

Biotech@Richmond Heights 9 12 High School



2014-15 School Improvement Plan

Biotech@Richmond Heights 9 12 High School

15015 SW 103 AVE, Miami, FL 33176

biotech@dadeschools.net

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

BioTECH @ Richmond Heights 9-12, in collaboration with its partners, aims to deliver an interdisciplinary, rigorous and relevant STEM education to develop successive generations of researchers who will apply their ingenuity and training to the conservation of life on Earth.

Provide the school's vision statement

Through participation in a STEM research-based curriculum, BioTECH @ Richmond Heights 9-12 will develop global citizens with deep understanding of the value of all living organisms for the sustainability of Earth's biosphere.

School Environment

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

As one of the newest magnet schools in Miami-Dade County, BioTECH is fortunate enough to have enrolled 135 students originating from 32 different middle schools/K8 centers/charter schools/private schools throughout Miami-Dade County. The small overall population coupled with the fact that the school operates on an 8 period day equates to significantly small class sizes. This enables teachers and students to develop a rapport that would otherwise be difficult to achieve. Additionally, with such a small group of students, the school is able to celebrate the different cultures representative of the student population through various activities during nationally and locally recognized months of appreciation. During BioTECH's two-week summer transition program, "Get Set for BioTECH," students and staff develop a much closer, personal relationship, and in doing so, learn about students' cultural background occurs naturally.

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

As a small school, the faculty and staff at BioTECH has been able to develop a rapport with every single student. The faculty takes pride in knowing every student and in discussing their academic progress regularly. Throughout the day, the faculty and staff take the necessary measures to ensure the physical safety of the student body. These measures include the assurance that every visitor is checked-in to the building and that all perimeter access doors are locked. BioTECH also employs a full-time School Resource Police Officer that assists administration with any circumstances that require law enforcement presence. Additionally, the student body is expected to wear uniforms and identification badges to effectively and efficiently identify any potential intruders. The culture in the building is that of a collegiate setting. Students and Faculty engage in joint learning with the teacher as the learning facilitator. The BioTECH staff expects and encourages mutual respect to and from students and among each other. This is important in order to instill values and good sense, which ultimately leads to a respectful and, therefore, safe environment.

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

At BioTECH, the expectation is clear: WE are here to learn. All other activities that hinder upon that goal, are typically squandered relatively early in the school year. BioTECH employs the district's discreet disciplinary plan as outlined in the Code of Student Conduct. This document is shared with all parents annually at orientation and all behavior expectations as well as all disciplinary measures that are employed originate directly from this document. Additionally, all teachers develop and employ their own disciplinary plan in their own classrooms. All plans are scrutinized by the administration and coincide with the parameters of the Code of Student Conduct.

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

BioTECH employs a full-time counselor and a lead teacher. Both members make up the student services team at the school and are responsible for addressing students in their time of need. Additionally, BioTECH has made an effort to develop and offer extracurricular clubs that meet the social and emotional needs of our students. The offerings were tailored to meet the potential needs of our current population of students. Similarly, BioTECH has the added benefit of having district support personnel housed on-campus that provide both social work and psychological services to our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

BioTECH employs a series of EWS's to monitor and target students in an effort to ensure adequate academic progress:

- Grade Monitoring: Bi-weekly reports/conferences w/ students failing (D or F) 2 or more classes.
- Attendance Monitoring: Bi-weekly reports/conferences w/ students that have 5+ absences.
- Suspension: Referral to student services upon suspension. Tracking of suspension rates monthly.
- Standardized Tests: Identification of students with low scores (levels 1 or 2) on all ELA/EOC exams.

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 9	Total
Attendance below 90 percent	11	11
One or more suspensions	2	2
Course failure in ELA or Math	21	21
Level 1 on statewide assessment	7	7

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

Indicator	Grade Level 9	Total
Students exhibiting two or more indicators	7	7

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

Attendance Monitoring is employed on a bi-weekly basis and conference are held with the parent/ student/lead/counselor to ensure that any underlying circumstances leading up to the absences that can be addressed by school-site interventions are addressed quickly. Similarly, parents are informed about the repercussions of being absent from school including being placed on academic probation, exiting from the magnet program, or withholding of credit.

Suspensions are monitored closely by the student services and administrative teams to determine patterns of behavior that may require Rtl strategies.

Grade Reports are also monitored on a bi-weekly basis and student conferences are held to address any failing grades. Strategies for studying, note taking, and effective teacher/student interactions that promote learning are shared by our student services team. Contact with the teachers to determine what deficiencies the student may/may not have is also a critical component and the findings are typically shared with the entire staff during biweekly staff meetings as well as with the parent(s) during parent/student/teacher conferences.

