

# Scott Lake Elementary School



2014-15 School Improvement Plan

## Scott Lake Elementary School

1160 NW 175TH ST, Miami, FL 33169

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
90%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
100%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
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 Scott Lake Elementary School is to strive to maintain high expectations of excellence for all students, teachers, parents, and staff. Through quality education, we will meet the diverse, multicultural needs of our students by fostering a lifelong love of learning and developing responsible and productive citizens for the 21st Century.

##### **Provide the school's vision statement**

The vision of Scott Lake Elementary is to utilize a high standard of excellence, where our team will work cooperatively to implement instructional strategies to increase student achievement and provide a safe and nurturing environment.

#### School Environment

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

Instructional personnel and support staff provide students with learning opportunities through project based learning, using technology and real life application. These projects provide opportunities to build relationships between teachers and students.

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

Providing a safe learning environment for the students at Scott Lake Elementary is of utmost importance. Adequate supervision is provided by key staff members throughout the campus before, during, and after school. The school reinforces the District's policy of Zero Tolerance on Bullying. The school counselor consistently addresses specific needs requested by the classroom teacher and visits those classrooms to provide support. The school counselor also provides Individual/Group Counseling to students to address their individual needs.

##### **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**

All staff members follow the school-wide Discipline Plan which addresses violations of the Code of Student Conduct in a progressive manner. Collaborative parent conferences are held when a student violates the Code of Student Conduct. Additionally, each teacher has created their individual Classroom Management Plan (i.e. Class DOJO, color coded system,). "Rings of Glory" Student Incentive Program publicly recognizes classes that exhibit exemplary behavior outside the classroom. Classes receive "Rings" when "caught" being exemplary (i.e. walking in a straight and quiet line in the hallway, adhering to the directions of the adult in charge during morning line-up, exhibiting good cafeteria behavior). Classes can receive a "Ring" from ANY member of the staff at ANY time throughout the day. Classes that earn 25 Rings or more each quarter will be recognized with a special reward from the Administrative Team. Once the nine weeks ends, all earned "Rings" will be removed and a new challenge will begin for the new nine-weeks.



**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**

Young Ladies of Distinction (YLOD) and the 5000 Role Models of Excellence Program have been established at Scott Lake for select 3rd-5th graders. Both programs provide mentoring from members of the school staff and community. The school counselor consistently addresses specific needs requested by the teacher and visits those classrooms to provide support. The School Counselor also provides Individual/Group Counseling with students.

**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 amount of students absent with less than 90% attendance will be decreased by three percentage points from 11% to 8% in order to increase achievement.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	9	8	9	4	9	48
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	5	2	4	14	2	8	35
Level 1 on statewide assessment	0	0	0	39	25	47	111

*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**

The Alternate to Suspension Plan provides intervention strategies which focus on preventative steps before suspension. These steps include reward for positive behavior and school-wide, class, and individual incentives. The Attendance Review Committee, comprised of the Assistant Principal, School Counselor, Community Involvement Specialist, and Registrar, meets bi-weekly to analyze attendance data and collaborate with families to prevent excessive absences/tardies. The Community Involvement Specialist schedules home visits to meet with those parents who have excessive absences.

**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/196823>.

#### **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**

Collaborative conversations and communication is key to sustaining successful business partnerships in the community. Through the support of the Executive PASS Partnership Program, Scott Lake has business partnerships with The City of Miami Gardens, Ibiley School Uniforms & More and The Foundation for Florida's Future (FFF). Incentives are provided by the partnerships to support school wide student and staff attendance programs.

### **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.:

<b>Name</b>	<b>Title</b>
Wilson Rochelle, Lakesha	Principal
Jean, Geraldine	Teacher, K-12
Duffie-Johnson, Sharmaine	Teacher, K-12
Gonzalez, Idaniel	Assistant Principal
Louis, Emmanuela	Teacher, K-12

##### **Duties**

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

The MTSS/Rtl Leadership Team members are also members of the Educational Excellence School Advisory Council (EESAC). The MTSS/Rtl Leadership Team provides data on Tier 1, Tier 2, and Tier 3 students. Targets academic and social/emotional areas that need to be addressed and helps set clear expectations for instruction. The team facilitates the development of a systematic approach to teaching and aligns processes and procedures.

