

Parkway Elementary School



2014-15 School Improvement Plan

Parkway Elementary School

1320 NW 188TH ST, Miami, FL 33169

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

96%

Alternative/ESE Center

No

Charter School

No

Minority

100%

School Grades History

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

Through the use of technology and a direct instruction approach to literacy, Parkway Elementary School provides the foundation and skills needed for students to excel in all curriculum areas in elementary school and beyond.

Provide the school's vision statement

The faculty and staff of Parkway Elementary School believe that success in life is a product of positive attitude and action. Through this belief, we will provide students with the skills needed to achieve academic and behavioral excellence and become lifelong readers and learners. Parkway Elementary School students will accept and meet the challenges of the 21st century.

School Environment

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

School engages in real world topics and events throughout instructional lessons. The counselor provide character education in the classrooms. Numerous opportunities are provided for multicultural awareness.

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

It is the responsibility of the entire staff to ensure the safety of all stakeholder. Procedures are in place to address visitors on campus, arrival and dismissal, and disciplinary issues. Monthly fire drills are conducted and bi-annual lock down drills are conducted. Respect is modeled by staff members and expected from students and staff. The counselor provides individual, group, and peer mediation. The school follows the District's anti-bullying policy. Incentives are part of the school wide discipline plan. The school is a mandatory uniform school, which assist in identifying our students.

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

The school has established protocols and procedures for disciplinary incidents. Clear behavioral expectations are delineated at the beginning of the school through orientation assembly and are reinforced throughout the year. Parent conference with teacher and/or administrators are conducted as needed. An Alternative to Suspension Plan is followed, along with the District's Code of Student Conduct. The Parent/Student Handbook is disseminated to all students.

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 a comprehensive Student Services Program that includes individual and group, and peer mediation. Additionally, the Student Service Department, which includes the Counselor, Social Worker, Psychologist, and the Community Involvement Specialist provide outside agency referrals to students and parents.

Early Warning Systems

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

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

The school's Early Warning System includes students that are frequently tardy to school. Many students accumulate 5 or more tardies in each semester. Additionally results from the 2014 FCAT 2.0 indicates a trend of students performing below grade level.

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
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	3	28	30	61
Level 1 on statewide assessment	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	5	4	3	5	10	10	37

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

Intervention strategies will include extended learning opportunities, individual and group counseling, in school intervention 5 times weekly for 30 minutes, awards, incentives, and rewards for improved attendance.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

The school utilizes the District's Dade Partners and Volunteers Program to recruit and maintain positive relationships with the community. Additionally, the Community Involvement Specialist serves as the liaison between the school and 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
Fernandez, Maria	Principal
DaCosta, Althea	Assistant Principal
Carvil, Patricia	Instructional Coach
Laing, Karen	Instructional Coach
Pinder, Tanzania	Teacher, K-12
Walker, Nakita	SAC Member
Samuels, Judith	Teacher, K-12

Duties

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

Principal : Maria Fernandez-Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Althea DaCosta-Ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, supports the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with teachers and parents regarding school-based MTSS plans and activities.

Reading Coach: Patricia Carvil-Provides guidance on the Comprehensive Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning.

Mathematics Coach: Karen Laing- Provides guidance on the implementation and monitoring the District's Pacing Guides, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning.

General Education Teachers: Marlene Fogelson, Tanzania Pinder, Tiffany Wimberly-Mcmillan - Provides information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Special Education (SPED) Teachers: Monique Cox, Lauri Sanders-Participate in student data

collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as inclusion.

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

Parkway Elementary School's MTSS Leadership Team's purpose is to enhance data collection, and data analysis utilizing Edusoft, problem solving, differentiated assistance and progress monitoring. The MTSS/Rtl Leadership Team will:

- Monitor academic and behavioral progress by addressing the following questions:
 - o What will all students learn? (curriculum based on standards)
 - o What progress is expected in each core area?
 - o How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
 - o How will wePrincipal : Maria Fernandez-Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
 - o How will we respond when students have learned or already know? (enrichment opportunities).
- Gather and analyze data at all Tiers to determine if professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular meetings, monthly.
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support a process and structure within the school to design, implement and evaluate both daily instruction and specific interventions.
- Provide clear indicators of student need and student progress; assisting in the examination of the effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Services are provided at Parkway Elementary School to ensure students requiring additional remediation are assisted as needed. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to Parkway Elementary School students. Our Instructional 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 such as FAIR testing, which provide early intervening services for "at risk" students; curriculum coaches will assist in the design and implementation of progress monitoring, data collection, and data analysis; and will participate in the design and delivery of professional development. The curriculum coaches will provide support for assessment and implementation monitoring.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

Title I, Part D

Services at Parkway Elementary School are coordinated with district Dropout Prevention programs. District receives funds to support the Educational Alternative Outreach program

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

Title III

Services at Parkway Elementary School are provided through the District for educational materials and ELL district support services. These services aid in the development of the education of immigrant students and English Language Learners (ELL).

