

West Homestead K 8 Center



2014-15 School Improvement Plan

West Homestead K 8 Center

1550 SW 6TH ST, Homestead, FL 33030

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

School Demographics

School Type

Combination

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	B	D

School Board Approval

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

SIP Authority and Template

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

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

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

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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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of West Homestead K-8 Center is to increase student achievement while strengthening core values and skills necessary to become productive citizens and lifelong learners.

Provide the school's vision statement

At West Homestead K-8 Center we are dedicated to preparing our students to successfully compete in all facets of the 21st century learning environment and workforce.

School Environment

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

The process used to learn about student cultures and build relationships between teachers and students include lessons that are centered around cooperative learning activities, celebration of various cultural holidays, and student presentations about their families and cultures. Additionally, teacher committees are formed and grade-level and school-wide activities and performances bring the cultures of students and teachers to life while fostering conversations and collaborations of togetherness.

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

The school creates an environment where students feel safe and respected by providing support systems through counseling, implementing a school-wide Positive Behavior Support program, having safety patrols and adult supervision positioned throughout the school, providing character education activities during school, and reminding students of school expectations via morning announcements. The 5000 Role Models of Excellence Program has been implemented and helps to provide positive role models for our younger boys.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school-wide discipline plan is based on Positive Behavior Systems (PBS) of support. The PBS plan outlines protocols for disciplinary incidents and behavioral expectations. The teacher/staff committee created goals and guidelines that are used school-wide. All teachers use the same behavior chart and point system school-wide. Student assemblies are held by grade level to review the Student Code of Conduct.

Training is provided for teachers during the opening of schools meeting and during PD meeting

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

The school provides school site counseling to assist with student social-emotional needs. Bullying and prevention lessons are conducted in all classrooms. The school social worker also works with

students to address issues related to attendance. Outside mental health agencies also partner with the school and provide services to students as needed.

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 indicators used include attendance, behavior, and course failure.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	33	30	19	26	15	17	5	145
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	11	22	26	5	15	3	25	107
Level 1 on statewide assessment	0	0	0	75	38	17	8	138

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	6	
Students exhibiting two or more indicators	25	11	22	26	5	15	3	107

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

The intervention strategies employed by the school to improve academic performance include the counselor providing academic counseling for all retained students, holding Attendance Review Committee meetings with students and parents for students with three or more absences, peer support lunch bunch sessions with the counselor where student concerns are addressed, after school tutoring programs and services, and PBS, Behavior Intervention Plans, and the RtI process using the Multi-tiered Support Systems.

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 available at the school site.

Description

Please see West Homestead Title I PIP.

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

West Homestead K-8 Center works closely with community leaders to support our school. Community leaders are encourage to join and attend all PTA and school events. Our school invites local partnerships to attend our EESAC meetings to help support our students in the community.

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
Edouard, Tammy	Principal
Carroll, Ilisa	Assistant Principal
Gutierrez, Norma	Guidance Counselor
Barcinas, Christina	Instructional Coach
Flowers-Robinson, Sophia	Instructional Coach
Tovar, Viola	Instructional Coach
Nixon, Albertha	Teacher, ESE

Duties

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

Tier I

Tammy S. Edouard, Principal and Ilisa L. Carroll, Assistant Principal will participate in Rtl meetings and monitor the fidelity of the academic and behavior interventions.

In addition to the school administrator(s) the Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Laura Smythers, Primary Reading Coach
- Christina Barcinas, Intermediate Reading Coach
- Dr. Viola Clesca-Tovar, Science Coach
- Sophia Flowers-Robinson, Mathematics Coach
- Dr. Albertha Nixon, Special Education Lead Teacher
- Norma Agosto-Gutierrez, School Guidance Counselor
- Dr. Irene Astrid Schutte-Aine, School Psychologist
- Nancy Morene, School Social Worker

- Everette Sewer, Media Specialist
- Rebecca Moreau, Community Involvement Specialist

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly and when new data is available to review outcomes and make decisions based on student strengths and weaknesses.

Tier II

The SPED Chair, LEA, School Psychologist, School Counselor, and Reading Coach will conduct weekly meetings to evaluate student data in order to measure gains. Decisions will be made to determine next steps. Additionally, general education teachers will be involved in the decision making process as needed.

Tier III

The SPED Chair, LEA, School Psychologist, and School Counselor along with the parent/guardian make up the Tier 3 SST Problem Solving Team

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

Tier I

The MTSS Leadership Team uses the Tier I Problem Solving process to set Tier I goals and monitor academic and behavioral data to evaluate progress towards those goals each month and when OPMs and other data are available.

Implement 4-Step Problem Solving Model

Monitor Student Outcomes

Respond based on students demonstrating a positive response or having met proficiency by raising goals or providing enrichment.

Respond based on students who are not progressing towards the goals by creating a plan to increase interventions and support systems.

Monitor the use and fidelity of the intervention programs prescribed specifically for each student based on his or her area of weakness.

Tier II

The second level of support consists of supplemental instruction and interventions provided in addition to core instruction and behavioral supports. Tier II problem solving meetings occur bi-weekly.

- Review OPM data for intervention groups to evaluate group and individual student response.
- Select students (see SST guidelines) for SST Tier III intervention.

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier I worksheets completed three times per year. The MTSS Problem-Solving Model is used to monitor and adjust the supports provided based on student response to intervention.

