

Gertrude K. Edleman/Sabal Palm Elementary School



2014-15 School Improvement Plan

Gertrude K. Edleman/Sabal Palm Elementary School

17101 NE 7TH AVE, North Miami Beach, FL 33162

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
95%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
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

It is the belief that a child-centered program creates an atmosphere in which children can develop academically, physically, socially, morally and emotionally to their fullest potential in order to become contributing members of a technological and global society.

Provide the school's vision statement

Our primary needs continue to be academic and purpose-centered in nature:

- Acquisition of a strong foundation in reading, mathematics, communication and development of critical thinking and problem solving.
- Fostering of high expectations, a positive self-concept, respect for each other and respect for adults.
- Focus on involvement and interaction of all stakeholders to include the parents, teachers, students and the business community.
- Provision of technology-rich environment.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

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

Ensure teachers are trained in Classroom management strategies
Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
School-wide recognition system is in place

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

Instruction and various campus activities that address social/emotional needs of students
Connect students to agencies through our school's social worker

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

- Late arrivals in primary grades due to older siblings in the intermediates grades so they walk to school together.
- Connect Ed Message, Monthly Newsletters, Flyers and the Community Involvement Specialist.
- Students will encourage parents to take advantage of the free breakfast when they arrive early.
- Counselor makes daily contact with absent/ excessively tardy students
- Communication methods to inform parents about their child's attendance and required, acceptable documentation
- Host Attendance Counts Celebrations to reward students for perfect attendance on a quarterly basis
- Administration review attendance reports. Daily Attendance Bulletin, School Attendance Report

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Familiarity with the Student Code of Conduct; Enforcement of consequences for negative and unacceptable behaviors; Direct students and parents to the website to become familiar with Student Code of Conduct, expected behavior and consequences; A positive behavior system will be in place in order to curve any negative behavior as soon as it is displayed; Quarterly reviews by Administration, School Counselor, CIS of the Parent Contact Log for evidence of communication with parents of students who have been placed on outdoor suspension; Parent Communication Log, Parent Sign-in Log/ Parental Involvement Monthly School Report.

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/193660>.

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

Parents are involved in the planning and implementation of the Title I Program and compact. We extend an open invitation to visit the parent resource center to gain information regarding available programs, their rights under No Child Left Behind and other referral services. We hold monthly Parent Academy meetings in which the topics change and reflect the parents' needs and requests.

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
Brito, Milko	Principal
Lee, Donna	Assistant Principal
Miller, Melissa	Instructional Coach
Isaac, Linda	Instructional Coach
Franklin, Mia	Teacher, K-12
Garcia, Lissette	Teacher, ESE

Duties

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

Administration - ensure correct and timely implementation of tiers of support; ensure SIP strategies are used appropriately and with rigor and fidelity

Grade Level Chairs/ Bilingual/ and SPED Chairs - disseminate goals of the leadership team at grade level meetings, subject area meetings, and intervention group; problem solving to strategize various tiers of implementation of interventions

Instructional Coaches - Model, plan and support effective instruction

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

Students will be identified based on retention status, FCAT level and 1st marking period progress reports. Students identified as needing RtI will be monitored and moved to the next tier as designated by the most recent tiered data results and/ or assessment.

The following procedures will be implemented to monitor for effectiveness:

1. Regular team meeting to review intervention and data
2. Review of four step problem solving process as the basis for goal setting, planning, and program evaluation and adjust accordingly.
during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 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 implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather Ongoing Progress Monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives

Title I, Part A

Services at Gertrude K. Edelman Sabal Palm Elementary are provided 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 Specialist (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Our Curriculum Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessments and intervention approaches. She identifies systematic patterns of students needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children 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. 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 plan for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school 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

Services at Gertrude K. Edelman Sabal Palm Elementary are provided through the district for education materials and ELL district support services to improve the education of Immigrant and English Language Learners.

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.

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

- 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, 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.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs

Gertrude K. Edelman Sabal Palm Elementary offers a non-violence and anti-drug program to students such as DARE that incorporate field trips, community service, drug tests and counseling.

