

# Kelsey L. Pharr Elementary School



2014-15 School Improvement Plan

## Kelsey L. Pharr Elementary School

2000 NW 46TH ST, Miami, FL 33142

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
99%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
98%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	<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

At Kelsey L. Pharr Elementary School all students are capable of learning. We are committed to addressing the educational and social needs of each child. It is our mission to integrate state of the art technology and other multimedia instructional programs with the existing curriculum to prepare our students for the "Informational Age". We will provide a solid foundation in the basics of reading, writing, and mathematics, while developing the higher order thinking skills needed to become life-long learners and productive citizens in our ever-changing society.

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

Kelsey L. Pharr Elementary School is a school that is committed to enhancing our students' futures by providing them with the necessary tools to meet and conquer the challenges of the 21st Century. Working with our parents and Dade Partners, we will provide a solid foundation in the basics while challenging students to develop their high-order thinking skills. Our staff will integrate technology with instruction, utilize assessment to make data-driven decisions, and implement effective interdisciplinary strategies to produce high performing students.

#### School Environment

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

Kelsey L. Pharr strives to create a culturally responsive environment throughout the building by creating an environment of respect and rapport, establishing a culture of learning and connecting with families and communities. Respect and rapport are demonstrated daily through interactions between teachers, students, and other staff members. A culture of learning is conveyed through example by having both teachers and students as actors in the learning process by exchanging roles between teacher and student. Teachers help the students understand the importance of what they are learning, how it will impact their education and lives, and how to apply what they are learning in authentic situations. All teachers hold the same high standards for all students and support all students in achieving excellence. Kelsey L. Pharr acknowledges that families are a significant factor for the academic success of all students. Kelsey Pharr utilizes the climate survey, Title I Parent Survey, and additional student/parent surveys in order to determine the effectiveness of the action plans created in order to create a culturally responsive environment.

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

Kelsey L. Pharr strives to create a culturally responsive classroom learning environment. The school ensures that there is continuous thoughtful planning and cross-classroom sharing. Through the collaboration across classrooms, the teachers exchange have discussed strategies, resources, points of view, and ideas to support building a network of culturally responsive classrooms that contribute to a school-wide system of supporting the success of all learners. Kelsey Pharr provides staff development to all staff that improves the learning of all students preparing the stakeholders to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement school-wide.



**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**

Kelsey L. Pharr utilizes Positive Behavior Support (PBS) within the school. The PBS system allows the school to understand why problem behaviors are occurring. This approach to behavior is implemented on a school-wide level, in specific settings, classrooms, and with individual students. Kelsey L. Pharr's PBS goal is to implement these evidence-based strategies and systems to assist it in increasing academic performance, increasing safety, decreasing problem behaviors, and establishing a positive school culture. On an individual level, PBS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student. On a school-wide level, accurate and reliable discipline referral data is utilized to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

**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**

Kelsey Pharr Elementary School has a school counselor that assists their students' in the developmental acquisition of knowledge and skills that will help them reach their academic, personal/ social, health and career/community potential. The ultimate goal for Kelsey L. Pharr is to ensure that all students graduate with the competencies necessary to be able to make self-directed, realistic, and responsible decisions and to be successful contributors to society. The school counselor provides counseling services both to individual students and groups of students. Additionally, the counselor provides professional support to all teachers, parents and administrators through consultation and collaboration.

### **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 Indicators that Kelsey L. Pharr Elementary tracks are: Attendance, 3 or more absence/tardy; one or more suspension, one or more course failure in ELA or Mathematics; and scoring a Level 1 on the statewide assessment. These indicators are tracked monthly to ensure that the students that are exhibiting these indicators are being addressed through one of the intervention methods in order to show improvement.

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

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

Indicator	Grade Level			Total
	3	4	5	
Attendance below 90 percent	9	11	6	26
One or more suspensions	3	5	5	13
Course failure in ELA or Math	13	4	6	23
Level 1 on statewide assessment	33	14	42	89

**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**

Kelsey L. Pharr Elementary School has various interventions in place to address the Early Warning Indicators listed above. Attendance is being monitored by the registrar and administration; any student(s) that have repeated tardies or absences are visited by our Curriculum Involvement Specialist or Social Worker to try to assess the reason for the attendance issues. Suspensions are being monitored by both the guidance counselor and administration in order to ensure that these students are not missing too much instructional time. Specialized plans will be created to address repetitive students. Students who have failed courses and/or scored a Level 1 on the statewide assessments are being provided additional services by placing additional personnel in the core classes to reduce the teacher:student ratio, providing intensive remediation during intervention time, differentiated instruction, and possibly special areas to ensure that the students are receiving adequate support to assist in student achievement.