Annual school site goals are written and monitored at the beginning, middle, and end of the school year. Ongoing progress monitoring measures are used to track student progress based on the in-program timelines.

Tier II supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

The MTSS team will convene at the end of year to evaluate the effectiveness of the Tier I problem solving protocol. Trend data reports are used to strategically provide intervention and support systems.

The MTSS leadership team extends the interventions and supports systems to include the primary grades in order to strengthen basic skills necessary for academic achievement.

Title I, Part A

Services are provided at West Homestead K-8 Center to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parental involvement activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide resources, and create opportunities for parental participation various aspects of school site decision making. Curriculum Coaches provide support to teachers to identify and analyze existing literature on scientifically based curriculum and intervention approaches. They identify systematic patterns of student need while working with district personnel to strengthen pedagogical practices; assist with screening programs that provide early intervention services for children who may be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Parents, teachers, and students are notified via Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. The Title I survey is available in English, Spanish and Haitian-Creole and is available online and in hard copy. Supplemental support services are also available for families in need of mental health services, homeless services and migrant services.

Title I, Part C- Migrant

West Homestead K-8 Center provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

N/A

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
- 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, schools, and the community.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

West Homestead Elementary receives funding from Supplemental 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 classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary teachers, administrators, and counselor is also a component of this program.

Nutrition Programs

- 1) The 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, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's guidelines.

Housing Programs

N/A

Head Start

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

N/A

Job Training

N/A

Other

N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rosa Berry	Teacher
Tammy S. Edouard	Principal
Bernardo Gonzalez	Teacher
Jessica Mendoza	Parent
Francelene Augustin	Teacher
Yulanda Kerr-Stewart	Teacher
Pat Collins	Teacher
Laticia Roberts	Teacher
Octavious Fagan	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The EESAC committee discussed the School Improvement Plan that was entered last year and approved the plan. During the school year, data was discussed for the mid-year SIP and FCAT data was discussed for the end of the year.

Development of this school improvement plan

The SAC committee meets to discuss results of the district interim assessments. The committee shares in the duties of school improvement plan and what goals will be recorded on the SIP. The members were given an opportunity to make suggestions for changes to our current School Improvement Plan at the end of the previous school year. Their suggestions were incorporated as appropriate into this year's plan. The SAC will review the final plan and approve.

Preparation of the school's annual budget and plan

The needs of the school was discussed during our opening EESAC meeting. Funds will be used for the benefit of our students. As a committee, we will decide and approve the purchases of those student related items.

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

Supplemental textbooks and school supplies will be purchased from the SAC money. The SAC committee votes on an area of the school that needs extra support and chooses to purchase materials for the students in order for our school to have a successful year.

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
Edouard, Tammy	Principal
Carroll, Ilisa	Assistant Principal
Barcinas, Christina	Teacher, K-12
Flowers-Robinson, Sophia	Instructional Coach
Smythers, Laura	Instructional Coach
Tovar, Viola	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets on a monthly basis to review data, discuss current trends and practices, and ways to improve literacy across all content areas. Bulletin board displays, goal setting charts, parent workshops, and literacy programs and information posted on the school web-site are ways that we promote literacy within the school.

We provide PD based on teacher and student needs. We provide a wide array of incentives for student growth in reading, for proficiency, and for the use of reading programs within our school.

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

West Homestead K-8 Center implements and monitors targeted interventions and enrichment opportunities by providing an additional hour of reading intervention by every teacher. Teachers have received and will continue to receive training in Florida Standards and are implementing the rigorous requirements of these standards to guide our students to becoming effective readers. Teachers will be encouraged to organize differentiated groups within their classrooms to heighten collaborative conversations and comprehension of classroom texts.

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

The programs and student population of West Homestead will be discussed during the hiring process and teachers will be given the opportunity to learn about our students and the role needed to support student achievement. New teachers will be provided mentoring and support through common planning, coaching and leadership assistance. Additionally, all new hires will be given the opportunity to meet once a week with one of the instructional coaches who will answer questions, assist in areas of need, provide guidance and suggestions, and become a resource to the new hires. New hires will be encouraged to attend professional development and they will be given the opportunity to observe peers and instructional coaches.

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

Our school using the MINT program and specific teachers are mentor teacher that help and support beginning teachers throughout their first year. Ideally, the mentor will teach the same subject and have excellent classroom management and pedagogy skills.

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 are provided the core instructional materials that have been mandated by Miami-Dade County Public Schools. Teachers create lesson plans using the core instructional materials. The use of the materials is monitored during walkthroughs and when reviewing student work samples..

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

Current data is analyzed by teachers, administrators, and coaches. Using the current data helps our school target low scoring standards that need to be improved. Our leadership team conducts informal and formal data chats with the teachers and what strategies need to be put in place to improve our scores. Teachers also use the data within their classrooms to discuss with their students on how to target these low scoring standards and what needs to be done in order to improve their comprehension.

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

West Homestead K-8 is an extended day school with a school day as follows: Kindergarten - First grade from 8:35 am to 3:05 pm and second through seventh grade from 8:35 am to 4:05 pm. All students receive either reading intervention, intensive reading, or enrichment.

