

Irving & Beatrice Peskoe K 8 Center



2014-15 School Improvement Plan

Irving & Beatrice Peskoe K 8 Center

301 WESTWARD DR, Miami Springs, FL 33166

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

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

92%

Alternative/ESE Center

No

Charter School

No

Minority

95%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	38

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Irving & Beatrice Peskoe K-8 Center is the development of our students' social and academic achievements in order to succeed in a multicultural diverse community. With the commitment of all stakeholders, our students will become productive citizens in a global society.

Provide the school's vision statement

Irving & Beatrice Peskoe K-8 Center endeavors to be a warm, creative learning environment where students will develop the strengths to overcome academic and social challenges.

School Environment

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

Irving & Beatrice Peskoe K-8 Center offers all students an inviting learning environment where their cultures are respected and valued. With a student centered mission, the school's faculty seek to provide every child a home away from home. Students who are new to our school are ushered in by a welcoming committee whose responsibility is to get acclimated. Teachers receive pertinent information that will enable them to better the students in their classes and better understand how to reach out to them.

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

Maintaining a warm and inviting environment is our first step in making our students feel safe and respected. The school has a full-time security monitor who patrols the hallways ensuring safety and security. Additionally, teachers and other staff members serve in different capacities to provide morning supervision, at specific locations. We also have a team of safety patrols who assist with keeping children safe. When conflicts or disruption arise, students are encouraged to inform their teachers, the school counselor, and/or administration. We care to address all concerns in a timely manner as to return our operation to its smooth and productive course.

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

Every classroom teacher is required to have clear classroom policies and procedures that every student understand and able to apply. These procedures include adherence to the Code of Student Conduct, acceptable peer interactions and respectful rapport with teachers as well as proper behavior in the cafeteria with delineations of adverse consequences. Through character education, the students learn to value their time and put forth maximum effort and are continuously encouraged to set attainable goals for their academic performance. Teachers provide immediate recognition and praise for model behavior. Students with persistent undesirable conduct are referred to Administration; they may be assigned a peer mentor, be put on a behavior plan or be referred for further support and intervention.

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

The school is staffed with two guidance counselors for the purpose of ensuring that the social-emotional needs of all students are being met. Referral to Guidance Counselors come teachers, paraprofessionals as well as parents. Counseling services for students encompass four areas of skill development which include: academic, personal/social, career and community awareness, and health awareness. From a social-emotional standpoint, our school implements a rigorous anti-bullying program that compels everyone to report bullying anonymously. Classroom teachers infuse the anti-bullying program in their social science curriculum. Counselors and peer mediators offer assistance with conflict resolution, and character education occurs on a daily basis during morning announcements.

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

During the 2013-2014 school year, our school experienced attendance below 90% in every grade level except fourth and fifth. The lowest rates of attendance or 80 percent happened in first grade, followed by seventh grade and kindergarten at 81 percent.

We had 45 instances of suspensions.

Ninety-seven students from Kindergarten to 7th grade failed reading, and sixty students fail mathematics.

One hundred students from grades 3 through 8 scored level 1 on the 2014 FCAT 2.0, and 114 scored level 1 in mathematics.

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Attendance below 90 percent	18	26	12	13	4	5	9	11	7	105	
One or more suspensions	0	2	3	2	3	1	4	4	1	20	
Course failure in ELA or Math	7	37	13	35	35	7	12	9	2	157	
Level 1 on statewide assessment	0	0	0	38	36	35	39	42	24	214	

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

To improve the academic performance of students identified by the early warning system, our school will construct a data bank that will serve as student risk profile. Based on the information compiled, students will begin receiving academic intervention in the forms of classroom support or pull-out intervention during non-core subjects. After school tutoring in English Language Arts and Mathematics will also offer assistance to students with academic deficiencies.

Irregular attendance is being addressed systematically. Once a child reaches 5 days of absences during the school year, consecutive or not, a phone call is made to alert parents of the negative impact of poor attendance on the student's academic performance. Parents are encouraged to bring notes of excuses as appropriate.

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/202061>.

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

Irving & Beatrice Peskoe K-8 Center has had a long standing relationship with many vendors in our area. Partners such as Winn Dixie, Walgreens and Publix have played a major role in supporting student motivation towards academic achievement and celebrating teacher appreciation week. Intermittently, our partners supply us with items that can be used for decorations, rewards and celebration. In return, our students' art work ornate their walls and windows, our school chorus performs for their clients at Christmas time, and our parents patronize their businesses. Irving & Beatrice Peskoe K-8 Center deeply values these relationships and continues to work towards forming new partnerships.

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
Sierra Hernandez, Madelyn	Principal
Bleus, Marie	Assistant Principal

Duties

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

Function and Responsibility:

The principal provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school

staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

The Assistant Principal assists in the implementation of the Principal's vision to use data-based decision making; ensures that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

Principal, Assistant Principal, Reading Coaches, Science Coach, Math Coach, Writing Facilitator, Gifted Teacher, Student Service Personnel, School Psychologist, and Speech and Language Pathologist provide information about core instruction; participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff members to implement Tier 2 intervention, and integrate Tier 1 materials/intervention with Tier 2/3 activities.