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

- Tutorial programs (K-12)
- Parent outreach activities (K-12)
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers (K-12)
- Reading and supplementary instructional materials (K-12)
- Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children at Parkway Elementary School by collaborating with parents, schools, and the community. When a student is identified as "homeless" certain services will be retained for the child. These are facilitated through the child's family, school guidance counselor(s) and social worker. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- 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 and 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.
- Project Upstart will be implementing a 2011 summer academic enrichment camp for students in four 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.

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, counselors, and TRUST Specialists.
- Training and technical assistance for middle school teachers, administrators, counselors, TRUST Specialists, and Safe School Specialists is also a component of this program.
- Our school counselor, social worker and TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crises.

Nutrition Programs

Parkway Elementary School complies with all federal, state, and district guidelines for daily nutrition of students and staff. A nutritional breakfast is served to students for no charge on a daily basis to help promote student achievement. Healthy lunches and snacks are served on a daily basis that incorporate all major food groups and promote a healthy life style. Routine and regular exercise programs have been established in physical education classes and the school promotes regular and daily exercise for all students and staff. With the addition of the Fresh Fruits and Vegetables Program through the Food and Nutrition Department, students will be exposed to fresh fruits and vegetables several days a week.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Maria C. Fernandez	Principal
Tiffany Wimberly McMillan	Teacher
Laura Sanders	Teacher
Audrie McLennon	Teacher
Geraldine Howard	Teacher
Sharonne Kerr	Teacher
Michelle Warner	Parent
Robert Russell	Business/Community
Ervin Plummer	Business/Community
Authorene McLeod	Parent
Nakita Walker	Teacher
Kathy Johnson	Education Support Employee
	Student

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 SAC's involvement of the evaluation of last year's school improvement plan consisted of monthly meetings where the SIP was reviewed and modified, as needed.

Development of this school improvement plan

The SAC was involved in disaggregating the 2014 FCAT 2.0 and SAT-10 data to identified trend and provided appropriated intervention, remediation, and enrichment strategies.

Preparation of the school's annual budget and plan

The SAC votes on how the SAC funds will be spent each year.

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

The EESAC funds will be utilized to provide student incentives to promote student achievement.

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
Carvil, Patricia	Instructional Coach
DaCosta, Althea	Assistant Principal
Fernandez, Maria	Principal
Laing, Karen	Instructional Coach
Pinder, Tanzania	Teacher, K-12
Samuels, Judith	Teacher, K-12
Walker, Nakita	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives will be to collectively discuss and make decisions in order to enhance the momentum of the school's educational goals in a positive direction. The team works together to problem solve in all areas of curriculum.

The major initiatives of the LLT team at Parkway Elementary School are aligned to the District's Comprehensive Research-based Reading Plan:

- To increase the usage of the Reading Plus program.
- To increase student achievement on the 2015 ESA Reading, Mathematics, Writing, and NGSSS fifth grade Science test by analyzing data to provide resources/strategies needed for areas of improvement.
- To provide professional development, such as Differentiated Instruction, Unwrapping the Benchmarks, and HOTS, based on teacher and student need.
- Provide content area classroom libraries.
- Promote the use of web based literacy tools such as online research tools and fluency building websites for ESL learners.
- Promote the use of vocabulary development across the curriculum.
- Promote literacy across the curriculum through school-wide initiatives such as the reading of a grade appropriate novel per nine weeks for each student.

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

Strategies to encourage positive working relationships between teachers includes collaborative planning, sharing best practices, grade level meetings, professional learning communities, and social activities.

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

Partner new teachers with mentor teacher to provide professional development throughout the school year.

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

Pair new teachers with instructional coaches and provide opportunities for teachers to observe model classrooms.

