

Dr. Frederica S. Wilson/Skyway Elementary School

4555 NW 206TH TER, Miami Gardens, FL 33055

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

School Demographics

| | | |
|--------------------|----------------|---------------------------------|
| School Type | Title I | Free/Reduced Price Lunch |
| Elementary | Yes | 90% |

| | | |
|-------------------------------|-----------------------|-----------------|
| Alternative/ESE Center | Charter School | Minority |
| No | No | 98% |

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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

The mission of Skyway Elementary School is to improve the educational opportunities of all children by helping them succeed in the regular program, attain grade-level proficiency, and improve achievement in basic and more advanced skills.

Provide the school's vision statement

Skyway Elementary is more than a school. It is a caring, loving, learning laboratory for lucky children who reach for the stars by reading, believing, achieving, and succeeding at everything.

School Environment

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

Students and staff participate in various school-wide activities:

- Activities such as 'Dress your Heritage Day'
- Bringing awareness of Holidays and celebrations through morning announcements
- Our Parent Information form provides parents the opportunity to share cultural info.

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

- Skyway expects each student to be respectful of all people and property
- Classrooms lessons and morning announcements focus on safety procedures
- Students are escorted to all areas of the campus

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

The Student Code of Conduct is used to provide incentives for compliance through the SPOT Success Recognition Program. Each teacher will commit to re-engage students in the learning process using a variety of differentiation and intervention techniques to overcome student behavior barriers. A teacher/student/ parent compact of expectations and stages of improvement will be used based on student specific behavioral plan. The key is to move away from punitive responses for incorrect behavior and move towards a partnership with parents to curb and further correct the behavior.

Students that still do not adhere to the Student Code of Conduct will lose certain privileges as the infractions occur. Loss of privileges will begin with denial of participation in special activities. Students that continually do not adhere to the Student Code of Conduct will be denied opportunities to join extracurricular activities such as patrols, WSKY news crew presenters, and the Skyhawks Student of the Month.

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

The counselor will implement the appropriate character education, bullying, and “Do the Right Thing” curriculum, throughout the school year, to all students through classroom visitation. Student success will be highlighted through the Miami-Dade County Spot Success and Do the Right Thing initiatives. The counselor will also promote non-violence and drug prevention awareness through the facilitation of Red Ribbon Week. Counseling sessions, including peer counseling forums, will be scheduled and facilitated throughout the school year. Students with a history of behavior modification plans will be targeted. On-going support will be provided to students through assisting the Attendance Review Committee, and attending SPED articulations and team meetings. The counselor will serve as a liaison between students, teachers, parents and administration.

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

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

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/205168>.

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

Leadership engages all stakeholder groups to actively participate in our school's EESAC which assists in the preparation and evaluation of the School Improvement Plan and monitors the effectiveness of the plan by reviewing students assessment scores monthly.

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 |
|------------------------|---------------------|
| Whye, Linda | Principal |
| Cartwright-Rind, Tracy | Assistant Principal |
| Barnes, Audrey | Instructional Coach |
| Jenkins, Patricie | Instructional Coach |
| Diaz, Leslie | Instructional Coach |

Duties

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

1. The leadership team functions as a problem solving team to implement research based instruction and intervention programs, while making data based decisions to improve and maintain a high standard of educating students. The Tier 1 Problem Solving process will set Tier 1 goals, monitor academic and behavioral data evaluate progress at least three times per year by address 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 once a month. 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, assist 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.

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

Skyway Elementary School's Multi-Tiered System of Support (MTSS/Response to Instruction/ Intervention (Rtl) school-based Rtl Leadership Team will consist of the Principal, the Assistant Principal, Reading Coach, Mathematics Coach, Science Coach, general education teachers, exceptional student education (ESE) teachers and the School Psychologist. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School Counselor
- School Social Worker
- Speech Language Pathologist
- Member of advisory group
- Community stakeholders

Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

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.

- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The Rtl four step problem-solving models will be used to plan, monitor, and revise instruction and intervention.

