

Liberty City Elementary School



2014-15 School Improvement Plan

Liberty City Elementary School

1855 NW 71ST ST, Miami, FL 33147

<http://libertycitye.dadeschools.net>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
98%

Alternative/ESE Center
No

Charter School
No

Minority
100%

School Grades History

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

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 |
|-------------|-------------------|------------------------------|
| Priority | 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 staff and community of Liberty Elementary in partnership with families and the community is dedicated to providing an educational foundation for students which will enable them to compete academically, economically and globally. This will be accomplished through an effective, rigorous, hands-on, technology-rich environment that is safe for all students.

Provide the school's vision statement

The staff and community of Liberty City Elementary School are committed and responsible for providing a quality education for all students, helping them develop a desire for excellence and a sense of personal and social responsibility in a changing world.

School Environment

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

Staff members create a climate of acceptance and respect of all other staff and children. Staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Staff members continuously model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child and in return builds a mutual respect and relationship between pupils and staff.

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

Liberty City Elementary School leadership ensures a safe and orderly environment for students by following safety protocols. Facilities and equipment are monitored and inspected to ensure that our school is equipped to provide a safe environment. School rules, regulations, and procedures are clearly written and readily available in the Faculty Handbook, the Code of Student Conduct, and the parent/student handbook. In addition to District policies, Liberty City Elementary School has a school-wide safety plan and discipline plan. Safety drills are conducted on a monthly basis. Faculty and staff are aware of and are a part of the crisis management team.

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 Positive Behavior System is taught twice a year to ensure students are aware of school expectations. School's leadership ensure that teachers are trained in classroom management strategies (Positive Behavior System , etc.). Teachers and Leadership make references to Positive Behavior System and behavioral expectations when providing students with positive feedback. Additionally, the school develops and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic

achievement resulting in college-career readiness. We have also implemented the student of the month where we focus on a core value each month. The core value is posted in the classroom and we read daily reminders of the monthly care value. At the end of the month teachers nominate a student who participates in the Student of the Month breakfast with their parents. Positive Action is implemented once a week for thirty minutes.

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

Guidance services are available to all children and are a key component within main curriculum. School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families as appropriate to the child's age and developmental level. Also through a mentoring program students are matched with staff members to perform a daily check-in/check-out, check and connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.

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 creates a data decision rules for number of absences or OSS before referral generated to SBT. Teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.

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 |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

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

NA

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/189054>.

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

Liberty City Elementary has recruited a pool of partners. Partners are connected within the community and are able to develop an understanding of the history of the community, its political and social conditions, and past and current working relationships among home, school and community. Liberty City Elementary has initiated partnership meetings which begin to build collaborative relationships, model collaborative behavior, and identify how we will work together; which creates openness to and interest in supporting Liberty City Elementary. A shared understanding of the needs of children and families, and the community resources which attempt to meet those needs are established which increases understanding of the concepts of the partnership and collaboration and how the partnership might work together. Additionally, our partnerships increase opportunities to share information and participate in joint activities.

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 |
|------------------|---------------------|
| Campbell, Orna | Principal |
| Thompson, Shante | Assistant Principal |
| Scavella, Jodye | Assistant Principal |
| Folk, Nneka | Instructional Coach |
| Johnson, Tanysha | Instructional Coach |

Duties

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

The RtI Leadership Team consists of the following: Principal, Assistant Principal, Instructional Coaches, School Psychologist, and School Counselor.

Administrators: The administrators support the RTI school-based leadership initiative in efforts to impact student achievement. To ensure that the educational success of students, they use effective data-based decision-making and navigates the interventions and implementation with fidelity through the school-based RTI Team. As a result, adequate professional development to support and document RTI implementation is provided. In addition, school staff and stake holders are informed of

decisions and activities that surround the implementation of the RTI goals. The RTI leadership Team is led by the principal and will meet on a monthly basis. During RTI meetings, student data reports will be disaggregated and an instructional analysis will be provided to teachers based on students achieving mastery and struggling students. Additionally, the principal will have individual data chats aligned to instructional direction/support and professional development services that will assist and impact student achievement for teachers were students are not producing learning gains.

Instructional Coaches: The instructional coaches support the RTI student education initiative through implementing Reading/Math/Science instructional methodologies with fidelity. In addition, the coaches develop school-wide content instructional focus calendar (IFC) to address bridging instructional gap and student learning to improve student's academic proficiency. Essentially, creating a more rigorous intense structured instructional direction and student intervention programs are the essential steps in developing the systematic pattern blueprint for the student achievement along with district personnel. The coaches are proficient in disaggregating and analyzing student data and creating evidenced-based interventions for individual students as resulted by the test data; thus making them very valuable to the RTI leadership team.

Instructors: The instructors support the RTI student education initiative and will provide information on core instruction, deliver high quality; research based instruction to Tier 1 students, and collaborates with other staff to implement Tier 2 instruction.

School Psychologist: Assists in identifying systematic patterns of student's needs, collaborate with school personnel to identify and incorporate appropriate, evidenced-based intervention strategies, communicates with parents concerning the RTI process and identified needs of students. The school psychologist and social worker are important members of the RTI leadership team because they serve as liaisons between the school and the parents.

Counselor/ Social Worker: Works with parents and collecting necessary data on the student and family.

The RTI Leadership Team will monitor the monthly On-going Progress Monitoring and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the school's directional focus, the Rtl leadership team will meet and discuss all updates need to occur based on the result of the instructional and intervention programs. The Rtl Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The Leadership team will provide levels of support and interventions to students based on data.

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 following steps will be followed by the school's MTSS/Rtl Leadership Team to address how we can utilize the MTSS/Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise. The process involves an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. At Liberty City Elementary, the Rtl is crucial; therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Instructional Coaches in the areas of reading and math who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.
- School Guidance Counselor

- School Social Worker
- School Psychologist

Title I, Part A:

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. 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), serves a 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. Literacy Leadership Team 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 needs 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 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 is available in English, Spanish and Haitian-Creole. It will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate), and special support services to special needs populations such as homeless, migrant, and neglected and delinquent

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 (before-school and/or after-school, and summer camp) by the Title I, Part C, Migrant Education Program.

Title I, Part D:

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

Title II:

Liberty City Elementary will use supplemental funds from the District for improving basic education as follows:

- Training to certify qualified mentors for New Teacher (MINT) Program
- Training for add-on endorsement programs, such 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:

ELL Programs- Liberty City Elementary School's population of English Language Learners (ELL) which is less than 2 percent, are provided services to ensure that all ELL students requiring additional remediation are assisted through before/ after school programs or summer camp.

Title III funds are use to supplement and enhance the programs for English Language Learners (ELL) by providing funds to support tutorial programs (K-5) parent outreach activities (K-5) Reading and

supplementary instructional materials. Hardware and software for the development of language and literacy skills in Reading has been purchased for our school.

Title X- Homeless:

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- 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, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI):

Liberty City Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs:

Liberty City Elementary seeks to decrease the violence in the lives of students by offering the following 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.