Strategy Rationale

Students receive an additional 30 minutes of math instruction and 60 minutes of reading intervention.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Edouard, Tammy, pr5791@dadeschools.net

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

OPM data from the Saxon or Wonderworks intervention program is recorded bi-weekly. Interventionists record the data and turn submit it to the instructional coach. The data is reviewed during the leadership team meetings and in grade level meetings. Computer-based program data is monitored regularly. All data will be used for Rtl and to measure student growth.

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

Families of preschool children transitioning into kindergarten programs are provided assistance all year long. At the Kindergarten Round-Up, parents are provided an overview of the school and the facility, provided immunization and health information and provide registration information. Children are provided an opportunity to meet the teachers and experience various kindergarten activities. The school works with the district to provide transition for students arriving from Head Start and VPK programs within the district.

Kindergarten students are assessed using FAIR and Interim Assessments to understand what level the students are at. Instruction is adjusted as needed, after data has been analyzed by the coaches and administration.

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

College and Career Day will showcase and highlight colleges and careers that are available in the 21st century. The school counselor, PTA, and Community Involvement Specialist establish relationships with colleges and business leaders who are willing to participate in the event. The principal also builds relationships with community stakeholders by attending events in the community.

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

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

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

Middle school students are creating a portfolio with activities focused on goal setting and high school and college research related to their fields of interest.

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.** Parental Involvement - See PIP
- G2.** To increase the science FCAT scores by 18 percentage points with increased STEM exploration through hands-on activities and real-world application.
- G3.** To decrease the amount of outdoor suspensions issued each grading period.
- 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. Parental Involvement - See PIP **1a**

Targets Supported **1b**

 G050897

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

Resources Available to Support the Goal **2**

Targeted Barriers to Achieving the Goal **3**

G2. To increase the science FCAT scores by 18 percentage points with increased STEM exploration through hands-on activities and real-world application. 1a

G050896

Targets Supported 1b

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

Resources Available to Support the Goal 2

- J and J Bootcamp, GIZMOS, FCAT Explorer, AIMS, Science Stars, Museum of Science

Targeted Barriers to Achieving the Goal 3

- Not enough materials, issues with working technology, unable to attend field trip

Plan to Monitor Progress Toward G2. 8

Student benchmark exams

Person Responsible

Viola Tovar

Schedule

Biweekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Student test scores by benchmark

G3. To decrease the amount of outdoor suspensions issued each grading period. 1a

G050884

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Positive Behavior Support Charts and Incentives and recognition for acceptable student behavior

Targeted Barriers to Achieving the Goal 3

- Poor implementation of Positive Behavior Supports

Plan to Monitor Progress Toward G3. 8

Suspension Reports

Person Responsible

Ilisa Carroll

Schedule

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

Evidence of Completion

Student Case Management and Suspension Reports

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

G048131

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	28.0
FSA - Mathematics - Proficiency Rate	0.0
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos
- Houghton Mifflin Harcourt Go Math resources, McGraw-Hill resources, i-Ready, Ready Common Core, Reflex Math, Gizmos, Study Jams, Edgenuity
-
-

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards in science.
- Lack of evidence that students consistently generate authentic work products aligned to the cognitive complexity of the standards in science.
- There is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS)
- There is limited evidence of reading comprehension and writing strategies to enhance instruction in core curriculum areas.
- Limited evidence of effective explicit instruction aligned to the mathematics instructional standards.

Plan to Monitor Progress Toward G4. 8

District Interim Assessments and tri-weekly assessments.

Person Responsible

Viola Tovar

Schedule

Monthly, from 9/29/2014 to 3/13/2015

Evidence of Completion

Students will show a performance of 70% proficiency on assessments.

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


G2. To increase the science FCAT scores by 18 percentage points with increased STEM exploration through hands-on activities and real-world application. **1**

 G050896

G2.B1 Not enough materials, issues with working technology, unable to attend field trip **2**

 B127672

G2.B1.S1 Attend science stars, implement after school science club with focus on STEM activities, and implement Nature Postings enrichment program. **4**

 S139794

Strategy Rationale

The activities will encourage science exploration and develop an avenue for students to connect real-world experiences to STEM related lessons.

Action Step 1 **5**

Resources, planning, and materials will be used to create a culture that encourages STEM exploration and activities.

Person Responsible

Viola Tovar

Schedule

Weekly, from 11/3/2014 to 5/29/2015

Evidence of Completion

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

Implementation of STEM lessons and Nature Postings lessons that are aligned to the Science FCAT.

Person Responsible

Tammy Edouard

Schedule

Monthly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Benchmark Tests, STEM lesson plans

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

Lesson Plans and student work samples will be reviewed and walkthroughs will be conducted

Person Responsible

Tammy Edouard

Schedule

Biweekly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Student work samples and assessments aligned to the curriculum.

G3. To decrease the amount of outdoor suspensions issued each grading period. 1

G050884

G3.B1 Poor implementation of Positive Behavior Supports 2

B127668

G3.B1.S1 Provide professional development on Positive Behavior Support and develop a variety of ways to reward positive behavior. 4

S139792

Strategy Rationale

Teachers and students will buy-in to participating and improving student behavior.

Action Step 1 5

Teachers will be provided ongoing professional development regarding Positive Behavior Support.