Students that are scoring low on the statewide assessments are scheduled into remedial courses in reading to assist with the development of their reading comprehension, vocabulary development, and fluency. Students are also provided with access to Reading Plus as well as at-level reading passages accessible through Discovery Education's TechBooks and StreamingPlus. Throughout the year, students will also engage in pull-out and push-in interventions that will be tailored to the needs of the students by both the Reading teacher and the English/Language Arts teacher.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

BioTECH makes a concerted effort at maintaining an open line of communication with all parents. Upon registration, all parents are required to submit an active email account to which messages are routinely sent. Likewise parents have the opportunity to take part in activities that are organized by our active PTSA. Parents are also afforded the opportunity to engage in school committees such as E.E.S.A.C.

The faculty and staff also take the time to develop a rapport with parents in an effort to further develop community relationships and business partnerships with companies that they may represent. These types of relationships aide in the overall growth towards the school's mission.

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

Fortunately, BioTECH has already partnered with several agencies and institutions that are driving the engaging, hands-on, project-based instruction at the school. BioTECH currently boasts partnerships with Zoo Miami, The Zoological Society of Florida, Fairchild Tropical Botanic Garden, and Discovery Education. These partnerships have enabled the students to have access to the parks and animals at no cost during instructional time and provide multimedia resources that aide the teachers in covering very abstract concepts. Through these partnerships, the school has recently become acquainted with

personnel from Everglades National Park and The Dumond Conservancy. Both institutions are in the final stages of implementing a full partnership with BioTECH.

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
Hickmon, Kristal	Principal
Mateo, Daniel	Assistant Principal

Duties

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

Ms. Hickmon, as principal, is the chief administrator at the school in developing policies, programs, budgets, and curriculum activities in a manner that promotes the educational development of each student and the professional development of each staff member. She ensures that the instructional objectives are developed and involves the faculty and others in the development of specific objectives to meet the needs of the school program.

Mr. Mateo, as assistant principal, serves as a member of the administrative team to develop and implement the total school program. He assists to provide direction to staff in implementing goals and objectives and interacts/meets with staff to assist in their own development. He assists in the evaluation of the school program and of staff and assists to initiate needed improvements.

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

Fortunately, most of the resources that are available to BioTECH are either provided by Miami-Dade County Public Schools or have been provided through grant funds by Discovery Education. In the latter case, the resources have been aligned to the standards and are available to all students and faculty members. The resources that are district-provided, are already pre-aligned for varying educational settings. In addition to funding provided by the district, BioTECH receives grant funding from the Magnet Schools Assistance Program that allows for supplemental staff to be hired, both internally and externally. Currently, two science teachers and one lead teacher are funded through these funds. Additionally, external educational staff members, hired through both Fairchild Tropical Botanic Garden and the Zoological Society of Florida, routinely assist our students with both reading and writing strategies. BioTECH currently has seven external educators working with the school-site staff.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kristal Hickmon	Principal
Daniel Mateo	Teacher
Chris Hugh	Parent
Blythe Woodall	Parent
Michele Ruhmann	Parent
Kim Worthy	Parent
Edna Sakay	Parent
Tracie Bertelson	Education Support Employee
Donna Williams	Teacher
Noelle Gerstman	Teacher
Lorrie Scordilis	Teacher
Jennie Labiste	Teacher
Seren Evans	Teacher
Andres Cerrato	Teacher
Maria Padin-Arshad	Teacher
Sian Evans	Business/Community
Fanny Navarro	Business/Community
Amy Padolf	Business/Community
Barbara Ozete-Fonte	Student
Aishiya Jefferson	Student
David Ardelean	Teacher

Duties

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

Evaluation of last year's school improvement plan

The school does not have a SIP for last year. This is the first year for BioTECH @ Richmond Heights 9-12.

Development of this school improvement plan

The SAC is involved in the approval and review of the drafted SIP prior to finalizing the plan.

Preparation of the school's annual budget and plan

The committee has access to review the budget.

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

N/A

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
Hickmon, Kristal	Principal
Mateo, Daniel	Assistant Principal
Williams, Donna	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT's role is to create capacity of reading knowledge within the school and to focus on areas of literacy concern. At BioTECH, the LLT meets once a month to analyze the effectiveness of instruction and redesign instruction and resources to meet the individual instructional and intervention needs of it's students. Similarly, the LLT develops and implements activities designed to promote literacy through engaging and meaningful online media resources such as Discovery Education.

