Poinciana Park Elementary School

2014-15 School Improvement Plan

Poinciana Park Elementary School

6745 NW 23RD AVE, Miami, FL 33147

http://ppark.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	96%

Alternative/ESE Center	Charter School	Minority
No	No	99%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Poinciana Park Elementary School, our goals are to provide each student and staff member the opportunity to develop themselves to their fullest potential, to meet the individual needs of each child, and to make each parent an integral part of the educational process. In order to ensure students attain high achievement goals, teachers will provide a safe and stimulating environment in which students can learn. Parents, teachers, and community members will work cooperatively to encourage students to become responsible and productive citizens of the 21st century.

Provide the school's vision statement

Students at Poinciana Park Elementary School will leave fifth grade prepared and equipped with the necessary skills and knowledge for them to be competitive among their peers at the next level of their educational journey. Students will transfer the acquired skills to strategically solve problems in their everyday life.

School Environment

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

Teachers and staff are able to learn about the different cultures of our students and parents throughout the year. First, monthly interactive parent meetings are held at the school-site, which provides the opportunity for discussion and clarification amongst parents, students, and teachers. Secondly, teacher conferences provide the one on one conversation that assist in establishing strong supportive relationships amongst teachers and their students. Furthermore, as the District celebrates the different ethnic groups throughout the year, a variety of activities and lessons are presented that allow both teachers and students to display pride in their culture. Once the teachers and other staff members understand certain customs as it relates to various cultures; it paves a smooth transition on how to relate to students in different situations.

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

Students are greeted every morning by school personnel. They are escorted to the cafeteria for breakfast and are supervised by various staff members until their teacher picks them up for the day. Students are informed that all personnel are at their service if they need to talk, have a problem, or are aware of something that needs to be brought to someone's attention. Administration, the counselor, security, the Community Involvement Specialist, and other support personnel are clearly visible throughout the day to handle any situation that students may have. At dismissal, the same visibility is put in place until the campus is clear of all students. Furthermore, our counselor and social worker conduct small group sessions that allow students to express themselves and resolve conflicts.

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

Our school-wide system is a positive behavior management plan entitled : Reach for the Golden Stars. A group of teachers, support personnel, and administration formed a committee that created a rubric and the rules for the incentive-based program. The group then presented the plan to the entire staff at a faculty meeting, student body at a school assembly, and parent audience at an evening workshop. Through these venues, it was relayed and understood that students will receive a star each day. The student's behavior determines the color of the star that was received. All areas of student responsibility is linked to the color in which the student will receive. Students understand that they must make positive decisions and display the actions that are expected and conveyed by the school; such as: being on task at all times, wearing proper uniform, displaying positive interactions with their peers, and informing staff of any known disturbance. All staff members are following the same rubric which allows students to receive incentives at the end of a week, month, and semester.

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

Poinciana Park Elementary possesses an excellent student service team. Our counselor and school social worker identify students with a large number of referrals and provide individual and group counseling to these students. Students who are witnessed as being by themselves and very anti-social are also referred to the team to provide services if needed. Depending on the situation, parents are sometimes scheduled to attend the session to identify the root of the problem. Students and parents are also at times referred to outside agencies that can offer more assistance outside of the school building and hours. Furthermore, all staff members have identified one or more students that they serve as a "mentor" to throughout the year. The staff member will have informal conversations with their "mentee" to ensure that they are not in need of anything that is limiting their academic or social growth.

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 early warning system at Poinciana Park is heavily supported by the student services team. Any staff member can identify a student that seems to need the services of one of the support staff. Through the "Request for Counseling" and the "Request for Student Services"; either the counselor or school social worker will be able to address the student's need. Our attendance committee monitors excessive absences and tardy students. Administration monitors students with academic concerns. The following is a list of the indicators that are monitored by the school:
1. Students missing more than 10% of the attendance
2. Students with excessive referrals that result in suspension
3. Students who perform at a Level 1 in Reading and/or mathematics
4. Students who have been retained.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24	25	21	16	24	13	123
One or more suspensions	0	0	2	0	0	0	2
Course failure in ELA or Math	6	3	0	2	0	0	11
Level 1 on statewide assessment	0	0	0	28	22	10	60
Retentions	2	6	26	1	5	5	45

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	6	2	16	22	10	58

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

These students are counseled by support personnel and monitored again after two weeks have passed. Parents are informed and data chats will be held with the teacher and counselor to address the students' areas of need. If the grades persist, the teacher will be informed of a future conference. Students who meet the attendance criteria and other positive actions will be rewarded with treats by administration. Those who are not adhering with the plan will have to serve one of the consequences. After meeting with support personnel and the indicators continue to occur, a conference is scheduled with the student and their parents.

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/189091.

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

Local community business men and women are invited to evening functions that are occurring. These individuals are invited to join the EESAC committee, to visit as guest speakers, and/or to participate in upcoming activities at the school. Through these activities, many are able to identify ways in which they can assist the school in reaching their goals.