The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Skyway Elementary School will provide services to ensure students requiring additional remediation are

assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services will be provided to students.

Curriculum

Coaches will develop, lead, and evaluate school core content standards/ programs; identify and analyze

existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They

will identify systematic patterns of student need while working with district personnel to identify appropriate,

evidence-based intervention strategies; assist with whole school screening programs that provide early

intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional

development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three

languages at all schools), the school improvement process and the life of the school and the annual Title I

Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program

over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort will be made to inform parents of the importance of this

survey, 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.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-----------------------|----------------------------|
| Dr. Linda C. Whye | Principal |
| Tracy Cartwright-Rind | Principal |
| Victoria Cabrera | Teacher |
| MIndy Grimes-Festge | Teacher |
| Donise Brown | Business/Community |
| Eric Peterson | Education Support Employee |
| Gregory Jenkins | Business/Community |
| | Student |
| Julia Gilchrist | Teacher |
| Ofelia Alberto | Teacher |
| Sheryl McCloud | Teacher |
| Dedra Jaghai | Teacher |
| Alesia Green | Teacher |
| Sandi Blumenstein | Education Support Employee |
| Belkys Allen | Parent |
| Diana Hutchinson | Parent |
| Ranier Rocafort | Parent |
| Andrine Smart | Parent |
| Janet Pardo | Parent |
| Cesar Rodriguez | Parent |
| Yanelis Rocafort | Teacher |
| Maria Perry | Education Support Employee |
| Britael Benitez | Parent |
| Jamie Carter | Student |
| Janae Smart | Student |
| Andrea O'Farrell | Business/Community |
| Marilyn Henriquez | Business/Community |
| | Student |

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

ESSAC met at the end of the year to discuss/review how our school met each of the five AdvancED standards and indicators and steps towards meeting goals.

Development of this school improvement plan

The Skyway Elementary School EESAC assists in the preparation and evaluation of the School Improvement Plan and monitors the effectiveness of the plan by reviewing student assessment scores monthly.

Preparation of the school's annual budget and plan

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

ESSAC funds have not yet been allocated to any activities.

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 |
|------------------------|--------------------------|
| Whye, Linda | Principal |
| Cartwright-Rind, Tracy | Assistant Principal |
| Barnes, Audrey | Instructional Technology |
| Jenkins, Patricie | Instructional Coach |
| Diaz, Leslie | Instructional Coach |

Duties

Describe how the LLT promotes literacy within the school

1. Continue developing and implementing activities and projects that will motivate students to read
2. Continue to organize classrooms around the learning needs of the students.
3. Continue to provide teachers assistance in matching students with books at their appropriate reading level
4. Continue to build a learning community that includes all stakeholders to improve reading school wide

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

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

1. Provide high-quality induction and mentoring by implementing a comprehensive induction system in which mentoring is a key component.-Assistant Principal
2. Improve working conditions by setting standards and measures to support continuous improvement of the school climate. -Principal/ Assistant Principal
3. Implement consistent school -wide approaches to climate, safety, and discipline.-Assistant Principal
4. Create a school culture that fosters collaboration - Principal/Leadership Team
5. Create opportunities for teachers to create, influence, and implement school and district policies and procedures. - Principal.
6. Establish teacher leadership positions, and train teachers accordingly - Assistant Principal

7. Provide professional-development as needed - Assistant Principal/Instructional coaches
8. Teachers will be given an opportunity to prioritize the acquisition of resources.
9. Formative and summative assessments will be conducted on a continual basis.
10. Faculty and staff members will be given additional opportunities to provide ideas as they relate to future planning at the school site.