Nutrition Programs

- 1) The school was awarded the Fresh Fruit and Vegetable Program for Florida Schools Grant which will provide fresh fruit and vegetable snacks for students and staff two times a week.
- 2) Gertrude K. Edelman Sabal Palm Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 3) Nutrition education, as per state statute, is taught through physical education.
- 4) 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 Wellness Policy.

Housing Programs - N/A

Head Start

There are 2 Head Start classes located at this school. Joint activities, including professional development and transition process are shared.

Adult Education

N/A

Career and Technical Education

Job Training

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Gertrude K. Edelman Sabal Palm Elementary’s parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school’s Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Complete Title I Administration Parental Involvement Monthly Reports (FM-6914 Rev. 06-08), and the Title I Parental Involvement Monthly Activities Report (FM-6913 Rev. 03-07), and 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 Health Connect in Our Schools (HCiOS)

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical, social, and human services on school grounds. The team at GKE/ Sabal Palm Elementary is staffed by a School Social Worker (shared between schools). HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS enhances the health education activities provided by the schools and by the health department. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program is to be completed by parents/families annually in May. The Survey’s results are to be 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
Ruth Froom	Education Support Employee
Milko Brito	Principal
Herbert Mahone	Teacher
Mariolga Lebrede	Teacher
Diane Vernon	Teacher
Theresa Simmons	Teacher
Linda Isaac	Teacher
Mayling Nunez	Teacher
Rose Painson	Parent
Jeffrey Berson	Business/Community
Barrington Wright	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

Discussed if goals were effective to meet set goals. Strategies were discussed on improvement or changes needed to target instructions.

Development of this school improvement plan

The SAC committee discuss/ review the previous years data, accomplishments and achievement of goals. The SAC strategizes methods that can be incorporated to help improve students achievement as well as acknowledge and maintain student achievement. They review and approve the SIP.

Preparation of the school's annual budget and plan

Allocations of teachers and assignments given, tutoring plans, hourly employees and surplus.

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

\$800 for periodical purchase. Others items pending outside sources confirmation.

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
Brito, Milko	Principal
Lee, Donna	Assistant Principal
Franklin, Mia	Teacher, K-12
Miller, Melissa	Instructional Coach
Isaac, Linda	Instructional Coach
Garcia, Lissette	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

Each grade level has collaborative planning built into their schedules. Instructional coaches work with each team to provide support and strategies to target instruction. Administration visits classes by grade and delivers positive feedback for grade level subjects teaching the same targets.

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

The Principal and Assistant Principal will partner new teachers with veteran staff member to:

1. Mentor Early Career Teachers (Retain)
2. Support teachers through Learning Communities and Professional Development (Retain)
3. Provide teachers with leadership opportunities within the school (Retain)

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

Mentoring session will include lesson studies to increase teaching/ learning, classroom management and cooperative group strategies, Common Core integration, FCAT Testing Strategies, Professional Development Opportunities, and Data Driven lesson

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

Instructional coaches and Curriculum Support work with grade level teachers during collaborative planning sessions. Backwards planning is used to guide instructional focus on the skills students will need to be successful.

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

Student data is reviewed after each assessment. Students are grouped abased on these outcomes in order to re mediate or extend the lesson. Each group is re formed after the following assessment based on the results.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 8,100

Students receive small group or one-on-one tutoring in reading and math. Tutoring subject is based on student need and area of deficiency.

Strategy Rationale

Small group remediation and varying exposure to specified skills will increase students understanding.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Miller, Melissa, melissamiller@dadeschools.net

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

Data is analyzed based on students' weekly classroom assessments.

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

A meet and greet was conducted on Friday, August 15. This allowed our students to meet and speak with the teacher. Parents and students received information relative to the matriculation of students at the school. The principal, assistant principal and support staff also met with the center directors of neighborhood centers. We will also utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.

Upon entrance into K, students will undergo the FLKRS assessment to determine the quality of learning during the pre-k year.