In addition, by participating in functions such as, Principal for A Day, administration is able to form more connections and business relationships with various individuals to promote the vision and mission of the school.

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
Prakash, Amrita	Principal
Williams, Nika	Assistant Principal
Brown, Tonya	Instructional Coach
Davila, Tonishia	Instructional Coach
Chester, Candice	Guidance Counselor
Dingle, Antoinette	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 overall objective of the team is to positively impact student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through proactive intervention.
Our team is comprised of the following:
• The Principal, Dr. Amrita J. Prakash and Assistant Principal , Nika L. Williams who ensure commitment and allocation of specific resources;
• Instructional Coaches: Tonya Brown and Tonishia Davila, will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group problem-solving
• The School Counselor, Candice Chester, and SPED Department Chairperson, Antoinette Dingle, will meet to review the needs and status of students that are involved in the RtI process.
The Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Exceptional Student Education (ESE) Teachers: Aracelis Vazquez
• School Psychologist: Yolanda Lockheart Smith
• Social Worker: Luckencie Pierre
• Member of EESAC: Debra McEathron
• Staffing Specialist: Angela Richardson

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

Poinciana Park Elementary utilizes a process in which data are reviewed amongst all team members. Based on student achievement, resources are purchased, services are provided, and strategies are revised in order to meet the needs of our students; whereby student data are continuously reviewed

and utilized to drive the instructional groupings and practices within classes.
Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities, our after-school program and Saturday Academy. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to Poinciana Park Elementary, its students, and its families. Our school-based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at our school site. Instructional Coaches develop, lead, and evaluate school core content standards and programs; as well as, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students' needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk;" and assist in the design and implementation for progress monitoring, data collection, and data analysis. They also participate in the design and delivery of professional development; as well as provide support for assessment and implementation monitoring. Parents participate in the design of the Parent Involvement Plan (PIP- which is provided in three languages), the school improvement process, the life of the school, and the Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/ Family Involvement Survey will be used towards 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 2015 – 2016 school year. An all-out effort is made to inform parents of the importance of this survey via the CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in all three languages, will be available online and via hard copy (at Poinciana Park and District meetings) for parents to complete. Other components that are integrated into the Poinciana Park Elementary school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.
Title I, Part C- Migrant
Poinciana Park Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure the unique needs of migrant students are met. Students are also provided extended learning opportunities (after school and summer school) by the Title I, Part C, Migrant Education Program.
Title I, Part D
The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout 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, and ESOL; training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds for reading and supplementary instructional materials. The aforementioned service will be provided should the funds become available for the 2014 – 2015 school year and should the FLDOE approve the application.
Title VI, Part B -
NA
Title X- Homeless
Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled,

Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, Poinciana Park Elementary, and the community. Project Upstart, Homeless Children & Youth Program assists Poinciana Park with the identification, enrollment, attendance, and transportation of homeless students. Poinciana Park is eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act – ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless – and are provided with all entitlements.

Supplemental Academic Instruction (SAI)

Poinciana Park Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by the classroom teachers and the counselor. Training and technical assistance for teachers, administration, and the counselor is also a component of this program. Poinciana Park Elementary will also implement five curriculum lessons on bullying and violence prevention per grade level.

Nutrition Programs

1) Poinciana Park Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

3) The School Food Service Program (school breakfast and school lunch) at Poinciana Park Elementary School follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Poinciana Park Elementary has 3 Head Start classrooms. Joint activities, including professional development and transition processes are shared.

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will complete academy programs and have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Job Training

N/A

Other

Health Connect in Our Schools (HCiOS)

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical, social, and human services on school grounds.

The team at Poinciana Park Elementary is staffed by a School Social Worker (shared between schools).

HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Miami Lighthouse/ Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at Poinciana Park Elementary via vision vans and corrective lenses to all failed vision screenings if the parent/ guardian cannot afford the exams and or the lenses.
HIV/AIDS Curriculum: AIDS Get the Facts!
AIDS: GET the Facts!, is a curriculum that provides a series of general objectives, lessons, activities, and resources for providing HIV/AIDS instruction.
HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Handbook, and Control of Communicable Diseases in School Guidebook for School Personnel.
HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Renaya Bruce	Student
Debra McEathron	Teacher
Dr. Amrita J. Prakash	Principal
Nilsa Baillou	Teacher
Debrina Martin	Teacher
Tomeka Johnson	Teacher
Kia Parker	Teacher
Joann Johnson	Teacher
Willetta Kendrick	Parent
Beverly Johnson	Education Support Employee
Juan Reyneri	Business/Community
Roy Thompson	Business/Community
Terrance Waldron	Business/Community
Kaya Crowder	Parent
Ladonna McNealy	Parent
Nicole Gardner	Parent

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

As the committee reflected on last year's School Improvement Plan, it was agreed that the goals were adequate. Improving student achievement, attendance, and behavior are all factors that would steer the school in the direction in which is desired. All of these goals are factors in improving the quality of the whole child. The strategies were well written but it was determined that it was the monitoring portion of the plan that needed to be revisited. The puzzle piece that needs to be revisited is the one

that requires two way open and constant communication between all stakeholders in reference to current data. If all stakeholders are aware of the academic position of the students, they will be prone to following the strategies listed on the plan.