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 school ensures its core instructional programs and materials are aligned to Florida's Standard by following the District's curriculum and utilizes its resources.

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

The school utilizes the FCIM and RTI processes to identify and remediates students who are performing below grade level. Enrichment instruction that is aligned to the Florida Standards is provided for proficient students. Activities for remediation includes after-school tutoring, in-class interventions, and extended learning opportunities.

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: 1,440

Provide extra instruction for low performing students.

Strategy Rationale

Provide students with additional opportunities to become proficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Maria, pr4341@dadeschools.net

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

Pre, interim, and post assessments will be utilized to determine placement, instruction and the effectiveness of the after-school tutoring program. The administration and teachers will monitor the effectiveness of the program.

Strategy: Summer Program

Minutes added to school year: 6,600

Remediation was provided to third grade students who did not meet the proficiency requirement.

Strategy Rationale

Provide students with additional opportunities to become proficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Maria, pr4341@dadeschools.net

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

The third grade ASRA Assessment will be utilized to determine the effectiveness of the strategy.

Strategy: Weekend Program

Minutes added to school year: 2,700

Provide extra instruction for low performing students.

Strategy Rationale

Provide students with additional opportunities to become proficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Maria, pr4341@dadeschools.net

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

Pre, interim, and post assessments will be utilized to determine placement, instruction and the effectiveness of the Saturday School tutoring program. The administration and teachers will monitor the effectiveness of the program.

Student Transition and Readiness

PreK-12 Transition

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

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

Kindergarten registration was conducted throughout the summer months. Parent activities will be held throughout the school 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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** To prepare students to be college and career ready through STEM programs.
- G2.** Improve student attendance by reducing the number of students who miss five or more days.
- G3.** To increase student achievement by improving core instruction in all content areas and provide writing opportunities across 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. To prepare students to be college and career ready through STEM programs. 1a

G050890

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Reading - All Students	63.0
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Science Teachers, Math Teachers, Instructional Coaches, Promethean Boards, GIZMOS, Discovery Education, iReady Math

Targeted Barriers to Achieving the Goal 3

- Limited evidence of participation in STEM projects and other district Math and Science related activities .

Plan to Monitor Progress Toward G1. 8

Sign In Sheets, Science Projects, student journals, participation in FAIR Expo, attendance records for tutorial programs

Person Responsible

Althea DaCosta

Schedule

Quarterly, from 9/29/2014 to 4/30/2015

Evidence of Completion

Student data and work, Science and Math journals, data reports from Iready, Interm Math and Science Assessment results, 2015 FSA Mathematics Results, 2015 FCAT NGSSS Science Results

G2. Improve student attendance by reducing the number of students who miss five or more days. 1a

G050782

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0

Resources Available to Support the Goal 2

- Attendance incentives, community involvement specialist, school social worker and guidance counselor.

Targeted Barriers to Achieving the Goal 3

- Insufficient transportation in households.

Plan to Monitor Progress Toward G2. 8

Review daily attendance bulletins and provide referrals to outside community agencies

Person Responsible

Althea DaCosta

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

CIS Monthly logs, reduced absences and truancy packets.

G3. To increase student achievement by improving core instruction in all content areas and provide writing opportunities across all content areas 1a

G047084

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	63.0
AMO Reading - African American	64.0
AMO Reading - ELL	51.0
AMO Reading - SWD	47.0
CELLA Reading Proficiency	

Resources Available to Support the Goal 2

- Highly qualified teachers, instructional coaches, administrative support, grade level common planning, intervention plan, curriculum support, professional development plan, learning communities and extended learning opportunities, Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks, i-READY, Reading Plus, Go Math Text, Think Central, CER Bell ringers, Scheduled K-5 Common Planning, Reflex Math.

Targeted Barriers to Achieving the Goal 3

- Insufficient implementation of data driven, rigorous instruction.
- Insufficient content knowledge to align standards to in-depth instruction.

Plan to Monitor Progress Toward G3. 8

Reviewing data from multiple data sources to analyze growth.
 Observation of effective instructional delivery infusing complex reading strategies to improve and reinforce reading comprehension across all content areas.

Person Responsible

Maria Fernandez

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Science Assessment, 2015 FSA.