Person Responsible

Tammy Edouard

Schedule

Quarterly, from 8/14/2014 to 5/29/2015

Evidence of Completion

Sign in Rosters

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

G048131

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

B120187

G4.B1.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. 4

S132043

Strategy Rationale

Teachers need to become more familiar with the NGSSS to align instruction to the cognitive of the standards.

Action Step 1 5

Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, Scope and Sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.

Person Responsible

Viola Tovar

Schedule

Daily, from 9/26/2014 to 10/3/2014

Evidence of Completion

Teachers participate in Professional Learning Communities in order to strengthen knowledge of resources and strategies.

Action Step 2 5

Create Instructional Frameworks with an emphasis on explicit instruction and student generated work.

Person Responsible

Viola Tovar

Schedule

Weekly, from 9/26/2014 to 10/10/2014

Evidence of Completion

Science CSS and AP will create Instructional Frameworks tailored to each teacher's instructional block.

Action Step 3 5

Provide professional development to teachers on "unwrapping the benchmarks" in order to develop topical questions that will assist in the creation of lessons that address the cognitive complexity of the standard.

Person Responsible

Viola Tovar

Schedule

On 10/24/2014

Evidence of Completion

Teachers participate in Professional Learning Communities in order to strengthen knowledge and unwrapping benchmarks.

Action Step 4 5

Model during planning the utilization of the pacing guide and scope and sequence to develop questions, select tasks, and identify appropriate instructional strategies that are aligned to the cognitive complexity of the standard.

Person Responsible

Viola Tovar

Schedule

On 11/14/2014

Evidence of Completion

Science CSS will facilitate planning sessions to create lesson plans that are focused and aligned to standards.

Action Step 5 5

Model the delivery of instruction, to targeted teachers, designed as a result of "unwrapping the benchmark" with a focus on utilizing topical questions to drive daily instruction.

Person Responsible

Viola Tovar

Schedule

On 11/28/2014

Evidence of Completion

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

Action Step 6 5

Person Responsible

Schedule

Evidence of Completion

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

Walkthroughs by administrators, lesson plans, and delivery of instruction

Person Responsible

Tammy Edouard

Schedule

Weekly, from 9/26/2014 to 11/30/2014

Evidence of Completion

Delivery of instruction with the cognitive complexity of the standards, authentic student work, and evidence of research-based reading, writing, and ESOL strategies in journals and laboratory conclusions.

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

Walkthroughs by administrators, lesson plans, and delivery of instruction

Person Responsible


Tammy Edouard

Schedule

On 11/14/2014

Evidence of Completion

G4.B3 There is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS) 2

 B120190

G4.B3.S1 Plan for an 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 stents data to ascertain strengths and weaknesses to identify clear and accessible future instructional parts. 4

 S132012

Strategy Rationale

Action Step 1 5

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

Person Responsible

Christina Barcinas

Schedule

On 9/26/2014

Evidence of Completion

agenda, sign in sheets, PD handouts and ppt, teacher reflection

Action Step 2 5

Set norms for common planning to establish school-wide expectations

Person Responsible

Christina Barcinas

Schedule

Weekly, from 9/25/2014 to 11/26/2014

Evidence of Completion

developed and posted norms

Action Step 3 5

Provide professional development on comprehensive lesson planning including explicit instruction and before, during and after reading strategies

Person Responsible

Christina Barcinas

Schedule

Biweekly, from 9/25/2014 to 10/1/2014

Evidence of Completion

agenda, sign in sheets, PD handouts and ppt, teacher reflection

Action Step 4 5

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

Person Responsible

Christina Barcinas

Schedule

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

Evidence of Completion

lesson plans, agenda, sign in sheets

Action Step 5 5

Conduct full coaching cycles to include modeling, co-teaching and debriefing on the different components of the instructional framework aligned to the LAFS based on the teacher need.

Person Responsible

Christina Barcinas

Schedule

On 11/26/2014

Evidence of Completion

coaching logs and calendar, note-taking/note-making

Action Step 6 5

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

Person Responsible

Christina Barcinas

Schedule

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

Evidence of Completion

lesson plans, agendas, sign in sheets

Action Step 7 5

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

Person Responsible

Christina Barcinas

Schedule

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

Evidence of Completion

agenda, sign in sheets, unwrapping the standards protocol

Action Step 8 5

Plan for and develop student work products for the "After Reading" portion of the lesson that are aligned to the Language Arts Standards and Daily Learning Targets.

Person Responsible

Christina Barcinas

Schedule

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

Evidence of Completion

lesson plans, student work product

Action Step 9 5

Conduct Classroom walk throughs to monitor the effective

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

walk through documentation through feedback on coaching logs

Action Step 10 5

Debrief with instructional coaches on the implementation of teacher's 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

Tammy Edouard

Schedule

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

Evidence of Completion

agenda, sign in sheets, CSS feedback on logs

Action Step 11 5

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

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

agenda, sign in sheets

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Walkthroughs by administration

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

lesson plans, instructional delivery

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Walkthroughs by administration

Person Responsible

Tammy Edouard


Schedule

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

Evidence of Completion

lesson plans, instructional delivery

G4.B4 There is limited evidence of reading comprehension and writing strategies to enhance instruction in core curriculum areas. 2

 B120199

G4.B4.S1 Utilize research-based Reading, Writing and ELL strategies to enhance instruction in core curriculum areas. 4

 S132015

Strategy Rationale

Action Step 1 5

Provide professional development on effective reading comprehension and writing strategies across the curriculum (ex.vocabulary, close reading, text evidence, analytical writing, and independent reading).