Development of this school improvement plan

The SAC meets monthly to review the data, barriers, and strategies stated in the school improvement plan. All stakeholders, at this time, discuss their observations and concerns from their peers in the educational community. These ideas and concerns are heard and addressed, and ultimately incorporated into revising the SIP.

Preparation of the school's annual budget and plan

This year, the SAC decided that the funds will be allocated for students in two different venues. First, $1,000.00 would be spent on purchasing award ceremony trophies for student achievement and student attendance. Secondly, $938.00 will be spent on purchasing incentives for students who achieve a prize level towards the 2014-2015 Positive Behavior Plan.

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

Last year, The SAC divided the funds into two allocations. $975. 00 was spent on obtaining award ceremony trophies for the student achievement. In addition, $900.00 was spent towards the activities for teacher appreciation month.

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
Prakash, Amrita	Principal
Williams, Nika	Assistant Principal
Martin, Debrina	Teacher, K-12
Dingle, Antoinette	Teacher, K-12
Brown, Tonya	Instructional Coach
Davila, Tonishia	Instructional Coach
Chester, Candice	Guidance Counselor
Cromartie, Renee	Teacher, K-12
McEathron, Debra	Teacher, K-12
Suarez, Jo-Ann	Teacher, K-12
Brache, Edwin	Paraprofessional
Green, Corinthia	Teacher, K-12
Cine, Dina	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team are to positively impact student learning, encourage a literate climate to support effective learning, create capacity of reading knowledge within the school building, gather knowledge about literacy and resources, organize study groups, initiate action research, support peer coaching, and examine student artifacts.

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

During faculty meetings and common planning sessions, teachers are provided with an environment that allows opinions to be heard. Ideas and strategies are requested from all staff members in all areas of educational planning. This strengthens the message that the school is working together to achieve student success. During meetings, teachers are sometimes asked to share their best practices. This sends the message that it is not only one way to complete a task.
The leadership team is consistent and fair with all decisions. Therefore the same expectations are seen across the school, no matter the grade level, program, or department. Professional conversations are held between administration and staff members both informally and formally. These practices establish a collaborative environment throughout the building.

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

Administration will provide opportunities for instructional staff to assume leadership roles at the school site.
The leadership team will establish Professional Learning Communities for continued professional growth.
Administration will provide opportunities for staff to attend Professional Development Workshops targeting individual teachers' subject areas
The leadership team will conduct Lesson Studies to provide teachers with opportunities to exchange successful strategies &ideas.

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

Poinciana Park Elementary provides opportunities for staff to strengthen, reinforce, and revise their instructional practices by pairing less experienced or struggling teachers with more experienced teachers in their respective field. Listed below are the mentoring teams for this school year:
Jo-ann Suarez has been chosen to mentor Maydivi Perez. Ms. Suarez is an experienced reading teacher who has utilized various strategies and activities that have produced student success. Ms. Perez is a novice kindergarten teacher who is responsible for all subject areas.
Ms. Tapanes, an experienced Pre-Kindergarten teacher is paired with Ms. Parra, an experienced kindergarten teacher who struggles with classroom management, to provide positive behavior strategies, which will promote an environment that is conducive to teaching and learning.

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

Teachers plan their lessons with the guidance of both the Items Specifications document and the District Pacing Guide. Before planning the weekly lessons, the instructional coach and the teacher participate in an activity known as unwrapping the benchmark. By unwrapping the benchmark, teachers are able to identify exactly what is expected to be taught as it relates to each benchmark. Teachers are able to scaffold the lesson to not only ensure that the objective is being taught, but provides the student with any pre-requisites that may be needed for the topic that the student does not have at the time. By utilizing the planning cards and items specifications, teachers are also able to create questions that address the targeted benchmark on all levels of instruction.

Instructional Strategies

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

The leadership team reviews data and identifies the strengths and areas of need across each grade level as data from various assessments are provided. This allows the team to identify the secondary benchmarks that need to take place in small groups during the instructional block. In addition, this data guides the extended learning programs, which take place after school and on Saturdays. Students that have a large gap between themselves and the rest of the grade level are identified to refer to the RtI team. This information is utilized to conduct data chats between administration and teachers to identify strategies that will assist in student success for the areas of need.
The instructional coaches meet with teachers utilizing their data to create the instructional focus calendars.These calendars are used to identify both the primary and secondary benchmarks by teacher.During these meetings, the instructional coach assist the teacher in identifying activities and lessons that address the particular areas of need.If a particular concept was mastered by the majority of the class, the teacher and the instructional coach will create a plan on how to reteach the concept. Teachers and students and teachers and parents meet to discuss student performance on assessments as well. Teachers provide students and parents with information discussing the strengths and areas of need for the individual child. Parents and students are then provided with strategies, activities, and programs to build the students' skills and knowledge of the concepts. Information regarding technological usage of programs such as iReady and Reflex Math are taken into consideration during these meetings as well. If there is low usage of the programs and low scores of the students, the teacher will be instructed to ensure that students utilize the programs with fidelity to build a stronger foundation in the respective subject areas.