**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/191258>.

**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**

Kelsey L. Pharr Elementary is in constant communication with community partners in order to secure resources for the school in order to incentivize and motivate all stakeholders for high achievement.

**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
Sampson, Carol	Principal
Caldwell, Dawnedra	Instructional Coach
Santamarina, Julie	Assistant Principal
Reed-Turner, Sharon	Instructional Coach

**Duties**

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

Principal: Dr. Carol R. Sampson

Provides a common vision for the use of data-based decision-making, ensures that the school based team is properly implementing Rtl, conduct assessment of Rtl skills of school staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and actions.

Assistant Principal: Ms. Julie A. Santamarina

Assists the principal in ensuring the school-based team implements Rtl, conducts assessment of Rtl skills of the staff, ensures the implementation of intervention support and documentation ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and actions.

Instructional Coaches Reading/ Math/Science: Ms. Sharon Reed-Turner, Ms. Dawnedra Caldwell

Develops, leads, and evaluates school core content standards/ programs. Identifies systematic patterns of student needs while working with ETO personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provide classroom follow-up on best practices and use the coaching cycle to support teachers.

School Counselor: Ms. Deborah Simmons

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Social Worker: Marie Lourdes St. Fort

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. The school social worker will continue to link child-serving and community agencies to the schools and families to support the child’s academic, emotional, behavioral, and social success.

School Psychologist: Ms. Tisha Harper

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making

activities.

Media Specialist: Ms. Elena Goldberg

Oversees school-wide activities that promote literacy.

Student Services Personnel:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

***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 Rtl team meets monthly to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on each school initiative they oversee. All aspects of school operations are discussed including budgetary matters which may impact student achievement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted. The district coordinates with the Title II and Title III in ensuring staff development needs are provided. Curriculum coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; 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. Other components that are integrated into the school-wide program include a Parent Program entitled "A Second Cup of Coffee", where parents attend monthly meetings to learn about the school's initiatives.

Title I, Part C- Migrant

Kelsey L. Pharr Elementary School provides services and support to migrant students and parents. The Community Involvement Specialist coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

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

Title II

The District uses supplemental funds for improving basic education as follows: (1) training to certify qualified mentors for the New Teacher (MINT) Program; (2) training for add-on endorsement programs, such as Reading, Gifted, ESOL; (3) training and observation release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Less Study Group implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds requested for the 2014-2015 school year will be used for tutorial programs, coaching and mentoring for ESOL and content area teachers, professional development on best practices for ESOL and content area teachers, and reading and supplementary instructional materials.

Title VI, Part B - NA

#### Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification enrollment, attendance, and transportation of homeless students.

The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act – ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless – and are provided with all entitlements.

Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools – each school is provided a video and curriculum manual. A contest is sponsored by the homeless trust – a community organization.

District Homeless Social Worker provides resources and social services referrals for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The school counselor provides resources such as clothing and school supplies

#### Supplemental Academic Instruction (SAI)

Kelsey L. Pharr Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Educational Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for students documented as less than proficient readers (Level 1).

#### Violence Prevention Programs

Kelsey L. Pharr Elementary offers a non-violence and anti-drug program to students that incorporate field trips, counseling, community service, and on-site award recognition programs. Connect with Respect is the Miami Dade Public Schools (M-DCPS) anti-bullying and violence prevention program that provides five lessons per grade level in the areas of bullying and violence prevention.

#### Nutrition Programs

Kelsey L. Pharr adheres to and implements the nutrition requirements stated on the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage guidelines as adopted in the District Wellness Policies

#### Housing Programs - N/A

#### Head Start

Head Start programs are co-related in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

#### Adult Education – N/A

#### Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

#### Job Training – N/A

#### Other

Kelsey L. Pharr Elementary School involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Parental engagement/involvement is increased through developing, with on-going parental input, the school's Title I School-Parent Compact; Title I Parental Involvement Plan; scheduling the Annual Title I Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine

specific needs of parents and determination of topics for schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate parents' schedules. This impacts the goal to empower parents and build their capacity for involvement.