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase participation in STEM related experiences
- G2.** To meet the needs of all learners to become proficient by Grade 3 by implementing specific, targeted, effective teaching strategies
- G3.** To increase student achievement by improving core instruction in all content areas.
- G4.** To increase student achievement by improving core instruction in all content areas.
- G5.** To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. To increase participation in STEM related experiences 1a

G050978

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Robotics club, Science Fair, Laptops for students, Stem related field trips, Grant opportunities to fund Science based activities.

Targeted Barriers to Achieving the Goal 3

- Lack of participation and student awareness of STEM related activities.

Plan to Monitor Progress Toward G1. 8

Student performance data in Science

Person Responsible

Donna Lee

Schedule

Monthly, from 10/13/2014 to 12/19/2014

Evidence of Completion

Performance Data

G2. To meet the needs of all learners to become proficient by Grade 3 by implementing specific, targeted, effective teaching strategies **1a**

 G050976

Targets Supported **1b**

Indicator	Annual Target
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Students exhibiting two or more EWS indicators (Total)

Resources Available to Support the Goal **2**

- Cooperative Learning Groups, Task Cards, Accelerated Reader, Journal Usage, Pacing Guides, FCAT Item Specifications, Discover Education Videos, Instructional Coaches, Tutoring, Intervention

Targeted Barriers to Achieving the Goal **3**

- Differentiated Instruction taking place in each classroom on a daily basis

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

Interim Assessments; Progress Monitoring Tools

Person Responsible

Donna Lee

Schedule

Monthly, from 10/31/2014 to 12/18/2014

Evidence of Completion

Performance Data

G3. To increase student achievement by improving core instruction in all content areas. 1a

G048412

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	
AMO Math - All Students	69.0
AMO Reading - All Students	65.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

Performance Data

Person Responsible

Donna Lee

Schedule

Monthly, from 9/26/2014 to 12/1/2014

Evidence of Completion

Collect and analyze

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

G048405

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	69.0

Resources Available to Support the Goal 2

- Mathematics Florida Standards (MAFS) Item Specifications, Miami-Dade County Public Schools Pacing Guide, GO Math Florida Teachers Edition

Targeted Barriers to Achieving the Goal 3

- Teachers have a limited understanding of planning and instructional strategies utilizing the Math Florida Standards (MAFS) and Mathematical Practices to deliver instruction.

Plan to Monitor Progress Toward G4. 8

Student achievement Data

Person Responsible

Milko Brito

Schedule

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

Evidence of Completion

Progress Monitoring Tools

G5. To increase student achievement by improving core instruction in all content areas. 1a

G048271

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0

Resources Available to Support the Goal 2

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; McGraw-Hill Wonders; McGraw-Hill WonderWorks

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS).
- The implementation of data guided instruction is limited across grade levels.

Plan to Monitor Progress Toward G5. 8

Bi weekly assessment, interim assessments

Person Responsible

Melissa Miller

Schedule

On 11/26/2014

Evidence of Completion

Data chats, intervention data, updates of DI groups

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. To increase participation in STEM related experiences **1**

 G050978

G1.B2 Lack of participation and student awareness of STEM related activities. **2**

 B128007

G1.B2.S1 Invite students to join STEM related activities and provide opportunities to display products or knowledge during assemblies and school activities **4**

 S140134

Strategy Rationale

Students will be exposed to STEM activities through the work of their peers

Action Step 1 **5**

Invite students to participate in STEM related activities

Person Responsible

Mia Franklin

Schedule

Monthly, from 10/13/2014 to 12/19/2014

Evidence of Completion

Student participation count

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Observation of STEM related assemblies and activities

Person Responsible

Mia Franklin

Schedule

Monthly, from 10/13/2014 to 12/19/2014

Evidence of Completion

Student attendance logs; STEM related products or activity

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Students will be rewarded through competitions / assemblies that allow them to display and explain their STEM related activities

Person Responsible

Donna Lee

Schedule

On 12/19/2014

Evidence of Completion

Assembly

G2. To meet the needs of all learners to become proficient by Grade 3 by implementing specific, targeted, effective teaching strategies **1**