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:** 60 |

Due to our status as one of the lowest 100 schools, our school must employ an extended school day. During the extra hour provided to daily instruction, students are provided with reading intervention in small group settings, with a ratio of one teacher to ten students. The intervention is one of two researched based programs, known as Saxon and Reading Wonder Works, which assists students with reading skills ranging from phonemic awareness to reading comprehension.

Strategy Rationale

By strengthening the fundamental skills of our students, these programs will increase the fluency level of our students. By building students' fluency in reading, the skills and comprehension that teachers are providing in the core instruction will become more accessible for the students to absorb.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Prakash, Amrita, pr4501@dadeschools.net

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

Both programs have a built in progress monitoring portion that indicates which area a student needs to focus on to achieve continued progress in the area of reading. This data is recorded by the personnel that provides the intervention lessons. The Reading Coach, in turn, collects the data from all of the interventionists and compile it on a spreadsheet for the leadership team to review. Students that are not showing any growth in the programs are then referred to the school's RtI team for further support.

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

The Title I Administration assists Poinciana Park Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in an environment that renders opportunities to create knowledge through initiatives shared with supportive adults.

Throughout the year, our Pre-K teachers and paraprofessionals will collaborate with the instructors from the attending classes to provide ideas of activities that will assist students in preparing for kindergarten. During the months of March and April, professionals from the Head Start classrooms, along with their students, will visit an assigned Poinciana Park Elementary kindergarten class; and participate in various classroom activities that the students will be exposed to in the upcoming year. The Pre-School Transition plan at Poinciana Park Elementary School includes conducting informational meetings with parents and student visitations to kindergarten classrooms. During these visitations, the pre-school students participate in the kindergarten routines and curriculum. The staff

provides parents with packets of activities, registration materials, and offers workshops to train parents to assist their children at home. An exit interview and the Phonological Awareness and Early Literacy Assessment (PELI) will be given to each student enrolled in the Poinciana Park Elementary pre-kindergarten class prior to exiting the class at the end of the year to assess early language and literacy.

Furthermore, during the first thirty days of kindergarten, all students participate in the Florida Kindergarten Readiness Screening (FLKRS) which assesses print letter knowledge, phonological awareness/processing, and social/emotional development. This tool will provide data to assist in the planning of instruction and determine the need for student intervention. Low-performing students are targeted early, and once identified; certified teachers and paraprofessionals will begin working with those low-performing students. The staff also provides parents with packets of activities and parent workshops to train parents to assist their children at home to afford a smooth transition into kindergarten.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

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

  1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

G2.   Increase student achievement in all core subject areas by decreasing inappropriate student behavior.

G3.   Increase student achievement by increasing the use of technology to provide cross-curricular instruction.

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

🔍 G047848

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0
AMO Math - All Students	72.0
FCAT 2.0 Science Proficiency	28.0
FAA Writing Proficiency	45.0

Resources Available to Support the Goal 2

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks, Saxon

- Math Support Team; Go Math Textbook; Data Reports; Instructional Framework; Data Chats; iReady; Math Lab

- Pacing Guides; FCAT 2.0 Item Specifications; Scope & Sequence; Essential Labs; Bell Ringers; Gizmos; Discovery Education; and AIMS

- Instructional Coaches, Curriculum Support Specialists

Targeted Barriers to Achieving the Goal 3

- The teachers have limited experience with effective planning and instructional delivery aligned to the Florida Standards.

Plan to Monitor Progress Toward G1. 8

The Leadership team will analyze data throughout the year.

Person Responsible
Amrita Prakash

Schedule
Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion
Increase in Performance Data

G2. Increase student achievement in all core subject areas by decreasing inappropriate student behavior.
1a

🔑 G047849

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	72.0
AMO Reading - All Students	59.0
FCAT 2.0 Science Proficiency	28.0

Resources Available to Support the Goal 2

- EESAC, PTSA, Established Detention Hall, Alternative to Suspension Plan, Character Education, and Learning for Life

Targeted Barriers to Achieving the Goal 3

- Behavior management plan is not followed with fidelity.

Plan to Monitor Progress Toward G2. 8

The leadership team will monitor the suspension rate on the daily attendance to identify the rate of suspensions throughout the year.