Completed Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), will be submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are used to assist with revising our Title I parental documents for the approaching school year.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Melissa Miller	Teacher
Veronica de Armas	Teacher

#### 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*

A meeting was held in May to review the 2013-2014 school improvement plan. Recommendations were noted and taken into consideration to make adjustments for the 2014-2015 school improvement plan. All recommendations were recorded and included in the EESAC minutes.

*Development of this school improvement plan*

To assist in the preparation of the 2014-2015 School Improvement Plan (SIP) an EESAC meeting was scheduled to review the completed SIP End-of-Year 2013-2014 Review Forms. Recommendations made by the members of both the grade levels and the EESAC for the development of the 2014-2015 SIP were recorded and included in the EESAC minutes.

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

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

EESAC funds will be utilized to purchase student incentives to support the school-wide initiatives (\$1,400).

**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
Sampson, Carol	Principal
Reed-Turner, Sharon	Instructional Coach
Santamarina, Julie	Assistant Principal
Caldwell, Dawnedra	Instructional Coach
Steed, Gollar	Teacher, K-12
Simmons, Deborah	Guidance Counselor

## Duties

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

Dr. Carol R. Sampson, Principal:

Provides a common vision for the use of data-based decision-making, ensures proper implementation of reading/language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

Julie Santamarina, Assistant Principal:

Assists in cultivating the vision for the use of data-based decision-making, ensures proper implementation of reading/language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

Sharon Reed-Turner, Reading Coach:

Provides professional development and classroom follow-up on best practices in Reading/LA, coordinates pull-out intervention activities, assists with benchmark assessments and progress monitoring data.

Dawnedra Caldwell, Math Coach:

Provides support in implementing instructional strategies to incorporate literacy across the curriculum by maintaining a journal and reading math related literature.

Ms. Deborah Simmons, Counselor:

Provides support in behavioral strategies that will minimize classroom distractions and increase student achievement.

The LLT team meets bi-weekly to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members

provide updates on all literacy-based initiatives and interventions. Professional development needs and

outcomes are discussed. Follow-up classroom observation and co-teaching schedules are developed in

order for teachers to have guided practice on new instructional skills acquired.

Major initiatives of the LLT are to analyze data and develop school programs/activities that assist with raising student achievement in reading/language arts (and related core subject areas). Examples include: Providing PD to teachers to increase rigor in classroom instruction, developing an intervention schedule in Reading and Writing, analyzing data to drive instruction, providing small group intervention activities for at-risk students, developing school-wide activities and initiatives to motivate reading at all grade levels.

## 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**

Kelsey Pharr carefully fosters a culture that helps its teachers and students reach greater heights by prioritizing great teaching above all else. Kelsey Pharr creates and fosters a strong instructional culture by sharing a clear vision of excellent instruction and providing all stakeholders to take part in embedded professional development that encourages professional growth in order to achieve excellence.

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

1. Provide job embedded professional development during faculty meetings, common planning and on teacher workdays
2. Site mentoring partnerships with veteran teachers
3. Coaches will provide ongoing support by completing coaching cycles with teachers.
4. Provide opportunities for collaboration through Professional Learning Communities and Lesson Studies.

Personnel Responsible

1. Administration, Instructional Coaches, RTI Leadership Team
2. Principal
3. Administration, Instructional Coaches
4. Administration, Instructional Coaches

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

Teacher Mentoring Program will consist of collaboration regarding effective and appropriate instructional strategies on a weekly basis in order to maximize student achievement.

The rationale for the pairings and mentoring activities is because the professionals have common areas of certification and can better guide the new staff members.

## 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***

Kelsey L. Pharr Elementary School ensures that all core instructional programs and materials are aligned to the Florida's Standards through the weekly collaborative planning sessions. In these sessions, the teachers and instructional coaches engage in unwrapping of the standards and backwards planning strategies to align the adequate resources and programs in order to address the targeted learning objectives.

#### **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***



Beginning of the year assessments inclusive of the FAIR, Spelling Inventory, Oral Reading Fluency, Writing Pre/Post Tests, Mathematics Topic Assessments and Science Baseline/Interims will be utilized in the beginning of the year in order to place the students in groups to differentiate instruction. Progress Monitoring Data include the use of FAIR, Easy CBM probes, Topic/Chapter Assessments will assist the teachers in tracking student progress in order to re-group or provide additional assistance for the individual students. All data will be used to schedule and escalate services as needed.