G050976

G2.B1 Differentiated Instruction taking place in each classroom on a daily basis **2**

B127992

G2.B1.S1 Modeling DI and scheduling DI daily at a set time **4**

S140128

Strategy Rationale

If teachers can observe the DI process with their class and the time is scheduled at a specific time then DI can be implemented properly on a regular basis

Action Step 1 **5**

DI PD

Person Responsible

Melissa Miller

Schedule

On 10/31/2014

Evidence of Completion

PD Log; Modeling feedback Sheet; Teacher implementation of DI

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

Observations and walk throughs during scheduled DI time

Person Responsible

Donna Lee

Schedule

On 12/18/2014

Evidence of Completion

Observation Log, Teacher Feedback Logs

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

Review bi weekly assessment data

Person Responsible

Donna Lee

Schedule

Biweekly, from 10/31/2014 to 12/18/2014


Evidence of Completion

Performance Data; DI Data Charts

G3. To increase student achievement by improving core instruction in all content areas. 1

 G048412

G3.B1 Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards. 2

 B120721

G3.B1.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. 4

 S132623

Strategy Rationale

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

Donna Lee

Schedule

Weekly, 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, agendas, sign in sheets, observation, student data

Action Step 2 5

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

Person Responsible

Donna Lee

Schedule

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

Evidence of Completion

Content specific Instructional Frameworks, student generated work, classroom observation

Action Step 3 5

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

Person Responsible

Donna Lee

Schedule

Weekly, from 9/26/2014 to 11/28/2014

Evidence of Completion

Performance Data, Lesson Plans,

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

Donna Lee

Schedule

Biweekly, from 9/26/2014 to 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 and essential questions to drive instruction.

Person Responsible

Donna Lee

Schedule

On 12/1/2014

Evidence of Completion

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

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

Common Planning sessions, observations

Person Responsible

Donna Lee

Schedule

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

Evidence of Completion

Walk throughs / Observation Logs / Student Folders / Data/ Lesson Plans

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

Collect and analyze performance data

Person Responsible

Donna Lee

Schedule

Monthly, from 9/26/2014 to 6/3/2015

Evidence of Completion

Increase in performance data

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

G048405

G4.B1 Teachers have a limited understanding of planning and instructional strategies utilizing the Math Florida Standards (MAFS) and Mathematical Practices to deliver instruction. 2

B120690

G4.B1.S1 Utilize the Mathematics Florida Standards when planning for and delivering instruction. 4

S132585

Strategy Rationale

Action Step 1 5

Provide professional development on the implementation of the Florida Mathematical Practice Standards.

Person Responsible

Linda Isaac

Schedule

Monthly, from 9/26/2014 to 12/24/2014

Evidence of Completion

PD Sign In/Lesson Plans/Observation

Action Step 2 5

Work collaboratively during common planning to create lesson plans using backwards planning.

Person Responsible

Linda Isaac

Schedule

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

Evidence of Completion

Lesson Plans/ Observations

Action Step 3 5

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

Person Responsible

Linda Isaac

Schedule

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

Evidence of Completion

Lesson Plans / Observation

Action Step 4 5

Employ the effective use of the MAFS item specifications and Webb's DOK in order to create rigorous lessons.

Person Responsible

Linda Isaac

Schedule

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

Evidence of Completion

Lesson Plans/ Observation

Action Step 5 5

Consistently monitor common planning (with focus on the use of lesson planning and delivery).

Person Responsible

Linda Isaac

Schedule

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

Evidence of Completion

Lesson Plans/ Observation

G4.B1.S2 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. 4

 S132590

Strategy Rationale

Action Step 1 5

Provide professional development on the different intervention (iReady and/or GoMath) and enrichment programs that will be utilized.

Person Responsible

Linda Isaac

Schedule

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

Evidence of Completion

PD Logs/ Implementation of Enrichment Program

Action Step 2 5

Conduct coaching cycles and model the effective implementation of interventions based on teacher's needs.