Elementary Counselor will focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs:

- 1) Liberty City Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state status, is taught through physical education.
- 3) Liberty City Elementary 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.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-------------------------|----------------------------|
| Alaric Pouchie | Parent |
| Tina Edwards | Parent |
| Shanice Felix | Teacher |
| Aleida Aguilera | Parent |
| Carol Rahming | Teacher |
| Elaine Rozier | Teacher |
| Harriette Wison-Greene | Business/Community |
| Henry Petithomme | Business/Community |
| Jarvis Williams | Education Support Employee |
| Jerome Vincent | Student |
| Kalonji Bess | Parent |
| Kimberly Salazano | Student |
| Lindra Ford | Parent |
| Margarita Wilson-Salmon | Teacher |
| Michael Smith | Parent |
| Orna Campbell | Principal |
| Peta-Gay Grandison | Teacher |
| Samantha Jacob | Business/Community |
| Tamitra Todd-Mole | Teacher |
| Tonya Robinson | Parent |
| Tyra Griffin | Teacher |
| Yolanda Daquin | Education Support Employee |

Duties

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

Evaluation of last year's school improvement plan

Development of this school improvement plan

The School Advisory Council provided feedback during the SIP end-of-year review and monitors the SIP throughout the school year. The main objective of the School Advisory Council (SAC) is to ensure improved and ongoing student achievement. One way the Council has assisted is by preparing, monitoring, reviewing and evaluating the School Improvement Plan (SIP) as required by FSS 1001.452, comprehensive revision of Florida's System of School Improvement and Education Accountability.

Preparation of the school's annual budget and plan

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

- Student-of-the-Month Program - \$187.00
- Parent Incentive Program - \$200.00
- Teacher Incentive Program - \$200.00

Student Incentive Programs - \$500
Motivational Pep Rally - \$200.00
Future Educators of America Club - \$150.00
Safety Patrol Club - \$150.00
Chess Club - \$100.00

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 |
|------------------|---------------------|
| Campbell, Orna | Principal |
| Thompson, Shante | Assistant Principal |
| Folk, Nneka | Instructional Coach |
| Jackson, Denise | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the school's directional focus, the LLT will meet and discuss all updates that will or need to occur based on the result of the instructional and intervention programs. The LLT will monitor the fidelity of the delivery of instruction and intervention. The LLT will provide levels of support and interventions to students based on data.

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

Administration along with the instructional coaches has developed a schedule and norms to ensure that collaborative planning takes place twice a week with the support, if needed, by the instructional coaches. In addition, one Wednesday a month teachers are given the opportunity to collaborate with the grade level through grade level meetings.

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

Administration holds regular meetings with new teachers.

New teachers are paired with veteran staff and participate in the Mentoring and Induction for New Teachers (M.I.N.T) Program.

Common planning time has been provided five days a week and Wednesday afternoons during early

release.

Teachers have the opportunity to meet with instructional coaches twice a week to plan, review the upcoming weeks lessons and benchmarks, review data, restructure groups, develop centers, and provide professional development.

Provide Coaching support within the classroom setting to model best practices strategies for instruction.

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

Utilizing the M.I.N.T program the mentor and mentee will meet on a weekly basis in a professional learning community to discuss concerns, lesson plans and areas of need as evident based instructional strategies. The mentor will be given release time to observe the mentee. As well as the mentee to observe the mentor or a model teacher in their subject area. Time will also be given for 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

Liberty City Elementary creates ongoing opportunities for teachers to unpack the Standards to plan and discuss reading, writing, science and math curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Collaborative planning sessions are offered throughout the week and on-site professional development opportunities are made available once a month. Opportunities to collaborate through common planning and or during the after school professional development gives all staff members multiple opportunities to grow professionally and develop a deeper understanding of the new standards along with core instructional 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

Following the administration of assessments, the leadership team and teachers meet to disaggregate the data and group students according to their areas of need. In reading, students have an hour of differentiated instruction and in math students have thirty minutes. Based on data students are pulled out for reading intervention and enrichment for an hour a day. Teachers are supported by their instructional coaches as needed during whole group and small group instruction to aid the teacher in delivering explicit 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: 140,000

Extended learning opportunities will be available for students in grades Kindergarten – Fifth through the 21st Century Grant for (57 WEEKS). Extended learning opportunities will include tutoring in literacy, math, hands-on science workshops, technology, and project based learning for 1 1/2 hours after school.

Strategy Rationale

Students are not performing on grade level, they are lacking foundational skills and need additional time to remediate.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Campbell, Orna, pr2981@dadeschools.net

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

Interim Assessments, Ongoing Progress Monitoring, FAIR

Strategy: Extended School Day

Minutes added to school year: 10,800

Reading Intervention/ Enrichment-Students will be provided an additional hour of reading intervention to increase reading foundational skills and comprehension as well as, provide enrichment to students who are on grade level.

Strategy Rationale

Students are not performing on grade level, they are lacking foundational skills and need additional time to remediate. Student who are on grade level need to sustain fluency and comprehension skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Folk, Nneka, nnekafolk7@dadeschools.net

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

Ongoing Progress Monitoring from SAXON, Oral Reading Fluency (ORF), and Easy CBM

Strategy: Before School Program

Minutes added to school year: 7,800

Provide students with enrichment and technology based instruction in the morning.

Strategy Rationale

Enrichment will be provided to students through a reading book club to encourage higher order thinking, increase fluency, and comprehension. Students who continue to need remediation will participate in reading and math technology based instruction program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson, Shante, snthompson@dadeschools.net

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

Data reports from the technology programs and project based reports.

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

Liberty City Elementary School has a Pre-Kindergarten Head Start programs which is located at Dr. Martin Luther King Primary Learning Center. In May of each school year, a transition program is held for all incoming kindergarten students and their parents from the Primary Learning Center as well as neighboring preschool centers. At our Transition to Kindergarten Parent Meeting, we will provide information about the Kindergarten Curriculum, Childhood Development Stages, Skills that Ease the Transition to Kindergarten, & Registration Procedures for the upcoming school year. At Liberty City Elementary, all incoming Kindergarten students are assessed for school readiness by using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS is made up of two separate measures: the Early Childhood Observation System (ECHOS), and the Florida Assessments for Instruction in Reading – K (FAIR-K). The ECHOS measures benchmarks in seven domains. It provides a simple, uniform method for observing and measuring the progress of young readers. FAIR measures the growth and development of early literacy skills. Data from FAIR and FLKRS will be used to plan instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. FAIR will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Consistently plan, implement and monitor rigorous instruction that are aligned to the standards and meet high expectations for all students.
- G2.** Increase the opportunities where students can actively participate in STEM activities to problem solve, explore and discover within various disciplines.
- G3.** Implement explicit instruction during reading intervention to target specific students' deficiencies to increase reading proficiency.

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. Consistently plan, implement and monitor rigorous instruction that are aligned to the standards and meet high expectations for all students. 1a

G047157

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA - Mathematics - Proficiency Rate | 6.0 |
| Math Gains | 57.0 |
| Math Lowest 25% Gains | 54.0 |
| AMO Math - All Students | 65.0 |
| AMO Reading - All Students | 65.0 |
| FSA - English Language Arts - Proficiency Rate | 2.0 |
| ELA/Reading Gains | 49.0 |
| ELA/Reading Lowest 25% Gains | 60.0 |
| FCAT 2.0 Science Proficiency | 34.0 |

Resources Available to Support the Goal 2

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks; Saxon, Pacing Guides, item specifications, Go Math Textbooks, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos and collaborative planning.

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of effective reading planning and instructional delivery aligned to the Florida Standards.
- There is limited understanding of planning and instructional strategies utilizing the Math Florida Standards (MAFS) and Mathematical Practices to deliver instruction.
- Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards.