The MTSS/Rtl Problem-solving process guides the development and implementation of the SIP through its

self-correcting method. Data collected and analyzed on Tier 1, Tier 2, and Tier 3 Targets identify the problem(s) and determines academic and behavioral goals. Further problem analysis determines possible

causes of the identified problem so that evidenced-based interventions are selected or developed, and then

implemented. Constant progress monitoring of SIP goals are reviewed and discussed during monthly

EESAC  
meetings.

***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 school's MTSS/Rtl Leadership Team collaborates monthly to analyze data utilizing ThinkGate, PMRN, CELLA, and District Interim Assessment reports. Data is compiled and linked to Instructional decisions, progress monitoring at the grade level and classroom level to recognize students who are meeting/exceeding standards. The leadership team will provide professional development and resources necessary to carry out effective interventions. Norms were established at the Opening of School Meeting and are reviewed at the start of each school wide meeting. The MTSS/Rtl ensures implementation of intervention and supports the process of building consensus and increasing communications amongst teachers, staff, students and parents. Weekly collaborative planning has been established for grade levels PK-5. During this time, instructional frameworks are established and collaboration of an effective plan is devised appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen. The Counselor offers quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions. In addition to providing interventions, student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Scott Lake Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialist (CIS), serves as a liaison 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. Instructional Coaches develop, lead, and evaluate core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Involvement Plan (PIP). The school improvement process and the annual Title I Annual Parent Meeting conducted at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program, include Title I CHESS, Common Threads World Cuisine Cooking Skills, Orchestra, Chorus, Book and Art Clubs.

Title III funds are also used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- Before school tutorial program (K-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers

Scott Lake Elementary has partnered with the Center for Family and Child Enrichment to implement the "Too Good for Drugs" Program. The 10-week program, led by the School Counselor, provides preventative steps to all fifth grade students to ensure that our students are drug-free.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
LaKesha Wilson-Rochelle	Principal
Sherria Isom	Teacher
Geraldine Jean	Teacher
Sheren Broadhurst	Teacher
Moira McAn	Teacher
Emmanuela Louis	Teacher
Mary-Ann Karcher	Teacher
Victory Coleman	Student
Portia Coleman	Parent
David Williams	Business/Community
Ed Haynes	Business/Community
	Student

#### Duties

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

*Evaluation of last year's school improvement plan*

Data from the 2014 FCAT 2.0 indicates that the strategies listed on last year's school improvement plan were met with fidelity.

*Development of this school improvement plan*

The School Advisory Council (SAC) members engage in the problem-solving process by reviewing the previous year's data and provide suggested strategies that address the educational needs of the current student population. Closing the achievement gap and increasing the number of students meeting proficiency is the main focus. This collaboration includes a continuous analysis of the data throughout the academic year resulting in the adjustment of strategies as needed.

*Preparation of the school's annual budget and plan*

The projected use of school EESAC funds includes \$2597.21 to be used to purchase desktop computers to support School Improvement goals for Reading, Writing, Math, and Science.

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

School Improvement funds were utilized to purchase interactive journals for students in grades K-5 to support and enhance the transition to Common Core Standards by providing opportunities to demonstrate mastery in the following content areas: Reading, Writing, Mathematics, Science (\$1,999.00). Funds will also be utilized for student recognition during the annual Awards Assemblies(\$1000.00).

**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
Wilson Rochelle, Lakesha	Principal
Gonzalez, Idaniel	Assistant Principal
Duffie-Johnson, Sharmaine	Instructional Coach
Louis, Emmanuela	Teacher, K-12
Warren, Yvuanda	Teacher, K-12
Dos Santos, Meivy	Teacher, K-12
Jean, Geraldine	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

During the 2014-15 school year, the LLT will focus on programs, materials, and personnel in order to provide the best learning environment for the students and attaining closing the achievement gap and increasing the Reading proficiency. Students will be encouraged to participate in several reading activities including: Two Book Fairs (Fall and Spring), a Morning Book Club, Storybook Character Parade (October), Reading in the Garden (December), Accelerated Reader, and reading contests. Classroom teachers plan collaboratively with the media specialist and regularly visit the media center for the purpose of instruction and circulation of library materials.