***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

Reading Intervention/Enrichment for all students K-5.

***Strategy Rationale***

The purpose of this strategy is to provide an additional 60 minutes of instruction in Reading to all students based on their instructional level. The students are monitored often and are regrouped based on their progress.

***Strategy Purpose(s)***

- Core Academic Instruction

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

Reed-Turner, Sharon, 149922@dadeschools.net

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

Progress Monitoring Probes through Easy CBM, FAIR probes, Saxon/Wonderworks Benchmark Assessments.

**Strategy:** After School Program

**Minutes added to school year:** 60

YWCA After Care (students K-5)  
Embrace Girls After Care (Girls in grades 2-5)

**Strategy Rationale**

These programs are designed to assist the students with their home learning and build character/self-esteem activities.

**Strategy Purpose(s)**

""

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

Steed, Gollar, gsteed@dadeschools.net

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

Climate Survey/Student Survey/Parent Survey

**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**

Title I Administration assists Kelsey L. Pharr Elementary School by providing supplemental funds beyond the State of Florida funded SPED Pre-Kindergarten Program. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist by providing young children with a variety of meaningful learning experiences, in an environment that provides opportunities to create knowledge through initiatives shared with supportive adults. At Kelsey L. Pharr Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are the Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation System (ECHOS), Florida Assessments for Instruction in Reading (FAIR), and Indicadores Dinamicos del Exito en la Lectura (IDEL). Screening data will be collected and aggregated prior to the month of October. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of individual students who may need intervention beyond core instruction. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided, and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for twenty minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administrated at mid-year and at the end of the year in order to determine student learning gains and to determine the need for modifications to the instructional and intervention programs.

For the upcoming year, Kelsey L. Pharr Elementary School will expand the “Welcome to Kindergarten” program to build partnerships with local early education programs, including the in-school Pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with Kindergarten as well as receive information relative to the matriculation of students at the school. The principal will meet with the center directors of neighborhood centers. “Smooth Sailing” Kindergarten preparation brochures and other documents will be sent home to parents throughout the year. Additionally, the school will build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site Pre-kindergarten teachers will come together with Kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

### **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***

Kelsey L. Pharr Elementary School tries to partner and incorporate many career experiences for all students so that they can strive to continue their education. Some of the programs that are currently in place are: KAPOW for the 5th grade students that teaches students leadership and basic career skills that will be needed in the workforce; Positive Action provides all students character and self esteem education which provides the students' the necessary tools needed to be successful in the real-world; Common Threads which provides students in grades 3-5 culinary skills in order for them to eventually enter a job in the food industry along with teaching them healthy habits; and finally The Education Fund Garden Grant provides all students the opportunity to cultivate fruits and vegetables and learn about agriculture and healthy habits.

***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***

Kelsey L. Pharr Elementary School tries to partner and incorporate many career experiences for all students so that they can strive to continue their education. Some of the programs that are currently in place are: KAPOW for the 5th grade students that teaches students leadership and basic career skills that will be needed in the workforce; Positive Action provides all students character and self esteem education which provides the students' the necessary tools needed to be successful in the real-world; Common Threads which provides students in grades 3-5 culinary skills in order for them to eventually enter a job in the food industry along with teaching them healthy habits; and finally The Education Fund Garden Grant provides all students the opportunity to cultivate fruits and vegetables and learn about agriculture and healthy habits.

***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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Engage families in school planning, leadership and meaningful volunteer opportunities.
- G2.** Increase and maintain student daily attendance rate at 98% or higher.
- G3.** Increase STEM experiences and support curricular and extra-curricular STEM opportunities for students
- G4.** To increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

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

**G1. Engage families in school planning, leadership and meaningful volunteer opportunities.** 1a

G050026

**Targets Supported** 1b

Indicator	Annual Target
Non-proficient Reading by Grade 03	30.0

**Resources Available to Support the Goal** 2

- Parent Meetings/Workshops, PTA membership, EESAC Meetings, School Level I and II Volunteer rosters

**Targeted Barriers to Achieving the Goal** 3

- Insufficient training and materials for parents on how to improve children’s study skills or learning in various academic subjects.