Plan to Monitor Progress Toward G1. 8

Teacher and Coaches feedback

Person Responsible

Shante Thompson

Schedule

On 6/5/2015

Evidence of Completion

Observation of teachers and Classroom walkthrough documentation

G2. Increase the opportunities where students can actively participate in STEM activities to problem solve, explore and discover within various disciplines. 1a

G047158

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 34.0 |

Resources Available to Support the Goal 2

- NBC Learn, Gizmos, Item Specifications, iReady, Education Transformation Office (ETO) Science Curriculum Support, Reflex

Targeted Barriers to Achieving the Goal 3

- Teachers need support to plan and prepare materials that provide opportunities for students to participate in discovery learning.

Plan to Monitor Progress Toward G2. 8

Examine Math and Science Assessments that requires students to respond in writing and analyze data

Person Responsible

Shante Thompson

Schedule

Quarterly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Data increase

G3. Implement explicit instruction during reading intervention to target specific students' deficiencies to increase reading proficiency. 1a

G047159

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 50.0 |

Resources Available to Support the Goal 2

- Saxon Intervention Curriculum, Wonder Works Intervention Curriculum, Interventionist, Intervention Data Tracker, STAR, STAR Early Literacy, Spelling Phonics Inventory, FAIR Tool Kit and FCRR Materials, and Reading Plus, iReady

Targeted Barriers to Achieving the Goal 3

- Limited teacher participation in professional developments which will enhance the necessary skills to teach intervention with fidelity.
- Teachers provide limited reading foundational skills instruction which does not provide sufficient reading proficiency.
- Limited instructional tools that monitor and/or track reading intervention progress to ensure that the implementation of intervention is being done with fidelity to increase reading proficiency.

Plan to Monitor Progress Toward G3. 8

Analyze the Data

Person Responsible

Orna Campbell

Schedule

Quarterly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Performance data increases

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. Consistently plan, implement and monitor rigorous instruction that are aligned to the standards and meet high expectations for all students. **1**

 G047157

G1.B1 There is limited evidence of effective reading planning and instructional delivery aligned to the Florida Standards. **2**

 B117395

G1.B1.S1 Plan for and deliver reading 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**

 S129136

Strategy Rationale

Teachers are not well verse with the new Florida Standards .

Action Step 1 **5**

Provide professional development on the implementation of the Language Arts Florida Standards.

Person Responsible

Nneka Folk

Schedule

On 10/30/2014

Evidence of Completion

PD Sign-in Sheet/Agenda, PD follow up product (lesson plans)

Action Step 2 5

Set norms for common planning to establish school-wide expectations.

Person Responsible

Shante Thompson

Schedule

On 9/19/2014

Evidence of Completion

Common Planning Norms

Action Step 3 5

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of Webb's Depth of Knowledge .

Person Responsible

Nneka Folk

Schedule

On 10/8/2014

Evidence of Completion

PD Sign in sheet/Agenda, PD follow up product (lesson plans)

Action Step 4 5

Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development.

Person Responsible

Shante Thompson

Schedule

On 10/31/2014

Evidence of Completion

Coach support log, planning notes, lesson plans

Action Step 5 5

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

Person Responsible

Nneka Folk

Schedule

Daily, from 10/17/2014 to 6/5/2015

Evidence of Completion

Coaching Logs/Coaching Calendar, coaching cycle forms

Action Step 6 5

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

Person Responsible

Nneka Folk

Schedule

Weekly, from 10/17/2014 to 6/5/2015

Evidence of Completion

Common Planning Agenda, lesson plans, student assessment

Action Step 7 5

Unwrap the standards during common planning to ensure instruction is aligned to the Language Arts Florida Standards.

Person Responsible

Nneka Folk

Schedule

Weekly, from 10/17/2014 to 6/5/2015

Evidence of Completion

Common Planning Agenda, coach support log

Action Step 8 5

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

Person Responsible

Orna Campbell

Schedule

Weekly, from 10/17/2014 to 6/5/2015

Evidence of Completion

Observation notes, lesson plans, coach support log feedback

Action Step 9 5

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

Person Responsible

Shante Thompson

Schedule

Weekly, from 10/17/2014 to 6/5/2015

Evidence of Completion

Action Step 10 5

Consistently monitor common planning and the implementation of the use of lesson planning and delivery.

Person Responsible

Orna Campbell

Schedule

On 6/5/2015

Evidence of Completion

Planning notes, coach support logs and feedback.

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

Ensure that planning time is used effectively. Ensure professional development opportunities are made available for all teachers.

Person Responsible

Orna Campbell

Schedule

On 11/26/2014

Evidence of Completion

Agendas from common planning and professional development meetings. Lesson plans. Classroom walk-through documentation.

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

Teacher feedback on common planning and professional development session. Teacher lesson plans aligned to standards.

Person Responsible

Shante Thompson


Schedule

On 11/26/2014


Evidence of Completion

Lesson plans, Classroom walkthrough documentation.

G1.B2 There is limited understanding of planning and instructional strategies utilizing the Math Florida Standards (MAFS) and Mathematical Practices to deliver instruction. 2

 B120409

G1.B2.S1 Utilize the mathematics Florida Standards when planning for and delivering instruction. 4

 S132290

Strategy Rationale

Action Step 1 5

Provide professional development on the implementation of the Florida Mathematical Practice Standards.

Person Responsible

Tanysha Johnson

Schedule

On 11/26/2014

Evidence of Completion

PD Sign-in sheets, Agendas, Coaching Logs, and Follow-up Activities (Lesson Plans)

Action Step 2 5

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

Person Responsible

Tanysha Johnson

Schedule

On 11/26/2014

Evidence of Completion

Coaching Logs, Agendas, and Lesson Plans

Action Step 3 5

Unwrap the standards during common planning to ensure instruction is aligned to the mathematics.

Person Responsible

Tanysha Johnson

Schedule

On 11/26/2014

Evidence of Completion

Coaching Logs, Agendas, and lesson Plans

Action Step 4 5

Employ the effective use of the MAFS item specifications and Webb's Depth of Knowledge in order to create rigorous lessons.

Person Responsible

Tanysha Johnson

Schedule

On 11/26/2014

Evidence of Completion

Coaching Logs, Agendas, and Lesson Plans

Action Step 5 5

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

Person Responsible

Shante Thompson

Schedule

On 11/26/2014

Evidence of Completion

Coaching Logs, Lesson Plans, Walk-through Documentation, Administrative Reflections

Action Step 6 5

Develop and implement a plan for how the unwrapped standard will be explicitly taught to ensure student understanding.

Person Responsible

Tanysha Johnson

Schedule

On 11/26/2014

Evidence of Completion

Coaching Logs, Agendas, and Lesson Plans

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

Ensure that planning time is used effectively. Ensure professional development opportunities are made available for all teachers.

Person Responsible

Schedule

On 11/26/2014

Evidence of Completion

Agendas from common planning and professional development meetings, Lesson Plans, and Classroom Walk-through Documentations

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

Teacher feedback on common planning and professional development sessions. Teacher lesson plans aligned to standards.

Person Responsible

Shante Thompson


Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans and Classroom Walk-through Documentations

G1.B2.S2 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. 4

 S132298

Strategy Rationale

Action Step 1 5

Conduct data chats to analyze current data and create instructional focus calendars for use in making flexible student groups for standard remediation.