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 prepare students to be college and career ready through STEM programs. **1**

 G050890

G1.B1 Limited evidence of participation in STEM projects and other district Math and Science related activities. **2**

 B127640

G1.B1.S1 Create tutorial programs and school related initiatives that focus on mathematics and science

4

 S139774

Strategy Rationale

Providing students with additional Science and Math learning activities and opportunities will foster their goal for college and career readiness.

Action Step 1 **5**

The Mathematics Coach and Science teachers will collaborate on integrating math and science lesson plans.

Person Responsible

Karen Laing

Schedule

Quarterly, from 9/29/2014 to 4/30/2015

Evidence of Completion

sign-in sheets, common planning agendas, classroom observations

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

Administration and the coaches will conduct classroom walkthroughs.

Person Responsible

Althea DaCosta

Schedule

Weekly, from 9/29/2014 to 4/30/2015

Evidence of Completion

Sign In Sheets, Science Projects, student journals, participation in FAIR Expo, attendance records for tutorial programs

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

Monthly Science and Math Assessments will be monitored.

Person Responsible

Karen Laing

Schedule

Monthly, from 9/29/2014 to 4/30/2015


Evidence of Completion

Student data and work, Science and Math journals, data reports from Iready


G3. To increase student achievement by improving core instruction in all content areas and provide writing opportunities across all content areas **1**

 G047084

G3.B1 Insufficient implementation of data driven, rigorous instruction. **2**

 B117145

G3.B1.S1 Provide teachers with professional development on utilizing Webb's Depth of Knowledge in developing higher order thinking questions to increase rigorous instruction. **4**

 S128847

Strategy Rationale

Teachers are in need of professional development to develop higher order thinking questions.

Action Step 1 **5**

Provide professional development on purposeful standard driven instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.

Person Responsible

Patricia Carvil

Schedule

On 11/26/2014

Evidence of Completion

Agendas, student journals, authentic student work, lesson plans, instructional delivery, increase technology usage.

Action Step 2 **5**

Follow-up on the implementation of the alignment of LAFS and classroom instruction provided during the professional development sessions.

Person Responsible

Althea DaCosta

Schedule

Weekly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Lesson plans, planning agenda

Action Step 3 5

Implement and monitor an instructional framework and the effective use of small group instruction to target students' needs.

Person Responsible

Karen Laing

Schedule

Weekly, from 9/29/2014 to 6/1/2015

Evidence of Completion

DI lesson plans/grouping template

Action Step 4 5

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

Person Responsible

Patricia Carvil

Schedule

Monthly, from 10/6/2014 to 6/1/2015

Evidence of Completion

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

Conduct daily walkthroughs to observe classroom instruction to include interventions.
Review of monthly assessment reports and Review/realignment of IFC's
Collaboration with the teachers in common planning

Person Responsible

Schedule

Evidence of Completion

Professional development agendas, attendance rosters, ,common planning agendas,
coaches logs, classroom walkthroughs, leadership team meetings

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

Conduct daily walkthroughs to observe classroom instruction,
Conduct Data chats with students and teachers
Review of monthly assessment reports and Review/realignment of IFC's
Collaboration with the teachers in common planning

Person Responsible

Schedule

Evidence of Completion

Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Assessment.

G3.B1.S2 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

 S128848

Strategy Rationale

In an effort to build capacity, teachers will engage in on-going data chats to improve instruction.

Action Step 1 5

Identify lowest 45% of students. Share high yield practices during Professional Learning Communities.

Person Responsible

Karen Laing

Schedule

Monthly, from 9/17/2014 to 6/4/2015

Evidence of Completion

Agendas, sign in rosters, lesson plans, instructional delivery, intervention attendance records.

Action Step 2 5

Instructional focus, Daily Learning Targets (DLTs), and essential question daily.

Person Responsible

Patricia Carvil

Schedule

Weekly, from 9/29/2014 to 6/1/2015

Evidence of Completion

Student journals, lesson plans

Action Step 3 5

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

Person Responsible

Karen Laing

Schedule

Biweekly, from 9/29/2014 to 6/1/2015

Evidence of Completion

Debriefing notes, coaches' log, coaching calendar

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

Conduct daily walkthroughs to observe classroom instruction to include interventions.
Review of monthly assessment reports and Review/realignment of IFC's
Collaboration with the teachers in common planning

Person Responsible

Maria Fernandez

Schedule

On 6/4/2015

Evidence of Completion

Professional development agendas ,common planning agendas, coaches logs, classroom walkthroughs, leadership team meetings

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Conduct daily walkthroughs to observe classroom instruction,
Conduct Data chats with students and teachers
Review of monthly assessment reports and Review/realignment of IFC's
Collaboration with the teachers in common planning

Person Responsible

Schedule

Evidence of Completion

Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10,
2014 FCAT 2.0 Assessment.