**Public and Collaborative Teaching**

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

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

All content area teachers collaborate with instructional coaches and administrators during collaborative planning sessions. During these sessions, teachers highlight best practices while the instructional coaches assist in the preparation of the delivery of the lesson. Administrators provide support based on teachers' needs.

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

Research has continually indicated that the most important factor in individual student achievement is the effectiveness of the teacher in the classroom. Standards, technology, facilities, and instructional materials all contribute to a world-class education, but none are as significant a predictor of student success as the quality of the teacher. In order to recruit and retain highly qualified teachers, Scott Lake Elementary will implement a comprehensive approach that attends to both recruiting, preparing, and supporting the effectiveness of new teachers, as well as to the recognition, professional development and improvement of veteran instructors. The plan is inclusive of all stakeholders that form and influence our education system: Department staff, colleges of education, community colleges, school district personnel staff, teachers, administrators, parents, and the business community. Scott Lake Elementary will continue to collaborate with these organizations and highly qualified Instructional Coaches in order to provide support to new teachers.

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

Implement Teacher Teaching Teachers (TTT) Mentoring Program where new teachers and early career teachers are paired with veteran teachers to share best practices and strategies that focus on Florida Standards. Additionally, collaborate with local colleges and universities where new teachers obtain advanced degrees. Expand innovative programs that require new teachers increased time in a variety of classroom settings. Build on the established standards and develop a competency-based accountability model that is easily understood.

## **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***

District Pacing Guides and State Item Specifications are reviewed during collaborative planning sessions to ensure that core instructional programs and materials are aligned to Florida's standards.

#### **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***

During collaborative planning sessions, instructional coaches debrief with content area teachers to provide updated data based on classroom assessment. The effective use of instructional focus calendars are implemented. Data chats with the administration are held quarterly and data is analyzed. Students are grouped in to differentiated instruction groups. The purpose of the differentiated instruction groups is to the correct the deficiency through small group 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: Extended School Day**

**Minutes added to school year: 10,800**

All students participate in the Extended Learning Day program with a focus in reading competency and closing the achievement gap. Intervention and Enrichment programs, providing daily small group instruction in the areas of Reading and Mathematics.

**Strategy Rationale**

Based on the results of the 2014 FCAT 2.0 Reading Assessment, there is a need to provide students with intervention and enrichment programs.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Wilson Rochelle, Lakesha, pr4881@dadeschools.net

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

Interim Assessment will be administered to students in November 2014. And FAIR-FS in January 2015.

**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**

Students in the Kindergarten program are assessed at the beginning of the school year using the Florida Kindergarten Readiness Screening (FLKRS). Data collected from this screening will be used to plan academic and social/emotional instruction for students in kindergarten. Instruction will include modeling, guided practice, and independent practice of all skills. The FAIR component of (FLKRS) will be re-administered mid-year and analyzed to drive instruction for the remainder of the year. An end-of-year assessment will indicate if students have achieved mastery on the Kindergarten grade level expectations.

Assessment tools to determine student readiness in Pre-Kindergarten and Kindergarten General Education

and Special Education:

-Oral Language Proficiency Scale (OLPS)

Pre-Kindergarten General Education:

-Child Observation Record (COR)

Pre-Kindergarten Special Education:

-The Devereux Early Childhood Assessment (DECA)

-Learning Accomplishment Profile Diagnostic edition (LAP-D)

-LAP-D screening for General Education students

-Phonological and Early Literacy Inventory

- Battelle Developmental Inventory (BDI 2)
- Preschool Key Experience Note Form

### 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.** If we effectively plan and deliver lessons that are aligned to the Florida Standards, then we will increase student achievement by improving core instruction in all content area.
- G2.** Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.
- G3.** To increase student achievement and better prepare students to be college ready through STEM initiatives and projects.
- G4.** PARENTAL INVOLVEMENT: See Title I PIP PLAN

## 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.** If we effectively plan and deliver lessons that are aligned to the Florida Standards, then we will increase student achievement by improving core instruction in all content area. 1a

G047509

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Math - All Students	62.0
FCAT 2.0 Science Proficiency	33.0

**Resources Available to Support the Goal** 2

- Florida Standards Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks; Saxon, Go Math, ReflexMath, iReady, J&J Boot Camp, AIMS Science, Discovery Education, Instructional Coaches, Curriculum Support Specialist

**Targeted Barriers to Achieving the Goal** 3

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

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

Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward the goal.