Person Responsible

Tanysha Johnson

Schedule

On 11/26/2014

Evidence of Completion

Instructional Focus Calendars, Differentiated Instruction Lesson Plans, Classroom Walk-through Documentation

Action Step 2 5

Provide professional development on the implementation of small groups, differentiated instruction.

Person Responsible

Tanysha Johnson

Schedule

On 11/26/2014

Evidence of Completion

Professional Development Sign-in Sheets, Agendas, Coaching Logs, and Lesson Plans

Action Step 3 5

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to students' specific needs.

Person Responsible

Tanysha Johnson

Schedule

On 11/26/2014

Evidence of Completion

Differentiated Instruction Lesson Plans, Classroom Walk-through Documentation, and Coaching Logs

Action Step 4 5

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

Person Responsible

Tanysha Johnson

Schedule

On 11/26/2014

Evidence of Completion

Coaching Cycle Documentation, Coaching Logs

Action Step 5 5

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

Person Responsible

Tanysha Johnson

Schedule

On 11/26/2014

Evidence of Completion

Ongoing Progress Monitoring Tracking System

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

Ensure that planning time is used effectively. Ensure professional development opportunities are made available for all teachers.

Person Responsible

Shante Thompson

Schedule

On 11/26/2014

Evidence of Completion

Agendas from common planning and professional development meetings, Lessons Plans, and Classroom walk-through Documentation.

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

Teacher feedback on common planning and professional development session. Teacher lesson plans aligned to standards.

Person Responsible

Shante Thompson


Schedule

On 6/5/2015


Evidence of Completion

Lesson Plans and Classroom Walk-through Documentation

G1.B3 Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards. **2**

 B120410

G1.B3.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. **4**

 S132293

Strategy Rationale

Teachers are not well versed with the Science (NGSSS)

Action Step 1 **5**

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

Person Responsible

Shante Thompson

Schedule

On 9/26/2014

Evidence of Completion

Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities

Action Step 2 **5**

Provide professional development on unwrapping the benchmarks for targeted teachers thus enabling to construct and implement lesson plans that utilize a variety of science resources aligned to NGSSS and that support the LAFS and MAFS.

Person Responsible

Shante Thompson

Schedule

On 10/10/2014

Evidence of Completion

Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities

Action Step 3 5

Create instructional frameworks with an emphasis on explicit instruction and student generated work.

Person Responsible

Shante Thompson

Schedule

On 10/14/2014

Evidence of Completion

Instructional Frameworks tailored to each teacher's instructional block.

Action Step 4 5

During planning model the use of unwrapping the benchmarks session to select resources, tasks, assignments, and appropriate scaffolded questions in order to meet the cognitive complexity of the standard.

Person Responsible

Shante Thompson

Schedule

On 10/24/2014

Evidence of Completion

Teacher Lesson Plans

Action Step 5 5

Model the delivery of instruction to targeted teachers as a result of the unwrapping the benchmark with a focus on the use of tasks and scaffolded questions in order to meet the cognitive complexity of the standard.

Person Responsible

Shante Thompson

Schedule

On 10/31/2014

Evidence of Completion

Classroom Walk-through Documentations and Lesson Plans

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

Ensure that planning is used effectively. Ensure professional development opportunities are made available to all teachers.

Person Responsible

Shante Thompson

Schedule

On 11/26/2014

Evidence of Completion

Agendas from common planning and professional development meetings and Classroom Walk-through Documentation

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

Teacher feedback on common planning and professional development session and teacher lesson plans aligned to the standards.

Person Responsible

Shante Thompson

Schedule


On 6/5/2015

Evidence of Completion

Lesson Plans and Classroom Walk-through Documentations

G1.B3.S2 Utilize research based reading, writing, and ESOL strategies to enhance science instruction.

4

 S132294

Strategy Rationale

Teachers are not familiar with researched based strategies that enhance science instruction.

Action Step 1 5

Provide teachers with job embedded professional development on how to align the Language Arts Florida Standards (LAFS) and the Science Next Generation Sunshine State Standards (NGSSS) that will assist in the creation of the lessons that address the cognitive complexity of the standard.

Person Responsible

Shante Thompson

Schedule

On 11/26/2014

Evidence of Completion

Professional Development Agendas and Sign-in Sheets, Teacher's Lesson Plans

Action Step 2 5

Provide teachers with job embedded professional development on text decoding strategies in the content.

Person Responsible

Shante Thompson

Schedule

On 11/26/2014

Evidence of Completion

Professional Development Agendas and Sign-in Sheets, Teacher's Lesson Plans

Action Step 3 5

During planning, select tasks that provide students for scaffolded opportunities to produce writing products that reflect the cognitive complexity of the standards as evidenced in interactive journals.

Person Responsible

Shante Thompson

Schedule

On 11/26/2014

Evidence of Completion

Student Interactive Journals, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Ensure professional development opportunities are made available to all teachers.

Person Responsible

Shante Thompson

Schedule

On 11/26/2014

Evidence of Completion

Agendas from common planning and professional development meetings, lesson Plans, and Classroom Walk-through Documentation.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Teacher feedback on common planning and professional development sessions. Teacher lesson plans aligned to standards.

Person Responsible

Shante Thompson

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans and Classroom Walk-through Documentation

G2. Increase the opportunities where students can actively participate in STEM activities to problem solve, explore and discover within various disciplines. 1

G047158

G2.B1 Teachers need support to plan and prepare materials that provide opportunities for students to participate in discovery learning. 2

B117398

G2.B1.S1 Exploratory and discovery Professional Development opportunities. 4

S129142

Strategy Rationale

To increase teacher content knowledge.

Action Step 1 5

Provide a Professional Development on exploratory and discovery learning across various disciplines.

Person Responsible

Shante Thompson

Schedule

On 11/12/2014

Evidence of Completion

Agenda and sign in sheet

Action Step 2 5

Work collaboratively during planning to develop lessons that include exploratory and discovery learning.

Person Responsible

Shante Thompson

Schedule

Biweekly, from 11/5/2014 to 6/5/2015

Evidence of Completion

Planning agendas, lesson plans, and student journals

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

Review student journals demonstrating utilization for critical thinking skills.

Person Responsible

Shante Thompson

Schedule

Biweekly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Lesson plans and student journals

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

Examine Math and Science Assessments that requires students to respond in writing and analyze data

Person Responsible

Shante Thompson

Schedule


Monthly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Data increase

G2.B1.S2 Infuse technology in instruction that will provide opportunities for students to problem solve.

4

 S129143

Strategy Rationale

To increase student critical thinking skills.

Action Step 1 5

Provide professional development opportunities that focuses on the various forms of technology that teachers can use in their classrooms to enhance their lessons across curriculums.