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

Evaluate program/training effectiveness through parental surveys and participation

**Person Responsible**

Carol Sampson

**Schedule**

Quarterly, from 11/24/2014 to 6/5/2015

**Evidence of Completion**

Sign in sheets, survey results

**G2. Increase and maintain student daily attendance rate at 98% or higher.** 1a

G050024

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	26.0

**Resources Available to Support the Goal** 2

- Daily attendance roster, monthly attendance reports

**Targeted Barriers to Achieving the Goal** 3

- Students targeted with the Early Warning Systems are not performing on grade-level due to excessive tardies and/or absences

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

Monitor effectiveness of truancy plan through student attendance records and testing data trend

**Person Responsible**

Carol Sampson

**Schedule**

Quarterly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Student performance data trends, attendance reports, classroom walkthroughs

**G3. Increase STEM experiences and support curricular and extra-curricular STEM opportunities for students** 1a

G050022

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	42.0
AMO Math - All Students	50.0

**Resources Available to Support the Goal** 2

- Pacing Guides, FCAT Item Specifications, Year at a Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discovery Education Videos, CER Tasks, GIZMOS, Science Fair, feeder pattern students/teachers, Community Stakeholders.

**Targeted Barriers to Achieving the Goal** 3

- Teachers need extra support in developing a deeper knowledge of STEM content and how to incorporate it in daily instruction.

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

Debrief with teachers on the implementation of STEM activities within their classrooms weekly.

**Person Responsible**

Julie Santamarina

**Schedule**

Monthly, from 11/17/2014 to 6/5/2015

**Evidence of Completion**

Planning notes, lesson plans, student work products

**G4. To increase student achievement by improving core instruction in all content areas. 1a**

G047892

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	51.0
AMO Math - All Students	50.0
FCAT 2.0 Science Proficiency	42.0

**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
- Go Math! Curriculum and supplemental resources, Florida Standards Assessments Item Specifications, M-DCPS Pacing Guides, Mathematical Practice Standards.
- Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos

**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 G4. 8**

Administrative team will conduct quarterly data chats with all teachers and have them adjust their SMART goals.

**Person Responsible**

Carol Sampson

**Schedule**

Quarterly, from 11/26/2014 to 6/5/2015

**Evidence of Completion**

Performance data



## 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.** Engage families in school planning, leadership and meaningful volunteer opportunities. **1**

 G050026

**G1.B1** Insufficient training and materials for parents on how to improve children's study skills or learning in various academic subjects. **2**

 B125232

**G1.B1.S3** Offer workshops to inform families of the high expectations and standards children are expected to meet in each grade level. Provide ways for families to support the expectations and learning at home. **4**

 S137158

### Strategy Rationale

Increase parent knowledge on the Florida Standards and expectations of their children

### Action Step 1 **5**

Offer workshops to inform families of the high expectations and standards children are expected to meet in each grade level.

#### Person Responsible

Deborah Simmons

#### Schedule

Quarterly, from 10/20/2014 to 6/5/2015

#### Evidence of Completion

Sign in sheets, agendas

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Conduct parent surveys to monitor effectiveness of trainings

**Person Responsible**

Miriam Trujillo

**Schedule**

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

***Evidence of Completion***

parent survey results

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Monitor parent involvement by assessing the number of parents attending the meetings

**Person Responsible**

Miriam Trujillo

**Schedule**

Monthly, from 11/3/2014 to 6/5/2015

***Evidence of Completion***

Parent volunteer list, sign in sheets, agendas

**G2. Increase and maintain student daily attendance rate at 98% or higher.** 1

G050024

**G2.B1** Students targeted with the Early Warning Systems are not performing on grade-level due to excessive tardies and/or absences 2

B125220

**G2.B1.S1** Monitor attendance reports to ensure that student daily attendance is at 98% or higher 4

S137127

**Strategy Rationale**

It has been noted that students who are truant are not performing at the same level as their peers.