G3.B2 Insufficient content knowledge to align standards to in-depth instruction. 2

 B117146

G3.B2.S1 Provide teachers with on-going professional development and support on high yielding strategies through modeling and timely feedback. 4

 S128849

Strategy Rationale

In effort to build capacity teachers will engage in on-going professional development to improve rigorous instruction.

Action Step 1 5

Provide professional development on questioning strategies and the development of Higher Order Thinking questions.

Person Responsible

Patricia Carvil

Schedule

Weekly, from 9/29/2014 to 6/1/2015

Evidence of Completion

Agendas, sign in rosters, lesson plans, instructional delivery.

Action Step 2 5

Follow-up on the implementation of collaborative learning and questioning strategies provided during the professional development.

Person Responsible

Patricia Carvil

Schedule

Weekly, from 11/9/2014 to 6/1/2015

Evidence of Completion

Action Step 3 5

Plan for and implement higher order questions (as well as the answers) of varying complexity in lesson plans and require students to respond to them during instruction.

Person Responsible

Tanzania Pinder

Schedule

Weekly, from 9/29/2014 to 6/1/2015

Evidence of Completion

Lesson plans, student journals

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Conduct daily walkthroughs to observe classroom instruction to ensure effective instructional delivery of the Gradual Release Model.
Collaboration with the teachers in common planning

Person Responsible

Schedule

Evidence of Completion

Professional development agendas, lesson plans ,common planning agendas, coaches logs, classroom walkthroughs, leadership team meetings

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Conduct daily walkthroughs to observe classroom instruction to ensure effective instructional delivery of the Gradual Release Model.

Collaboration with the teachers in common planning

Person Responsible

Schedule

Evidence of Completion

Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Assessment.

G3.B2.S2 Conduct collaborative discussion during faculty meetings to address the Florida Standards.

4

 S128850

Strategy Rationale

In effort to build capacity teachers will engage in on-going professional development to improve rigorous instruction.

Action Step 1 5

Plan for and provide opportunities for students to engage in student accountable talk (collaborative conversations) to defend answers and cite evidence from text.

Person Responsible

Patricia Carvil

Schedule

Weekly, from 9/29/2014 to 6/1/2015

Evidence of Completion

Lesson plans, Instructional Delivery observation notes, Student work folders and Journals.

Action Step 2 5

Provide students with multiple opportunities to respond to text in writing.

Person Responsible

Judith Samuels

Schedule

On 6/1/2015

Evidence of Completion

Lesson plans, Instructional Delivery observation notes, Student work folders and Journals.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Conduct daily walkthroughs to observe classroom instruction to ensure effective instructional delivery of the Gradual Release Model.

Collaboration with the teachers in common planning

Person Responsible

Schedule

Evidence of Completion

Lesson plans ,common planning agendas, coaches logs, classroom walkthroughs, leadership team meetings

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Conduct daily walkthroughs to observe classroom instruction to ensure effective instructional delivery of the Gradual Release Model.