Person Responsible

Tanysha Johnson

Schedule

On 11/26/2014

Evidence of Completion

Lesson Plans and Common Planning Agendas

Action Step 2 5

Plan for appropriate usage of math, reading, and science technology during common planning

Person Responsible

Tanysha Johnson

Schedule

On 11/26/2014

Evidence of Completion

Agendas, Coaching Logs, Lesson Plans

Action Step 3 5

Plan for appropriate usage of STEM activities

Person Responsible

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans, Students' Products

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

Conduct classroom walk-throughs and participation in weekly common planning sessions

Person Responsible

Shante Thompson

Schedule

On 11/26/2014

Evidence of Completion

Lesson plans, Planning agendas, Administration's feedback on coaches' log and calendar

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

Classroom walk-throughs, student work samples, and assessments

Person Responsible

Shante Thompson

Schedule

On 6/5/2015

Evidence of Completion

Student products

G3. Implement explicit instruction during reading intervention to target specific students' deficiencies to increase reading proficiency. 1

G047159

G3.B1 Limited teacher participation in professional developments which will enhance the necessary skills to teach intervention with fidelity. 2

B117399

G3.B1.S1 Provide teachers with professional development opportunities that outlines an instructional framework for implementing effective and explicit reading intervention. 4

S129144

Strategy Rationale

Based on the reading data students are lacking specific reading skills that are enabling to read at grade level.

Action Step 1 5

Instructional Framework Professional Development

Person Responsible

Nneka Folk

Schedule

On 11/26/2014

Evidence of Completion

Sign in sheets from PD, Agenda, Coaching Cycle Logs, Instructional Framework samples

Action Step 2 5

Conduct classroom walk-throughs to ensure that the lessons are being delivered with fidelity according to the instructional framework.

Person Responsible

Nneka Folk

Schedule

On 6/5/2015

Evidence of Completion

Classroom walk-through documentation and coach's logs

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

Monitor the implementation of intervention

Person Responsible

Orna Campbell

Schedule

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

Evidence of Completion

Classroom Walkthroughs, Administrative Logs, Intervention Data

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

Analyze the Reading Data

Person Responsible

Orna Campbell

Schedule

Every 2 Months, from 9/16/2014 to 6/5/2015

Evidence of Completion

Performance data increases

G3.B1.S2 The reading coach will model how to effectively implement the reading intervention curriculum during the intervention block. 4

S129145

Strategy Rationale

To ensure that the teachers have a good representation of how effective intervention should be and be able to emulate it during their intervention block..

Action Step 1 5

The Reading Intervention Coaching Cycle

Person Responsible

Nneka Folk

Schedule

Monthly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Coaching Cycle Logs, Teacher Observation Form, Pre-Planning Minutes, Debriefing Notes

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

Coaching Logs and Administrator Walkthroughs

Person Responsible

Shante Thompson

Schedule

On 11/26/2014

Evidence of Completion

Increase in performance data

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

Intervention Ongoing Progress Monitoring Data

Person Responsible

Shante Thompson


Schedule

Monthly, from 9/16/2014 to 6/5/2015


Evidence of Completion

Increase in performance data

G3.B2 Teachers provide limited reading foundational skills instruction which does not provide sufficient reading proficiency. 2

 B117400

G3.B2.S1 The instructional coach will support through the coaching cycle. 4

 S129146

Strategy Rationale

To ensure that teachers implement effective and explicit reading intervention.

Action Step 1 5

The instructional coach will support through the coaching cycle.

Person Responsible

Nneka Folk

Schedule

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

Evidence of Completion

Coaching cycle logs and teacher observation and debriefing notes

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

Coaching Cycle

Person Responsible

Orna Campbell

Schedule

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

Evidence of Completion

Coaching Cycle notes and administrative logs

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

Coaching Cycle for Reading Intervention

Person Responsible

Orna Campbell


Schedule

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

Evidence of Completion

Leadership team meetings, data reports, coaching cycle logs, and administrative notes

G3.B2.S2 Teachers and instructional coach plan and share best practices during collaborative planning time. **4**

 S132392

Strategy Rationale

To ensure that both the instructional coach and teachers actively contribute to planning and implementing effective reading intervention.

Action Step 1 **5**

Teachers and instructional coach will plan and share best practices during collaborative planning time.

Person Responsible

Nneka Folk

Schedule

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

Evidence of Completion

Collaborative planning agenda, reading intervention resources, sign in sheet,

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

Teachers and instructional coach plan and share best practices during collaborative planning time.

Person Responsible

Nneka Folk

Schedule

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

Evidence of Completion

Collaborative Planning agenda and sign in sheet, data reports, and reading intervention resources and materials

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

Teachers, instructional coach, and Administration will plan and share best practices during collaborative planning time.

Person Responsible

Nneka Folk


Schedule

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

Evidence of Completion

Collaborative Planning agenda and sign in sheets, data reports, lesson plan templates and instructional frameworks for reading intervention.

G3.B3 Limited instructional tools that monitor and/or track reading intervention progress to ensure that the implementation of intervention is being done with fidelity to increase reading proficiency. 2

 B120501

G3.B3.S1 Create a schedule for monthly On going progress monitoring (OPM) assessments and create a data tracking system to monitor student progress. 4

 S132593

Strategy Rationale

To ensure that Reading Intervention data is effectively and accurately tracked with fidelity. Also, to ensure that OPM is conducted in a timely manner.

Action Step 1 5

Create a schedule for monthly On going progress monitoring (OPM) assessments to be administered and create a data tracking system to monitor student progress.

Person Responsible

Nneka Folk

Schedule

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

Evidence of Completion

OPM Assessment schedules, Reading intervention tracking system, and OPM assessments from teachers and interventionists

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Create a data tracking system to monitor Reading Intervention student progress.

Person Responsible

Nneka Folk

Schedule

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

Evidence of Completion

Student data from teachers and interventionist and Reading Intervention data tracking system

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Create a schedule for monthly On going progress monitoring (OPM) assessments and create a data tracking system to monitor student progress.

Person Responsible

Nneka Folk

Schedule

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

Evidence of Completion

Student data and Reading Intervention data tracking system

G3.B3.S2 Instructional Reading coach will organized and facilitate monthly data chats with teachers and Interventionist to discuss OPM data and realign and/or adjust intervention groups according to the data that's inputted in data tracking system. 4

 S132594

Strategy Rationale

To ensure that students are progressing in their respective reading intervention groups. Also, to ensure that students are transitioning in or out of appropriate reading interventions groups according to the data that shared at monthly data chats.

Action Step 1 5

Instructional Reading coach will organized and facilitate monthly data chats with teachers and Interventionist to discuss OPM data and realign intervention groups according to the data that's inputted in data tracking system.

Person Responsible

Nneka Folk

Schedule

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

Evidence of Completion

Meeting Agendas, Intervention Rosters, Data Tracking System

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Instructional Reading coach will organized and facilitate monthly data chats with teachers and Interventionist to discuss OPM data in Reading Intervention data tracking system.

Person Responsible

Nneka Folk

Schedule

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

Evidence of Completion

Data Chat agenda and sign in sheet, Reading Intervention tracking system/forms, student data, and monthly schedule for data chat meetings

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Instructional Reading coach will organized and facilitate monthly data chats with teachers and Interventionist to discuss OPM data and realign and/or adjust intervention groups according to the data that's inputted in data tracking system.