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

Given the small size of the school, the faculty has already developed a very close working relationship by partaking in joint professional development workshops, field expeditions at several research sites that are utilized by the students, and via electronic media through Google. Since the teachers all see the same groups of students, faculty meetings are reserved for teacher reflection and curriculum alignment. Teachers are open to provide feedback and to share both positive and negative feedback on student performance with the rest of the faculty. This sharing of information allows the teachers to feel that they are not alone in their educational endeavor and enable teachers to get a broader picture of a students' educational capacity. This collaborative planning period helps to unify the faculty.

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

BioTECH is a new school that received a substantial grant from the U.S. Dept. of Education. As such, the resources available to teachers tends to draw in those that are technology savvy and interested in the sciences, given our Zoology and Botany magnet themes. As the school solicits for vacancies, a strong effort is made to select teachers that are not only qualified to teach in their certification areas, but that also have either research experience or a proven track-record of student achievement in their own disciplines. The efficacy of our teachers is directly measured by the students' performance in their class and on standardized state assessments.

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

Currently, a mentoring program does not exist due to the small size of the school, with only 9 faculty members. However, paring and planned peer-led professional development activities are a common occurrence at BioTECH. Through peer-led workshops, teachers share their own skill sets with the rest of

the faculty in an effort to cross train each other. The goal of this strategy is that if all of the teachers are familiar with the types of resources and the instructional strategies employed by each other, they will be more likely to lend support to each other when developing and implementing their own lessons.

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

All of the core instructional courses at BioTECH are aligned with the Florida standards and utilize district-developed pacing guides that are also fully aligned with the Florida standards. The instructional resources are also fully aligned given that the textbooks are state-adopted. The Discovery Education TechBooks have also been aligned to the Florida Standards as a condition of their implementation in the science and language arts courses.

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

Previous year data is analyzed and disaggregated at the beginning of the academic year. The results of this analysis are shared with the faculty in an effort to identify the students that have deficiencies in reading and/or math. The disaggregated data is broken down by reporting categories in order to target students with varying literacy or math comprehension needs. As the district deploys the semi-annually assessed interim assessments, that data will also be disaggregated and analyzed to measure gains and the efficacy of the instructional strategies implemented in the classroom.

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: 3,840

Peer Tutoring sessions are held every Wednesday afternoon for two hours. Tutors are the more advanced students that are currently in Chemistry as a freshman.

Strategy Rationale

After school peer tutoring is a highly cost-effective strategy that usually results in substantial gains for participants, both academically and socially. Although it is often assumed that peer tutoring primarily benefits those are tutored, researchers have found that both the recipient and the tutor tend to make significant gains. For the tutor, benefits result from reinforcing existing knowledge of fundamental concepts and by gaining a better understanding of a field of study.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Labiste, Jennie, jlabiste@dadeschools.net

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

Tutoring logs are collected in order to correlate the frequency of attendance to academic performance and overall performance on both formative and summative 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

BioTECH has developed a novel approach to addressing the transition period between 8th and 9th grade. "Get Set for BioTECH" is an innovative two week transition program in which students enroll in courses related to Algebraic Thinking; Equipment, Measurement and Uncertainty; Foundations of Research; Time Management & Organizational Skills; Graduation & Testing Requirements; Project-Based Learning; Statistical Methods; Data Processing; Administrative Processes; BioTECHnology; and Lab & Field Safety. Throughout this period of time, the school also makes an effort to group students from different schools together to encourage positive social interactions. The teachers that teach the courses are the same teachers that teach the freshman class students.

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

BioTECH is an academic magnet program that is focused on botanical and zoological studies. Our partnerships with Fairchild Tropical Botanic Garden and Zoo Miami enable our students to work with practicing conservation biologists, horticulturalists, botanists, zoologists, veterinarians, zookeepers, and scientists and masters/doctoral graduate students from Florida International University and the University of Miami. The direct interaction with the students coupled with the unique program of study

at BioTECH is expected to encourage and stimulate students to pursue a post-secondary course of study in the sciences.

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

Currently, BioTECH does not offer any CTE programs that lead to industry certification. BioTECH is an academic magnet school.

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

The skill sets that the students will learn through their research, experimental sciences, genetics, botany, zoology, chemistry, ecology, biology, and environmental sciences courses are skill sets that are commonly employed in most science-related industries. The skill sets are clearly applicable, however, a formalized CTE program of study is not offered at BioTECH.

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

This is BioTECH's inaugural year with a set of 135 9th grade students. Currently, there isn't any feedback data to assist us in the development of strategies for improving student readiness for the public postsecondary level. However, BioTECH is actively encouraging all students to take Advanced Placement level courses so that students are exposed to the type of rigor that can be expected in the public post-secondary level.