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

The MTSS Leadership Team at Irving and Beatrice Peskoe K-8 uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus of the CORE instruction.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determining how we will know if students have made expected levels of progress towards proficiency?

(What progress will show a positive response?)

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response?

(MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals

or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by

group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using

the Tier 2 problem solving process after each OPM.

For students not responding to the Tier 2 or Tier 3 interventions, problem solving sessions are scheduled with the teacher and the Student-Based Leadership/Intervention Team. Current response to intervention are reviewed and a new action plan is created for implementation or the team may recommend moving forward with an in-depth evaluation.

Title I, Part A

At Irving and Beatrice Peskoe K-8 Center, the administrative team in conjunction with the leadership team oversee the coordination of all programs and services. Students in need of support and remediation are given extended learning opportunities such as pull-out tutoring and/or after-school programs or summer school. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/

behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. They assist with whole school screening in order to provide early intervention services for children to be considered "at risk". They assist with the design and implementation of progress monitoring, data collection and data analysis. They participate in the design and delivery of professional development and provide continuous support. The school also has parental participation program, Title I CHES and special support services for the special-needs population such as homeless, migrant (as appropriate), and neglected and delinquent students.

Title I, Part C- Migrant

The District Migrant Liaison coordinates with Title I and other programs in order to conduct a comprehensive needs assessment of migrant students to ensure that the needs of these students are met.

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

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL 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

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners at Irving & Beatrice Peskoe K-8 Center.

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

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on Best Practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials (K-12)
- hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

Title VI, Part B - NA

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for Irving & Beatrice Peskoe K-8 Center students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Irving & Beatrice Peskoe K-8 Center will continue to provide Supplemental Academic Instruction (SAI) as part of our After-School Tutoring (AFT) program.

Violence Prevention Programs

Irving & Beatrice Peskoe K-8 Center offers a non-violence and anti-drug program for students incorporating field trips, community service, drug tests, and counseling.

Nutrition Programs

1) Irving & Beatrice Peskoe K-8 Center adheres to and implements the nutrition requirements mandated by the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through the physical education curriculum.

Housing Programs - N/A

Head Start – N/A

Adult Education – N/A
 Career and Technical Education – N/A
 Job Training – N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Madelyn Sierra-Hernandez	Principal
Jennifer Brooks	Teacher
Billy Cooper	Teacher
David Loeffler	Teacher
Mercedes Throckmorton	Teacher
Alejandra Calle	Teacher
Jasmine Day	Parent
Jennifer Nelson	Parent
Catherine Johnson	Parent
Abigail Ortiz	Parent
Debbie Pena	Parent
Armando Batista	Student
Larry Caudle	Business/Community
William Cure	Business/Community
James Weiland	Business/Community
Melissa Caudle	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

The evaluation of the 2013-2014 School Improvement Plan (SIP) was conducted during the beginning, middle, and end. The SAC reviewed and approved the SIP by consensus.

Development of this school improvement plan

SAC members contributed pertinent information, participated in creating the action plan for this school year, and reviewed the section relation to School Advisory Council. Further, through the problem solving approach, input was provided that influenced the decision-making this year's school improvement plan.

Preparation of the school's annual budget and plan

The SAC's budget plan was created to assist with the purchases of instructional supplies, library books, and hourly personnel tutoring. All purchases will support reading, writing, math, and science.

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

The projected use of the school improvement funds are to assist with the purchases of instructional supplies, library books and workbooks. Utilizing the FTE funds of \$3,500.00, the following amount will be allocated for each project:

- Instructional supplies \$1,500.00
- Library books \$800.00
- Workbooks \$1,200.00

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
Sierra Hernandez, Madelyn	Principal
Bleus, Marie	Assistant Principal
Bethel, Rochelle	Instructional Coach
Lewis, Adrian	Instructional Coach
Milner-Stubbs, Kerstin	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The principal, the reading coaches and the LLT will consider student assessment data, classroom observational data, and the professional development listed on the teachers' IPDP form, and School Improvement Plan, when planning professional development for the school. The principal and reading coaches will meet regularly to collaborate about the needs of teachers and students. During these meetings the reading coaches will advise the principal regarding professional development planned based on follow up visits from classroom observations. The principal will also update the reading coaches about district and state reading requirements that could impact reading instruction at the school. Additionally, the principal and the reading coaches will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period;
- analyzing the progress monitoring data with reading coaches;
- directing the reading coaches to meet with grade level/departments to review their progress monitoring (FAIR) data
- Ensuring that the reading coaches use the data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations.
- monitoring the teacher's use of data driven instruction during classroom visits.

The principal will provide time for the media specialist to attend grade-level planning meetings so that

collaborative planning between the media specialist and the classroom teachers can occur. Increasing collaborative planning and teaching between the classroom teacher and the media specialist will positively impact the media center for the purpose of instruction and checking out library materials. The principal will take an active role in promoting the library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center reading promotion campaigns. Additionally, the principal and the media specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals.