Person Responsible

Amrita Prakash

Schedule

Quarterly, from 10/24/2014 to 11/26/2014

Evidence of Completion

Attendance Sheets from Control D

G3. Increase student achievement by increasing the use of technology to provide cross-curricular instruction. 1a

G047850

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	72.0
AMO Reading - All Students	59.0
FCAT 2.0 Science Proficiency	28.0
FAA Writing Proficiency	45.0

Resources Available to Support the Goal 2

- iReady, myON, Reflex Math, Gizmos, Discovery Education, Promethean Boards, Technology Centers in Intermediate Classrooms, and the JumpStart program.

Targeted Barriers to Achieving the Goal 3

- Teachers and students have limited exposure to utilizing both the hardware and the programs

Plan to Monitor Progress Toward G3. 8

Monitor the usage of the technological programs throughout the school; then compare it with the quarterly interim scores. The counselor will also track the number of requests she receives in reference to applying for any middle school magnet which focuses on a math or science curriculum.

Person Responsible
Amrita Prakash

Schedule
Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion
Observations during Daily Walkthroughs, Usage Reports from Computer Programs, Counselor Log

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`

G047848

G1.B1 The teachers have limited experience with effective planning and instructional delivery aligned to the Florida Standards. `2`

B119192

G1.B1.S1 Teachers will plan and deliver instruction that is based on standards and/or specific course benchmarks that is rigorous, purposeful, and engaging. `4`

S130980

Strategy Rationale

By utilizing the Florida Standards and the current data, teachers will be able to provide students with targeted instruction to meet their individual needs which will in turn increase student achievement.

Action Step 1 `5`

Provide a professional development on the implementation of the Florida Standards

Person Responsible

Amrita Prakash

Schedule

On 9/25/2014

Evidence of Completion

Sign-In Sheets, Agenda, Lesson Plans, Observation of Lessons, Improvement of Student Data

Action Step 2 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

Amrita Prakash

Schedule

On 9/25/2014

Evidence of Completion

Common Planning Sessions, Lesson Plans, Student Journals, Improvement of Student Data

Action Step 3 5

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

Person Responsible

Amrita Prakash

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Common Planning Sessions, Lesson Plans, Student Journals

Action Step 4 5

Employ the effective use of the Florida Standards,item specifications, ETO planning cards, and Webb's DOK in order to create rigorous lessons

Person Responsible

Amrita Prakash

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Common Planning Sessions, Lesson Plans, Student Journals

Action Step 5 `5`

Review lesson plans to identify appropriate strategies and accommodations for all ELL and SWD students

Person Responsible

Antoinette Dingle

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Observation of Scaffolding during Lessons

Action Step 6 `5`

Identify instructional focus, Daily Learning Targets (DLTs) and essential questions

Person Responsible

Amrita Prakash

Schedule

On 5/29/2015

Evidence of Completion

Common Planning Sessions, Lesson Plans, Student Journals, Common Board Configuration

Action Step 7 `5`

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

Person Responsible

Amrita Prakash

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Literacy Coach's Log; CSS Calendar

Action Step 8 5

Implement and monitor an instructional framework that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs.

Person Responsible

Amrita Prakash

Schedule

On 5/29/2015

Evidence of Completion

Common Planning Sessions, Lesson Plans, Student Journals, Observation of Lesson

Action Step 9 5

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

Person Responsible

Amrita Prakash

Schedule

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

Evidence of Completion

Common Planning Sessions, Lesson Plans, Student Journals

Action Step 10 5

Provide professional development on Universal Design for Learning

Person Responsible

Antoinette Dingle

Schedule

On 11/26/2014

Evidence of Completion

Sign-in Sheets, Agenda, Common Planning Sessions, Lesson Plans, Student Journals, Improvement of Student Data

Action Step 11 5

Follow-up on the implementation of Universal Design for Learning

Person Responsible

Antoinette Dingle

Schedule

Weekly, from 12/1/2014 to 5/29/2015

Evidence of Completion

Common Planning Sessions, Lesson Plans, Student Journals, Observation of Scaffolding during Lesson

Action Step 12 5

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

Person Responsible

Amrita Prakash

Schedule

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

Evidence of Completion

Administrators Walk-through log, Coach's Log, Lesson Plans, Observation of Lesson, Student Journals

Action Step 13 5

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

Person Responsible

Amrita Prakash

Schedule

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

Evidence of Completion

Common Planning Sign-In Sheet, Coach's Log

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

Verify regular attendance at professional developments and common planning sessions and linking the discussed topics to weekly lesson plans.