**Action Step 1** 5

Monitor daily attendance bulletin to ensure that there is 98% attendance or higher

**Person Responsible**

Lynn Harris

**Schedule**

Daily, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Daily attendance bulletin

**Action Step 2** 5

Print 3 or more absences and tardies report to target truant students

**Person Responsible**

Lynn Harris

**Schedule**

Weekly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Control D Truant Reports, Daily attendance bulletin

**Action Step 3** 5

Hold Parent/Guardian Conferences with truant student families

**Person Responsible**

Carol Sampson

**Schedule**

Monthly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

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

Check daily report and monitor truant students'

**Person Responsible**

Carol Sampson

**Schedule**

Weekly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Truancy Reports, Attendance Bulletins, CIS home visit logs, Social Worker Home visit logs/ notes

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

Track targeted students' attendance from month to month

**Person Responsible**

Lynn Harris

**Schedule**

Monthly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Truancy reports, attendance bulletins

**G3. Increase STEM experiences and support curricular and extra-curricular STEM opportunities for students**

1

G050022

**G3.B1** Teachers need extra support in developing a deeper knowledge of STEM content and how to incorporated it in daily instruction. 2

B125218

**G3.B1.S1** Host science fairs and STEM events to broaden experiences for all 4

S137123

**Strategy Rationale**

The STEM showcase during the fair allows participants to have hands-on opportunities with real world challenges

**Action Step 1** 5

How To Incorporate STEM events to broaden experiences in the classroom

**Person Responsible**

Julie Santamarina

**Schedule**

On 1/30/2015

**Evidence of Completion**

Agendas, Sign-In Sheets, Lesson Plans

**Action Step 2** 5

Increase STEM experiences and support curricular and extra-curricular STEM opportunities for students

**Person Responsible**

Julie Santamarina

**Schedule**

On 6/5/2015

**Evidence of Completion**

Science Fair Projects, Sign in Sheets, Lesson Plans, Walkthroughs, follow-up activities/ projects

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

Conduct classroom Walkthroughs to monitor the effective use of lesson planning and delivery to include STEM related activities within daily instruction.

**Person Responsible**

Julie Santamarina

**Schedule**

Weekly, from 11/17/2014 to 6/5/2015

***Evidence of Completion***

Lesson Plans and interactive activities recognizable as part of instruction during classroom walkthroughs.

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

Conduct classroom walkthroughs to monitor the effective use of STEM activities within instruction

**Person Responsible**

Julie Santamarina

**Schedule**

Monthly, from 11/17/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, student engagement, student work products and assessments, observation forms

**G4.** To increase student achievement by improving core instruction in all content areas. 1

G047892

**G4.B1** The teachers have limited experience with effective planning and instructional delivery aligned to the Florida Standards. 2

B120071

**G4.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

S131879

### Strategy Rationale

If teachers plan and deliver instruction effectively, student achievement will increase.

### Action Step 1 5

Provide professional development on the implementation of the Florida Standards.

#### Person Responsible

Julie Santamarina

#### Schedule

On 9/10/2014

#### Evidence of Completion

PD sign in sheets, PD follow up product, lesson plans

### 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

Julie Santamarina

#### Schedule

On 9/10/2014

#### Evidence of Completion

PD sign in sheets, PD follow up product, lesson plans

### Action Step 3 5

Follow-up on the implementation of the Florida Standards and comprehensive lesson planning provided during the professional development by unwrapping the standards during common planning to ensure instruction is aligned to the Florida Standards.

#### **Person Responsible**

Julie Santamarina

#### **Schedule**

Weekly, from 11/26/2014 to 6/5/2015

#### **Evidence of Completion**

Planning notes, lesson plans, instructional delivery observations, student work products

### Action Step 4 5

Implement and monitor an Instructional Frameworks 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 based on developed lesson plans from bell-to-bell.

#### **Person Responsible**

Julie Santamarina

#### **Schedule**

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

#### **Evidence of Completion**

Common planning coaching notes, lesson plans, instructional delivery student product, small group activities

### Action Step 5 5

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

#### **Person Responsible**

Julie Santamarina

#### **Schedule**

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

#### **Evidence of Completion**

Coaching cycle observation, modeling, and debriefing forms, coach and CSS support logs.



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

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**

Julie Santamarina

**Schedule**

Weekly, from 11/26/2014 to 6/5/2015

**Evidence of Completion**

Lesson plans, student engagement, student work products and assessments, observation forms.

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

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

**Person Responsible**

Carol Sampson

**Schedule**

Weekly, from 11/26/2014 to 6/5/2015

**Evidence of Completion**

Leadership Team meeting attendance sheets, debriefing notes and/or protocol, coaching logs

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

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

**Person Responsible**

Julie Santamarina

**Schedule**

Weekly, from 11/26/2014 to 6/5/2015

**Evidence of Completion**

Planning notes, lesson plans, student work products, coach support logs

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

Administrative team will conduct quarterly data chats with all teachers and have them adjust their SMART goals.

