

Comstock Elementary School

2420 NW 18TH AVE, Miami, FL 33142

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
100%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Comstock Elementary School is to develop each student's academic, social, physical, and emotional needs in an environment that fosters high self-esteem, self-motivation, and personal responsibility. On-going analysis of student data will enable the staff to evaluate the reading, writing, mathematics, science, and extra-curricular programs to monitor the progress of the whole child and to meet individual learner needs. The staff will continue to develop their professional growth through self-assessment and professional reflection. Teachers and students will work collaboratively in becoming life-long learners.

A key component of the educational program at Comstock is building a strong academic foundation to guide our students into productive members of society and contributors to the global economy.

Provide the school's vision statement

The vision at Comstock Elementary School is to create a safe, nurturing, challenging, and stimulating learning environment that will result in all students achieving their highest potential with all parents, teachers, students, and community members working collectively for common goals. Comstock Elementary School is strengthening the educational and social development of the multicultural community. We envision the staff to be deeply involved in continuous professional growth in order to be up-to-date with technological advances and research-based teaching and learning strategies to deliver a quality, rigorous education to all students.

School Environment

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

The process used to learn about students' cultures and build relationships between teachers and students include lessons that are centered around students' daily lives that allow for discussions and conversations based on family traditions and values. A multicultural committee has been formed to organize activities and performances to enhance awareness of various cultures throughout the school.

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

The school creates an environment where students feel safe and respected by providing an open door policy for students to seek advice, guidance or counseling via administration, the guidance counselor or teachers and staff members. Security monitors and safety patrols are positioned throughout the school and a school-wide dismissal plan has been developed to ensure student safety.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A school-wide behavioral expectations plan called SOAR (Safe, Organized, Accountable, Respectful) has been developed to establish protocols for disciplinary incidents and clearly identify behavioral

expectations. Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year. Acknowledge students behaviors that meet the SOAR expectations. Implement I-HUM strategies: I - interact with students, HU - heads up, always looking around at students, M - moving constantly in and around students. Teachers and staff will also follow procedures for infractions.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school provides group as well as individual counseling to ensure the social emotional needs of all students are being met. The guidance counselor conducts bullying and prevention lessons throughout the school year that address all students in grades K-5. The school social worker also works with students and parents to address issues related to attendance. Outside mental health agencies also partner with the school to provide services to students as needed.

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

Comstock Elementary's early warning system consists of identifying students who are not proficient in reading by third grade, students who score at FCAT(FSA) level 1 in either ELA or Math, students who miss more than 10% of instructional time, students who have referrals that lead to suspension and students who are retained.

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	20	14	10	11	12	9	76
One or more suspensions	0	0	1	1	0	2	4
Course failure in ELA or Math	15	17	22	70	30	8	162
Level 1 on statewide assessment	0	0	0	68	24	58	150
	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
	K	1	2	3	4	5	
Students exhibiting two or more indicators	11	8	15	37	12	3	86

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

Comstock Elementary has worked diligently to provide intervention in the areas of academic, behavior and attendance. A variety of data tools are analyzed to determine the needs of the students. Based on that need, an intervention plan is developed. This plan may include, teacher led instruction,

intervention using a research based intervention program, computer aided remediation, before, after and Saturday school tutorials and utilizing the Rtl process.

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/49454>.

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

Comstock Elementary works with various community partners to support the school and student achievement. Monthly Parent Academy meetings take place to help parents become more aware of educational resources and practices to assist students and increase student achievement. Community members and partners are invited to attend EESAC meetings to better support our students in the community.

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
Rogers, Adrian	Principal
savigne, jennifer	Assistant Principal
Haymon, Karen	Instructional Coach
Yglesias, Mariuxi	Instructional Coach

Duties

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

- School guidance counselor, Catalina Colella
- School social worker;
- Member of advisory group, community stakeholders, parents; Carlos Ruiz (Parent)

Deyci Hernandez (parent)

Marta Fernandez (Community Representative)

• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically weekly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The Administration, Instructional Coaches, Counselor and Interventionist of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

Tier 3 SST

The Administration, Instructional Coaches, Counselor and Interventionist of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

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

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

across Tiers.

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

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

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

Tier 1(Leadership Team)

- Administrator, Adrian Rogers will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

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

- School Reading Coach, Karen Haymon; Math Coach, Mariuxi Yglesias
- Special education personnel; Lisa White and Margarita Isern

Title I, Part A

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 CHERS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

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 Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education 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 Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
- The District Homeless 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 School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

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.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the

policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mayra Reyes	Teacher
Jenoure Pollas	Parent
Adrian Rogers	Principal
Rolando Hallman	Teacher
Thomas White	Education Support Employee
Monique Madrid	Student
Martha Fernandez	Business/Community
Natasha Casola	Teacher
Mirtha Iglesias	Teacher
Saralidia Osorio	Teacher
Miguel Mejia	Teacher

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 EESAC committee discussed the School Improvement Plan that was entered last year and approved the plan. During the school year, data was discussed for the Mid-Year SIP and FCAT data was discussed for the End of the Year.

Development of this school improvement plan

The SAC committee meets to discuss results of the district interim assessments. The committee shares in the development of the school improvement plan and what goals will be recorded. The members were given an opportunity to make suggestions for changes to our current School

Improvement Plan at the end of the previous school year. Their suggestions were incorporated as appropriate into this year's plan. The SAC will review the final plan and approve.

Preparation of the school's annual budget and plan

The needs of the school was discussed during our opening EESAC meeting. Funds will be used for the benefit of our students. As a committee, we will decide and approve the purchases of those student related items.

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

Students incentives, classroom libraries, parent resources and technology.