Person Responsible

Christina Barcinas

Schedule

On 10/10/2014

Evidence of Completion

agenda, sign-in sheets, PD handouts

Action Step 2 5

Implement effective reading comprehension and writing strategies across the curriculum (ex. vocabulary, close reading, text evidence, analytical writing, and independent Reading).

Person Responsible

Christina Barcinas

Schedule

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

Evidence of Completion

lesson plans, instructional delivery

Action Step 3 5

Follow-up on the implementation of effective reading comprehension and writing strategies across the curriculum. Language Arts (LAFS) Item specification; planning cards, Daily learning targets.

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

lesson plans, instructional delivery

Action Step 4 5

Include the use of structured (pre-printed) graphic organizers (i.e. flip charts, venn diagram, foldables, webs, t-charts, etc.) to help students develop their understanding of texts and their understanding of analytical writing in response to text.

Person Responsible

Christina Barcinas

Schedule

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

Evidence of Completion

lesson plans, instructional delivery

Action Step 5 5

Provide opportunities in all content areas to respond to text dependent questions and cite text evidence (ex. Claims, evidence, reasoning; analytical writing, open response) that demonstrates understanding of information from multiple sources.

Person Responsible

Christina Barcinas

Schedule

On 11/26/2014

Evidence of Completion

lesson plans, instructional delivery

Action Step 6 5

Create products in all content areas that require analytical writing and research that synthesize information from multiple courses and addresses all components of the writing process through technology enhanced response mediums (e.g. typed end products, multimedia and oral presentations).

Person Responsible

Christina Barcinas

Schedule

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

Evidence of Completion

lesson plans, instructional delivery

Action Step 7 5

Implement and monitor the use of descriptive and correction feedback on student work utilizing rubrics in order to provide opportunities for the students to make adjustments and improvements towards mastery.

Person Responsible

Christina Barcinas

Schedule

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

Evidence of Completion

lesson plans, instructional delivery

Action Step 8 5

Conduct coaching cycles on effective reading comprehension and writing strategies across the curriculum.

Person Responsible

Christina Barcinas

Schedule

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

Evidence of Completion

coaching log, calendar, debrief protocol

Action Step 9 5

Conduct classroom walkthroughs to monitor the implementation of effective reading comprehension and writing strategies across the curriculum.

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

lesson plans, instructional delivery

Action Step 10 5

Debrief with instructional coaches on the implementation of effective reading and comprehension and writing strategies across the curriculum.

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

debrief protocol, coaching log, feedback

Action Step 11 5

Consistently monitor the implementation of effective reading comprehension and writing strategies across the curriculum

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

lesson plans, instructional delivery

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Walkthroughs by administrators, lesson plans

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

lesson plans, instructional delivery

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7


Person Responsible

Schedule

Evidence of Completion

G4.B6 Limited evidence of effective explicit instruction aligned to the mathematics instructional standards.

2

 B120308

G4.B6.S1 Utilize the Mathematics Florida Standards when planning for and delivering instruction. 4

 S132143

Strategy Rationale

Working collaboratively during common planning to unwrap the standards will be utilized to deliver explicit instruction to ensure students understanding of the content being taught.

Action Step 1 5

The math coach and teachers will work collaboratively during common planning to create lesson plans using backwards planning.

Person Responsible

Sophia Flowers-Robinson

Schedule

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

Evidence of Completion

Evidence of explicit standard-based lesson plans will be produced through common planning.

Action Step 2 5

The math coach and teachers will work collaboratively to unwrap the standards during common planning to ensure instruction is aligned to the standards.

Person Responsible

Sophia Flowers-Robinson

Schedule

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

Evidence of Completion

Evidence of explicit standard-based lesson plans will be produced through common planning and implemented during instructional delivery.

Action Step 3 5

The math coach and teachers will work collaboratively to develop and implement a plan on how the unwrapped standards will be explicitly taught to ensure student understanding.

Person Responsible

Sophia Flowers-Robinson

Schedule

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

Evidence of Completion

Evidence of unwrapped standards will be evident in explicit standard-based lesson plans and used to ensure students understanding of content.

Plan to Monitor Fidelity of Implementation of G4.B6.S1 6

Administration will monitor the utilization of backwards planning to create lesson plans.

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

Administration will monitor explicit standard-based lesson plans and instructional delivery by conducting walkthroughs.

Plan to Monitor Fidelity of Implementation of G4.B6.S1 6

Administration will monitor the implementation of unwrapping the standards to create standard-based lesson plans that are aligned to the standards.

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

Administration will monitor explicit standard-based lesson plans and instructional delivery by conducting walkthroughs.

Plan to Monitor Fidelity of Implementation of G4.B6.S1 6

Administration will monitor the development and implementation plan on how the unwrapped standards will be explicitly taught to ensure student understanding.

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

Administration will monitor explicit standard-based lesson plans and instructional delivery by conducting walkthroughs.

Plan to Monitor Effectiveness of Implementation of G4.B6.S1 7

Administration will monitor the utilization of backwards planning to create lesson plans.

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

Administration will monitor explicit standard-based lesson plans, instructional delivery and student achievement by conducting walkthroughs.