**Person Responsible**

Carol Sampson

**Schedule**

Quarterly, from 11/26/2014 to 6/5/2015

**Evidence of Completion**

Performance data

**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
G4.B1.S1.A1	Provide professional development on the implementation of the Florida Standards.	Santamarina, Julie	9/10/2014	PD sign in sheets, PD follow up product, lesson plans	9/10/2014 one-time
G3.B1.S1.A1	How To Incorporate STEM events to broaden experiences in the classroom	Santamarina, Julie	11/3/2014	Agendas, Sign-In Sheets, Lesson Plans	1/30/2015 one-time
G2.B1.S1.A1	Monitor daily attendance bulletin to ensure that there is 98% attendance or higher	Harris, Lynn	8/25/2014	Daily attendance bulletin	6/5/2015 daily
G1.B1.S3.A1	Offer workshops to inform families of the high expectations and standards children are expected to meet in each grade level.	Simmons, Deborah	10/20/2014	Sign in sheets, agendas	6/5/2015 quarterly
G4.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.	Santamarina, Julie	9/10/2014	PD sign in sheets, PD follow up product, lesson plans	9/10/2014 one-time
G3.B1.S1.A2	Increase STEM experiences and support curricular and extra-curricular STEM opportunities for students	Santamarina, Julie	11/3/2014	Science Fair Projects, Sign in Sheets, Lesson Plans, Walkthroughs, follow-up activities/projects	6/5/2015 one-time
G2.B1.S1.A2	Print 3 or more absences and tardies report to target truant students	Harris, Lynn	8/25/2014	Control D Truant Reports, Daily attendance bulletin	6/5/2015 weekly
G4.B1.S1.A3	Follow-up on the implementation of the Florida Standards and comprehensive lesson planning provided during the professional development by unwrapping the standards during common planning to ensure instruction is aligned to the Florida Standards.	Santamarina, Julie	11/26/2014	Planning notes, lesson plans, instructional delivery observations, student work products	6/5/2015 weekly
G2.B1.S1.A3	Hold Parent/Guardian Conferences with truant student families	Sampson, Carol	8/25/2014		6/5/2015 monthly
G4.B1.S1.A4	Implement and monitor an Instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the	Santamarina, Julie	11/26/2014	Common planning coaching notes, lesson plans, instructional delivery student product, small group activities	11/26/2014 weekly

**Dade - 4401 - Kelsey L. Pharr Elementary School - 2014-15 SIP**  
*Kelsey L. Pharr Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	effective use of small group instruction to target students' needs based on developed lesson plans from bell-to-bell.				
G4.B1.S1.A5	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Santamarina, Julie	11/26/2014	Coaching cycle observation, modeling, and debriefing forms, coach and CSS support logs.	11/26/2014 weekly
G1.MA1	Evaluate program/training effectiveness through parental surveys and participation	Sampson, Carol	11/24/2014	Sign in sheets, survey results	6/5/2015 quarterly
G1.B1.S3.MA1	Monitor parent involvement by assessing the number of parents attending the meetings	Trujillo, Miriam	11/3/2014	Parent volunteer list, sign in sheets, agendas	6/5/2015 monthly
G1.B1.S3.MA1	Conduct parent surveys to monitor effectiveness of trainings	Trujillo, Miriam	9/16/2014	parent survey results	6/5/2015 quarterly
G2.MA1	Monitor effectiveness of truancy plan through student attendance records and testing data trend	Sampson, Carol	8/25/2014	Student performance data trends, attendance reports, classroom walkthroughs	6/5/2015 quarterly
G2.B1.S1.MA1	Track targeted students' attendance from month to month	Harris, Lynn	8/25/2014	Truancy reports, attendance bulletins	6/5/2015 monthly
G2.B1.S1.MA1	Check daily report and monitor truant students'	Sampson, Carol	8/25/2014	Truancy Reports, Attendance Bulletins, CIS home visit logs, Social Worker Home visit logs/notes	6/5/2015 weekly
G3.MA1	Debrief with teachers on the implementation of STEM activities within their classrooms weekly.	Santamarina, Julie	11/17/2014	Planning notes, lesson plans, student work products	6/5/2015 monthly
G3.B1.S1.MA1	Conduct classroom walkthroughs to monitor the effective use of STEM activities within instruction	Santamarina, Julie	11/17/2014	Lesson plans, student engagement, student work products and assessments, observation forms	6/5/2015 monthly
G3.B1.S1.MA1	Conduct classroom Walkthroughs to monitor the effective use of lesson planning and delivery to include STEM related activities within daily instruction.	Santamarina, Julie	11/17/2014	Lesson Plans and interactive activities recognizable as part of instruction during classroom walkthroughs.	6/5/2015 weekly
G4.MA1	Administrative team will conduct quarterly data chats with all teachers and have them adjust their SMART goals.	Sampson, Carol	11/26/2014	Performance data	6/5/2015 quarterly
G4.B1.S1.MA1	Administrative team will conduct quarterly data chats with all teachers and have them adjust their SMART goals.	Sampson, Carol	11/26/2014	Performance data	6/5/2015 quarterly
G4.B1.S1.MA1	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.	Santamarina, Julie	11/26/2014	Lesson plans, student engagement, student work products and assessments, observation forms.	6/5/2015 weekly
G4.B1.S1.MA2	Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Sampson, Carol	11/26/2014	Leadership Team meeting attendance sheets, debriefing notes and/or protocol, coaching logs	6/5/2015 weekly
G4.B1.S1.MA3	Consistently monitor common planning and the implementation of the use of lesson planning and delivery.	Santamarina, Julie	11/26/2014	Planning notes, lesson plans, student work products, coach support logs	6/5/2015 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 Opportunities