Person Responsible

Linda Isaac

Schedule

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

Evidence of Completion

Coaches logs/ Intervention Logs

Action Step 3 5

Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system. Ensure fluidity of student grouping is maintained during specified times of the year according to the OPM/Interim data.

Person Responsible

Linda Isaac

Schedule

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

Evidence of Completion

OPM Schedule / OPM data / Student groups

Action Step 4 5

Determine and set meeting times for teachers and coaches to review and analyze intervention and enrichment plans, discuss OPM/Interim data, and other issues/challenges pertaining to student progress.

Person Responsible

Linda Isaac

Schedule

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

Evidence of Completion

Data chat logs/ OPM data

Action Step 5 5

Use progress monitoring tools to set goals and track individual student achievement following each assessment. Teachers and interventionists maintain fluidity in student grouping, and remove/add students as needed according to ongoing data.

Person Responsible

Linda Isaac

Schedule

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

Evidence of Completion

Progress Monitoring Data

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

Analyze student bi weekly data and adjustments. Monitor implementation of enrichment programs and intervention

Person Responsible

Milko Brito

Schedule

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

Evidence of Completion

Student Data

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

Walkthroughs and Observations

Person Responsible

Milko Brito

Schedule

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

Evidence of Completion

Student data/ Program Logs/ Observation

G5. To increase student achievement by improving core instruction in all content areas. 1

G048271

G5.B1 There is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards (LAFS). 2

B120344

G5.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

S132181

Strategy Rationale

Action Step 1 5

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

Person Responsible

Melissa Miller

Schedule

On 10/10/2014

Evidence of Completion

Sign-in sheets, agendas, and copies of training materials

Action Step 2 5

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.

Person Responsible

Melissa Miller

Schedule

On 10/16/2014

Evidence of Completion

Sign-in sheets, agendas, and copies of training materials

Action Step 3 5

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

Person Responsible

Milko Brito

Schedule

Weekly, from 10/10/2014 to 10/27/2014

Evidence of Completion

Walkthrough logs and notes

Action Step 4 5

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

Person Responsible

Melissa Miller

Schedule

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

Evidence of Completion

Debriefing notes, modeling forms, Coach calendar/log, Support logs

Action Step 5 5

Work collaboratively during common planning to create lesson plans including work products and higher order questions aligned to the standards.

Person Responsible

Schedule

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

Evidence of Completion

Sign-in sheets, agendas, and copies of meeting notes/lesson plans

Action Step 6 5

Employ the effective use of the Language Arts Florida Standards (LAFS) item specifications, and Webb's DOK, in order to create rigorous lessons.

Person Responsible

Melissa Miller

Schedule

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

Evidence of Completion

Lesson plans

Action Step 7 5

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery with a clear focus aligned to the standard.

Person Responsible

Milko Brito

Schedule

On 11/26/2014

Evidence of Completion

Walkthrough logs and notes

Action Step 8 5

Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery with a clear focus aligned to the standard.

Person Responsible

Milko Brito


Schedule

On 11/26/2014

Evidence of Completion

Leadership Team meeting notes, Walkthrough notes, Coach log feedback

G5.B2 The implementation of data guided instruction is limited across grade levels. 2

 B120345

G5.B2.S1 Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. 4

 S132184

Strategy Rationale

Action Step 1 5

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. FAIR-FS, STAR, Phonics Inventory, ThinkGate/Interim Assessments, CELLA).

Person Responsible

Melissa Miller

Schedule

Biweekly, from 9/26/2014 to 11/7/2014

Evidence of Completion

Sign-in sheets, agendas, training materials, PD follow up product

Action Step 2 5

Provide professional development on the implementation of small group, differentiated instruction.

Person Responsible

Melissa Miller

Schedule

Weekly, from 9/26/2014 to 11/7/2014

Evidence of Completion

Sign-in sheets, agendas, training materials, PD follow up product

Action Step 3 5

Follow-up on the implementation of the effective use of data to create flexible student groups and plan for differentiated instruction as provided during professional development.

Person Responsible

Milko Brito

Schedule

Weekly, from 9/26/2014 to 11/21/2014

Evidence of Completion

Walkthrough logs and notes, grouping documents (rotation charts and/or templates), data

Action Step 4 5

Conduct coaching cycles and model the implementation of small group instruction aligned to data.