Person Responsible

Shante Thompson

Schedule

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

Evidence of Completion

Data Chat agenda and sign in sheets, student data, and Reading Intervention data tracking forms,

Appendix 1: Implementation Timeline

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

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------|---|------------------|-------------------------------|---|---------------------|
| G1.B1.S1.A1 | Provide professional development on the implementation of the Language Arts Florida Standards. | Folk, Nneka | 9/30/2014 | PD Sign-in Sheet/Agenda, PD follow up product (lesson plans) | 10/30/2014 one-time |
| G2.B1.S1.A1 | Provide a Professional Development on exploratory and discovery learning across various disciplines. | Thompson, Shante | 10/29/2014 | Agenda and sign in sheet | 11/12/2014 one-time |
| G2.B1.S2.A1 | Provide professional development opportunities that focuses on the various forms of technology that teachers can use in their classrooms to enhance their lessons across curriculums. | Johnson, Tanysha | 9/16/2014 | Lesson Plans and Common Planning Agendas | 11/26/2014 one-time |
| G3.B1.S1.A1 | Instructional Framework Professional Development | Folk, Nneka | 9/16/2014 | Sign in sheets from PD, Agenda, Coaching Cycle Logs, Instructional Framework samples | 11/26/2014 one-time |
| G3.B1.S2.A1 | The Reading Intervention Coaching Cycle | Folk, Nneka | 9/16/2014 | Coaching Cycle Logs, Teacher Observation Form, Pre-Planning Minutes, Debriefing Notes | 6/5/2015 monthly |
| G3.B2.S1.A1 | The instructional coach will support through the coaching cycle. | Folk, Nneka | 9/16/2014 | Coaching cycle logs and teacher observation and debriefing notes | 11/26/2014 weekly |
| G1.B2.S1.A1 | Provide professional development on the implementation of the Florida Mathematical Practice Standards. | Johnson, Tanysha | 9/16/2014 | PD Sign-in sheets, Agendas, Coaching Logs, and Follow-up Activities (Lesson Plans) | 11/26/2014 one-time |
| G1.B3.S1.A1 | Provide professional development on the utilization of the pacing guide, scope and sequence, along with a variety researched based resources that will assist in the planning and delivery of targeted instruction. | Thompson, Shante | 9/16/2014 | Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities | 9/26/2014 one-time |
| G1.B3.S2.A1 | Provide teachers with job embedded professional development on how to align the Language Arts Florida Standards (LAFS) and the Science | Thompson, Shante | 9/16/2014 | Professional Development Agendas and Sign-in Sheets, Teacher's Lesson Plans | 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 |
|-------------|--|------------------|-------------------------------|--|---------------------|
| | Next Generation Sunshine State Standards (NGSSS) that will assist in the creation of the lessons that address the cognitive complexity of the standard. | | | | |
| G1.B2.S2.A1 | Conduct data chats to analyze current data and create instructional focus calendars for use in making flexible student groups for standard remediation. | Johnson, Tanysha | 9/16/2014 | Instructional Focus Calendars, Differentiated Instruction Lesson Plans, Classroom Walk-through Documentation | 11/26/2014 one-time |
| G3.B2.S2.A1 | Teachers and instructional coach will plan and share best practices during collaborative planning time. | Folk, Nneka | 9/16/2014 | Collaborative planning agenda, reading intervention resources, sign in sheet, | 11/26/2014 weekly |
| G3.B3.S1.A1 | Create a schedule for monthly On going progress monitoring (OPM) assessments to be administered and create a data tracking system to monitor student progress. | Folk, Nneka | 9/16/2014 | OPM Assessment schedules, Reading intervention tracking system, and OPM assessments from teachers and interventionists | 11/26/2014 monthly |
| G3.B3.S2.A1 | Instructional Reading coach will organized and facilitate monthly data chats with teachers and Interventionist to discuss OPM data and realign intervention groups according to the data that's inputted in data tracking system. | Folk, Nneka | 9/16/2014 | Meeting Agendas, Intervention Rosters, Data Tracking System | 11/26/2014 monthly |
| G2.B1.S1.A2 | Work collaboratively during planning to develop lessons that include exploratory and discovery learning. | Thompson, Shante | 11/5/2014 | Planning agendas, lesson plans, and student journals | 6/5/2015 biweekly |
| G1.B1.S1.A2 | Set norms for common planning to establish school-wide expectations. | Thompson, Shante | 9/17/2014 | Common Planning Norms | 9/19/2014 one-time |
| G1.B2.S1.A2 | Work collaboratively during common planning to create lesson plans using backwards planning. | Johnson, Tanysha | 9/16/2014 | Coaching Logs, Agendas, and Lesson Plans | 11/26/2014 one-time |
| G1.B3.S1.A2 | Provide professional development on unwrapping the benchmarks for targeted teachers thus enabling to construct and implement lesson plans that utilize a variety of science resources aligned to NGSSS and that support the LAFS and MAFS. | Thompson, Shante | 9/16/2014 | Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities | 10/10/2014 one-time |
| G1.B3.S2.A2 | Provide teachers with job embedded professional development on text decoding strategies in the content. | Thompson, Shante | 9/16/2014 | Professional Development Agendas and Sign-in Sheets, Teacher's Lesson Plans | 11/26/2014 one-time |
| G1.B2.S2.A2 | Provide professional development on the implementation of small groups, differentiated instruction. | Johnson, Tanysha | 9/16/2014 | Professional Development Sign-in Sheets, Agendas, Coaching Logs, and Lesson Plans | 11/26/2014 one-time |
| G2.B1.S2.A2 | Plan for appropriate usage of math, reading, and science technology during common planning | Johnson, Tanysha | 9/16/2014 | Agendas, Coaching Logs, Lesson Plans | 11/26/2014 one-time |
| G3.B1.S1.A2 | Conduct classroom walk-throughs to ensure that the lessons are being delivered with fidelity according to the instructional framework. | Folk, Nneka | 9/16/2014 | Classroom walk-through documentation and coach's logs | 6/5/2015 one-time |
| G1.B1.S1.A3 | Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of Webb's Depth of Knowledge . | Folk, Nneka | 9/30/2014 | PD Sign in sheet/Agenda, PD follow up product (lesson plans) | 10/8/2014 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 |
|-------------|---|------------------|-------------------------------|--|---------------------|
| G1.B2.S1.A3 | Unwrap the standards during common planning to ensure instruction is aligned to the mathematics. | Johnson, Tanysha | 9/16/2014 | Coaching Logs, Agendas, and lesson Plans | 11/26/2014 one-time |
| G1.B3.S1.A3 | Create instructional frameworks with an emphasis on explicit instruction and student generated work. | Thompson, Shante | 9/16/2014 | Instructional Frameworks tailored to each teacher's instructional block. | 10/14/2014 one-time |
| G1.B3.S2.A3 | During planning, select tasks that provide students for scaffolded opportunities to produce writing products that reflect the cognitive complexity of the standards as evidenced in interactive journals. | Thompson, Shante | 9/16/2014 | Student Interactive Journals, Lesson Plans | 11/26/2014 one-time |
| G1.B2.S2.A3 | Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to students' specific needs. | Johnson, Tanysha | 9/16/2014 | Differentiated Instruction Lesson Plans, Classroom Walk-through Documentation, and Coaching Logs | 11/26/2014 one-time |
| G2.B1.S2.A3 | Plan for appropriate usage of STEM activities | | 9/16/2014 | Lesson Plans, Students' Products | 6/5/2015 one-time |
| G1.B1.S1.A4 | Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development. | Thompson, Shante | 10/17/2014 | Coach support log, planning notes, lesson plans | 10/31/2014 one-time |
| G1.B2.S1.A4 | Employ the effective use of the MAFS item specifications and Webb's Depth of Knowledge in order to create rigorous lessons. | Johnson, Tanysha | 9/16/2014 | Coaching Logs, Agendas, and Lesson Plans | 11/26/2014 one-time |
| G1.B3.S1.A4 | During planning model the use of unwrapping the benchmarks session to select resources, tasks, assignments, and appropriate scaffolded questions in order to meet the cognitive complexity of the standard. | Thompson, Shante | 9/16/2014 | Teacher Lesson Plans | 10/24/2014 one-time |
| G1.B2.S2.A4 | Conduct coaching cycles and model the implementation of small group instruction aligned to data. | Johnson, Tanysha | 9/16/2014 | Coaching Cycle Documentation, Coaching Logs | 11/26/2014 one-time |
| G1.B1.S1.A5 | Conduct coaching cycles and model different components of the instructional framework aligned to the LAFS based on teacher need. | Folk, Nneka | 10/17/2014 | Coaching Logs/Coaching Calendar, coaching cycle forms | 6/5/2015 daily |
| G1.B2.S1.A5 | Consistently monitor common planning (with focus on the use of lesson planning and delivery). | Thompson, Shante | 9/16/2014 | Coaching Logs, Lesson Plans, Walk-through Documentation, Administrative Reflections | 11/26/2014 one-time |
| G1.B3.S1.A5 | Model the delivery of instruction to targeted teachers as a result of the unwrapping the benchmark with a focus on the use of tasks and scaffolded questions in order to meet the cognitive complexity of the standard. | Thompson, Shante | 9/16/2014 | Classroom Walk-through Documentations and Lesson Plans | 10/31/2014 one-time |
| G1.B2.S2.A5 | Create and implement a monthly ongoing progress monitoring schedule and tracking system. | Johnson, Tanysha | 9/16/2014 | Ongoing Progress Monitoring Tracking System | 11/26/2014 one-time |
| G1.B1.S1.A6 | Work collaboratively during common planning to create lesson plans using backward planning. | Folk, Nneka | 10/17/2014 | Common Planning Agenda, lesson plans, student assessment | 6/5/2015 weekly |
| G1.B2.S1.A6 | Develop and implement a plan for how the unwrapped standard will be explicitly taught to ensure student understanding. | Johnson, Tanysha | 9/16/2014 | Coaching Logs, Agendas, and Lesson Plans | 11/26/2014 one-time |
| G1.B1.S1.A7 | Unwrap the standards during common planning to ensure instruction is | Folk, Nneka | 10/17/2014 | Common Planning Agenda, coach support log | 6/5/2015 weekly |