Person Responsible

Amrita Prakash

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Sign-In Sheets from professional developments and common planning sessions; along with identified learning targets in teachers' lesson plans

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

Student scores on assessments throughout the year will be reviewed by the leadership team

Person Responsible

Amrita Prakash

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Increase of Performance Assessment Data, Observations of activities aligned to data during classroom walk-throughs

G2. Increase student achievement in all core subject areas by decreasing inappropriate student behavior. 1

G047849

G2.B1 Behavior management plan is not followed with fidelity. 2

B119193

G2.B1.S1 Compose a Behavior Management Committee that can devise a plan that is agreeable by all of their peers and implement the plan to begin curbing negative behavior in the building. 4

S130982

Strategy Rationale

By allowing the Behavior Plan to be created by teachers, it will be more prone for teachers to follow the procedures with fidelity to improve student behavior throughout the building.

Action Step 1 5

Hold nominations and vote to create a Behavior Management Committee that will create a school-wide positive behavior management plan.

Person Responsible

Candice Chester

Schedule

On 8/12/2014

Evidence of Completion

Sign-In Sheet & Agenda

Action Step 2 5

Conduct a meeting that informs all faculty members of the rules, expectations, and procedures related to the Positive Behavior Plan.

Person Responsible

Candice Chester

Schedule

On 8/14/2014

Evidence of Completion

Sign-In Sheet & Agenda

Action Step 3 `5`

Send out communication to parents that convey the rules, expectations, and procedures related to the Positive Behavior Plan.

Person Responsible

Nika Williams

Schedule

On 8/18/2014

Evidence of Completion

Flyer and Parent Letter

Action Step 4 `5`

Schedule meetings on a monthly basis with the Behavior Committee to discuss any outstanding concerns, select incentives, and make any revisions to the plan as needed.

Person Responsible

Candice Chester

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Sign-In Sheets & Agendas

Action Step 5 `5`

Host celebrations and administer consequences as stated by the behavior plan.

Person Responsible

Candice Chester

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Sign-In Sheets, Pictures, and Awards

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

The counselor will collect all data from teachers to identify students that are consistently displaying negative behavior. She will also keep a log of weekly detentions, daily referrals, and parent conferences.

Person Responsible

Candice Chester

Schedule

Weekly, from 8/25/2014 to 12/12/2014

Evidence of Completion

score reports from teachers, detention logs, referrals, and conference logs

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

The leadership team will monitor the number of referrals and suspensions that are being issued.

Person Responsible

Nika Williams

Schedule

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

Evidence of Completion

reduction of referrals that lead to suspensions as compared to the 2013-2014 school year

G3. Increase student achievement by increasing the use of technology to provide cross-curricular instruction. 1

🔑 G047850

G3.B1 Teachers and students have limited exposure to utilizing both the hardware and the programs 2

🔑 B119196

G3.B1.S1 Provide professional development on integrating the use of the Promethean boards and the new programs that will assist in planning and delivering instruction. 4

🔑 S130995

Strategy Rationale

Providing teachers with strategies and techniques to engage learners and increase student achievement.

Action Step 1 5

Provide an in-house opportunity for teachers to learn about the Promethean boards and how to utilize them more effectively.

Person Responsible

Tonya Brown

Schedule

On 10/24/2014

Evidence of Completion

Sign- In Sheets, Use of Promethean Boards during Walkthroughs

Action Step 2 5

Provide in-house opportunities for teachers to view webcasts on the different technological programs that have been adopted by the District.

Person Responsible

Nika Williams

Schedule

On 10/24/2014

Evidence of Completion

Registration Confirmations, Computer Program Reports,

Action Step 3 `5`

Provide opportunities for parents/ guardians to attend monthly meetings that inform them about the different technological programs and how they are being utilized.

Person Responsible

Nika Williams

Schedule

On 11/21/2014

Evidence of Completion

Parent Sign In Sheet, Power Point Presentation Slides, Evaluation Sheets

Action Step 4 `5`

Provide opportunities for guest speakers and professionals that work in vocational and technological programs to speak with the students.

Person Responsible

Amrita Prakash

Schedule

On 1/30/2015

Evidence of Completion

Student written feedback and evaluation forms

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

Use of technology will be observed during classroom walkthroughs, identify how technology is being incorporated during common planning, and review computer program reports.

Person Responsible

Amrita Prakash

Schedule

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

Evidence of Completion

Notes from Classroom Walkthroughs, weekly reports from each program, and agendas from common planning

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

Review data from all subject area assessments and monitor the number of applications being submitted for middle school magnet programs

Person Responsible

Amrita Prakash

Schedule

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

Evidence of Completion

Data from all subject area assessments and applications for middle school magnet programs