Person Responsible

Melissa Miller

Schedule

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

Evidence of Completion

Coaching Cycle debriefing notes, modeling forms, Coach calendar/logs

Action Step 5 5

Disaggregate CELLA data and provide explicit teaching in the areas of listening, speaking, reading and writing for all ELL students.

Person Responsible

Melissa Miller

Schedule

Biweekly, from 9/26/2014 to 10/27/2014

Evidence of Completion

OADA CELLA data template, lesson plans, collaborative activities, small group activities

Action Step 6 5

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person Responsible

Schedule

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

Evidence of Completion

Walkthrough logs and notes

Action Step 7 5

Debrief with instructional coaches on the implementation of the alignment of instructional resources and data to meet student needs.

Person Responsible

Donna Lee

Schedule

On 11/26/2014

Evidence of Completion

Leadership Team meeting notes, Walkthrough notes, Coach log feedbacks

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Conduct classroom walkthroughs to monitor the implementation strategies.

Person Responsible

Milko Brito

Schedule

On 11/27/2014

Evidence of Completion

Walkthrough logs and notes

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Conduct walkthrough

Person Responsible

Milko Brito

Schedule

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

Evidence of Completion

Students data scores, effective DI, Intervention

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
G5.B1.S1.A1	Provide professional development on the implementation of the Language Arts Florida Standards.	Miller, Melissa	10/10/2014	Sign-in sheets, agendas, and copies of training materials	10/10/2014 one-time
G5.B2.S1.A1	Provide professional development on analyzing multiple data sources used to drive instruction (i.e. FAIR-FS, STAR, Phonics Inventory, ThinkGate/Interim Assessments, CELLA).	Miller, Melissa	9/26/2014	Sign-in sheets, agendas, training materials, PD follow up product	11/7/2014 biweekly
G4.B1.S1.A1	Provide professional development on the implementation of the Florida Mathematical Practice Standards.	Isaac, Linda	9/26/2014	PD Sign In/Lesson Plans/Observation	12/24/2014 monthly
G4.B1.S2.A1	Provide professional development on the different intervention (iReady and/or GoMath) and enrichment programs that will be utilized.	Isaac, Linda	9/26/2014	PD Logs/ Implementation of Enrichment Program	11/26/2014 monthly
G3.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.	Lee, Donna	9/26/2014	Teachers participate in Professional Learning Communities in order to strengthen knowledge of resources and strategies, agendas, sign in sheets, observation, student data	10/3/2014 weekly
G2.B1.S1.A1	DI PD	Miller, Melissa	10/3/2014	PD Log; Modeling feedback Sheet; Teacher implementation of DI	10/31/2014 one-time
G1.B2.S1.A1	Invite students to participate in STEM related activities	Franklin, Mia	10/13/2014	Student participation count	12/19/2014 monthly
G5.B1.S1.A2	Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including higher order questions aligned to the standards that scaffold to the highest level of DOK.	Miller, Melissa	10/16/2014	Sign-in sheets, agendas, and copies of training materials	10/16/2014 one-time
G5.B2.S1.A2	Provide professional development on the implementation of small group, differentiated instruction.	Miller, Melissa	9/26/2014	Sign-in sheets, agendas, training materials, PD follow up product	11/7/2014 weekly

Dade - 4801 - Gertrude K. Edleman/Sabal Palm - 2014-15 SIP
Gertrude K. Edleman/Sabal Palm Elementary School