Plan to Monitor Effectiveness of Implementation of G4.B6.S1 7

Administration will monitor the implementation of unwrapping the standards to create standard-based lesson plans that are aligned to the standards.

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

Administration will monitor explicit standard-based lesson plans, instructional delivery and student achievement by conducting walkthroughs.

Plan to Monitor Effectiveness of Implementation of G4.B6.S1 7

Administration will monitor the development and implementation plan on how the unwrapped standards will be explicitly taught to ensure student understanding.

Person Responsible

Tammy Edouard

Schedule

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

Evidence of Completion

Administration will monitor explicit standard-based lesson plans, instructional delivery and student achievement by conducting walkthroughs.

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.B3.S1.A1	Provide professional development on the implementation of the Language Arts Florida Standards	Barcinas, Christina	9/25/2014	agenda, sign in sheets, PD handouts and ppt, teacher reflection	9/26/2014 one-time
G4.B4.S1.A1	Provide professional development on effective reading comprehension and writing strategies across the curriculum (ex.vocabulary, close reading, text evidence, analytical writing, and independent reading).	Barcinas, Christina	9/26/2014	agenda, sign-in sheets, PD handouts	10/10/2014 one-time
G4.B1.S1.A1	Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, Scope and Sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.	Tovar, Viola	9/26/2014	Teachers participate in Professional Learning Communities in order to strengthen knowledge of resources and strategies.	10/3/2014 daily
G4.B6.S1.A1	The math coach and teachers will work collaboratively during common planning to create lesson plans using backwards planning.	Flowers-Robinson, Sophia	9/26/2014	Evidence of explicit standard-based lesson plans will be produced through common planning.	11/26/2014 weekly
G3.B1.S1.A1	Teachers will be provided ongoing professional development regarding Positive Behavior Support.	Edouard, Tammy	8/14/2014	Sign in Rosters	5/29/2015 quarterly
G2.B1.S1.A1	Resources, planning, and materials will be used to create a culture that encourages STEM exploration and activities.	Tovar, Viola	11/3/2014		5/29/2015 weekly
G4.B3.S1.A2	Set norms for common planning to establish school-wide expectations	Barcinas, Christina	9/25/2014	developed and posted norms	11/26/2014 weekly
G4.B4.S1.A2	Implement effective reading comprehension and writing strategies across the curriculum (ex. vocabulary, close reading, text evidence, analytical writing, and independent Reading.	Barcinas, Christina	9/26/2014	lesson plans, instructional delivery	11/26/2014 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A2	Create Instructional Frameworks with an emphasis on explicit instruction and student generated work.	Tovar, Viola	9/26/2014	Science CSS and AP will create Instructional Frameworks tailored to each teacher's instructional block.	10/10/2014 weekly
G4.B6.S1.A2	The math coach and teachers will work collaboratively to unwrap the standards during common planning to ensure instruction is aligned to the standards.	Flowers-Robinson, Sophia	9/26/2014	Evidence of explicit standard-based lesson plans will be produced through common planning and implemented during instructional delivery.	11/26/2014 biweekly
G4.B3.S1.A3	Provide professional development on comprehensive lesson planning including explicit instruction and before, during and after reading strategies	Barcinas, Christina	9/25/2014	agenda, sign in sheets, PD handouts and ppt, teacher reflection	10/1/2014 biweekly
G4.B1.S1.A3	Provide professional development to teachers on "unwrapping the benchmarks" in order to develop topical questions that will assist in the creation of lessons that address the cognitive complexity of the standard.	Tovar, Viola	9/26/2014	Teachers participate in Professional Learning Communities in order to strengthen knowledge and unwrapping benchmarks.	10/24/2014 one-time
G4.B4.S1.A3	Follow-up on the implementation of effective reading comprehension and writing strategies across the curriculum. Language Arts (LAFS) Item specification; planning cards, Daily learning targets.	Edouard, Tammy	9/26/2014	lesson plans, instructional delivery	11/26/2014 weekly
G4.B6.S1.A3	The math coach and teachers will work collaboratively to develop and implement a plan on how the unwrapped standards will be explicitly taught to ensure student understanding.	Flowers-Robinson, Sophia	9/26/2014	Evidence of unwrapped standards will be evident in explicit standard-based lesson plans and used to ensure students understanding of content.	11/26/2014 weekly
G4.B3.S1.A4	Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development.	Barcinas, Christina	9/26/2014	lesson plans, agenda, sign in sheets	11/26/2014 monthly
G4.B4.S1.A4	Include the use of structured (pre-printed) graphic organizers (i.e. flip charts, venn diagram, foldables, webs, t-charts, etc.) to help students develop their understanding of texts and their understanding of analytical writing in response to text.	Barcinas, Christina	9/26/2014	lesson plans, instructional delivery	11/26/2014 weekly
G4.B1.S1.A4	Model during planning the utilization of the pacing guide and scope and sequence to develop questions, select tasks, and identify appropriate instructional strategies that are aligned to the cognitive complexity of the standard.	Tovar, Viola	9/26/2014	Science CSS will facilitate planning sessions to create lesson plans that are focused and aligned to standards.	11/14/2014 one-time
G4.B3.S1.A5	Conduct full coaching cycles to include modeling, co-teaching and debriefing on the different components of the instructional framework aligned to the LAFS based on the teacher need.	Barcinas, Christina	9/25/2014	coaching logs and calendar, note-taking/note-making	11/26/2014 one-time
G4.B4.S1.A5	Provide opportunities in all content areas to respond to text dependent questions and cite text evidence (ex. Claims, evidence, reasoning; analytical writing, open response) that demonstrates understanding of information from multiple sources.	Barcinas, Christina	9/26/2014	lesson plans, instructional delivery	11/26/2014 one-time
G4.B1.S1.A5	Model the delivery of instruction, to targeted teachers, designed as a result of "unwrapping the benchmark" with a focus on utilizing topical questions to drive daily instruction.	Tovar, Viola	9/26/2014	Delivery of instruction provides evidence of the use of a variety of resources and tasks aligned to standards.	11/28/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B3.S1.A6	Work collaboratively during common planning to create lesson plans during backward planning	Barcinas, Christina	9/26/2014	lesson plans, agendas, sign in sheets	11/26/2014 weekly