Public and Collaborative Teaching

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

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

Our school embraces an all-inclusive approach to foster a positive working relationship amongst teachers. Every grade level has a healthy composition of new, relatively new as well as seasoned teachers. This balance creates spirited dynamics that enable members of each grade level to feed-off of and complement each other. The grade level chairperson is chosen by the members of the team, and the master schedule provides common planning time. In cases where common planning is not feasible for the entire grade level, it is ensured for teachers teaching the same subject. At faculty meetings, opportunities are made available for teachers to share Best Practices and new knowledge garnered from recent professional development sessions.

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

Irving and Beatrice Peskoe K-8 Center has an active Beginning Teacher Program in place to provide new teachers and teachers new to the building with the assistance, administrative support, collaborative decision-making, and conducive teaching and learning conditions. This includes monthly meetings with the Curriculum Leadership Team and grade level meetings. These levels of support are available consistently. Ms. Jennifer Brooks is assigned to the new beginning teacher.

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

All new teachers are provided with mentors to assist them as they begin their career. All new teachers are provided with professional learning opportunities through professional development and ongoing planning and curriculum support at the school site and through the district's MINT program - Mentoring and Induction for New Teachers. Ms. Jennifer Brooks has multiple years of teaching experience and relevant teaching background and is the Kindergarten Chairperson. Therefore, Ms. Kristina Hamaty, the new kindergarten teacher is paired with Ms. Brooks for guidance and support.

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

Across all curriculum areas, teachers were provided copies of the Florida Standards, Item Specs and Task Cards with Question Stems during Curriculum Planning at the beginning of the school year. The standards guide planning and are broken down, unwrapped and discussed at Weekly Grade Level

Meetings. All instruction throughout the week is driven by these standards, and are assessed for mastery either weekly or bi-weekly. In addition, monthly professional development is provided by the reading coach to ensure thorough understanding of all instructional programs. The District Pacing Guides serve as road maps for content pacing and effective planning. Because the Florida standards do not correlate to the science textbooks, teachers must be overly familiar with the benchmarks, essential content, and objectives of the Pacing Guide. The Item Specifications further break down the benchmarks and provide clarification and limits on the content to be taught.

Instructional Strategies

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

Data drive the school's reading instruction with a laser-like focus across all curricula. Disaggregated data are the blueprint for Differentiated Instruction in all grade levels. My On-Reader data provides a reading level which allows teachers to align independent reading materials with minimal frustration for the student. Having fluently read a book on their level enables students to fare well on follow-up quizzes. The I-Ready Program delivers a level in addition to students' specific areas of weakness in both English Language Arts and Mathematics. The reading level report allows students to select the correct leveled books during independent center time.

The skill report drives instruction in the Push-In Tutoring and Teacher Led Center where teachers instruct the weaker skills to mastery. FAIR-FS reports in Grades 3-8 give teachers additional data which address areas of concern in Word Reading, Vocabulary, Syntactic Knowledge and Reading Comprehension. Specific skills are addressed in both whole group and small group, and are applied through assessment. Interim Assessments in both Reading and Writing provide grade level data that is used to scaffold student needs as they progress to grade level mastery. Data drives our Pull-Out Tutoring and the Wonder Works Intervention program by aligning specific academic needs to instructional small groups.

Differentiated instruction in mathematics is taken place through the use of Reflex Math, ThinkCentral Intervention, GIZMOS, McGraw-Hill Online Resources. District and topic assessments provide the necessary data for Differentiated Instruction. Progress is assessed through Ongoing Progress Monitoring. Data also drives our After School Reading Programs for all students, providing an additional opportunity to master skills necessary for proficiency on state assessments.

Data is used to determine secondary benchmarks to be reviewed/retaught in the science classrooms. These secondary benchmarks are addressed as bellringers, mini-lessons, and DI. Data is also used to determine enrichment opportunities; Savvy Scientists (during Special Areas) and Science Club (after school). Resources used for both classroom, remediation, and enrichment include AIMS, Discovery, J and J Boot Camp, Gizmos, Scott Foresman, Pearson, ScienceSaurus, and the MCDPS Science website. Peskoe K-8 also participates in Dream in Green's Green School Challenge and Fairchild Tropical Garden's Fairchild Challenge.

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:

To increase the amount and the quality of learning time as well as to enrich and accelerate the curriculum, Irving & Beatrice Peskoe K-8 Center intends to structure After School programs that utilize proven research-based strategies. Already underway is our Science Engineering Communications Mathematics Enrichment (SECME) program. The students participate in fun interesting activities that prepare them for competitions. They utilize hands-on activities to reinforce math and science concepts. The Title III Grant will help us target ELL students and provide them support in acquiring the English language. Additionally, After-School Tutoring (AFT) will be offered to all students who have deficiency in reading and mathematics, and Savvy Scientists will provide enrichment in science.