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

The teacher mentoring program includes annual contract teachers as well as newly transferred staff members. The annual contract teachers are mentored according to procedures outlined in the district's Instructional Performance Evaluation and Growth System (IPEGS) manual. Each annual contract teacher has a Professional Growth Team (PGT) comprised of fellow teachers who have been mutually selected by the teachers as well as the administration. The PGT assists new instructional staff in the areas of grade-level lesson planning, successful methodology, and completion of general teacher requirements. The team provides feedback in order to facilitate growth. The administration also provides assistance and comments to new teachers by observing them formally and informally. Staff members that have transferred from another school and are Professional Contract educators have also been paired with a senior staff member. These mentors are a source of support for new staff needing to learn procedures specific to our school. Some examples of the methods might be grade-level lesson planning and team teaching.

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

Administration is collaborating with Instructional coaches and other content area offices including the Department of Social Science, the Department of Mathematics and Science, Department of Bilingual Education and World Languages and other resources that will assist teachers and students in understanding the new standards and embracing instructional models that will increase success. Instruction is based on the use of district pacing guides and Florida standards. Students will experience and master 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.

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

Instruction is based on the use of district pacing guides and Florida standards. Students will experience and master 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

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: 2,400

The administration at Skyway Elementary aims to provide extended learning opportunities to its English Language Learners (ELL) Students in grades 3-5 through the implementation of the Tutoring Academy for English Language Learners.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cartwright-Rind, Tracy, tcartwright@dadeschools.net

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

Effectiveness will be evaluated by 80 percent of tutored students showing an increase in their benchmark 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

Skyway Elementary School will work closely with the neighboring preschools and agencies in the Miami

Gardens community. All incoming Kindergarten students will be assessed using the Florida Kindergarten

Readiness Screener (FLKRS) Assessment. The FLKRS assessment includes a subtest of the Early Childhood

Observation System (ECHOS). These assessments will be used to screen the social/emotional development of

each child's readiness for students entering Kindergarten.

Teachers and coaches will use data from informative classroom assessments and teacher judgement to determine placement into the Wonderworks intervention program.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded

Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time

highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of

meaningful learning experiences, in environments that give them opportunities to create knowledge through

initiatives shared with supportive adult.

Skyway Elementary supports the District's "Transition to Kindergarten Initiative" program which enhances the

relationship between families and schools.

The following activities will be planned: 1) Provide families with information, expectations and

resources to support a successful transition to Kindergarten at the time of registration. 2) Coordinate school site visits and parent workshops on Transition to Kindergarten issues for parents enrolled in neighboring child care facilities.

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.** When calculating the percentage of students who received two or more behavior referrals that lead to suspension, the number of students referred for behavior will be reduced.
- G2.** Increase overall student proficiency through the use of the Gradual Release Model.

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. When calculating the percentage of students who received two or more behavior referrals that lead to suspension, the number of students referred for behavior will be reduced. 1a

G050275

Targets Supported 1b

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

Resources Available to Support the Goal 2

- School Counselor Social Worker School Psychologist Administration Teachers
-

Targeted Barriers to Achieving the Goal 3

- Inconsistency with the implementation of the School-Wide Discipline Plan.

Plan to Monitor Progress Toward G1. 8

Inconsistencies with the implementation of the School-wide Discipline Plan.

Person Responsible

Tracy Cartwright-Rind

Schedule

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

Evidence of Completion

Reduction of referrals Use of Student Code of Conduct for referral actions

G2. Increase overall student proficiency through the use of the Gradual Release Model. 1a

G050276

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 60.0 |

Resources Available to Support the Goal 2

- Instructional Coaches CSS Common Planning Time across grade levels Administrative Support Interventionist Professional Development (District and School-Based)

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of how to execute each component of the Gradual Release.
- Differentiated Instruction is not implemented with fidelity across all grade levels.
- Teachers have limited knowledge of collaborative data driven analysis and instruction.

Plan to Monitor Progress Toward G2. 8

District Assessments

3rd-5th grade students will increase academic proficiency from Baseline 10% of students proficient to 50% proficient , as measured by the District Interim Assessments from September to May 2015.