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	Work collaboratively during common planning to create lesson plans using backwards planning.	Isaac, Linda	9/26/2014	Lesson Plans/ Observations	11/26/2014 weekly
G4.B1.S2.A2	Conduct coaching cycles and model the effective implementation of interventions based on teacher's needs.	Isaac, Linda	9/26/2014	Coaches logs/ Intervention Logs	11/26/2014 weekly
G3.B1.S1.A2	Create Instructional Frameworks with an emphasis on explicit instruction and student generated work.	Lee, Donna	9/26/2014	Content specific Instructional Frameworks, student generated work, classroom observation	10/10/2014 weekly
G5.B1.S1.A3	Follow-up on the implementation of the LAFS and comprehensive lesson planning provided during the professional development.	Brito, Milko	10/10/2014	Walkthrough logs and notes	10/27/2014 weekly
G5.B2.S1.A3	Follow-up on the implementation of the effective use of data to create flexible student groups and plan for differentiated instruction as provided during professional development.	Brito, Milko	9/26/2014	Walkthrough logs and notes, grouping documents (rotation charts and/or templates), data	11/21/2014 weekly
G4.B1.S1.A3	Unwrap the standards during common planning to ensure instruction is aligned to the Mathematics Standards.	Isaac, Linda	9/26/2014	Lesson Plans / Observation	11/26/2014 biweekly
G4.B1.S2.A3	Create and implement a monthly ongoing progress monitoring (OPM) schedule and tracking system. Ensure fluidity of student grouping is maintained during specified times of the year according to the OPM/Interim data.	Isaac, Linda	9/26/2014	OPM Schedule / OPM data / Student groups	11/26/2014 biweekly
G3.B1.S1.A3	Provide professional development to teachers on "unwrapping the benchmarks" in order to develop topical questions and essential questions that will assist in the creation of lessons that address the cognitive complexity of the standard.	Lee, Donna	9/26/2014	Performance Data, Lesson Plans,	11/28/2014 weekly
G5.B1.S1.A4	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Miller, Melissa	9/26/2014	Debriefing notes, modeling forms, Coach calendar/log, Support logs	11/26/2014 weekly
G5.B2.S1.A4	Conduct coaching cycles and model the implementation of small group instruction aligned to data.	Miller, Melissa	9/26/2014	Coaching Cycle debriefing notes, modeling forms, Coach calendar/logs	11/26/2014 weekly
G4.B1.S1.A4	Employ the effective use of the MAFS item specifications and Webb's DOK in order to create rigorous lessons.	Isaac, Linda	9/26/2014	Lesson Plans/ Observation	11/26/2014 weekly
G4.B1.S2.A4	Determine and set meeting times for teachers and coaches to review and analyze intervention and enrichment plans, discuss OPM/Interim data, and other issues/challenges pertaining to student progress.	Isaac, Linda	9/26/2014	Data chat logs/ OPM data	11/26/2014 biweekly
G3.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.	Lee, Donna	9/26/2014	Science CSS will facilitate planning sessions to create lesson plans that are focused and aligned to standards.	11/14/2014 biweekly
G5.B1.S1.A5	Work collaboratively during common planning to create lesson plans including work products and higher order questions aligned to the standards.		9/26/2014	Sign-in sheets, agendas, and copies of meeting notes/lesson plans	11/26/2014 weekly