**Person Responsible**

Lakesha Wilson Rochelle

**Schedule**

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

**Evidence of Completion**

Agendas; Sign-in Log during Data Chats

**G2.** Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1a

G048084

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	11.0
One or More Suspensions	1.0

**Resources Available to Support the Goal** 2

- Student Attendance Incentive Program, Alternate to Suspension Plan, Schoolwide Discipline Plan, "Rings of Glory" Positive Behavior Incentive Program, Parent/Student Handbook

**Targeted Barriers to Achieving the Goal** 3

- There is limited parental involvement as it relates to student attendance and participation in collaborative parent conferences.

**Plan to Monitor Progress Toward G2.** 8

Analyze district generated student attendance reports to review with the Attendance Review Committee.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

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

**Evidence of Completion**

District generated student attendance reports

**G3.** To increase student achievement and better prepare students to be college ready through STEM initiatives and projects. 1a

G048007

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Extended Math Block with a focus on Differentiated Instruction, Collaborative Planning Time, iReady, Reflex Math, AIMS Science, J&J Boot Camp

**Targeted Barriers to Achieving the Goal** 3

- Students lack exposure to writing about scientific facts and findings after a STEM activity or project.

**Plan to Monitor Progress Toward G3.** 8

Analyze student performance data.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

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

**Evidence of Completion**

Data reports

**G4. PARENTAL INVOLVEMENT: See Title I PIP PLAN** 1a

G048038

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos, J&J Boot Camp

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G4.** 8

Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward the goal.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Quarterly, from 9/9/2014 to 12/1/2014

**Evidence of Completion**

Agendas; Sign-in Log during Data Chats

## 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.** If we effectively plan and deliver lessons that are aligned to the Florida Standards, then we will increase student achievement by improving core instruction in all content area. **1**

 G047509

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

 B119529

**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. **4**

 S131366

### Strategy Rationale

Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### Action Step 1 **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 DOK.

#### Person Responsible

Lakesha Wilson Rochelle

#### Schedule

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

#### Evidence of Completion

Sign-in Log, Lesson Plans, Performance Tasks

## Action Step 2 5

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

### **Person Responsible**

Lakesha Wilson Rochelle

### **Schedule**

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

### **Evidence of Completion**

Common Planning Agendas, Common Planning Sign-in Log, Lesson Plans, Performance Tasks, Student Journals

## Action Step 3 5

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

### **Person Responsible**

Lakesha Wilson Rochelle

### **Schedule**

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

### **Evidence of Completion**

Coach and CSS support logs and coaching cycle protocol forms

## Action Step 4 5

Work collaboratively during common planning to create lesson plans using backward planning, ensuring that student work products (end products) are aligned to the learning targets and meet the needs of the standard.

### **Person Responsible**

Lakesha Wilson Rochelle

### **Schedule**

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

### **Evidence of Completion**

Common Planning Agendas, Common Planning sign-in Logs, Lesson Plans, Performance Tasks, Student Journals

### Action Step 5 5

Provide opportunities to review student work products during planning to ensure that work products met the expectations that were planned for. Increase descriptive and corrective feedback on student work products.

#### **Person Responsible**

Lakesha Wilson Rochelle

#### **Schedule**

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

#### ***Evidence of Completion***

Common Planning Agendas, Common Planning sign-in Logs, Lesson Plans, Performance Tasks, Student Journals

### Action Step 6 5

Plan for and provide opportunities to respond to text dependent questions and cite text evidence (Claims-Evidence-Reasoning, that demonstrates understanding of information from multiple sources.

#### **Person Responsible**

Idaniel Gonzalez

#### **Schedule**

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

#### ***Evidence of Completion***

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

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

#### **Person Responsible**

Lakesha Wilson Rochelle

#### **Schedule**

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

#### ***Evidence of Completion***

Follow-up Collaborative Conversations with Administrative Team and Instructional Coaches based on Classroom Walkthroughs.



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

Debrief with instructional coaches on the implementation of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard. Analyze student performance data.