Collaboration with the teachers in common planning

Person Responsible

Schedule

Evidence of Completion

Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Assessment.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Provide professional development on purposeful standard driven instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.	Carvil, Patricia	11/26/2014	Agendas, student journals, authentic student work, lesson plans, instructional delivery, increase technology usage.	11/26/2014 one-time
G3.B1.S2.A1	Identify lowest 45% of students. Share high yield practices during Professional Learning Communities.	Laing, Karen	9/17/2014	Agendas, sign in rosters, lesson plans, instructional delivery, intervention attendance records.	6/4/2015 monthly
G3.B2.S1.A1	Provide professional development on questioning strategies and the development of Higher Order Thinking questions.	Carvil, Patricia	9/29/2014	Agendas, sign in rosters, lesson plans, instructional delivery.	6/1/2015 weekly
G3.B2.S2.A1	Plan for and provide opportunities for students to engage in student accountable talk (collaborative conversations) to defend answers and cite evidence from text.	Carvil, Patricia	9/29/2014	Lesson plans, Instructional Delivery observation notes, Student work folders and Journals.	6/1/2015 weekly
G1.B1.S1.A1	The Mathematics Coach and Science teachers will collaborate on integrating math and science lesson plans.	Laing, Karen	9/29/2014	sign-in sheets, common planning agendas, classroom observations	4/30/2015 quarterly
G3.B1.S1.A2	Follow-up on the implementation of the alignment of LAFS and classroom instruction provided during the professional development sessions.	DaCosta, Althea	12/1/2014	Lesson plans, planning agenda	6/1/2015 weekly
G3.B1.S2.A2	Instructional focus, Daily Learning Targets (DLTs), and essential question daily.	Carvil, Patricia	9/29/2014	Student journals, lesson plans	6/1/2015 weekly
G3.B2.S1.A2	Follow-up on the implementation of collaborative learning and questioning strategies provided during the professional development.	Carvil, Patricia	11/9/2014		6/1/2015 weekly
G3.B2.S2.A2	Provide students with multiple opportunities to respond to text in writing.	Samuels, Judith	9/29/2014	Lesson plans, Instructional Delivery observation notes, Student work folders and Journals.	6/1/2015 one-time
G3.B1.S1.A3	Implement and monitor an instructional framework and the effective use of small group instruction to target students' needs.	Laing, Karen	9/29/2014	DI lesson plans/grouping template	6/1/2015 weekly
G3.B1.S2.A3	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Laing, Karen	9/29/2014	Debriefing notes, coaches' log, coaching calendar	6/1/2015 biweekly
G3.B2.S1.A3	Plan for and implement higher order questions (as well as the answers) of varying complexity in lesson plans and require students to respond to them during instruction.	Pinder, Tanzania	9/29/2014	Lesson plans, student journals	6/1/2015 weekly
G3.B1.S1.A4	Provide professional development on the different modalities of writing (narrative, informative and opinion).	Carvil, Patricia	10/6/2014		6/1/2015 monthly
G1.MA1	Sign In Sheets, Science Projects, student journals, participation in FAIR Expo, attendance records for tutorial programs	DaCosta, Althea	9/29/2014	Student data and work, Science and Math journals, data reports from Iready, Inter Math and Science Assessment results, 2015 FSA Mathematics Results, 2015 FCAT NGSSS Science Results	4/30/2015 quarterly

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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
G1.B1.S1.MA1	Monthly Science and Math Assessments will be monitored.	Laing, Karen	9/29/2014	Student data and work, Science and Math journals, data reports from Iready	4/30/2015 monthly
G1.B1.S1.MA1	Administration and the coaches will conduct classroom walkthroughs.	DaCosta, Althea	9/29/2014	Sign In Sheets, Science Projects, student journals, participation in FAIR Expo, attendance records for tutorial programs	4/30/2015 weekly
G2.MA1	Review daily attendance bulletins and provide referrals to outside community agencies	DaCosta, Althea	8/18/2014	CIS Monthly logs, reduced absences and truancy packets.	6/4/2015 quarterly
G3.MA1	Reviewing data from multiple data sources to analyze growth. Observation of effective instructional delivery infusing complex reading strategies to improve and reinforce reading comprehension across all content areas.	Fernandez, Maria	8/18/2014	Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Science Assessment, 2015 FSA.	6/4/2015 daily
G3.B1.S1.MA1	Conduct daily walkthroughs to observe classroom instruction, Conduct Data chats with students and teachers Review of monthly assessment reports and Review/realignment of IFC's Collaboration with the teachers in common planning		Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Assessment.	once	
G3.B1.S1.MA1	Conduct daily walkthroughs to observe classroom instruction to include interventions. Review of monthly assessment reports and Review/realignment of IFC's Collaboration with the teachers in common planning		Professional development agendas, attendance rosters, ,common planning agendas, coaches logs, classroom walkthroughs, leadership team meetings	once	
G3.B2.S1.MA1	Conduct daily walkthroughs to observe classroom instruction to ensure effective instructional delivery of the Gradual Release Model. Collaboration with the teachers in common planning		Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Assessment.	once	
G3.B2.S1.MA1	Conduct daily walkthroughs to observe classroom instruction to ensure effective instructional delivery of the Gradual Release Model. Collaboration with the teachers in common planning		Professional development agendas, lesson plans ,common planning agendas, coaches logs, classroom walkthroughs, leadership team meetings	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	Conduct daily walkthroughs to observe classroom instruction, Conduct Data chats with students and teachers Review of monthly assessment reports and Review/realignment of IFC's Collaboration with the teachers in common planning		Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Assessment.	once	
G3.B1.S2.MA1	Conduct daily walkthroughs to observe classroom instruction to include interventions. Review of monthly assessment reports and Review/realignment of IFC's Collaboration with the teachers in common planning	Fernandez, Maria	8/18/2014	Professional development agendas ,common planning agendas, coaches logs, classroom walkthroughs, leadership team meetings	6/4/2015 one-time
G3.B2.S2.MA1	Conduct daily walkthroughs to observe classroom instruction to ensure effective instructional delivery of the Gradual Release Model. Collaboration with the teachers in common planning		Formative: FAIR data, Interim and quarterly Assessment Reports; Summative: SAT -10, 2014 FCAT 2.0 Assessment.	once	
G3.B2.S2.MA1	Conduct daily walkthroughs to observe classroom instruction to ensure effective instructional delivery of the Gradual Release Model. Collaboration with the teachers in common planning		Lesson plans ,common planning agendas, coaches logs, classroom walkthroughs, leadership team meetings	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To prepare students to be college and career ready through STEM programs.