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

### G1. Engage families in school planning, leadership and meaningful volunteer opportunities.

**G1.B1** Insufficient training and materials for parents on how to improve children's study skills or learning in various academic subjects.

**G1.B1.S3** Offer workshops to inform families of the high expectations and standards children are expected to meet in each grade level. Provide ways for families to support the expectations and learning at home.

#### PD Opportunity 1

Offer workshops to inform families of the high expectations and standards children are expected to meet in each grade level.

##### Facilitator

Instructional Coaches, Counselor, Community Members

##### Participants

Parents

##### Schedule

Quarterly, from 10/20/2014 to 6/5/2015

### G3. Increase STEM experiences and support curricular and extra-curricular STEM opportunities for students

**G3.B1** Teachers need extra support in developing a deeper knowledge of STEM content and how to incorporate it in daily instruction.

**G3.B1.S1** Host science fairs and STEM events to broaden experiences for all

#### PD Opportunity 1

How To Incorporate STEM events to broaden experiences in the classroom

##### Facilitator

Julie Santamarina, Assistant Principal, Dawnedra Caldwell, Math Coach, Samuel Wims, 1st Grade Teacher

##### Participants

Pre-K - 5th Grade Teachers

##### Schedule

On 1/30/2015

**G4.** To increase student achievement by improving core instruction in all content areas.

**G4.B1** The teachers have limited experience with effective planning and instructional delivery aligned to the Florida Standards.

**G4.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

**PD Opportunity 1**

Provide professional development on the implementation of the Florida Standards.

**Facilitator**

Instructional Coaches and Curriculum Support Staff

**Participants**

K-5 TEACHERS

**Schedule**

On 9/10/2014

**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**

Instructional Coaches and Curriculum Support Staff

**Participants**

K-5 TEACHERS

**Schedule**

On 9/10/2014

## Technical Assistance Items

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

**G4.** To increase student achievement by improving core instruction in all content areas.

**G4.B1** The teachers have limited experience with effective planning and instructional delivery aligned to the Florida Standards.

**G4.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### PD Opportunity 1

Follow-up on the implementation of the Florida Standards and comprehensive lesson planning provided during the professional development by unwrapping the standards during common planning to ensure instruction is aligned to the Florida Standards.

#### Facilitator

Instructional Coaches

#### Participants

K-5 Teachers

#### Schedule

Weekly, from 11/26/2014 to 6/5/2015

### PD Opportunity 2

Implement and monitor an Instructional Frameworks 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 based on developed lesson plans from bell-to-bell.

#### Facilitator

Instructional Coaches

#### Participants

K-5 Teachers

#### Schedule

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

### **PD Opportunity 3**

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

#### **Facilitator**

Instructional Coaches

#### **Participants**

K-5 Teachers

#### **Schedule**

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



## Budget Rollup

Summary	
Description	Total
Grand Total	0