Beyond the school hours, students have access to a slew of online programs that are available to them around the clock. Such programs include Reading Plus, iReady, My On-Reader, Discovery Education to name a few. Students are encouraged to visit these sites to continue enrich their learning.

Strategy Rationale

Developing our students academic potential is our mission. As such, we strive to make available to them the resources that will enable the attainment of that goal. Students are encouraged to make learning and academic growth their priorities, and parents are provided information on how to support our efforts towards that aim.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sierra Hernandez, Madelyn, madsierra@dadeschools.net

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

Data are collected on an ongoing basis (i.e., Baseline, Interims, Teacher-Developed Assessments, FAIR, CELLA, Progress Monitoring Benchmarks, etc.). Data chats, grade level meetings, and cross-curricular planning (middle school) are used to determine and validate student placement and progress. Persons responsible are administration, leadership team, and teachers.

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

At Irving and Beatrice Peskoe K-8 Center we have two different Pre-Kindergarten programs of which one is designed to provide intensive speech and language support. Each unit has a teacher and a paraprofessional.. Mid year we have Pre-K articulation meetings designed to create a plan to assist the students with transition. The Pre-K transition from neighboring daycare centers and early childhood programs to the Kindergarten program takes place annually towards the end of the school year. Pre-K teachers and the receiving Kindergarten teachers are highly instrumental with this transition.

During the first forty-five days of school, Kindergarten students are screened using FLKRS, and FAIR assessments. Data from these assessments are used to determine the students' development and readiness for school as well as the effectiveness of the transition plan. Testing results indicate that most of the students that had the benefit of the Pre-K program are on grade level, whereas those that are below grade level did not attend a Pre-K program and arrive below grade level. Children scoring what is considered below level for their age are remediated to bring their academics up to what is considered on grade level. The teachers also work closely and collaborate with the kindergarten teachers to ensure vertical coherence.

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

NA

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

NA

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G048275

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Reading - Hispanic	60.0
AMO Reading - White	67.0
AMO Reading - ELL	55.0
AMO Reading - SWD	43.0
AMO Reading - ED	57.0
FSA - English Language Arts - Proficiency Rate	27.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	79.0
AMO Math - SWD	39.0
FSA - Mathematics - Proficiency Rate	30.0
Math Gains	69.0
Math Lowest 25% Gains	69.0
FCAT 2.0 Science Proficiency	42.0
Algebra I EOC Pass Rate	100.0
CELLA Listening/Speaking Proficiency	63.0
CELLA Reading Proficiency	33.0
CELLA Writing Proficiency	28.0

Resources Available to Support the Goal 2

- (K-5) McGraw Hill Wonders/Wonder Works; (6-8 ELA/ELL) Mc-Dougal- Littell Literature; (6-8IR) and (6-8 ELL Developmental Language Arts National) Geographic Cengage Inside
- (K-5) McGraw-Hill Wonders ELL leveled readers, WonderWorks, FSA Item Specifications grades (3-8 ELA) and supplemental instructional charts, reader response journals, and Discovery Education resources. (6-8 ELA) McDougal-Littel Classzone, CPALMS, NBC Learns, and Discovery Education; (6-8 IR)myon Reader components. (6-8 ELL Developmental Language Arts) Achieve3000
- Core-Houghton Mifflin Harcourt, Go Math! Florida, Grades K-5, McGraw-Hill Education, Florida Math Grades 6-8, Ready Florida MAFS Curriculum Associates; Supplemental-Go Math! Digital Resources, McGraw-Hill Digital Resources, Edgenuity MAFS Digital Resources (6-8), Algebra Nation
- Grade K-5 Leveled Readers (Regular, Gifted & Advanced)Core: 6-8Pearson Interactive Science - Florida, Course 1, 2, and/or 3
- [http://science.dadeschools.net/elem/instructional Resources/default.html](http://science.dadeschools.net/elem/instructional%20Resources/default.html) , Gizmos (3-8), BYOD Resources (5 – 8) http://science.dadeschools.net/byod/byod_students_ms.html , Discovery Education, NBC Learn, PBS Learning Media, Florida ACHIEVES FCAT Explorer/FOCUS <http://www.fcatexplorer.com/> ,CPALMS, PowerMyLearning, Scholastic Study Jams, Edgenuity: Miami-Dade Comprehensive Science Program (6-8), Khan Academy (6-8), Supplemental Resources in Pacing Guides (K-5, 6-8), Florida Activities Integrating Mathematics and Science (AIMS) Resource Book (K-5), ScienceSaurus Student Handbook (K-5), Baseline and/or Interim Assessments grades 5 and 8, Pre-tests and Quarterly Science Benchmarks Assessments (QSBA) in ThinkGate (K – 4, 6, and 7), Extended Learning Modules on Learning Village, District

developed Unit Assessments uploaded in ThinkGate found under District Assessments (6-8), Instructional Resources: Benchmark Review <http://science.dadeschools.net/middleSchool/InstructionalResoucesMS.html> ,Science Fair, SECME, NSTA: Formative Assessment Probes, Dream in Green, Fairchild Challenge, Biscayne Nature Center, MAST Outreach (Weather on Wheels, LandSharc), EarthEcho International