Person Responsible

Schedule

Evidence of Completion

Increased student achievement

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. When calculating the percentage of students who received two or more behavior referrals that lead to suspension, the number of students referred for behavior will be reduced. **1**

 G050275

G1.B1 Inconsistency with the implementation of the School-Wide Discipline Plan. **2**

 B125923

G1.B1.S1 Review the newly adopted Code of Student Conduct (COSC) 2014-2015 with faculty and staff prior to the opening of school. **4**

 S137799

Strategy Rationale

Action Step 1 **5**

Review Code of Student Conduct

Person Responsible

Tracy Cartwright-Rind

Schedule

Evidence of Completion

Sign-in sheet

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

Use of New Student Code of Conduct

Person Responsible

Schedule

Evidence of Completion

Reduction in student referrals

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

Use of Student Code of Conduct

Person Responsible

Schedule

Evidence of Completion

Reduced disruptive behaviors Reduced number of student referrals

G1.B1.S2 Review newly developed School-Based Alternative to Suspension Plan with faculty and staff prior to opening of school. 4

 S137800

Strategy Rationale

Action Step 1 5

School-Based Alternative to Suspension Plan

Person Responsible

Tracy Cartwright-Rind

Schedule

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

Evidence of Completion

Sign-in sheet

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

Utilization of School-Based Alternative to Suspension Plan

Person Responsible

Schedule

Evidence of Completion

Use of incentives to encourage model student behavior. Effective disciplinary actions indicating removal of privileges or denial of participation in school/extra curriculum activities as alternatives for suspension.

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

Consistent implementation of the School-Based Alternative to suspension Plan

Person Responsible

Schedule


Evidence of Completion

Teachers using strategies to encourage students to model behaviors that create a safe leaning environment and reduced disruption of the educational process.


G2. Increase overall student proficiency through the use of the Gradual Release Model. 1

 G050276

G2.B1 Limited knowledge of how to execute each component of the Gradual Release. 2

 B125926

G2.B1.S1 Using the coaching cycle, instructional coaches will model components of the Gradual Release Model. 4

 S137802

Strategy Rationale

Action Step 1 5

Conduct coaching cycles based on needs survey and model different components of the instructional routine based on teachers' needs.

Person Responsible

Schedule

Evidence of Completion

Coaching Calendar Coaching Log

Action Step 2 5

Implement and monitor Instructional Routines that include:

- a. setting the purpose of instruction
- b. following the model of explicit instruction demonstrating gradual release
- c. incorporating closure of the lesson

Person Responsible

Schedule

Evidence of Completion

Classroom Walk-throughs Administrative Feedback

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

Person Responsible

Schedule

Evidence of Completion

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

Develop a schedule for data collection from classroom walk through using a checklist to assess the GR components.

Person Responsible

Schedule

Evidence of Completion

Charted results from Observation checklist, coach logs, schedule of observations.

G2.B1.S2 .Establish model classrooms and schedule observation times for teachers. 4

 S137803

Strategy Rationale

Action Step 1 5

Utilizing data collected from classroom walk throughs, School Leadership Team (administrators, coaches) will designate model classrooms for observation of the components of the Gradual Release.

Person Responsible

Schedule

Evidence of Completion

observation schedule "Take Aways" Teacher Worksheet

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Establishment of a model classroom

Person Responsible

Schedule

Evidence of Completion

observation schedule "Take Aways" Teacher Worksheet

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Model classroom for teachers

Person Responsible

Schedule

Evidence of Completion

observation schedule "Take Aways" Teacher Worksheet

G2.B2 Differentiated Instruction is not implemented with fidelity across all grade levels. 2

B125927

G2.B2.S1 Provide Professional Development and follow-up support on differentiated instruction. 4

S137804

Strategy Rationale

Action Step 1 5

Provide grade 3-5 teachers with professional development on the effective use of Differentiated instruction Strategies, in order to provide opportunities to engage in authentic tasks that targets students individual needs.

Person Responsible

Schedule

Evidence of Completion

PD rosters, follow up assignments, administrator walk throughs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Develop and design DI lesson plans that target students learning needs. Conduct walk through and observations to gather post monitor data for evidence of implementation through increased percentage of teacher use of DI strategies in class instruction and or centers.