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
Rogers, Adrian	Principal
savigne, jennifer	Assistant Principal
Haymon, Karen	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Paramount among this year's initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level skills.

The LLT will also implement and engage strategies to increase the number of students who perform above grade level.

Other initiatives undertaken by the LLT will include:

- Monitor consistency of program implementation school-wide aimed at affording each student the opportunity to make adequate progress.

Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.

- Institute a method to routinely monitor the implementation process and utilize generated data to improve and adjust instruction.
- Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.
- Maintain an effective system for using instructional support personnel and establish a support system for improvement.
- Establish a process that lends focus to collaborative study of student progress, achievement, and instructional practice.
- Provide instructional support and assistance to teachers as needed.

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

Comstock Elementary implements and monitors targeted interventions and enrichment opportunities by providing Reading intervention throughout the school day. Teachers have received and will continue to receive training in the Florida Standards and are implementing the rigorous requirements of these standards to guide our students in becoming more effective readers. Teachers will organize differentiated groups within their classrooms to heighten collaborative conversations and comprehension of various texts.

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

Students from the local universities conduct their student teaching at our school thereby providing an opportunity for recruitment once they have completed all the requirements. Teachers will be provided with an opportunity to attend on-going professional development activities and an opportunity to implement the learned instructional practices and facilitate Professional Learning Communities.

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

The mentor and mentee will meet biweekly in a PLC to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee and provide feedback, coaching and planning.

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

All core instructional programs and materials are mandated by our school district. Teachers have received and continue to receive on-going professional development on resources and materials used to support core instructional programs.

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

Data is analyzed by administrators, coaches and teachers after each interim assessment. Using current data assists in targeting standards that need are in need of improvement. Our leadership team conducts data chats with the teachers to determine what strategies need to be put in place in order to improve scores. Teachers also use the data within their classrooms to target low scoring standards during differentiated instruction.

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: 60

After school tutoring for ELL students on Monday, Tuesday, Thursday and Friday from 3:05-4:30 pm.

Strategy Rationale

After school tutoring provides ELL students with remediation in Reading, Math and Science.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rogers, Adrian, pr0881@dadeschools.net

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

Research based intervention and computer based programs will be used to collect data and determine if students are making learning gains.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. We began Kindergarten recruitment in April, 2014 and provided parents with an orientation in May, 2014. Additionally, parents were invited to the school's meet and greet held on August 15, 2014 to further orientate them on the requirements, expectations, learning outcomes and curriculum.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Parental Involvement - See PIP
- G2.** To provide students with opportunities to participate in STEM related activities.
- G3.** To decrease the total number of students exhibiting one of the Early Warning System (EWS) Indicators.
- G4.** To increase student achievement by improving core instruction in all content areas.

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. Parental Involvement - See PIP 1a

G051659

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	50.0

Resources Available to Support the Goal 2

- NA

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G1. 8

See PIP

Person Responsible

Schedule

On 6/4/2015

Evidence of Completion

See PIP

G2. To provide students with opportunities to participate in STEM related activities. 1a

G051652

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Science Fair, SECME and Science Enrichment Club

Targeted Barriers to Achieving the Goal 3

- The need to provide students with frequent opportunities to participate in STEM related activities

Plan to Monitor Progress Toward G2. 8

Amount of STEM related activities complete throughout the year

Person Responsible

jennifer savigne

Schedule

On 6/4/2015

Evidence of Completion

Lap reports and projects

G3. To decrease the total number of students exhibiting one of the Early Warning System (EWS) Indicators.

1a

G051540

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0

Resources Available to Support the Goal 2

- School Social Worker, Counselor, Community Involvement Specialist, School Psychologist

Targeted Barriers to Achieving the Goal 3

- 96 students have been identified through Early Warning System (EWS) indicators as being absent 18 days or more.

Plan to Monitor Progress Toward G3. 8

Student attendance will be monitored throughout the year

Person Responsible

jennifer savigne

Schedule

On 6/4/2015

Evidence of Completion

Attendance Logs

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

G047071

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	45.0
AMO Math - SWD	41.0
AMO Reading - All Students	55.0
AMO Reading - African American	45.0
AMO Reading - SWD	41.0
AMO Reading - ED	55.0

Resources Available to Support the Goal 2

- CORE: McGraw-Hill Wonders Reading, Maravillas, ELA/ESOL District Pacing Guides
SUPPLEMENTAL: Florida Language Arts Standards, Item Specifications, ELL Matrix, Waterford, Imagine Learning
- CORE: HMH Go Math! Florida Grades K-5; Go Math (Online Resources: Animated Math Models, Destination Math, HMH Mega Math); Go Math Printable Resources (Reteach)
SUPPLEMENTAL: District Pacing Guides including Technology Resources; Mathematics Florida Standards Item Specifications (Grades 3-6); Promethean Boards; Gizmos Grades 3-5; Explore Learning –Reflex Math; problem solving protocol
- Core: Scott Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, Elementary Science Instructional Resources <http://science.dadeschools.net/elem/instructionalResources/default.html> Supplemental: Waterford (K-2), Gizmos (3-5), Discovery Education, (K-5) NBC Learn (K-5), PBS Learning Media, BrainPop, StudyJams, SECME Stars III program

Targeted Barriers to Achieving the Goal 3

- Limited evidence in the rigor and consistency of deep planning in English Language Arts

Plan to Monitor Progress Toward G4. 8

Monthly School Developed Assessments, FAIR-FS, CELLA, District Topic, Quarterly and Interim Assessments, 2015 Florida Standards Assessment, 2015 FCAT 2.0 Science Assessment

Person Responsible

Adrian Rogers

Schedule

On 11/26/2014

Evidence of Completion

Assessment data

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

G2. To provide students with opportunities to participate in STEM related activities. **1**

 G051652

G2.B1 The need to provide students with frequent opportunities to participate in STEM related activities **2**

 B129938

G2.B1.S1 Students will participate in inquiry based and project based activities. **4**

 S141981

Strategy Rationale

Students participating in STEM related activities will demonstrate an increase in achievement in the areas of Science, Technology, Engineering and Mathematics in order to make real world connections.