Targeted Barriers to Achieving the Goal **3**

- Limited evidence of in-depth planning aligned to the Florida Language Arts Standards for Reading and Writing across all grade levels (K-8)
- Limited evidence of teacher knowledge of the Mathematics Florida Standards
- Limited evidence of vocabulary proficiencies in science classrooms

Plan to Monitor Progress Toward G1. **8**

Fall and Winter Interim data, monthly skills tests, classroom assessments

Person Responsible

Madelyn Sierra Hernandez

Schedule

On 2/13/2015

Evidence of Completion

Comparison charts, trend analysis charts, progress monitoring charts

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G048275

G1.B1 Limited evidence of in-depth planning aligned to the Florida Language Arts Standards for Reading and Writing across all grade levels (K-8) **2**

 B120397

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 S132285

Strategy Rationale

Additional need for in depth planning due to new standards

Action Step 1 **5**

Provide job embedded professional development through grade-level teams to unwrap upcoming standards in order to increase knowledge of the LAFS standards and develop rigorous lessons utilizing the FSA ELA Item Specifications (3-8) that will guide and impact instruction in English Language Arts, ELL, and Reading courses inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Digital Resources, etc.)

Person Responsible

Madelyn Sierra Hernandez

Schedule

On 10/15/2014

Evidence of Completion

teacher lesson plans, reading/writing notebooks, and classroom observations

Action Step 2 5

Plan with teachers and reading coach for effective and rigorous lessons utilizing the grades 6-8 ELA/ELL pacing guides and the exemplar lessons (6-8) which will guide and impact instruction.

Person Responsible

Rochelle Bethel

Schedule

On 11/14/2014

Evidence of Completion

complete comprehensive lesson plans aligned to the District pacing guides

Action Step 3 5

Provide professional development on how to utilize the reading materials effectively and use the entire program with fidelity for grades 6-8 on September 25, 2014. Provide professional development for teachers on September 25, 2014 on the use of the WonderWorks intervention program in order to target students' reading deficiencies for grades 3-5.

Person Responsible

Rochelle Bethel

Schedule

On 9/25/2014

Evidence of Completion

teacher lesson plans, student work folders ,and classroom observations, intervention schedules, attendance sheets, OPM Charts and student work folders

Action Step 4 5

Conduct weekly classroom walkthroughs to ensure effective implementation of standards based instruction developed during collaborative planning. In addition, monitor fidelity of implementation of reading programs on a daily basis.

Person Responsible

Madelyn Sierra Hernandez

Schedule

On 11/14/2014

Evidence of Completion

classroom walkthrough forms

Action Step 5 5

Conduct weekly coaching cycles with identified teachers on the implementation of the Language Arts Florida Standards.

Person Responsible

Rochelle Bethel

Schedule

On 11/26/2014

Evidence of Completion

Coaching Logs, Coaching Calendar

Action Step 6 5

Disaggregate and analyze student assessment data both formal and informal (Weekly or Bi-Weekly Assessments, OPM's, Interims, Unit Assessments, etc.) to drive planning and instruction.

Person Responsible

Marie Bleus

Schedule

On 11/21/2014

Evidence of Completion

Student assessment reports, data binder, student data chat sheets

Action Step 7 5

Plan with teachers and reading coach every other week (ELL, Elem ELA) and weekly (ELA Sec) with grade levels to effectively incorporate the district's rigorous open ended questions and text based writing prompts.

Person Responsible

Rochelle Bethel

Schedule

On 11/26/2014

Evidence of Completion

Evidenced in the teacher lesson plans, reading/writing notebooks, and classroom observations

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

Implementation of Action Plan

Person Responsible

Madelyn Sierra Hernandez

Schedule

On 11/26/2014

Evidence of Completion

Data, walkthroughs, logs, calendars

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

Data analysis and disaggregation

Person Responsible

Madelyn Sierra Hernandez


Schedule

Quarterly, from 11/14/2014 to 2/13/2015

Evidence of Completion

Interim data, monthly skills test, classroom assessments, student grades

G1.B3 Limited evidence of teacher knowledge of the Mathematics Florida Standards **2**

 B120399

G1.B3.S1 Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem solving protocol **4**

 S132891

Strategy Rationale

Additional need for in-depth planning due to new standards

Action Step 1 **5**

Provide professional development on effective planning protocols where teachers select real-world application problems and task which are aligned to the content standards cognitive complexity level through the use of the FLDOE FSA Item Specifications and the District pacing guides.

Person Responsible

Adrian Lewis

Schedule

Weekly, from 8/25/2014 to 9/24/2014

Evidence of Completion

Sign-in sheets agendas and training materials

Action Step 2 **5**

Conduct weekly classroom visitations to identify teachers who need support in implementing effective planning protocols and selecting real-world application problems and tasks aligned to the content standard cognitive complexity level.