G4.B4.S1.A6	Create products in all content areas that require analytical writing and research that synthesize information from multiple courses and addresses all components of the writing process through technology enhanced response mediums (e.g. typed end products, multimedia and oral presentations.	Barcinas, Christina	9/26/2014	lesson plans, instructional delivery	11/26/2014 weekly
G4.B1.S1.A6	[no content entered]			one-time	
G4.B3.S1.A7	Unwrap the standards during common planning to ensure instruction is aligned to the Language Arts Florida Standards.	Barcinas, Christina	9/26/2014	agenda, sign in sheets, unwrapping the standards protocol	11/26/2014 weekly
G4.B4.S1.A7	Implement and monitor the use of descriptive and correction feedback on student work utilizing rubrics in order to provide opportunities for the students to make adjustments and improvements towards mastery.	Barcinas, Christina	9/26/2014	lesson plans, instructional delivery	11/26/2014 weekly
G4.B3.S1.A8	Plan for and develop student work products for the "After Reading" portion of the lesson that are aligned to the Language Arts Standards and Daily Learning Targets.	Barcinas, Christina	9/26/2014	lesson plans, student work product	11/26/2014 weekly
G4.B4.S1.A8	Conduct coaching cycles on effective reading comprehension and writing strategies across the curriculum.	Barcinas, Christina	9/26/2014	coaching log, calendar, debrief protocol	11/26/2014 weekly
G4.B3.S1.A9	Conduct Classroom walk throughs to monitor the effective	Edouard, Tammy	9/26/2014	walk through documentation through feedback on coaching logs	11/26/2014 weekly
G4.B4.S1.A9	Conduct classroom walkthroughs to monitor the implementation of effective reading comprehension and writing strategies across the curriculum.	Edouard, Tammy	9/26/2014	lesson plans, instructional delivery	11/26/2014 weekly
G4.B3.S1.A10	Debrief with instructional coaches on the implementation of teacher's use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Edouard, Tammy	9/26/2014	agenda, sign in sheets, CSS feedback on logs	11/26/2014 weekly
G4.B4.S1.A10	Debrief with instructional coaches on the implementation of effective reading and comprehension and writing strategies across the curriculum.	Edouard, Tammy	9/26/2014	debrief protocol, coaching log, feedback	11/26/2014 weekly
G4.B3.S1.A11	Consistently monitor common planning and the implementation of the use of lesson planning and delivery.	Edouard, Tammy	9/26/2014	agenda, sign in sheets	11/26/2014 weekly
G4.B4.S1.A11	Consistently monitor the implementation of effective reading comprehension and writing strategies across the curriculum	Edouard, Tammy	9/26/2014	lesson plans, instructional delivery	11/26/2014 weekly
G2.MA1	Student benchmark exams	Tovar, Viola	9/19/2014	Student test scores by benchmark	5/29/2015 biweekly
G2.B1.S1.MA1	Lesson Plans and student work samples will be reviewed and walkthroughs will be conducted	Edouard, Tammy	11/3/2014	Student work samples and assessments aligned to the curriculum.	5/29/2015 biweekly
G2.B1.S1.MA1	Implementation of STEM lessons and Nature Postings lessons that are aligned to the Science FCAT.	Edouard, Tammy	11/3/2014	Benchmark Tests, STEM lesson plans	5/29/2015 monthly
G3.MA1	Suspension Reports	Carroll, Ilisa	9/5/2014	Student Case Management and Suspension Reports	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	District Interim Assessments and tri-weekly assessments.	Tovar, Viola	9/29/2014	Students will show a performance of 70% proficiency on assessments.	3/13/2015 monthly
G4.B3.S1.MA1	Walkthroughs by administration	Edouard, Tammy	9/26/2014	lesson plans, instructional delivery	11/26/2014 weekly
G4.B3.S1.MA1	Walkthroughs by administration	Edouard, Tammy	9/26/2014	lesson plans, instructional delivery	11/26/2014 weekly
G4.B3.S1.MA1	[no content entered]			one-time	
G4.B4.S1.MA1	[no content entered]			one-time	
G4.B4.S1.MA1	Walkthroughs by administrators, lesson plans	Edouard, Tammy	9/26/2014	lesson plans, instructional delivery	11/26/2014 weekly
G4.B1.S1.MA1	Walkthroughs by administrators, lesson plans, and delivery of instruction	Edouard, Tammy	9/26/2014		11/14/2014 one-time
G4.B1.S1.MA1	Walkthroughs by administrators, lesson plans, and delivery of instruction	Edouard, Tammy	9/26/2014	Delivery of instruction with the cognitive complexity of the standards, authentic student work, and evidence of research-based reading, writing, and ESOL strategies in journals and laboratory conclusions.	11/30/2014 weekly
G4.B6.S1.MA1	Administration will monitor the utilization of backwards planning to create lesson plans.	Edouard, Tammy	9/26/2014	Administration will monitor explicit standard-based lesson plans, instructional delivery and student achievement by conducting walkthroughs.	11/26/2014 monthly
G4.B6.S1.MA5	Administration will monitor the implementation of unwrapping the standards to create standard-based lesson plans that are aligned to the standards.	Edouard, Tammy	9/26/2014	Administration will monitor explicit standard-based lesson plans, instructional delivery and student achievement by conducting walkthroughs.	11/26/2014 monthly
G4.B6.S1.MA6	Administration will monitor the development and implementation plan on how the unwrapped standards will be explicitly taught to ensure student understanding.	Edouard, Tammy	9/26/2014	Administration will monitor explicit standard-based lesson plans, instructional delivery and student achievement by conducting walkthroughs.	11/26/2014 monthly
G4.B6.S1.MA1	Administration will monitor the utilization of backwards planning to create lesson plans.	Edouard, Tammy	9/26/2014	Administration will monitor explicit standard-based lesson plans and instructional delivery by conducting walkthroughs.	11/26/2014 monthly
G4.B6.S1.MA3	Administration will monitor the implementation of unwrapping the standards to create standard-based lesson plans that are aligned to the standards.	Edouard, Tammy	9/26/2014	Administration will monitor explicit standard-based lesson plans and instructional delivery by conducting walkthroughs.	11/26/2014 monthly
G4.B6.S1.MA4	Administration will monitor the development and implementation plan on how the unwrapped standards will be explicitly taught to ensure student understanding.	Edouard, Tammy	9/26/2014	Administration will monitor explicit standard-based lesson plans and instructional delivery by conducting walkthroughs.	11/26/2014 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. To increase the science FCAT scores by 18 percentage points with increased STEM exploration through hands-on activities and real-world application.