Person Responsible

Schedule

Evidence of Completion

Lesson plans, coaching logs,

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Develop and design DI lesson plans that target students learning needs. Conduct walk through and observations to gather post monitor data for evidence of implementation through increased percentage of teacher use of DI strategies in class instruction and or centers.

Person Responsible

Schedule

Evidence of Completion

coaching logs, classroom walk through data collection, Individual teacher lesson plans

G2.B2.S2 Designate time during subject areas to address DI in Centers and or during instruction. 4

 S137805

Strategy Rationale

Action Step 1 5

Teacher and Coaches will develop lessons that incorporate DI strategies during classroom and center instruction.

Person Responsible

Schedule

Evidence of Completion

lesson plans, coaching logs, resources used in class, DI group charts

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Develop, execute and monitor the use of Differentiated instructional framework that focuses on appropriate pacing and is based on student needs

Person Responsible

Schedule

Evidence of Completion

coaching logs, lesson plans, administration observation notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Develop, execute and monitor the use of Differentiated instructional framework that focuses on appropriate pacing and is based on student needs

Person Responsible

Schedule

Evidence of Completion

Walkthrough notes, coaching logs, lesson plans

G2.B3 Teachers have limited knowledge of collaborative data driven analysis and instruction. 2

 B125928

G2.B3.S1 Utilize data provided from in-house assessments and Interim assessment during data chats and or common planning to identify secondary benchmarks and activities to meet the academic needs of each student. 4

 S137806

Strategy Rationale

Action Step 1 5

Data from in-house and Interim assessments

Person Responsible

Schedule

Evidence of Completion

Data book, copies of activities and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Set aside time for data chat following each assessment to analyze data

Person Responsible

Schedule

Evidence of Completion

Data charts

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Data Chats

Person Responsible

Schedule

Evidence of Completion

Charted data showing increase in student proficiency

G2.B3.S2 Develop Focus calendars for teachers to address targeted secondary benchmarks 4

 S137807

Strategy Rationale

Action Step 1 5

Monthly Focus Calendars

Person Responsible

Schedule

Evidence of Completion

Monthly Focus Calendars and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Develop Focus Calendars for teachers