Action Step 1 **5**

Provide opportunities for students to participate in STEM related activities, Science field trips, Science Fair, SECME and Science Enrichment Club

Person Responsible

jennifer savigne

Schedule

On 6/4/2015

Evidence of Completion

Student reports, SECME and Science Enrichment Club attendance logs and Science Fair participation

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

Student attendance records for participation in SECME and the Science Enrichment Club will be monitored on a monthly basis.

Person Responsible

jennifer savigne

Schedule

On 6/4/2015

Evidence of Completion

Attendance logs

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

Student attendance records for participation in SECME and the Science Enrichment Club will be monitored on a monthly basis.

Person Responsible

jennifer savigne

Schedule

On 6/4/2015

Evidence of Completion

Attendance logs

G3. To decrease the total number of students exhibiting one of the Early Warning System (EWS) Indicators.

1

G051540

G3.B1 96 students have been identified through Early Warning System (EWS) indicators as being absent 18 days or more. 2

B129452

G3.B1.S1 Students who have been flagged for exhibiting one of the EWS indicators will receive priority when scheduling SST meetings in order to initiate intervention plans and/or Response to Intervention Services, 4

S141592

Strategy Rationale

Students exhibiting one the of EWS indicators need to receive services in a timely manner in order to provide assistance for these at risk behaviors.

Action Step 1 5

Student services and administration will review attendance on identified students.

Person Responsible

jennifer savigne

Schedule

On 6/4/2015

Evidence of Completion

SST/RTI Meeting Logs

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

Ongoing progress monitoring will be conducted for students who have been identified

Person Responsible

jennifer savigne

Schedule

On 6/4/2015

Evidence of Completion

SST/RTI Meeting Logs

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

Ongoing progress monitoring will be conducted for students who have been identified

Person Responsible

jennifer savigne


Schedule

On 6/4/2015


Evidence of Completion

SST/RTI Meeting Logs

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

 G047071

G4.B1 Limited evidence in the rigor and consistency of deep planning in English Language Arts 2

 B119754

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

 S131628

Strategy Rationale

Trend analysis data reveals that students consistently fall below 50% proficiency on state assessments.

Action Step 1 5

Provide job embedded professional development on the Language Arts Florida Standards where K-5 teachers unpack the standards during weekly collaborative planning sessions. In addition, develop a frame work for instruction on all the components of reading.

Person Responsible

Adrian Rogers

Schedule

Weekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Agendas, Sign-in sheets, Lesson Plans, Reading response notebook, Student artifacts

Action Step 2 5

Use the coaching cycle to support the development of rigorous, meaningful, and engaging activities during weekly collaborative planning sessions for grades K-5 teachers. Enhance the implementation and alignment of print and technological resources (i.e. i-Ready and Reading Wonders Digital Resources).

Person Responsible

Adrian Rogers

Schedule

Weekly, from 9/9/2014 to 12/19/2014

Evidence of Completion

Reading coach calendar, Reading coach Log, Lesson plans, Student artifacts, Coaching Feedback Survey

Action Step 3 5

Disaggregate, analyze and use formal and informal data to inform and strengthen whole group and small group differentiated instruction.

Person Responsible

Adrian Rogers

Schedule

On 11/24/2014

Evidence of Completion

Annotated FAIR reports, Classroom assessments, Reading Interims

Action Step 4 5

Establish model classrooms in grades K-2 and 3-5 to promote best practices in reading and writing instruction.

Person Responsible

Adrian Rogers

Schedule

On 11/24/2014

Evidence of Completion

Anchor charts, Authentic student work, Reading response notebook

Action Step 5 5

Conduct weekly walkthroughs to monitor the implementation of the action steps that support the strategies.

Person Responsible

Adrian Rogers

Schedule

On 11/25/2014

Evidence of Completion

Classroom walkthrough checklist

Action Step 6 5

Align the curriculum for the after school program SECME STARS III with the District Pacing Guides to include accountable talk and collaborative strategies.

Person Responsible

Adrian Rogers

Schedule

On 11/26/2014

Evidence of Completion

PD roster, sign-in sheets, students' artifacts, instructional focus calendar, lesson plans

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

The Reading Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Reading Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure fidelity.

Person Responsible

Adrian Rogers

Schedule

On 11/26/2014

Evidence of Completion

Grade level planning agenda, coaching log, coaching feedback survey

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

The Reading Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Reading Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure fidelity.

Person Responsible

Adrian Rogers

Schedule

On 11/26/2014

Evidence of Completion

Grade level planning agenda, coaching log, coaching feedback survey, assessment data

G4.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S131782

Strategy Rationale

Trend analysis data reveals that students consistently fall below 50% proficiency on state assessments.

Action Step 1 5

Utilize the Writing Pacing Guides to plan and implement text-based academic writing in grades K-5 inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Writer's Workspace, etc.).

Person Responsible

Adrian Rogers

Schedule

On 10/17/2014

Evidence of Completion

Lesson Plans, Writing response notebook, Student artifacts

Action Step 2 5

Use the coaching cycle to develop lessons that incorporate the writing process and genre writing for teachers in grades K-5 in order to facilitate instruction in academic writing.

