers with the Gradual Release.	Galera, Peter	9/9/2014	Coaching Cycles, Coaching log	11/26/2014 weekly
G3.B1.S3.A4	Conduct coaching cycles and model the implementation of small group instruction aligned to data.	Galera, Peter	9/9/2014	Data Binders/Student DI Folders/Data Tracking Sheet	11/26/2014 one-time
G2.B1.S1.A4	Model during planning the utilization of the pacing guide and scope and sequence to develop questions, select tasks, and identify appropriate instructional strategies that are aligned to the cognitive complexity of the standard.	Mendez, Francisco	9/9/2014	Science CSS will facilitate planning sessions to create lesson plans that are focused and aligned to standards.	11/14/2014 weekly
G1.B1.S1.A5	Debrief with instructional coaches on the implementation of targeted intervention and enrichment programs.	Passmore, Celethia	9/9/2014	Debrief protocol, coaching log feedback	11/26/2014 weekly
G4.B1.S1.A5	Consistently utilize rubrics to increase the quality of students' writing.	Shackelford, Latonya	9/9/2014	Lesson plans, student work products, instructional environment	11/26/2014 one-time
G3.B1.S1.A5	Consistently monitor common planning (with focus on the use of lesson planning and delivery).	Galera, Peter	9/9/2014	Coaching logs	11/26/2014 one-time
G2.B1.S1.A5	Model the delivery of instruction, to targeted teachers, designed as a result of "unwrapping the benchmark" with a focus on utilizing topical questions and essential questions to drive instruction.	Mendez, Francisco	9/9/2014		11/28/2014 weekly
G1.B1.S1.A6	Consistently monitor the implementation of targeted intervention and enrichment programs.	Passmore, Celethia	9/9/2014	Intervention and enrichment schedules per grade level, student groupings by data.	11/26/2014 biweekly
G4.B1.S1.A6	Utilize student work folders to demonstrate evidence of the writing process from planning to publishing.	Branch, Marva	9/9/2014	Lesson plans, student work products, instructional environment	11/26/2014 one-time
G4.B1.S1.A7	Increase descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery and revision strategies.	Shackelford, Latonya	9/9/2014	Lesson plans, student work products	11/26/2014 one-time
G4.B1.S1.A8	Provide students with opportunities to revise their writing using rubrics and revision strategies.	Branch, Marva	9/9/2014	Lesson plans, student work products	11/26/2014 one-time
G4.B1.S1.A9	Conduct coaching cycles to model all components of the writing process, the use of new writing rubrics, the implementation of instructional frameworks, and the different modalities of writing as well as analytical writing.		9/9/2014	Coaching log/calendar, debrief protocol, classroom walkthrough	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
G4.B1.S1.A10	Debrief with instructional coaches on the implementation of the writing process, the use of new writing rubrics, the implementation of instructional frameworks, and the different modalities of writing as well as analytical writing.	Passmore, Celethia	9/9/2014	Lesson plans, student work products	11/26/2014 one-time
G4.B1.S1.A11	Consistently monitor the implementation of the writing process, the use of new writing rubrics, the implementation of instructional frameworks, and the different modalities of writing as well as analytical writing.	Branch, Marva	9/9/2014	Coaching log/calendar, debrief protocol, classroom walkthrough	11/26/2014 one-time
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Monitor the implementation of all interventions	Passmore, Celethia	9/9/2014	Intervention schedules per grade level, student groupings. Debrief protocol, coaching log feedback OPM Monthly meeting with the RTI team.	11/26/2014 weekly
G2.MA1	Interim Data	Bush, Michele	9/9/2014	Schedule of after school activities.	11/26/2014 one-time
G2.B1.S1.MA1	Instructional Coach and teachers will use Interim data to create a plan of action for after school tutogint	Mendez, Francisco	9/9/2014	Monthly data reports, Interim data reports and after school plan.	11/26/2014 one-time
G2.B1.S1.MA1	The instructional coach and teachers will meet monthly to review mastered and non-mastered skills. Create a plan to review and re-teach non-mastered skills.	Mendez, Francisco	9/9/2014	Agenga, data protocols and sign-in sheets	11/26/2014 one-time
G3.MA1	Interim and frequent assessments	Bush, Michele	9/9/2014	Data Debriefing Protocol Sheets and data presentations	11/26/2014 one-time
G3.B1.S1.MA1	Monthly Data Chats	Galera, Peter	9/9/2014	Agenda, Sign in sheets, data debriefing protocol sheets.	11/26/2014 one-time
G3.B1.S1.MA1	Weekly planning sessions and data chat with math teachers.	Bush, Michele	9/9/2014	Data Debriefing Sheets, lesson plans, and student work.	11/26/2014 weekly
G3.B1.S2.MA1	Meeting weekly with the instructional coach	Bush, Michele	9/9/2014	Agendas, sign-in, data debriefing sheets	11/26/2014 weekly
G3.B1.S3.MA1	Data chats and walkthroughs	Bush, Michele	9/9/2014	Weekly meeting with instructional coaches and view data reports.	11/26/2014 daily
G4.MA1	Interim data, iReady reading data reports and FAIR (Grades 3-8)	Passmore, Celethia	9/9/2014	Agenda, Data Debriefing Protocol Sheets, Proficiency Data Report from Thinkgate.	11/26/2014 one-time
G4.B1.S1.MA1	Instructional coaches and teachers will meet monthly to review and monitor data.	Passmore, Celethia	9/9/2014	Interim data and bi-weekly test data from McGraw-Hill	11/26/2014 one-time
G4.B1.S1.MA1	Follow up on the implementations of the writing instruction.	Passmore, Celethia	9/9/2014	Lesson plans, student work products, corrective feedback.	11/26/2014 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To increase student achievement by improving core instruction in all content areas. (Reading)

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

G1.B1.S1 Provide students with intervention and enrichment opportunities as determined by data.

PD Opportunity 1

Provide professional development on the different intervention (McGraw Hill Wonderworks Foundational Skills and ACT) and enrichment programs that will be utilized.

Facilitator

Karen Moore,CSS

Participants

All reading teachers in grades K-5.

Schedule

On 10/1/2014

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

G2.B1 Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards.

G2.B1.S1 Standard Based Instruction

PD Opportunity 1

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

Facilitator

Franciso Mendez and Science CSS

Participants

All science teachers

Schedule

On 10/3/2014

PD Opportunity 2

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

Facilitator

Science CSS and Science Coach

Participants

All Science Teachers

Schedule

On 10/24/2014

G3. To increase student achievement by improving core instruction in all content areas. (Mathematics)

G3.B1 Lack of planning with the instructional coaches.

G3.B1.S2 Gradual Release of Responsibility Model

PD Opportunity 1

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

Facilitator

Ms. Goodman

Participants

All math teachers

Schedule

On 11/26/2014

G4. To increase student achievement by improving core instruction in all content areas. (Writing)

G4.B1 There is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS).

G4.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide professional development on the different modalities of writing (narrative, informative, and opinion/argumentative) as well as the writing rubric.

Facilitator

Karen Moore and Veronica Williams

Participants

All reading/language teachers and social science 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**
Grand Total	**0**