G2.B1 Not enough materials, issues with working technology, unable to attend field trip

G2.B1.S1 Attend science stars, implement after school science club with focus on STEM activities, and implement Nature Postings enrichment program.

PD Opportunity 1

Resources, planning, and materials will be used to create a culture that encourages STEM exploration and activities.

Facilitator

Nature Postings, Museum of Science

Participants

5th grade students and parents

Schedule

Weekly, from 11/3/2014 to 5/29/2015

G3. To decrease the amount of outdoor suspensions issued each grading period.

G3.B1 Poor implementation of Positive Behavior Supports

G3.B1.S1 Provide professional development on Positive Behavior Support and develop a variety of ways to reward positive behavior.

PD Opportunity 1

Teachers will be provided ongoing professional development regarding Positive Behavior Support.

Facilitator

Laura Smythers

Participants

Teachers and Staff

Schedule

Quarterly, from 8/14/2014 to 5/29/2015

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

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

G4.B1.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

PD Opportunity 1

Provide professional development to teachers on "unwrapping the benchmarks" in order to develop topical questions that will assist in the creation of lessons that address the cognitive complexity of the standard.

Facilitator

Viola Clesca-Tovar and CSS Science

Participants

K-7 Science Teachers

Schedule

On 10/24/2014

G4.B3 There is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS)

G4.B3.S1 Plan for an 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 stents data to ascertain strengths and weaknesses to identify clear and accessible future instructional parts.

PD Opportunity 1

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

Facilitator

Participants

Schedule

On 9/26/2014

G4.B4 There is limited evidence of reading comprehension and writing strategies to enhance instruction in core curriculum areas.

G4.B4.S1 Utilize research-based Reading, Writing and ELL strategies to enhance instruction in core curriculum areas.

PD Opportunity 1

Provide professional development on effective reading comprehension and writing strategies across the curriculum (ex.vocabulary, close reading, text evidence, analytical writing, and independent reading).

Facilitator

Barcinas

Participants

Schedule

On 10/10/2014

G4.B6 Limited evidence of effective explicit instruction aligned to the mathematics instructional standards.

G4.B6.S1 Utilize the Mathematics Florida Standards when planning for and delivering instruction.

PD Opportunity 1

The math coach and teachers will work collaboratively to unwrap the standards during common planning to ensure instruction is aligned to the standards.

Facilitator

Sophia Flowers-Robinson

Participants

Grade K-7 Mathematics Teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: To increase the science FCAT scores by 18 percentage points with increased STEM exploration through hands-on activities and real-world application.	8,000
Goal 3: To decrease the amount of outdoor suspensions issued each grading period.	0
Grand Total	8,000

Goal 2: To increase the science FCAT scores by 18 percentage points with increased STEM exploration through hands-on activities and real-world application.		
Description	Source	Total
B1.S1.A1 - Nature Postings In-School Field Trips	Title I Part A	8,000
Total Goal 2		8,000

Goal 3: To decrease the amount of outdoor suspensions issued each grading period.		
Description	Source	Total
B1.S1.A1	Title I Part A	0
Total Goal 3		0