Person Responsible

Adrian Rogers

Schedule

On 10/17/2014

Evidence of Completion

Reading coach calendar, Reading coach Log, Lesson plans, Student artifacts

Action Step 3 5

Incorporate the three lanes of writing during the thirty minutes writing block; writing process, genre writing, and analytical writing including corrective feedback.

Person Responsible

Adrian Rogers

Schedule

On 10/22/2014

Evidence of Completion

Lesson Plans, Writing response notebook, Student artifacts

Action Step 4 5

Conduct weekly walkthroughs to monitor the implementation of the action steps that support the strategies

Person Responsible

Adrian Rogers

Schedule

On 11/25/2014

Evidence of Completion

Classroom walkthrough checklist

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

The Reading Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Reading Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure effective implementation.

Person Responsible

Adrian Rogers

Schedule

On 11/26/2014

Evidence of Completion

Grade level planning agenda, coaching log, coaching feedback survey

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

The Reading Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Reading Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure effective implementation.

Person Responsible

Adrian Rogers

Schedule

On 11/26/2014

Evidence of Completion

Assessment data

G4.B1.S3 ELL - 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

 S131855

Strategy Rationale

Trend analysis data reveals that students consistently fall below 50% proficiency on state assessments.

Action Step 1 5

Establish appropriate grouping of English Language Learners by using teacher allocations properly (6600, 6601, and 6630) and provide schedules to reflect services in the areas of ESOL, Spanish Home Language Arts and Curriculum Content in Home Language.

Person Responsible

jennifer savigne

Schedule

On 9/22/2014

Evidence of Completion

Schedules reflecting appropriate services

Action Step 2 5

Provide research-based professional development to teachers of ELL students in grades K-5 on the implementation of ESOL strategies to maximize language acquisition, reading, and writing skills.

Person Responsible

jennifer savigne

Schedule

On 10/15/2014

Evidence of Completion

PD roster, Agenda

Action Step 3 5

Conduct weekly walkthroughs to monitor the implementation of ELL strategies and the action steps that support them.

Person Responsible

jennifer savigne

Schedule

On 11/25/2014

Evidence of Completion

Classroom walkthrough checklist

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

With the support and assistance of the Curriculum Support Specialist for ELL, an instructional framework will be developed to be utilized during weekly planning sessions and sign in sheets. The Reading Coach and the Curriculum Support Specialist for ELL will observe the implementation of the plan as a means to develop a coaching cycle plan and professional development if needed. The Administration will conduct weekly walk throughs to ensure fidelity.

Person Responsible

Adrian Rogers

Schedule

On 11/26/2014

Evidence of Completion

Lesson plans, coaching cycle, CSS debriefings with Administration, sign in sheets

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

With the support and assistance of the Curriculum Support Specialist for ELL, an instructional framework will be developed to be utilized during weekly planning sessions and sign in sheets. The Reading Coach and the Curriculum Support Specialist for ELL will observe the implementation of the plan as a means to develop a coaching cycle plan and professional development if needed. The Administration will conduct weekly walk throughs to ensure implementation.

Person Responsible

Adrian Rogers

Schedule

On 11/26/2014

Evidence of Completion

Lesson plans, coaching cycle log, CSS debriefings with Administration, sign in sheets

G4.B1.S4 Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem-solving protocol. 4

 S131884

Strategy Rationale

Trend analysis data reveals that students consistently fall below 50% proficiency on state assessments.

Action Step 1 5

Provide professional development to teachers in grades K-5 on the implementation of problem-solving protocols using visual models as a primary strategy.

Person Responsible

jennifer savigne

Schedule

On 9/25/2014

Evidence of Completion

PD agenda, materials, problem solving protocol anchor chart, roster

Action Step 2 5

Attend monthly ICAD meetings with District personnel.

Person Responsible

jennifer savigne

Schedule

On 9/29/2014

Evidence of Completion

In-service activity roster, reflection

Action Step 3 5

Conduct weekly in-depth planning sessions to include problem solving protocols in the delivery of instruction.

Person Responsible

jennifer savigne

Schedule

On 9/30/2014

Evidence of Completion

GoMath TE, Item Specs (3-5), Pacing Guides, Agenda, Lesson Plan documents, Coaches conference sheet

Action Step 4 5

Use the coaching cycle to conduct bi-weekly follow-up classrooms observations in order to monitor effective implementation of the use of problem solving protocols and visual models as a strategy to solve word problems, with the inclusion of technology enhanced resources (e.g., I-Ready, ThinkCentral Intervention Resources) when needed to reinforce skills which may hinder the problem solving process if not mastered.

Person Responsible

jennifer savigne

Schedule

On 10/6/2014

Evidence of Completion

Lesson plans; problem solving protocol/anchor chart, Student work sample, Math Journals, DI folders, Coaching cycle logs

Action Step 5 5

Conduct weekly classroom walkthroughs to ensure effective implementation of the problem solving protocol and use of visual models as a strategy to solve word problems.

Person Responsible

Adrian Rogers

Schedule

On 10/9/2014

Evidence of Completion

Classroom walkthrough logs

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

The Math Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Math Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure fidelity.

Person Responsible

jennifer savigne

Schedule

On 11/26/2014

Evidence of Completion

Grade level planning agenda, coaching log, coaching feedback survey

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

The Math Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Math Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure effective implementation.

Person Responsible

jennifer savigne


Schedule

On 11/26/2014

Evidence of Completion

Grade level planning agenda, coaching log, coaching feedback survey

G4.B1.S5 Provide intervention and enrichment opportunities as determined by data. 4

 S131910

Strategy Rationale

Trend analysis data reveals that students consistently fall below 50% proficiency on state assessments.

Action Step 1 5

Provide job-embedded professional development during collaborative grade level common planning time to develop lesson plans that incorporate differentiated instruction based on classroom data, with the inclusion of technology enhanced resources (i.e. I-Ready, Reflex, ThinkCentral Intervention Resources) to reinforce concepts taught.