### Person Responsible

Lakesha Wilson Rochelle


### Schedule

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


### Evidence of Completion

Sign-in Logs, Agendas

**G2.** Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1

 G048084

**G2.B1** There is limited parental involvement as it relates to student attendance and participation in collaborative parent conferences. 2

 B119782

**G2.B1.S1** Student Attendance Incentive Program 4

 S131596

### Strategy Rationale

Increase student attendance at all grade levels.

## Action Step 1 5

Implement the Student Attendance Incentive Program at all grade levels.

### Person Responsible

Idaniel Gonzalez

### Schedule

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

### Evidence of Completion

Analyze daily student attendance reports to prevent truancy.

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

Attendance Review Committee

**Person Responsible**

Idaniel Gonzalez

**Schedule**

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

***Evidence of Completion***

Follow-up Collaborative Conversations with Administrative Team and the Attendance Review Committee

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

Monitor the Student Attendance Bulletin daily for discrepancies and ensure that they are corrected.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

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

***Evidence of Completion***

The corrected student attendance bulletin will be reviewed for accuracy.

**G2.B1.S2 Schoolwide Behavioral Systems** 4

S139201

**Strategy Rationale**

Decrease the number of student suspensions.

**Action Step 1** 5

Implement school-wide positive reinforcement programs to decrease student suspensions.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

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

**Evidence of Completion**

District generated suspension reports will be analyzed by the Administrative Team.

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

Analyze the effectiveness of the positive reinforcement incentive programs.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

On 6/4/2015

**Evidence of Completion**

District generated Suspension reports

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

Analyze the effectiveness of the schoolwide behavioral systems.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

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

**Evidence of Completion**

District generated suspension reports

**G3.** To increase student achievement and better prepare students to be college ready through STEM initiatives and projects. 1

G048007

**G3.B1** Students lack exposure to writing about scientific facts and findings after a STEM activity or project.

2

B119581

**G3.B1.S1** Increase rigor in science by providing students the opportunity to respond to STEM activities and projects through writing found in journals. 4

S131431

### Strategy Rationale

Increase the use of technology in Science and Mathematics to increase rigor and provide purposeful and engaging instructional activities.

### Action Step 1 5

Provide professional development of effective implementation of STEM activities with a focus on technology software programs that will enhance the STEM objective.

#### Person Responsible

Idaniel Gonzalez

#### Schedule

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

#### Evidence of Completion

Sign-in Log, Follow-up Collaborative Conversations with Administrative Team and Instructional Coaches based on Classroom Walkthroughs.

### Action Step 2 5

School-wide Science Fair and the use of science journals to document the scientific process.

#### Person Responsible

Idaniel Gonzalez

#### Schedule

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

#### Evidence of Completion

Participation in school and district Science Fair programs.

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

On-going monitoring of students participating in the science fair with completed projects and STEM related activities in the classroom.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

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

***Evidence of Completion***

Follow-up Collaborative Conversations with Administrative Team and Instructional Coaches based on Classroom Walkthroughs.

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

Conduct classroom walkthroughs to monitor the effectiveness of the implementation and instruction of STEM activities.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

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

***Evidence of Completion***

Sign-in Logs, Agendas

**G4. PARENTAL INVOLVEMENT: See Title I PIP PLAN 1**

G048038

**G4.B1** Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards. 2

B119672

**G4.B1.S1** Standard Based Instruction 4

S131492

**Strategy Rationale**

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

**Action Step 1 5**

Provide Professional Development on the utilization of the pacing guide, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Monthly, from 9/9/2014 to 10/17/2014

**Evidence of Completion**

Science CSS and Assistant Principal to provide job-embedded professional development during planning on use of resources.

**Action Step 2 5**

Model during planning the use of the “unwrapping the benchmark” session to select resources, tasks, assignments and appropriate scaffolded questions in order to meet the cognitive complexity of the standard.

**Person Responsible**

Idaniel Gonzalez

**Schedule**

Weekly, from 9/9/2014 to 10/24/2014

**Evidence of Completion**

During classroom walkthroughs ensure that student-generated writing is appropriately scaffolded and aligned to the cognitive complexity.

**Action Step 3** 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**

Idaniel Gonzalez

**Schedule**

Daily, from 9/9/2014 to 10/31/2014

***Evidence of Completion***

Delivery of instruction will provide evidence of the use of a variety of resources and tasks aligned to standards.

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

Conduct classroom walk-throughs to monitor effective delivery of instruction that is clearly focused and aligned to the standards.