Person Responsible

Madelyn Sierra Hernandez

Schedule

On 9/30/2014

Evidence of Completion

Lesson plans, work samples, journals

Action Step 3 5

Conduct coaching cycles with identified teachers to help with the implementation of effective planning protocols and selection real-world application problems and tasks aligned to the content standards cognitive complexity level

Person Responsible

Adrian Lewis

Schedule

Weekly, from 8/25/2014 to 10/2/2014

Evidence of Completion

Coaching logs, lesson plans, work samples

Action Step 4 5

Conduct weekly collaborative planning sessions with grade level team to unwrap upcoming standards in order to increase knowledge of the MAFS standards to guide the selection of real-world application problems and tasks during planning including technology enhanced resources.

Person Responsible

Adrian Lewis

Schedule

Weekly, from 8/25/2014 to 10/6/2014

Evidence of Completion

Sign-in sheets agendas and unwrapping the standards worksheets

Action Step 5 5

Plan and effectively implement lessons that in corporate real-world application problems and tasks aligned to the content standards cognitive complexity level.

Person Responsible

Adrian Lewis

Schedule

Weekly, from 8/25/2014 to 10/6/2014

Evidence of Completion

Lesson plans, work samples, journals

Action Step 6 5

Support teachers in disaggregating data from formal and informal assessments and Fall Interim including analyzing results to assist in adjusting instruction to meet students' instructional needs; specifically targeting students that fall in the lowest quartile and/or show regression.

Person Responsible

Madelyn Sierra Hernandez

Schedule

Monthly, from 8/27/2014 to 11/21/2014

Evidence of Completion

Data debriefing agenda, sign-in sheets, data from classroom assessments and Fall Interim Assessment.

Action Step 7 5

Conduct weekly classroom walkthroughs to monitor the effective implementation of planning protocols and the selection of real-world application problems and tasks aligned to the content standards cognitive complexity level

Person Responsible

Madelyn Sierra Hernandez

Schedule

Weekly, from 8/25/2014 to 10/20/2014

Evidence of Completion

Walkthrough notes, detailed lesson plans, student work samples and journals

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

Implementation of Action Plan

Person Responsible

Madelyn Sierra Hernandez

Schedule

On 11/26/2014

Evidence of Completion

Data, walkthroughs, logs and calendars

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

Data analysis and disaggregation

Person Responsible

Madelyn Sierra Hernandez


Schedule

Quarterly, from 11/14/2014 to 2/13/2015

Evidence of Completion

Interim data, monthly skills tests, classroom assessments, student grades

G1.B7 Limited evidence of vocabulary proficiencies in science classrooms 2

 B120403

G1.B7.S1 Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction. 4

 S132902

Strategy Rationale

Additional need for more in-depth planning to deepen the students' understanding of the scientific process

Action Step 1 5

Plan collaboratively with science teachers to align activities to correct content depth and complexity according to the FCAT 2.0 item specifications, learning goals, and current 2014-2015 District Pacing Guides

Person Responsible

Kerstin Milner-Stubbs

Schedule

Weekly, from 8/25/2014 to 9/18/2014

Evidence of Completion

Lesson plans, work samples, lab activities, student journals/interactive notebooks

Action Step 2 5

Model how to provide students with opportunities to present, refine and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion according to correct content, depth and rigor.

Person Responsible

Kerstin Milner-Stubbs

Schedule

Weekly, from 8/25/2014 to 9/26/2014

Evidence of Completion

Lesson plans, work samples, lab activities, student journals/interactive notebooks

Action Step 3 5

Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include completed claims, evidence and reasoning; as delineated by the Florida Standards.

Person Responsible

Kerstin Milner-Stubbs

Schedule

Biweekly, from 8/25/2014 to 9/26/2014

Evidence of Completion

Lesson plans, work samples, lab activities, student journals/interactive notebooks

Action Step 4 5

Monitor the implementation of identified strategies through administrative walkthroughs using the 5 Dimensions of Teaching and Learning.

Person Responsible

Madelyn Sierra Hernandez

Schedule

On 11/15/2014

Evidence of Completion

Lesson plans, work samples, lab activities, student journals/interactive notebooks and bell ringers

Action Step 5 5

Attend content-based professional development on non-opt days.

Person Responsible

Kerstin Milner-Stubbs

Schedule

On 11/4/2014

Evidence of Completion

PD roster, follow-up assignment, sharing best practices

Action Step 6 5

Establish a plan and timeline for the development of students projects and ensure that all students participate in scientific enrichment activities and increase the participation in science competitions.