Person Responsible

jennifer savigne

Schedule

On 10/7/2014

Evidence of Completion

Agenda, sign-in sheets, Handouts, GoMath TE, Item Specs (3-5), Pacing Guides, Lesson Plan documents, Classroom/student data - Data Sheets and DI group forms, Intervention programs-I-ready, Reflex Math, Go Math! online resources

Action Step 2 5

Use the coaching cycle to conduct bi-weekly follow-up classrooms observations in order to monitor effective implementation of Differentiated Instruction.

Person Responsible

jennifer savigne

Schedule

On 10/13/2014

Evidence of Completion

Lesson plans documents, Student work sample, Math Journals, DI folders, Intervention Technology Components reports, Coaching cycle logs

Action Step 3 5

Conduct weekly classroom walkthroughs to ensure effective implementation of Differentiated Instruction based on classroom data.

Person Responsible

Adrian Rogers

Schedule

On 10/15/2014

Evidence of Completion

Classroom walkthrough logs

Action Step 4 5

Provide opportunities for students to engage in solving multi-step real life application problems during the after school SECME Stars Program.

Person Responsible

jennifer savigne

Schedule

On 10/9/2014

Evidence of Completion

Student sample work, Program attendance rosters, Lesson plans documents

Action Step 5 5

Support teachers with the disaggregation of the data from chapter tests, benchmark assessments and District Fall Interim Assessment. Discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

Person Responsible

Adrian Rogers

Schedule

On 11/21/2014

Evidence of Completion

Data reports from formal and informal assessments; data debriefing agendas, sign-in sheets; Instructional action plans to include secondary benchmark for teacher-led center, DI folders, DI groups

Plan to Monitor Fidelity of Implementation of G4.B1.S5 6

The Math Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Math Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure fidelity.

Person Responsible

jennifer savigne

Schedule

On 11/26/2014

Evidence of Completion

Grade level planning agenda, coaching log, coaching feedback survey

Plan to Monitor Effectiveness of Implementation of G4.B1.S5 7

The Math Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Math Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure fidelity.

Person Responsible

jennifer savigne

Schedule

On 11/26/2014

Evidence of Completion

Grade level planning agenda, coaching log, coaching feedback survey

G4.B1.S6 Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

 S131949

Strategy Rationale

Trend analysis data reveals that students consistently fall below 50% proficiency on state assessments.

Action Step 1 5

Attend iCAD meetings that will focus on identified strategies in action plan.

Person Responsible

jennifer savigne

Schedule

On 10/2/2014

Evidence of Completion

Registration document and completion of follow up action plan

Action Step 2 5

Plan collaboratively with science teachers on a weekly basis using the District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs).

Person Responsible

jennifer savigne

Schedule

On 10/17/2014

Evidence of Completion

Attendance sheet of planning sessions, lesson plan, science journals and student work folders

Action Step 3 5

Increase the rigor through the use of the CE/CER strategy in the conclusion section of lab activities and journal entries which will include appropriate corrective feedback.

Person Responsible

jennifer savigne

Schedule

On 10/17/2014

Evidence of Completion

Lesson plans, student lab write-ups

Action Step 4 5

Implement and monitor the use of core and supplemental technological resources to reinforce and enrich the core curriculum.

Person Responsible

jennifer savigne

Schedule

On 10/17/2014

Evidence of Completion

Lesson plans with technology incorporated

Action Step 5 5

Attend iCAD meetings that will focus on pacing guide content and strategies.

Person Responsible

jennifer savigne

Schedule

On 11/4/2014

Evidence of Completion

Registration document and completion of follow up action plan

Action Step 6 5

Disaggregate and analyze assessment (interim, QSBA, etc.) data to drive planning and instruction.

Person Responsible

jennifer savigne

Schedule

On 11/14/2014

Evidence of Completion

Data binder, student data chat sheets

Action Step 7 5

Conduct weekly classroom walkthroughs using The 5 Dimensions of Teaching and Learning 4.0 (Curriculum and Pedagogy) to ensure implementation of effective science planning and delivery of instruction aligned to Pacing Guides and NGSSS (hands-on inquiry, use of interactive journal with corrective feedback, etc.)

Person Responsible

Adrian Rogers

Schedule

On 11/26/2014

Evidence of Completion

Walkthrough notes

Action Step 8 5

Align the curriculum for the after-school SECME STARS III Program to match the district elementary school science pacing guides and implement lab activities that incorporate higher order thinking skills, accountable talk, and collaborative structures.

Person Responsible

Adrian Rogers

Schedule

On 9/26/2014

Evidence of Completion

Roster, sign-in sheets, instructional focus calendar, lesson plans, and student work samples

Plan to Monitor Fidelity of Implementation of G4.B1.S6 6

The Science Liaison will develop agendas and sign in sheets when providing teachers with Science information and conducting professional development sessions. The Science Liaison will communicate with teachers in person or via e-mail after monthly meetings. The Administration will conduct weekly walk throughs to ensure fidelity.

Person Responsible

jennifer savigne

Schedule

On 11/26/2014

Evidence of Completion

Meeting agenda, e-mail

Plan to Monitor Effectiveness of Implementation of G4.B1.S6 7

The Science Liaison will develop agendas and sign in sheets when providing teachers with Science information and conducting professional development sessions. The Science Liaison will communicate with teachers in person or via e-mail after monthly meetings. The Administration will conduct weekly walk throughs to ensure fidelity.