G1.B1 Limited evidence of participation in STEM projects and other district Math and Science related activities .

G1.B1.S1 Create tutorial programs and school related initiatives that focus on mathematics and science

PD Opportunity 1

The Mathematics Coach and Science teachers will collaborate on integrating math and science lesson plans.

Facilitator

Karen Laing

Participants

Mathematics and Science Teachers

Schedule

Quarterly, from 9/29/2014 to 4/30/2015

G3. To increase student achievement by improving core instruction in all content areas and provide writing opportunities across all content areas

G3.B1 Insufficient implementation of data driven, rigorous instruction.

G3.B1.S1 Provide teachers with professional development on utilizing Webb's Depth of Knowledge in developing higher order thinking questions to increase rigorous instruction.

PD Opportunity 1

Provide professional development on purposeful standard driven instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

On 11/26/2014

PD Opportunity 2

Follow-up on the implementation of the alignment of LAFS and classroom instruction provided during the professional development sessions.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 12/1/2014 to 6/1/2015

PD Opportunity 3

Implement and monitor an instructional framework and the effective use of small group instruction to target students' needs.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 9/29/2014 to 6/1/2015

PD Opportunity 4

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

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Monthly, from 10/6/2014 to 6/1/2015

G3.B1.S2 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

Identify lowest 45% of students. Share high yield practices during Professional Learning Communities.

Facilitator

Karen Laing

Participants

Instructional Staff

Schedule

Monthly, from 9/17/2014 to 6/4/2015

PD Opportunity 2

Instructional focus, Daily Learning Targets (DLTs), and essential question daily.

Facilitator

Patricia Carvil

Participants

Instructional Staff

Schedule

Weekly, from 9/29/2014 to 6/1/2015

PD Opportunity 3

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

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Biweekly, from 9/29/2014 to 6/1/2015

G3.B2 Insufficient content knowledge to align standards to in-depth instruction.

G3.B2.S1 Provide teachers with on-going professional development and support on high yielding strategies through modeling and timely feedback.

PD Opportunity 1

Provide professional development on questioning strategies and the development of Higher Order Thinking questions.

Facilitator

Karen Laing

Participants

All Instructional Staff

Schedule

Weekly, from 9/29/2014 to 6/1/2015

PD Opportunity 2

Follow-up on the implementation of collaborative learning and questioning strategies provided during the professional development.

Facilitator

Karen Laing

Participants

All Instructional Staff

Schedule

Weekly, from 11/9/2014 to 6/1/2015

PD Opportunity 3

Plan for and implement higher order questions (as well as the answers) of varying complexity in lesson plans and require students to respond to them during instruction.

Facilitator

Instructional Coaches

Participants

All Instructional Staff

Schedule

Weekly, from 9/29/2014 to 6/1/2015

G3.B2.S2 Conduct collaborative discussion during faculty meetings to address the Florida Standards.

PD Opportunity 1

Plan for and provide opportunities for students to engage in student accountable talk (collaborative conversations) to defend answers and cite evidence from text.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 9/29/2014 to 6/1/2015

PD Opportunity 2

Provide students with multiple opportunities to respond to text in writing.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

On 6/1/2015

Technical Assistance Items

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