Person Responsible

Schedule

Evidence of Completion

Focus Calendars

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Monthly Focus Calendars

Person Responsible

Schedule

Evidence of Completion

Copy of monthly focus calendars

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 | Review Code of Student Conduct | Cartwright-Rind, Tracy | 10/7/2014 | Sign-in sheet | one-time |
| G1.B1.S2.A1 | School-Based Alternative to Suspension Plan | Cartwright-Rind, Tracy | 8/18/2014 | Sign-in sheet | 6/4/2015 biweekly |
| G2.B1.S1.A1 | Conduct coaching cycles based on needs survey and model different components of the instructional routine based on teachers' needs. | | Coaching Calendar Coaching Log | one-time | |
| G2.B1.S2.A1 | Utilizing data collected from classroom walk throughs, School Leadership Team (administrators, coaches) will designate model classrooms for observation of the components of the Gradual Release. | | observation schedule "Take Aways" Teacher Worksheet | one-time | |
| G2.B2.S1.A1 | Provide grade 3-5 teachers with professional development on the effective use of Differentiated instruction Strategies, in order to provide opportunities to engage in | | PD rosters, follow up assignments, administrator walk throughs | one-time | |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|------------------------|--|--|--------------------|
| | authentic tasks that targets students individual needs. | | | | |
| G2.B2.S2.A1 | Teacher and Coaches will develop lessons that incorporate DI strategies during classroom and center instruction. | | lesson plans, coaching logs, resources used in class, DI group charts | one-time | |
| G2.B3.S1.A1 | Data from in-house and Interim assessments | | Data book, copies of activities and lesson plans | one-time | |
| G2.B3.S2.A1 | Monthly Focus Calendars | | Monthly Focus Calendars and lesson plans | one-time | |
| G2.B1.S1.A2 | Implement and monitor Instructional Routines that include: a. setting the purpose of instruction b. following the model of explicit instruction demonstrating gradual release c. incorporating closure of the lesson | | Classroom Walk-throughs Administrative Feedback | one-time | |
| G1.MA1 | Inconsistencies with the implementation of the School-wide Discipline Plan. | Cartwright-Rind, Tracy | 8/18/2014 | Reduction of referrals Use of Student Code of Conduct for referral actions | 6/4/2015 biweekly |
| G1.B1.S1.MA1 | Use of Student Code of Conduct | | Reduced disruptive behaviors Reduced number of student referrals | once | |
| G1.B1.S1.MA1 | Use of New Student Code of Conduct | | Reduction in student referrals | once | |
| G1.B1.S2.MA1 | Consistent implementation of the School-Based Alternative to suspension Plan | | Teachers using strategies to encourage students to model behaviors that create a safe leaning environment and reduced disruption of the educational process. | once | |
| G1.B1.S2.MA1 | Utilization of School-Based Alternative to Suspension Plan | | Use of incentives to encourage model student behavior. Effective disciplinary actions indicating removal of privileges or | once | |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|-----|--|---------------------------------------|--------------------|
| | | | denial of participation in school/ extra curriculum activities as alternatives for suspension. | | |
| G2.MA1 | District Assessments 3rd-5th grade students will increase academic proficiency from Baseline 10% of students proficient to 50% proficient , as measured by the District Interim Assessments from September to May 2015. | | Increased student achievement | one-time | |
| G2.B1.S1.MA1 | Develop a schedule for data collection from classroom walk through using a checklist to assess the GR components. | | Charted results from Observation checklist, coach logs, schedule of observations. | once | |
| G2.B1.S1.MA1 | [no content entered] | | | once | |
| G2.B2.S1.MA1 | Develop and design DI lesson plans that target students learning needs. Conduct walk through and observations to gather post monitor data for evidence of implementation through increased percentage of teacher use of DI strategies in class instruction and or centers. | | coaching logs, classroom walk through data collection, Individual teacher lesson plans | once | |
| G2.B2.S1.MA1 | Develop and design DI lesson plans that target students learning needs. Conduct walk through and observations to gather post monitor data for evidence of implementation through increased percentage of teacher use of DI strategies in class instruction and or centers. | | Lesson plans, coaching logs, | once | |
| G2.B3.S1.MA1 | Data Chats | | Charted data showing increase in student proficiency | once | |
| G2.B3.S1.MA1 | Set aside time for data chat following each assessment to analyze data | | Data charts | once | |
| G2.B1.S2.MA1 | Model classroom for teachers | | observation schedule "Take Aways" Teacher Worksheet | once | |
| G2.B1.S2.MA1 | Establishment of a model classroom | | observation schedule "Take Aways" Teacher Worksheet | once | |
| G2.B2.S2.MA1 | Develop, execute and monitor the use of Differentiated instructional framework that focuses on appropriate pacing and is based on student needs | | Walkthrough notes, coaching logs, lesson plans | once | |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|-----|---|---------------------------------------|--------------------|
| G2.B2.S2.MA1 | Develop, execute and monitor the use of Differentiated instructional framework that focuses on appropriate pacing and is based on student needs | | coaching logs, lesson plans, administration observation notes | once | |
| G2.B3.S2.MA1 | Monthly Focus Calendars | | Copy of monthly focus calendars | once | |
| G2.B3.S2.MA1 | Develop Focus Calendars for teachers | | Focus Calendars | once | |

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. Increase overall student proficiency through the use of the Gradual Release Model.

G2.B2 Differentiated Instruction is not implemented with fidelity across all grade levels.

G2.B2.S2 Designate time during subject areas to address DI in Centers and or during instruction.

PD Opportunity 1

Teacher and Coaches will develop lessons that incorporate DI strategies during classroom and center instruction.

Facilitator

Instructional Coaches and ATO CSS

Participants

All Core-Instructional Teachers

Schedule

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 |