Person Responsible

jennifer savigne

Schedule

On 11/26/2014

Evidence of Completion

Meeting agenda, e-mail

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
G4.B1.S1.A1	Provide job embedded professional development on the Language Arts Florida Standards where K -5 teachers unpack the standards during weekly collaborative planning sessions. In addition, develop a frame work for instruction on all the components of reading.	Rogers, Adrian	9/9/2014	Agendas, Sign-in sheets, Lesson Plans, Reading response notebook, Student artifacts	5/29/2015 weekly
G4.B1.S2.A1	Utilize the Writing Pacing Guides to plan and implement text-based academic	Rogers, Adrian	9/9/2014	Lesson Plans, Writing response notebook, Student artifacts	10/17/2014 one-time

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Comstock Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	writing in grades K-5 inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Writer's Workspace, etc.).				
G4.B1.S3.A1	Establish appropriate grouping of English Language Learners by using teacher allocations properly (6600, 6601, and 6630) and provide schedules to reflect services in the areas of ESOL, Spanish Home Language Arts and Curriculum Content in Home Language.	savigne, jennifer	9/9/2014	Schedules reflecting appropriate services	9/22/2014 one-time
G4.B1.S4.A1	Provide professional development to teachers in grades K-5 on the implementation of problem-solving protocols using visual models as a primary strategy.	savigne, jennifer	9/9/2014	PD agenda, materials, problem solving protocol anchor chart, roster	9/25/2014 one-time
G4.B1.S5.A1	Provide job-embedded professional development during collaborative grade level common planning time to develop lesson plans that incorporate differentiated instruction based on classroom data, with the inclusion of technology enhanced resources (i.e. I-Ready, Reflex, ThinkCentral Intervention Resources) to reinforce concepts taught.	savigne, jennifer	9/9/2014	Agenda, sign-in sheets, Handouts, GoMath TE, Item Specs (3-5), Pacing Guides, Lesson Plan documents, Classroom/student data - Data Sheets and DI group forms, Intervention programs-I-ready, Reflex Math, Go Math! online resources	10/7/2014 one-time
G4.B1.S6.A1	Attend iCAD meetings that will focus on identified strategies in action plan.	savigne, jennifer	9/9/2014	Registration document and completion of follow up action plan	10/2/2014 one-time
G3.B1.S1.A1	Student services and administration will review attendance on identified students.	savigne, jennifer	10/20/2014	SST/RTI Meeting Logs	6/4/2015 one-time
G2.B1.S1.A1	Provide opportunities for students to participate in STEM related activities, Science field trips, Science Fair, SECME and Science Enrichment Club	savigne, jennifer	10/20/2014	Student reports, SECME and Science Enrichment Club attendance logs and Science Fair participation	6/4/2015 one-time
G4.B1.S1.A2	Use the coaching cycle to support the development of rigorous, meaningful, and engaging activities during weekly collaborative planning sessions for grades K-5 teachers. Enhance the implementation and alignment of print and technological resources (i.e. i-Ready and Reading Wonders Digital Resources).	Rogers, Adrian	9/9/2014	Reading coach calendar, Reading coach Log, Lesson plans, Student artifacts, Coaching Feedback Survey	12/19/2014 weekly
G4.B1.S2.A2	Use the coaching cycle to develop lessons that incorporate the writing process and genre writing for teachers in grades K-5 in order to facilitate instruction in academic writing.	Rogers, Adrian	9/9/2014	Reading coach calendar, Reading coach Log, Lesson plans, Student artifacts	10/17/2014 one-time
G4.B1.S3.A2	Provide research-based professional development to teachers of ELL students in grades K-5 on the implementation of ESOL strategies to maximize language acquisition, reading, and writing skills.	savigne, jennifer	9/9/2014	PD roster, Agenda	10/15/2014 one-time
G4.B1.S4.A2	Attend monthly ICAD meetings with District personnel.	savigne, jennifer	9/9/2014	In-service activity roster, reflection	9/29/2014 one-time
G4.B1.S5.A2	Use the coaching cycle to conduct bi-weekly follow-up classrooms observations in order to monitor effective implementation of Differentiated Instruction.	savigne, jennifer	9/9/2014	Lesson plans documents, Student work sample, Math Journals, DI folders, Intervention Technology Components reports, Coaching cycle logs	10/13/2014 one-time