Dade - 4801 - Gertrude K. Edleman/Sabal Palm - 2014-15 SIP
Gertrude K. Edleman/Sabal Palm Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B2.S1.A5	Disaggregate CELLA data and provide explicit teaching in the areas of listening, speaking, reading and writing for all ELL students.	Miller, Melissa	9/26/2014	OADA CELLA data template, lesson plans, collaborative activities, small group activities	10/27/2014 biweekly
G4.B1.S1.A5	Consistently monitor common planning (with focus on the use of lesson planning and delivery).	Isaac, Linda	9/26/2014	Lesson Plans/ Observation	11/26/2014 weekly
G4.B1.S2.A5	Use progress monitoring tools to set goals and track individual student achievement following each assessment. Teachers and interventionists maintain fluidity in student grouping, and remove/add students as needed according to ongoing data.	Isaac, Linda	9/26/2014	Progress Monitoring Data	11/26/2014 biweekly
G3.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 and essential questions to drive instruction.	Lee, Donna	9/26/2014	Delivery of instruction provides evidence of the use of a variety of resources and tasks aligned to standards.	12/1/2014 one-time
G5.B1.S1.A6	Employ the effective use of the Language Arts Florida Standards (LAFS) item specifications, and Webb's DOK, in order to create rigorous lessons.	Miller, Melissa	9/26/2014	Lesson plans	11/26/2014 weekly
G5.B2.S1.A6	Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.		9/26/2014	Walkthrough logs and notes	11/26/2014 daily
G5.B1.S1.A7	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery with a clear focus aligned to the standard.	Brito, Milko	9/26/2014	Walkthrough logs and notes	11/26/2014 one-time
G5.B2.S1.A7	Debrief with instructional coaches on the implementation of the alignment of instructional resources and data to meet student needs.	Lee, Donna	9/26/2014	Leadership Team meeting notes, Walkthrough notes, Coach log feedbacks	11/26/2014 one-time
G5.B1.S1.A8	Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery with a clear focus aligned to the standard.	Brito, Milko	9/26/2014	Leadership Team meeting notes, Walkthrough notes, Coach log feedback	11/26/2014 one-time
G1.MA1	Student performance data in Science	Lee, Donna	10/13/2014	Performance Data	12/19/2014 monthly
G1.B2.S1.MA1	Students will be rewarded through competitions / assemblies that allow them to display and explain their STEM related activities	Lee, Donna	12/1/2014	Assembly	12/19/2014 one-time
G1.B2.S1.MA1	Observation of STEM related assemblies and activities	Franklin, Mia	10/13/2014	Student attendance logs; STEM related products or activity	12/19/2014 monthly
G2.MA1	Interim Assessments; Progress Monitoring Tools	Lee, Donna	10/31/2014	Performance Data	12/18/2014 monthly
G2.B1.S1.MA1	Review bi weekly assessment data	Lee, Donna	10/31/2014	Performance Data; DI Data Charts	12/18/2014 biweekly
G2.B1.S1.MA1	Observations and walk throughs during scheduled DI time	Lee, Donna	10/13/2014	Observation Log, Teacher Feedback Logs	12/18/2014 one-time
G3.MA1	Performance Data	Lee, Donna	9/26/2014	Collect and analyze	12/1/2014 monthly
G3.B1.S1.MA1	Collect and analyze performance data	Lee, Donna	9/26/2014	Increase in performance data	6/3/2015 monthly
G3.B1.S1.MA1	Common Planning sessions, observations	Lee, Donna	9/26/2014	Walk throughs / Observation Logs / Student Folders / Data/ Lesson Plans	11/26/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	Student achievement Data	Brito, Milko	9/26/2014	Progress Monitoring Tools	11/26/2014 biweekly
G4.B1.S2.MA1	Walkthroughs and Observations	Brito, Milko	9/26/2014	Student data/ Program Logs/ Observation	11/26/2014 weekly
G4.B1.S2.MA1	Analyze student bi weekly data and adjustments. Monitor implementation of enrichment programs and intervention	Brito, Milko	9/26/2014	Student Data	11/26/2014 weekly
G5.MA1	Bi weekly assessment, interim assessments	Miller, Melissa	9/26/2014	Data chats, intervention data, updates of DI groups	11/26/2014 one-time
G5.B2.S1.MA1	Conduct walkthrough	Brito, Milko	9/26/2014	Students data scores, effective DI, Intervention	11/26/2014 weekly
G5.B2.S1.MA1	Conduct classroom walkthroughs to monitor the implementation strategies.	Brito, Milko	9/26/2014	Walkthrough logs and notes	11/27/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. To meet the needs of all learners to become proficient by Grade 3 by implementing specific, targeted, effective teaching strategies

G2.B1 Differentiated Instruction taking place in each classroom on a daily basis

G2.B1.S1 Modeling DI and scheduling DI daily at a set time

PD Opportunity 1

DI PD

Facilitator

Math and ELA CSS

Participants

All Teachers K-5

Schedule

On 10/31/2014

G3. To increase student achievement by improving core instruction in all content areas.

G3.B1 Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards.

G3.B1.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

PD Opportunity 1

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.

Facilitator

DA Regional Support Staff

Participants

Teachers K-5, Administration, Instructional Coaches

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0