**Person Responsible**

Lakesha Wilson Rochelle

**Schedule**

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

***Evidence of Completion***

Follow-up Collaborative Conversations with Administrative Team and Instructional Coaches based on Classroom Walkthroughs.

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

Collaborative Conversations held During Common Planning Times

**Person Responsible**

Lakesha Wilson Rochelle

**Schedule**

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

***Evidence of Completion***

Sign-in Logs, Agendas

### Strategy Rationale

Implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition.

### Action Step 1 5

Provide targeted teachers with job-embedded professional development on the use of The Gradual Release Model of Responsibility with an emphasis on the "I Do / We Do" portion of the lesson.

#### Person Responsible

Idaniel Gonzalez

#### Schedule

Weekly, from 9/9/2014 to 11/7/2014

#### Evidence of Completion

Science CSS and Assistant Principal provided job-embedded professional development during planning on the use of the Gradual Release with an emphasis on "I Do/We Do"

### Action Step 2 5

Create Instructional Frameworks with an emphasis on the "I Do / We Do" portion of the lesson.

#### Person Responsible

Idaniel Gonzalez

#### Schedule

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

#### Evidence of Completion

Science CSS and Assistant Principal providd targeted teachers with an Instructional Framework during planning with an emphasis on "I Do/We Do"



### Action Step 3 **5**

Model effective instructional delivery that targets the cognitive complexity of the standard during the “I Do” and “We Do” portion of the Gradual Release Model of Responsibility for targeted teachers.

#### **Person Responsible**

Idaniel Gonzalez

#### **Schedule**

Weekly, from 9/9/2014 to 11/21/2014

#### ***Evidence of Completion***

Science CSS and Assistant Principal providd targeted teachers with an Instructional Framework during planning with an emphasis on "I Do/We Do"

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

During classroom walkthroughs focus on the implementation of the Gradual Release Model of Responsibility with an emphasis on the “I Do / We Do” portion of the lesson.

#### **Person Responsible**

Idaniel Gonzalez

#### **Schedule**

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

#### ***Evidence of Completion***

Classroom Walkthrough Logs,

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

The CSS will provide support to teachers during collaborative planning sessions. The administrator will provide feedback to teachers based on classroom walkthroughs