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Comstock Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S6.A2	Plan collaboratively with science teachers on a weekly basis using the District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs).	savigne, jennifer	9/9/2014	Attendance sheet of planning sessions, lesson plan, science journals and student work folders	10/17/2014 one-time
G4.B1.S1.A3	Disaggregate, analyze and use formal and informal data to inform and strengthen whole group and small group differentiated instruction.	Rogers, Adrian	9/9/2014	Annotated FAIR reports, Classroom assessments, Reading Interims	11/24/2014 one-time
G4.B1.S2.A3	Incorporate the three lanes of writing during the thirty minutes writing block; writing process, genre writing, and analytical writing including corrective feedback.	Rogers, Adrian	9/9/2014	Lesson Plans, Writing response notebook, Student artifacts	10/22/2014 one-time
G4.B1.S3.A3	Conduct weekly walkthroughs to monitor the implementation of ELL strategies and the action steps that support them.	savigne, jennifer	9/9/2014	Classroom walkthrough checklist	11/25/2014 one-time
G4.B1.S4.A3	Conduct weekly in-depth planning sessions to include problem solving protocols in the delivery of instruction.	savigne, jennifer	9/9/2014	GoMath TE, Item Specs (3-5), Pacing Guides, Agenda, Lesson Plan documents, Coaches conference sheet	9/30/2014 one-time
G4.B1.S5.A3	Conduct weekly classroom walkthroughs to ensure effective implementation of Differentiated Instruction based on classroom data.	Rogers, Adrian	9/9/2014	Classroom walkthrough logs	10/15/2014 one-time
G4.B1.S6.A3	Increase the rigor through the use of the CE/CER strategy in the conclusion section of lab activities and journal entries which will include appropriate corrective feedback.	savigne, jennifer	9/9/2014	Lesson plans, student lab write-ups	10/17/2014 one-time
G4.B1.S1.A4	Establish model classrooms in grades K-2 and 3-5 to promote best practices in reading and writing instruction.	Rogers, Adrian	9/9/2014	Anchor charts, Authentic student work, Reading response notebook	11/24/2014 one-time
G4.B1.S2.A4	Conduct weekly walkthroughs to monitor the implementation of the action steps that support the strategies	Rogers, Adrian	9/9/2014	Classroom walkthrough checklist	11/25/2014 one-time
G4.B1.S4.A4	Use the coaching cycle to conduct bi-weekly follow-up classrooms observations in order to monitor effective implementation of the use of problem solving protocols and visual models as a strategy to solve word problems, with the inclusion of technology enhanced resources (e.g., I-Ready, ThinkCentral Intervention Resources) when needed to reinforce skills which may hinder the problem solving process if not mastered.	savigne, jennifer	9/9/2014	Lesson plans; problem solving protocol/ anchor chart, Student work sample, Math Journals, DI folders, Coaching cycle logs	10/6/2014 one-time
G4.B1.S5.A4	Provide opportunities for students to engage in solving multi-step real life application problems during the after school SECME Stars Program.	savigne, jennifer	9/9/2014	Student sample work, Program attendance rosters, Lesson plans documents	10/9/2014 one-time
G4.B1.S6.A4	Implement and monitor the use of core and supplemental technological resources to reinforce and enrich the core curriculum.	savigne, jennifer	9/9/2014	Lesson plans with technology incorporated	10/17/2014 one-time
G4.B1.S1.A5	Conduct weekly walkthroughs to monitor the implementation of the action steps that support the strategies.	Rogers, Adrian	9/9/2014	Classroom walkthrough checklist	11/25/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S4.A5	Conduct weekly classroom walkthroughs to ensure effective implementation of the problem solving protocol and use of visual models as a strategy to solve word problems.	Rogers, Adrian	9/9/2014	Classroom walkthrough logs	10/9/2014 one-time
G4.B1.S5.A5	Support teachers with the disaggregation of the data from chapter tests, benchmark assessments and District Fall Interim Assessment. Discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.	Rogers, Adrian	9/9/2014	Data reports from formal and informal assessments; data debriefing agendas, sign-in sheets; Instructional action plans to include secondary benchmark for teacher-led center, DI folders, DI groups	11/21/2014 one-time
G4.B1.S6.A5	Attend iCAD meetings that will focus on pacing guide content and strategies.	savigne, jennifer	9/9/2014	Registration document and completion of follow up action plan	11/4/2014 one-time
G4.B1.S1.A6	Align the curriculum for the after school program SECME STARS III with the District Pacing Guides to include accountable talk and collaborative strategies.	Rogers, Adrian	9/9/2014	PD roster, sign-in sheets, students' artifacts, instructional focus calendar, lesson plans	11/26/2014 one-time
G4.B1.S6.A6	Disaggregate and analyze assessment (interim, QSBA, etc.) data to drive planning and instruction.	savigne, jennifer	9/9/2014	Data binder, student data chat sheets	11/14/2014 one-time
G4.B1.S6.A7	Conduct weekly classroom walkthroughs using The 5 Dimensions of Teaching and Learning 4.0 (Curriculum and Pedagogy) to ensure implementation of effective science planning and delivery of instruction aligned to Pacing Guides and NGSSS (hands-on inquiry, use of interactive journal with corrective feedback, etc.)	Rogers, Adrian	9/9/2014	Walkthrough notes	11/26/2014 one-time
G4.B1.S6.A8	Align the curriculum for the after-school SECME STARS III Program to match the district elementary school science pacing guides and implement lab activities that incorporate higher order thinking skills, accountable talk, and collaborative structures.	Rogers, Adrian	9/9/2014	Roster, sign-in sheets, instructional focus calendar, lesson plans, and student work samples	9/26/2014 one-time
G1.MA1	See PIP		10/20/2014	See PIP	6/4/2015 one-time
G2.MA1	Amount of STEM related activities complete throughout the year	savigne, jennifer	10/20/2014	Lap reports and projects	6/4/2015 one-time
G2.B1.S1.MA1	Student attendance records for participation in SECME and the Science Enrichment Club will be monitored on a monthly basis.	savigne, jennifer	10/20/2014	Attendance logs	6/4/2015 one-time
G2.B1.S1.MA1	Student attendance records for participation in SECME and the Science Enrichment Club will be monitored on a monthly basis.	savigne, jennifer	10/20/2014	Attendance logs	6/4/2015 one-time
G3.MA1	Student attendance will be monitored throughout the year	savigne, jennifer	10/20/2014	Attendance Logs	6/4/2015 one-time
G3.B1.S1.MA1	Ongoing progress monitoring will be conducted for students who have been identified	savigne, jennifer	10/20/2014	SST/RTI Meeting Logs	6/4/2015 one-time
G3.B1.S1.MA1	Ongoing progress monitoring will be conducted for students who have been identified	savigne, jennifer	10/20/2014	SST/RTI Meeting Logs	6/4/2015 one-time
G4.MA1	Monthly School Developed Assessments, FAIR-FS, CELLA, District Topic, Quarterly and Interim	Rogers, Adrian	9/9/2014	Assessment data	11/26/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Assessments, 2015 Florida Standards Assessment, 2015 FCAT 2.0 Science Assessment				
G4.B1.S1.MA1	The Reading Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Reading Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure fidelity.	Rogers, Adrian	9/9/2014	Grade level planning agenda, coaching log, coaching feedback survey, assessment data	11/26/2014 one-time
G4.B1.S1.MA1	The Reading Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Reading Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure fidelity.	Rogers, Adrian	9/9/2014	Grade level planning agenda, coaching log, coaching feedback survey	11/26/2014 one-time
G4.B1.S2.MA1	The Reading Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Reading Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure effective implementation.	Rogers, Adrian	9/9/2014	Assessment data	11/26/2014 one-time
G4.B1.S2.MA1	The Reading Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Reading Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure effective implementation.	Rogers, Adrian	9/9/2014	Grade level planning agenda, coaching log, coaching feedback survey	11/26/2014 one-time
G4.B1.S3.MA1	With the support and assistant of the Curriculum Support Specialist for ELL, an instructional framework will be developed to be utilized during weekly planning sessions and sign in sheets. The Reading Coach and the Curriculum Support Specialist for ELL will observe the implementation of the plan as a means to develop a coaching cycle plan and professional development if needed. The Administration will conduct weekly walk throughs to ensure implementation.	Rogers, Adrian	9/9/2014	Lesson plans, coaching cycle log, CSS debriefings with Administration, sign in sheets	11/26/2014 one-time
G4.B1.S3.MA1	With the support and assistant of the Curriculum Support Specialist for ELL, an instructional framework will be developed to be utilized during weekly planning sessions and sign in sheets. The Reading Coach and the Curriculum Support Specialist for ELL will observe the implementation of the plan as a means to develop a coaching cycle plan and professional development if needed. The Administration will conduct weekly walk throughs to ensure fidelity.	Rogers, Adrian	9/9/2014	Lesson plans, coaching cycle, CSS debriefings with Administration, sign in sheets	11/26/2014 one-time
G4.B1.S4.MA1	The Math Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Math Coach will	savigne, jennifer	9/9/2014	Grade level planning agenda, coaching log, coaching feedback survey	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
	observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure effective implementation.				
G4.B1.S4.MA1	The Math Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Math Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure fidelity.	savigne, jennifer	9/9/2014	Grade level planning agenda, coaching log, coaching feedback survey	11/26/2014 one-time
G4.B1.S5.MA1	The Math Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Math Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure fidelity.	savigne, jennifer	9/9/2014	Grade level planning agenda, coaching log, coaching feedback survey	11/26/2014 one-time
G4.B1.S5.MA1	The Math Coach will develop a weekly agenda for the planning sessions and sign in sheets. The Math Coach will observe the implementation of the plan as a means to develop a coaching cycle plan if needed. The Administration will conduct weekly walk throughs to ensure fidelity.	savigne, jennifer	9/9/2014	Grade level planning agenda, coaching log, coaching feedback survey	11/26/2014 one-time
G4.B1.S6.MA1	The Science Liaison will develop agendas and sign in sheets when providing teachers with Science information and conducting professional development sessions. The Science Liaison will communicate with teachers in person or via e-mail after monthly meetings. The Administration will conduct weekly walk throughs to ensure fidelity.	savigne, jennifer	9/9/2014	Meeting agenda, e-mail	11/26/2014 one-time
G4.B1.S6.MA1	The Science Liaison will develop agendas and sign in sheets when providing teachers with Science information and conducting professional development sessions. The Science Liaison will communicate with teachers in person or via e-mail after monthly meetings. The Administration will conduct weekly walk throughs to ensure fidelity.	savigne, jennifer	9/9/2014	Meeting agenda, e-mail	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 Opportunities