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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 |
|--------------|--|------------------|-------------------------------|--|---------------------|
| | aligned to the Language Arts Florida Standards. | | | | |
| G1.B1.S1.A8 | Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard. | Campbell, Orna | 10/17/2014 | Observation notes, lesson plans, coach support log feedback | 6/5/2015 weekly |
| G1.B1.S1.A9 | Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard. | Thompson, Shante | 10/17/2014 | | 6/5/2015 weekly |
| G1.B1.S1.A10 | Consistently monitor common planning and the implementation of the use of lesson planning and delivery. | Campbell, Orna | 10/17/2014 | Planning notes, coach support logs and feedback. | 6/5/2015 one-time |
| G1.MA1 | Teacher and Coaches feedback | Thompson, Shante | 9/16/2014 | Observation of teachers and Classroom walkthrough documentation | 6/5/2015 one-time |
| G1.B1.S1.MA1 | Teacher feedback on common planning and professional development session. Teacher lesson plans aligned to standards. | Thompson, Shante | 9/9/2014 | Lesson plans, Classroom walkthoug documentation. | 11/26/2014 one-time |
| G1.B1.S1.MA1 | Ensure that planning time is used effectively. Ensure professional development opportunities are made available for all teachers. | Campbell, Orna | 9/9/2014 | Agendas from common planning and professional development meetings.Lesson plans. Classroom walk-through documentation. | 11/26/2014 one-time |
| G1.B2.S1.MA1 | Teacher feedback on common planning and professional development sessions. Teacher lesson plans aligned to standards. | Thompson, Shante | 9/16/2014 | Lesson Plans and Classroom Walk-through Documentations | 6/5/2015 one-time |
| G1.B2.S1.MA1 | Ensure that planning time is used effectively. Ensure professional development opportunities are made available for all teachers. | | 9/16/2014 | Agendas from common planning and professional development meetings, Lesson Plans, and Classroom Walk-through Documentations | 11/26/2014 one-time |
| G1.B3.S1.MA1 | Teacher feedback on common planning and professional development session and teacher lesson plans aligned to the standards. | Thompson, Shante | 9/16/2014 | Lesson Plans and Classroom Walk-through Documentations | 6/5/2015 one-time |
| G1.B3.S1.MA1 | Ensure that planning is used effectively. Ensure professional development opportunities are made available to all teachers. | Thompson, Shante | 9/16/2014 | Agendas from common planning and professional development meetings and Classroom Walk-through Documentation | 11/26/2014 one-time |
| G1.B3.S2.MA1 | Teacher feedback on common planning and professional development sessions. Teacher lesson plans aligned to standards. | Thompson, Shante | 9/16/2014 | Lesson Plans and Classroom Walk-through Documentation | 6/5/2015 one-time |
| G1.B3.S2.MA1 | Ensure professional development opportunities are made available to all teachers. | Thompson, Shante | 9/16/2014 | Agendas from common planning and professional development meetings, lesson Plans, and Classroom Walk-through Documentation. | 11/26/2014 one-time |
| G1.B2.S2.MA1 | Teacher feedback on common planning and professional development session. Teacher lesson plans aligned to standards. | Thompson, Shante | 9/16/2014 | Lesson Plans and Classroom Walk-through Documentation | 6/5/2015 one-time |
| G1.B2.S2.MA1 | Ensure that planning time is used effectively. Ensure professional development opportunities are made available for all teachers. | Thompson, Shante | 9/16/2014 | Agendas from common planning and professional development meetings, Lessons Plans, and Classroom walk-through Documentation. | 11/26/2014 one-time |
| G2.MA1 | Examine Math and Science Assessments that requires students to respond in writing and analyze data | Thompson, Shante | 9/16/2014 | Data increase | 6/5/2015 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 |
|--------------|---|------------------|-------------------------------|--|-------------------------|
| G2.B1.S1.MA1 | Examine Math and Science Assessments that requires students to respond in writing and analyze data | Thompson, Shante | 9/16/2014 | Data increase | 6/5/2015 monthly |
| G2.B1.S1.MA1 | Review student journals demonstrating utilization for critical thinking skills. | Thompson, Shante | 9/16/2014 | Lesson plans and student journals | 6/5/2015 biweekly |
| G2.B1.S2.MA1 | Classroom walk-throughs, student work samples, and assessments | Thompson, Shante | 9/16/2014 | Student products | 6/5/2015 one-time |
| G2.B1.S2.MA1 | Conduct classroom walk-throughs and participation in weekly common planning sessions | Thompson, Shante | 9/16/2014 | Lesson plans, Planning agendas, Administration's feedback on coaches' log and calendar | 11/26/2014 one-time |
| G3.MA1 | Analyze the Data | Campbell, Orna | 9/16/2014 | Performance data increases | 6/5/2015 quarterly |
| G3.B1.S1.MA1 | Analyze the Reading Data | Campbell, Orna | 9/16/2014 | Performance data increases | 6/5/2015 every-2-months |
| G3.B1.S1.MA1 | Monitor the implementation of intervention | Campbell, Orna | 9/16/2014 | Classroom Walkthroughs, Administrative Logs, Intervention Data | 11/26/2014 daily |
| G3.B2.S1.MA1 | Coaching Cycle for Reading Intervention | Campbell, Orna | 9/16/2014 | Leadership team meetings, data reports, coaching cycle logs, and administrative notes | 11/26/2014 weekly |
| G3.B2.S1.MA1 | Coaching Cycle | Campbell, Orna | 9/16/2014 | Coaching Cycle notes and administrative logs | 11/26/2014 weekly |
| G3.B3.S1.MA1 | Create a schedule for monthly On going progress monitoring (OPM) assessments and create a data tracking system to monitor student progress. | Folk, Nneka | 9/16/2014 | Student data and Reading Intervention data tracking system | 11/26/2014 monthly |
| G3.B3.S1.MA1 | Create a data tracking system to monitor Reading Intervention student progress. | Folk, Nneka | 9/16/2014 | Student data from teachers and interventionist and Reading Intervention data tracking system | 11/26/2014 monthly |
| G3.B1.S2.MA1 | Intervention Ongoing Progress Monitoring Data | Thompson, Shante | 9/16/2014 | Increase in performance data | 6/5/2015 monthly |
| G3.B1.S2.MA1 | Coaching Logs and Administrator Walkthroughs | Thompson, Shante | 9/16/2014 | Increase in performance data | 11/26/2014 one-time |
| G3.B2.S2.MA1 | Teachers, instructional coach, and Administration will plan and share best practices during collaborative planning time. | Folk, Nneka | 9/16/2014 | Collaborative Planning agenda and sign in sheets, data reports, lesson plan templates and instructional frameworks for reading intervention. | 11/26/2014 weekly |
| G3.B2.S2.MA1 | Teachers and instructional coach plan and share best practices during collaborative planning time. | Folk, Nneka | 9/16/2014 | Collaborative Planning agenda and sign in sheet, data reports, and reading intervention resources and materials | 11/26/2014 weekly |
| G3.B3.S2.MA1 | Instructional Reading coach will organized and facilitate monthly data chats with teachers and Interventionist to discuss OPM data and realign and/or adjust intervention groups according to the data that's inputted in data tracking system. | Thompson, Shante | 9/16/2014 | Data Chat agenda and sign in sheets, student data, and Reading Intervention data tracking forms, | 11/26/2014 monthly |
| G3.B3.S2.MA1 | Instructional Reading coach will organized and facilitate monthly data chats with teachers and Interventionist to discuss OPM data in Reading Intervention data tracking system. | Folk, Nneka | 9/16/2014 | Data Chat agenda and sign in sheet, Reading Intervention tracking system/forms, student data, and monthly schedule for data chat meetings | 11/26/2014 monthly |