Person Responsible

Kerstin Milner-Stubbs

Schedule

On 11/6/2014

Evidence of Completion

Lesson plans, work samples, lab activities, student journals/interactive notebooks and bell ringers

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Implementation of Action Plan

Person Responsible

Madelyn Sierra Hernandez

Schedule

On 11/26/2014

Evidence of Completion

Data, Classroom Walkthroughs, Lesson plans, work samples, lab activities, student journals/interactive notebooks

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Monitor effectiveness through data analysis and disaggregation

Person Responsible

Madelyn Sierra Hernandez

Schedule

Quarterly, from 11/14/2014 to 2/13/2015

Evidence of Completion

Interim data, monthly skills tests, classroom assessments, student grades

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 job embedded professional development through grade-level teams to unwrap upcoming standards in order to increase knowledge of the LAFS standards and develop rigorous lessons utilizing the FSA ELA Item Specifications (3-8) that will guide and impact instruction in English Language Arts, ELL, and Reading courses inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Digital Resources, etc.)	Sierra Hernandez, Madelyn	9/22/2014	teacher lesson plans, reading/writing notebooks, and classroom observations	10/15/2014 one-time
G1.B3.S1.A1	Provide professional development on effective planning protocols where teachers select real-world application problems and task which are aligned to the content standards cognitive complexity level through the use of the FLDOE FSA Item Specifications and the District pacing guides.	Lewis, Adrian	8/25/2014	Sign-in sheets agendas and training materials	9/24/2014 weekly
G1.B7.S1.A1	Plan collaboratively with science teachers to align activities to correct content depth and complexity according to the FCAT 2.0 item specifications, learning goals, and current 2014-2015 District Pacing Guides	Milner-Stubbs, Kerstin	8/25/2014	Lesson plans, work samples, lab activities, student journals/interactive notebooks	9/18/2014 weekly
G1.B1.S1.A2	Plan with teachers and reading coach for effective and rigorous lessons utilizing the grades 6-8 ELA/ELL pacing guides and the exemplar lessons (6-8) which will guide and impact instruction.	Bethel, Rochelle	9/22/2014	complete comprehensive lesson plans aligned to the District pacing guides	11/14/2014 one-time
G1.B3.S1.A2	Conduct weekly classroom visitations to identify teachers who need support in implementing effective planning protocols and selecting real-world application problems and tasks aligned to the content standard cognitive complexity level.	Sierra Hernandez, Madelyn	8/22/2014	Lesson plans, work samples, journals	9/30/2014 one-time