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

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

G4.B1 Limited evidence in the rigor and consistency of deep planning in English Language Arts

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 job embedded professional development on the Language Arts Florida Standards where K -5 teachers unpack the standards during weekly collaborative planning sessions. In addition, develop a frame work for instruction on all the components of reading.

Facilitator

Karen Haymon, Selah Byran and Yvonne Leon

Participants

English Language Arts Teachers in grades K-5

Schedule

Weekly, from 9/9/2014 to 5/29/2015

PD Opportunity 2

Use the coaching cycle to support the development of rigorous, meaningful, and engaging activities during weekly collaborative planning sessions for grades K-5 teachers. Enhance the implementation and alignment of print and technological resources (i.e. i-Ready and Reading Wonders Digital Resources).

Facilitator

Karen Hayman

Participants

Tier 2 and Tier 3 teachers will be provided with the coaching cycle as needed.

Schedule

Weekly, from 9/9/2014 to 12/19/2014

G4.B1.S3 ELL - 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 research-based professional development to teachers of ELL students in grades K-5 on the implementation of ESOL strategies to maximize language acquisition, reading, and writing skills.

Facilitator

Yvonne Leon, ELL CSS

Participants

Teachers of ELL students in grades K-5

Schedule

On 10/15/2014

G4.B1.S4 Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem-solving protocol.

PD Opportunity 1

Provide professional development to teachers in grades K-5 on the implementation of problem-solving protocols using visual models as a primary strategy.

Facilitator

Mariuxi Yglesias, Maria Campitelli

Participants

Math teachers in grades K-5

Schedule

On 9/25/2014

G4.B1.S5 Provide intervention and enrichment opportunities as determined by data.

PD Opportunity 1

Provide job-embedded professional development during collaborative grade level common planning time to develop lesson plans that incorporate differentiated instruction based on classroom data, with the inclusion of technology enhanced resources (i.e. I-Ready, Reflex, ThinkCentral Intervention Resources) to reinforce concepts taught.

Facilitator

Mariuxi Yglesias, Classroom Teachers, Maria Campitelli

Participants

Math teachers in grades K-5

Schedule

On 10/7/2014