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. Reduce the number of low level readers (reading levels 1 and 2) by ten percent.

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. Reduce the number of low level readers (reading levels 1 and 2) by ten percent. 1a

G050957

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	95.0
FSA - English Language Arts - Proficiency Rate	79.0

Resources Available to Support the Goal 2

- Reading Co-Teacher
- Push-in Interventions during ELA
- Pull-out Interventions during Electives
- Discovery TechBook reading passages @ Reading Level
- Take-Home Tablets

Targeted Barriers to Achieving the Goal 3

- Student Motivation & Commitment

Plan to Monitor Progress Toward G1. 8

Interim assessment data will be the primary tool for determining whether targets are being met throughout the year.

Person Responsible

Daniel Mateo

Schedule

Semiannually, from 10/1/2014 to 6/4/2015

Evidence of Completion

Interim Assessment Data

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Reduce the number of low level readers (reading levels 1 and 2) by ten percent. **1**

 G050957

G1.B1 Student Motivation & Commitment **2**

 B127903

G1.B1.S1 Scaffold and differentiate instruction to address individual student needs at their particular reading level. **4**

 S140031

Strategy Rationale

Students get frustrated and are less likely to try to improve their reading if the instruction isn't tailored to their needs.

Action Step 1 **5**

Teacher will delineate, differentiate, and modify instruction to tailor instruction at each student's reading level.

Person Responsible

Donna Williams

Schedule

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

Evidence of Completion

Interim Assessment Results

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

Reports from both Discovery Education and Reading Plus will be pulled monthly to ensure that students and teachers are engaging in differentiated modules.

Person Responsible

Daniel Mateo

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Reports from Discovery Education and Reading Plus.


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

Person Responsible

Schedule

Evidence of Completion

G1.B1.S2 Develop a school-wide vocabulary bank that will be used to assist students in developing their understanding of words that are commonly used in literary and informational texts. 4

 S140032

Strategy Rationale

Students are less likely to enjoy and understand what they are reading if they do not understand the meaning of the words.

Action Step 1 5

Infuse the use of the school-wide vocabulary list into lesson plans and plan for the use of the vocabulary development systems in both Reading Plus and Discovery Education.

Person Responsible

Donna Williams

Schedule

Weekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Interim Assessment Data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor classroom vocabulary assessment results as well as reports generated through both Discovery Education and Reading Plus.

Person Responsible

Daniel Mateo

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Monthly reports as generated by both the Discovery Education system and the Reading Plus system.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Data will be reviewed to determine the efficacy of both the instructional strategy and the resources.

Person Responsible

Kristal Hickmon

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Linear data that correlates instructional strategies and resources to the overall improvement in student reading levels as measured by both formative and summative evaluations.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teacher will delineate, differentiate, and modify instruction to tailor instruction at each student's reading level.	Williams, Donna	8/18/2014	Interim Assessment Results	6/4/2015 daily
G1.B1.S2.A1	Infuse the use of the school-wide vocabulary list into lesson plans and plan for the use of the vocabulary development systems in both Reading Plus and Discovery Education.	Williams, Donna	10/1/2014	Interim Assessment Data	6/4/2015 weekly
G1.MA1	Interim assessment data will be the primary tool for determining whether targets are being met throughout the year.	Mateo, Daniel	10/1/2014	Interim Assessment Data	6/4/2015 semiannually
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Reports from both Discovery Education and Reading Plus will be pulled monthly to ensure that students and teachers are engaging in differentiated modules.	Mateo, Daniel	10/1/2014	Reports from Discovery Education and Reading Plus.	6/4/2015 monthly
G1.B1.S2.MA1	Data will be reviewed to determine the efficacy of both the instructional strategy and the resources.	Hickmon, Kristal	10/1/2014	Linear data that correlates instructional strategies and resources to the overall improvement in student reading levels as measured by both formative and summative evaluations.	6/4/2015 monthly
G1.B1.S2.MA1	Monitor classroom vocabulary assessment results as well as reports generated through both Discovery Education and Reading Plus.	Mateo, Daniel	10/1/2014	Monthly reports as generated by both the Discovery Education system and the Reading Plus system.	6/4/2015 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.

G1. Reduce the number of low level readers (reading levels 1 and 2) by ten percent.

G1.B1 Student Motivation & Commitment

G1.B1.S1 Scaffold and differentiate instruction to address individual student needs at their particular reading level.

PD Opportunity 1

Teacher will delineate, differentiate, and modify instruction to tailor instruction at each student's reading level.

Facilitator

FSA ELA Standards District Team

Participants

Reading & ELA teachers district-wide

Schedule

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