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 a professional development on the implementation of the Florida Standards	Prakash, Amrita	9/25/2014	Sign-In Sheets, Agenda, Lesson Plans, Observation of Lessons, Improvement of Student Data	9/25/2014 one-time
G2.B1.S1.A1	Hold nominations and vote to create a Behavior Management Committee that will create a school-wide positive behavior management plan.	Chester, Candice	8/12/2014	Sign-In Sheet & Agenda	8/12/2014 one-time
G3.B1.S1.A1	Provide an in-house opportunity for teachers to learn about the Promethean boards and how to utilize them more effectively.	Brown, Tonya	10/13/2014	Sign- In Sheets, Use of Promethean Boards during Walkthroughs	10/24/2014 one-time
G3.B1.S1.A2	Provide in-house opportunities for teachers to view webcasts on the different technological programs that have been adopted by the District.	Williams, Nika	10/6/2014	Registration Confirmations, Computer Program Reports,	10/24/2014 one-time
G1.B1.S1.A2	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	Prakash, Amrita	9/25/2014	Common Planning Sessions, Lesson Plans, Student Journals, Improvement of Student Data	9/25/2014 one-time
G2.B1.S1.A2	Conduct a meeting that informs all faculty members of the rules, expectations, and procedures related to the Positive Behavior Plan.	Chester, Candice	8/14/2014	Sign-In Sheet & Agenda	8/14/2014 one-time
G3.B1.S1.A3	Provide opportunities for parents/ guardians to attend monthly meetings that inform them about the different technological programs and how they are being utilized.	Williams, Nika	11/17/2014	Parent Sign In Sheet, Power Point Presentation Slides, Evaluation Sheets	11/21/2014 one-time
G1.B1.S1.A3	Unwrap the standards during common planning to ensure instruction is aligned to the Florida Standards	Prakash, Amrita	9/15/2014	Common Planning Sessions, Lesson Plans, Student Journals	5/29/2015 weekly
G2.B1.S1.A3	Send out communication to parents that convey the rules, expectations, and	Williams, Nika	8/18/2014	Flyer and Parent Letter	8/18/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	procedures related to the Positive Behavior Plan.				
G3.B1.S1.A4	Provide opportunities for guest speakers and professionals that work in vocational and technological programs to speak with the students.	Prakash, Amrita	1/12/2015	Student written feedback and evaluation forms	1/30/2015 one-time
G1.B1.S1.A4	Employ the effective use of the Florida Standards,item specifications, ETO planning cards, and Webb's DOK in order to create rigorous lessons	Prakash, Amrita	9/15/2014	Common Planning Sessions, Lesson Plans, Student Journals	5/29/2015 weekly
G2.B1.S1.A4	Schedule meetings on a monthly basis with the Behavior Committee to discuss any outstanding concerns, select incentives, and make any revisions to the plan as needed.	Chester, Candice	8/18/2014	Sign-In Sheets & Agendas	5/29/2015 monthly
G1.B1.S1.A5	Review lesson plans to identify appropriate strategies and accommodations for all ELL and SWD students	Dingle, Antoinette	9/15/2014	Lesson Plans, Observation of Scaffolding during Lessons	5/29/2015 weekly
G2.B1.S1.A5	Host celebrations and administer consequences as stated by the behavior plan.	Chester, Candice	8/25/2014	Sign-In Sheets, Pictures, and Awards	5/29/2015 weekly
G1.B1.S1.A6	Identify instructional focus, Daily Learning Targets (DLTs) and essential questions	Prakash, Amrita	9/15/2014	Common Planning Sessions, Lesson Plans, Student Journals, Common Board Configuration	5/29/2015 one-time
G1.B1.S1.A7	Conduct coaching cycles and model different components of the instructional framework based on teacher need	Prakash, Amrita	9/15/2014	Literacy Coach's Log; CSS Calendar	5/29/2015 biweekly
G1.B1.S1.A8	Implement and monitor an instructional framework that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs.	Prakash, Amrita	9/15/2014	Common Planning Sessions, Lesson Plans, Student Journals, Observation of Lesson	5/29/2015 one-time
G1.B1.S1.A9	Follow-up on the implementation of the Florida Standards and comprehensive lesson planning provided during the professional development.	Prakash, Amrita	9/29/2014	Common Planning Sessions, Lesson Plans, Student Journals	5/29/2015 weekly
G1.B1.S1.A10	Provide professional development on Universal Design for Learning	Dingle, Antoinette	11/26/2014	Sign-in Sheets, Agenda, Common Planning Sessions, Lesson Plans, Student Journals, Improvement of Student Data	11/26/2014 one-time
G1.B1.S1.A11	Follow-up on the implementation of Universal Design for Learning	Dingle, Antoinette	12/1/2014	Common Planning Sessions, Lesson Plans, Student Journals, Observation of Scaffolding during Lesson	5/29/2015 weekly
G1.B1.S1.A12	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Prakash, Amrita	9/29/2014	Administrators Walk-through log, Coach's Log, Lesson Plans, Observation of Lesson, Student Journals	5/29/2015 weekly
G1.B1.S1.A13	Consistently monitor common planning and the implementation of the use of lesson planning and delivery	Prakash, Amrita	9/29/2014	Common Planning Sign-In Sheet, Coach's Log	5/29/2015 weekly
G1.MA1	The Leadership team will analyze data throughout the year.	Prakash, Amrita	9/22/2014	Increase in Performance Data	5/29/2015 monthly
G1.B1.S1.MA1	Student scores on assessments throughout the year will be reviewed by the leadership team	Prakash, Amrita	9/15/2014	Lesson Plans, Increase of Performance Assessment Data, Observations of activities aligned to data during classroom walk-throughs	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Verify regular attendance at professional developments and common planning sessions and linking the discussed topics to weekly lesson plans.	Prakash, Amrita	9/15/2014	Sign-In Sheets from professional developments and common planning sessions; along with identified learning targets in teachers' lesson plans	5/29/2015 weekly
G2.MA1	The leadership team will monitor the suspension rate on the daily attendance to identify the rate of suspensions throughout the year.	Prakash, Amrita	10/24/2014	Attendance Sheets from Control D	11/26/2014 quarterly
G2.B1.S1.MA1	The leadership team will monitor the number of referrals and suspensions that are being issued.	Williams, Nika	9/1/2014	reduction of referrals that lead to suspensions as compared to the 2013-2014 school year	12/12/2014 biweekly
G2.B1.S1.MA1	The counselor will collect all data from teachers to identify students that are consistently displaying negative behavior. She will also keep a log of weekly detentions, daily referrals, and parent conferences.	Chester, Candice	8/25/2014	score reports from teachers, detention logs, referrals, and conference logs	12/12/2014 weekly
G3.MA1	Monitor the usage of the technological programs throughout the school; then compare it with the quarterly interim scores. The counselor will also track the number of requests she receives in reference to applying for any middle school magnet which focuses on a math or science curriculum.	Prakash, Amrita	9/29/2014	Observations during Daily Walkthroughs, Usage Reports from Computer Programs, Counselor Log	5/29/2015 biweekly
G3.B1.S1.MA1	Review data from all subject area assessments and monitor the number of applications being submitted for middle school magnet programs	Prakash, Amrita	9/29/2014	Data from all subject area assessments and applications for middle school magnet programs	5/29/2015 quarterly
G3.B1.S1.MA1	Use of technology will be observed during classroom walkthroughs, identify how technology is being incorporated during common planning, and review computer program reports.	Prakash, Amrita	9/29/2014	Notes from Classroom Walkthroughs, weekly reports from each program, and agendas from common planning	5/29/2015 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 Opportuntities