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. Consistently plan, implement and monitor rigorous instruction that are aligned to the standards and meet high expectations for all students.

G1.B1 There is limited evidence of effective reading planning and instructional delivery aligned to the Florida Standards.

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

PD Opportunity 1

Provide professional development on the implementation of the Language Arts Florida Standards.

Facilitator

ETO Curriculum Support Specialist and Reading Coach

Participants

Teachers K-5 ALL Subject Areas

Schedule

On 10/30/2014

G1.B2 There is limited understanding of planning and instructional strategies utilizing the Math Florida Standards (MAFS) and Mathematical Practices to deliver instruction.

G1.B2.S1 Utilize the mathematics Florida Standards when planning for and delivering instruction.

PD Opportunity 1

Provide professional development on the implementation of the Florida Mathematical Practice Standards.

Facilitator

Tanysha Johnson (Math Coach) and ETO Curriculum Support Specialist

Participants

K-5 math Teachers

Schedule

On 11/26/2014

G1.B2.S2 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

PD Opportunity 1

Provide professional development on the implementation of small groups, differentiated instruction.

Facilitator

Tanysha Johnson and ETO Curriculum Support Specialist

Participants

K-5 Math Teachers

Schedule

On 11/26/2014

G1.B3 Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards.

G1.B3.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

PD Opportunity 1

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

Facilitator

Shante Thompson (Assistant Principal) and ETO Curriculum Support Specialist

Participants

K-5 Science Teachers

Schedule

On 9/26/2014

PD Opportunity 2

Provide professional development on unwrapping the benchmarks for targeted teachers thus enabling to construct and implement lesson plans that utilize a variety of science resources aligned to NGSSS and that support the LAFS and MAFS.

Facilitator

Shante Thompson (Assistant Principal) and ETO Curriculum Support Specialist

Participants

K-5 Science Teachers

Schedule

On 10/10/2014

G1.B3.S2 Utilize research based reading, writing, and ESOL strategies to enhance science instruction.

PD Opportunity 1

Provide teachers with job embedded professional development on how to align the Language Arts Florida Standards (LAFS) and the Science Next Generation Sunshine State Standards (NGSSS) that will assist in the creation of the lessons that address the cognitive complexity of the standard.

Facilitator

Shante Thompson (Assistant Principal) and ETO Curriculum Support Specialist

Participants

K-5 Science Teachers

Schedule

On 11/26/2014

PD Opportunity 2

Provide teachers with job embedded professional development on text decoding strategies in the content.

Facilitator

Shante Thompson (Assistant Principal) and ETO Curriculum Support Specialist

Participants

K-5 Science Teachers

Schedule

On 11/26/2014

G2. Increase the opportunities where students can actively participate in STEM activities to problem solve, explore and discover within various disciplines.

G2.B1 Teachers need support to plan and prepare materials that provide opportunities for students to participate in discovery learning.

G2.B1.S1 Exploratory and discovery Professional Development opportunities.

PD Opportunity 1

Provide a Professional Development on exploratory and discovery learning across various disciplines.

Facilitator

Science CSS, Math CSS, Literacy CSS, Math Coach, and Reading Coach

Participants

ALL K-5 Teachers

Schedule

On 11/12/2014

G2.B1.S2 Infuse technology in instruction that will provide opportunities for students to problem solve.

PD Opportunity 1

Provide professional development opportunities that focuses on the various forms of technology that teachers can use in their classrooms to enhance their lessons across curriculums.

Facilitator

Science CSS, Math CSS, Math Coach, and Assistant Principal

Participants

All K-5 Teachers

Schedule

On 11/26/2014

G3. Implement explicit instruction during reading intervention to target specific students' deficiencies to increase reading proficiency.

G3.B1 Limited teacher participation in professional developments which will enhance the necessary skills to teach intervention with fidelity.

G3.B1.S1 Provide teachers with professional development opportunities that outlines an instructional framework for implementing effective and explicit reading intervention.

PD Opportunity 1

Instructional Framework Professional Development

Facilitator

Instructional Coach or ETO CSS

Participants

All teachers providing reading intervention

Schedule

On 11/26/2014

Technical Assistance Items

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

G3. Implement explicit instruction during reading intervention to target specific students' deficiencies to increase reading proficiency.

G3.B1 Limited teacher participation in professional developments which will enhance the necessary skills to teach intervention with fidelity.

G3.B1.S2 The reading coach will model how to effectively implement the reading intervention curriculum during the intervention block.

PD Opportunity 1

The Reading Intervention Coaching Cycle

Facilitator

Reading Coach or ETO CSS

Participants

All reading intervention teachers

Schedule

Monthly, from 9/16/2014 to 6/5/2015

Budget Rollup

Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0 |