#### **Person Responsible**

Idaniel Gonzalez

#### **Schedule**

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

#### ***Evidence of Completion***

Classroom Walkthrough Logs,

## 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 comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.	Wilson Rochelle, Lakesha	8/18/2014	Sign-in Log, Lesson Plans, Performance Tasks	6/4/2015 weekly
G3.B1.S1.A1	Provide professional development of effective implementation of STEM activities with a focus on technology software programs that will enhance the STEM objective.	Gonzalez, Idaniel	8/18/2014	Sign-in Log, Follow-up Collaborative Conversations with Administrative Team and Instructional Coaches based on Classroom Walkthroughs.	6/4/2015 weekly
G4.B1.S1.A1	Provide Professional Development on the utilization of the pacing guide, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction	Gonzalez, Idaniel	9/9/2014	Science CSS and Assistant Principal to provide job-embedded professional development during planning on use of resources.	10/17/2014 monthly
G4.B1.S2.A1	Provide targeted teachers with job-embedded professional development on the use of The Gradual Release Model of Responsibility with an emphasis on the "I Do / We Do" portion of the lesson.	Gonzalez, Idaniel	9/9/2014	Science CSS and Assistant Principal provided job-embedded professional development during planning on the use of the Gradual Release with an emphasis on "I Do/We Do"	11/7/2014 weekly
G2.B1.S1.A1	Implement the Student Attendance Incentive Program at all grade levels.	Gonzalez, Idaniel	8/18/2014	Analyze daily student attendance reports to prevent truancy.	6/4/2015 daily
G2.B1.S2.A1	Implement school-wide positive reinforcement programs to decrease student suspensions.	Gonzalez, Idaniel	8/18/2014	District generated suspension reports will be analyzed by the Administrative Team.	6/4/2015 daily
G1.B1.S1.A2	Follow-up on the implementation of the Florida Standards and comprehensive lesson planning provided during the professional development.	Wilson Rochelle, Lakesha	8/18/2014	Common Planning Agendas, Common Planning Sign-in Log, Lesson Plans, Performance Tasks, Student Journals	6/4/2015 monthly
G3.B1.S1.A2	School-wide Science Fair and the use of science journals to document the scientific process.	Gonzalez, Idaniel	8/18/2014	Participation in school and district Science Fair programs.	6/4/2015 daily
G4.B1.S1.A2	Model during planning the use of the "unwrapping the benchmark" session to select resources, tasks, assignments and appropriate scaffolded questions in order to meet the cognitive complexity of the standard.	Gonzalez, Idaniel	9/9/2014	During classroom walkthroughs ensure that student-generated writing is appropriately scaffolded and aligned to the cognitive complexity.	10/24/2014 weekly
G4.B1.S2.A2	Create Instructional Frameworks with an emphasis on the "I Do / We Do" portion of the lesson.	Gonzalez, Idaniel	9/9/2014	Science CSS and Assistant Principal providd targeted teachers with an Instructional Framework during planning with an emphasis on "I Do/We Do"	11/14/2014 weekly
G4.B1.S1.A3	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	Gonzalez, Idaniel	9/9/2014	Delivery of instruction will provide evidence of the use of a variety of resources and tasks aligned to standards.	10/31/2014 daily
G1.B1.S1.A3	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Wilson Rochelle, Lakesha	9/9/2014	Coach and CSS support logs and coaching cycle protocol forms	12/19/2014 weekly
G4.B1.S2.A3	Model effective instructional delivery that targets the cognitive complexity of the standard during the "I Do" and "We Do" portion of the Gradual Release	Gonzalez, Idaniel	9/9/2014	Science CSS and Assistant Principal providd targeted teachers with an Instructional Framework during planning with an emphasis on "I Do/We Do"	11/21/2014 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
	Model of Responsibility for targeted teachers.				
G1.B1.S1.A4	Work collaboratively during common planning to create lesson plans using backward planning, ensuring that student work products (end products) are aligned to the learning targets and meet the needs of the standard.	Wilson Rochelle, Lakesha	9/9/2014	Common Planning Agendas, Common Planning sign-in Logs, Lesson Plans, Performance Tasks, Student Journals	12/19/2014 weekly
G1.B1.S1.A5	Provide opportunities to review student work products during planning to ensure that work products met the expectations that were planned for. Increase descriptive and corrective feedback on student work products.	Wilson Rochelle, Lakesha	9/9/2014	Common Planning Agendas, Common Planning sign-in Logs, Lesson Plans, Performance Tasks, Student Journals	12/19/2014 daily
G1.B1.S1.A6	Plan for and provide opportunities to respond to text dependent questions and cite text evidence (Claims-Evidence-Reasoning, that demonstrates understanding of information from multiple sources.	Gonzalez, Idaniel	8/18/2014		6/4/2015 weekly
G1.MA1	Interim Assessment Data will be collected and reviewed throughout the year to determine progress toward the goal.	Wilson Rochelle, Lakesha	8/18/2014	Agendas; Sign-in Log during Data Chats	6/4/2015 quarterly
G1.B1.S1.MA1	Debrief with instructional coaches on the implementation of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard. Analyze student performance data.	Wilson Rochelle, Lakesha	8/18/2014	Sign-in Logs, Agendas	6/4/2015 weekly
G1.B1.S1.MA1	Conduct classroom walk-throughs to monitor the effective use of lesson planning and delivery of instruction to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Wilson Rochelle, Lakesha	8/18/2014	Follow-up Collaborative Conversations with Administrative Team and Instructional Coaches based on Classroom Walkthroughs.	6/4/2015 daily
G2.MA1	Analyze district generated student attendance reports to review with the Attendance Review Committee.	Gonzalez, Idaniel	8/18/2014	District generated student attendance reports	6/4/2015 quarterly
G2.B1.S1.MA1	Monitor the Student Attendance Bulletin daily for discrepancies and ensure that they are corrected.	Gonzalez, Idaniel	8/18/2014	The corrected student attendance bulletin will be reviewed for accuracy.	6/4/2015 weekly
G2.B1.S1.MA1	Attendance Review Committee	Gonzalez, Idaniel	8/18/2014	Follow-up Collaborative Conversations with Administrative Team and the Attendance Review Committee	6/4/2015 daily
G2.B1.S2.MA1	Analyze the effectiveness of the schoolwide behavioral systems.	Gonzalez, Idaniel	8/18/2014	District generated suspension reports	6/4/2015 daily
G2.B1.S2.MA1	Analyze the effectiveness of the positive reinforcement incentive programs.	Gonzalez, Idaniel	8/18/2014	District generated Suspension reports	6/4/2015 one-time
G3.MA1	Analyze student performance data.	Gonzalez, Idaniel	8/18/2014	Data reports	6/4/2015 quarterly
G3.B1.S1.MA1	Conduct classroom walkthroughs to monitor the effectiveness of the implementation and instruction of STEM activities.	Gonzalez, Idaniel	8/18/2014	Sign-in Logs, Agendas	6/4/2015 weekly
G3.B1.S1.MA1	On-going monitoring of students participating in the science fair with completed projects and STEM related activities in the classroom.	Gonzalez, Idaniel	8/18/2014	Follow-up Collaborative Conversations with Administrative Team and Instructional Coaches based on Classroom Walkthroughs.	6/4/2015 daily
G4.MA1	Interim Assessment Data will be collected and reviewed throughout the	Gonzalez, Idaniel	9/9/2014	Agendas; Sign-in Log during Data Chats	12/1/2014 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	year to determine progress toward the goal.				
G4.B1.S1.MA1	Collaborative Conversations held During Common Planning Times	Wilson Rochelle, Lakesha	9/9/2014	Sign-in Logs, Agendas	11/26/2014 weekly
G4.B1.S1.MA1	Conduct classroom walk-throughs to monitor effective delivery of instruction that is clearly focused and aligned to the standards.	Wilson Rochelle, Lakesha	9/9/2014	Follow-up Collaborative Conversations with Administrative Team and Instructional Coaches based on Classroom Walkthroughs.	11/26/2014 daily
G4.B1.S2.MA1	The CSS will provide support to teachers during collaborative planning sessions. The administrator will provide feedback to teachers based on classroom walkthroughs	Gonzalez, Idaniel	9/9/2014	Classroom Walkthrough Logs,	11/26/2014 weekly
G4.B1.S2.MA1	During classroom walkthroughs focus on the implementation of the Gradual Release Model of Responsibility with an emphasis on the "I Do / We Do" portion of the lesson.	Gonzalez, Idaniel	9/9/2014	Classroom Walkthrough Logs,	11/26/2014 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If we effectively plan and deliver lessons that are aligned to the Florida Standards, then we will increase student achievement by improving core instruction in all content area.