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 The teachers have limited experience with effective planning and instructional delivery aligned to the Florida Standards.

G1.B1.S1 Teachers will plan and deliver instruction that is based on standards and/or specific course benchmarks that is rigorous, purposeful, and engaging.

PD Opportunity 1

Provide a professional development on the implementation of the Florida Standards

Facilitator

Curriculum Support Specialist

Participants

Kindergarten - Fifth Grade Reading Teachers

Schedule

On 9/25/2014

PD Opportunity 2

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

Curriculum Support Specialist

Participants

Kindergarten - Fifth Grade Teachers

Schedule

On 9/25/2014

PD Opportunity 3

Provide professional development on Universal Design for Learning

Facilitator

SPED Curriculum Support

Participants

All Teachers

Schedule

On 11/26/2014

Technical Assistance Items

Technical Assistance 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** The teachers have limited experience with effective planning and instructional delivery aligned to the Florida Standards.

> > **G1.B1.S1** Teachers will plan and deliver instruction that is based on standards and/or specific course benchmarks that is rigorous, purposeful, and engaging.

> > ### PD Opportunity 1
> >
> > Unwrap the standards during common planning to ensure instruction is aligned to the Florida Standards
> >
> > **Facilitator**
> >
> > Instructional Coaches
> >
> > **Participants**
> >
> > Kindergarten - Fifth Grade Teachers
> >
> > **Schedule**
> >
> > Weekly, from 9/15/2014 to 5/29/2015

G3. Increase student achievement by increasing the use of technology to provide cross-curricular instruction.

> **G3.B1** Teachers and students have limited exposure to utilizing both the hardware and the programs

> > **G3.B1.S1** Provide professional development on integrating the use of the Promethean boards and the new programs that will assist in planning and delivering instruction.

> > ### PD Opportunity 1
> >
> > Provide an in-house opportunity for teachers to learn about the Promethean boards and how to utilize them more effectively.
> >
> > **Facilitator**
> >
> > Vendor Presentation
> >
> > **Participants**
> >
> > All Teachers
> >
> > **Schedule**
> >
> > On 10/24/2014

PD Opportunity 2

Provide in-house opportunities for teachers to view webcasts on the different technological programs that have been adopted by the District.

Facilitator

Vendor Presentation

Participants

All Teachers

Schedule

On 10/24/2014

PD Opportunity 3

Provide opportunities for parents/ guardians to attend monthly meetings that inform them about the different technological programs and how they are being utilized.

Facilitator

Instructional Coaches

Participants

Parents & Guardians

Schedule

On 11/21/2014

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**