Dade - 4391 - Irving & Beatrice Peskoe K 8 Center - 2014-15 SIP
Irving & Beatrice Peskoe K 8 Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S1.A2	Model how to provide students with opportunities to present, refine and evaluate scientific questions about natural phenomena and investigate answers through experimentation, research, and information gathering and discussion according to correct content, depth and rigor.	Milner-Stubbs, Kerstin	8/25/2014	Lesson plans, work samples, lab activities, student journals/interactive notebooks	9/26/2014 weekly
G1.B1.S1.A3	Provide professional development on how to utilize the reading materials effectively and use the entire program with fidelity for grades 6-8 on September 25, 2014. Provide professional development for teachers on September 25, 2014 on the use of the WonderWorks intervention program in order to target students' reading deficiencies for grades 3-5.	Bethel, Rochelle	9/25/2014	teacher lesson plans, student work folders ,and classroom observations, intervention schedules, attendance sheets, OPM Charts and student work folders	9/25/2014 one-time
G1.B3.S1.A3	Conduct coaching cycles with identified teachers to help with the implementation of effective planning protocols and selection real-world application problems and tasks aligned to the content standards cognitive complexity level	Lewis, Adrian	8/25/2014	Coaching logs, lesson plans, work samples	10/2/2014 weekly
G1.B7.S1.A3	Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that inclusions that include completed claims, evidence and reasoning; as delineated by the Florida Standards.	Milner-Stubbs, Kerstin	8/25/2014	Lesson plans, work samples, lab activities, student journals/interactive notebooks	9/26/2014 biweekly
G1.B1.S1.A4	Conduct weekly classroom walkthroughs to ensure effective implementation of standards based instruction developed during collaborative planning. In addition, monitor fidelity of implementation of reading programs on a daily basis.	Sierra Hernandez, Madelyn	9/22/2014	classroom walkthrough forms	11/14/2014 one-time
G1.B3.S1.A4	Conduct weekly collaborative planning sessions with grade level team to unwrap upcoming standards in order to increase knowledge of the MAFS standards to guide the selection of real-world application problems and tasks during planning including technology enhanced resources.	Lewis, Adrian	8/25/2014	Sign-in sheets agendas and unwrapping the standards worksheets	10/6/2014 weekly
G1.B7.S1.A4	Monitor the implementation of identified strategies through administrative walkthroughs using the 5 Dimensions of Teaching and Learning.	Sierra Hernandez, Madelyn	9/2/2014	Lesson plans, work samples, lab activities, student journals/interactive notebooks and bell ringers	11/15/2014 one-time
G1.B1.S1.A5	Conduct weekly coaching cycles with identified teachers on the implementation of the Language Arts Florida Standards.	Bethel, Rochelle	9/22/2014	Coaching Logs, Coaching Calendar	11/26/2014 one-time
G1.B3.S1.A5	Plan and effectively implement lessons that in corporate real-world application problems and tasks aligned to the content standards cognitive complexity level.	Lewis, Adrian	8/25/2014	Lesson plans, work samples, journals	10/6/2014 weekly
G1.B7.S1.A5	Attend content-based professional development on non-opt days.	Milner-Stubbs, Kerstin	9/25/2014	PD roster, follow-up assignment, sharing best practices	11/4/2014 one-time
G1.B1.S1.A6	Disaggregate and analyze student assessment data both formal and	Bleus, Marie	9/22/2014	Student assessment reports, data binder, student data chat sheets	11/21/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	informal (Weekly or Bi-Weekly Assessments, OPM's, Interims, Unit Assessments, etc.) to drive planning and instruction.				
G1.B3.S1.A6	Support teachers in disaggregating data from formal and informal assessments and Fall Interim including analyzing results to assist in adjusting instruction to meet students' instructional needs; specifically targeting students that fall in the lowest quartile and/or show regression.	Sierra Hernandez, Madelyn	8/27/2014	Data debriefing agenda, sign-in sheets, data from classroom assessments and Fall Interim Assessment.	11/21/2014 monthly
G1.B7.S1.A6	Establish a plan and timeline for the development of students projects and ensure that all students participate in scientific enrichment activities and increase the participation in science competitions.	Milner-Stubbs, Kerstin	9/8/2014	Lesson plans, work samples, lab activities, student journals/interactive notebooks and bell ringers	11/6/2014 one-time
G1.B1.S1.A7	Plan with teachers and reading coach every other week (ELL, Elem ELA) and weekly (ELA Sec) with grade levels to effectively incorporate the district's rigorous open ended questions and text based writing prompts.	Bethel, Rochelle	9/22/2014	Evidenced in the teacher lesson plans, reading/writing notebooks, and classroom observations	11/26/2014 one-time
G1.B3.S1.A7	Conduct weekly classroom walkthroughs to monitor the effective implementation of planning protocols and the selection of real-world application problems and tasks aligned to the content standards cognitive complexity level	Sierra Hernandez, Madelyn	8/25/2014	Walkthrough notes, detailed lesson plans, student work samples and journals	10/20/2014 weekly
G1.MA1	Fall and Winter Interim data, monthly skills tests, classroom assessments	Sierra Hernandez, Madelyn	11/14/2014	Comparison charts, trend analysis charts, progress monitoring charts	2/13/2015 one-time
G1.B1.S1.MA1	Data analysis and disaggregation	Sierra Hernandez, Madelyn	11/14/2014	Interim data, monthly skills test, classroom assessments, student grades	2/13/2015 quarterly
G1.B1.S1.MA1	Implementation of Action Plan	Sierra Hernandez, Madelyn	9/22/2014	Data, walkthroughs, logs, calendars	11/26/2014 one-time
G1.B3.S1.MA1	Data analysis and disaggregation	Sierra Hernandez, Madelyn	11/14/2014	Interim data, monthly skills tests, classroom assessments, student grades	2/13/2015 quarterly
G1.B3.S1.MA1	Implementation of Action Plan	Sierra Hernandez, Madelyn	9/22/2014	Data, walkthroughs, logs and calendars	11/26/2014 one-time
G1.B7.S1.MA1	Monitor effectiveness through data analysis and disaggregation	Sierra Hernandez, Madelyn	11/14/2014	Interim data, monthly skills tests, classroom assessments, student grades	2/13/2015 quarterly
G1.B7.S1.MA1	Implementation of Action Plan	Sierra Hernandez, Madelyn	9/22/2014	Data, Classroom Walkthroughs, Lesson plans, work samples, lab activities, student journals/interactive notebooks	11/26/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Limited evidence of in-depth planning aligned to the Florida Language Arts Standards for Reading and Writing across all grade levels (K-8)

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

PD Opportunity 1

Provide job embedded professional development through grade-level teams to unwrap upcoming standards in order to increase knowledge of the LAFS standards and develop rigorous lessons utilizing the FSA ELA Item Specifications (3-8) that will guide and impact instruction in English Language Arts, ELL, and Reading courses inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Digital Resources, etc.)

Facilitator

Dawn Pearce, Leslie Adams, Rochelle Bethel

Participants

All Reading Teachers

Schedule

On 10/15/2014

G1.B3 Limited evidence of teacher knowledge of the Mathematics Florida Standards

G1.B3.S1 Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem solving protocol

PD Opportunity 1

Provide professional development on effective planning protocols where teachers select real-world application problems and task which are aligned to the content standards cognitive complexity level through the use of the FLDOE FSA Item Specifications and the District pacing guides.

Facilitator

Adrian Lewis, Math Coach; Anne Matthews, Math CSS

Participants

All mathematics teachers

Schedule

Weekly, from 8/25/2014 to 9/24/2014

G1.B7 Limited evidence of vocabulary proficiencies in science classrooms

G1.B7.S1 Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction.

PD Opportunity 1

Attend content-based professional development on non-opt days.

Facilitator

Milner-Stubbs, Kerstin

Participants

All Science teachers

Schedule

On 11/4/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0