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

**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.

### **PD Opportunity 1**

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 DOK.

#### **Facilitator**

District CSS

#### **Participants**

Teachers

#### **Schedule**

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

**G3.** To increase student achievement and better prepare students to be college ready through STEM initiatives and projects.

**G3.B1** Students lack exposure to writing about scientific facts and findings after a STEM activity or project.

**G3.B1.S1** Increase rigor in science by providing students the opportunity to respond to STEM activities and projects through writing found in journals.

**PD Opportunity 1**

Provide professional development of effective implementation of STEM activities with a focus on technology software programs that will enhance the STEM objective.

**Facilitator**

Hilleary Sawyer-Cooper

**Participants**

Mathematics Teachers

**Schedule**

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

**G4. PARENTAL INVOLVEMENT:** See Title I PIP PLAN

**G4.B1** Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards.

**G4.B1.S1** Standard Based Instruction

**PD Opportunity 1**

Provide Professional Development on the utilization of the pacing guide, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction

**Facilitator**

Ms. Hill, CSS

**Participants**

Science Teachers

**Schedule**

Monthly, from 9/9/2014 to 10/17/2014

## PD Opportunity 2

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

### Facilitator

Ms. Hill, CSS

### Participants

Science Teachers

### Schedule

Daily, from 9/9/2014 to 10/31/2014

## G4.B1.S2 Gradual Release

## PD Opportunity 1

Provide targeted teachers with job-embedded professional development on the use of The Gradual Release Model of Responsibility with an emphasis on the “I Do / We Do” portion of the lesson.

### Facilitator

MS. Hill

### Participants

Science Teacher

### Schedule

Weekly, from 9/9/2014 to 11/7/2014

## 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