Gertrude K. Edleman/Sabal Palm Elementary School

2015-16 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	Title I	Free/Reduced Price Lunch
Elementary	Yes	95%

Alternative/ESE Center	Charter School	Minority
No	No	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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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.
Counselor will conduct small group mentoring sessions.

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:

Name	Title
Costa-DeVito, Alicia	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/ Teacher Liaisons 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, iReady window 1 diagnostict data and teacher knowledge. Students identified as at risk and below grade level will be monitored and tracked using tier 1 intervention data. The RtI process will be monitored and moved to the next tier as designated by the data results and/ or assessment.
The following procedures will be implemented to monitor for effectiveness:
1. Professional development for faculty to ensure understanding of student identification and implementation of intervention tiers.
2. Review of diagnostic data and retention list for student placement within intervention tiers. Ensure that students identified receive appropriate supplemental Tier 2 intervention.
3. Continuously gather d track progress monitoring (OPM) for all interventions and analyze that data using the problem solving process.
4. Regular team meetings to review students' intervention data and progress to determine students' response to intervention
5. Monthly meetings to ensure proper implementation and to review and adjust as needed the problem solving process which includes goal setting, planning, and program evaluation when addressing student achievement or behavioral success.
6. Movement to next tier of intervention if necessary.
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.
The Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessments and intervention approaches. They 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 the 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 called GREAT.

Nutrition Programs

1) Gertrude K. Edelman Sabal Palm Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statue, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

There are 3 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 prograon is to be completed by parents/families annually in May. The Survey's results are to beused to assist with revising our Title I parental documents for the approaching school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ruth Froom	Education Support Employee
Herbert Mahone	Teacher
Mariolga Lebredo	Teacher
Mayling Nunez	Teacher
Rose Painson	Parent
Jeffrey Berson	Business/Community
Barrington Wright	Business/Community
Lissette Garcia	Teacher
David Beltz	Teacher
	Student
Alicia M. Costa-DeVito	Principal

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 will 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:

Name	Title
Costa-DeVito, Alicia	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 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, FSA 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 based 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, math and science. 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 14, 2015 This allowed our students and their parents to see their classrooms and meet and speak with the teacher. Parents and students received information relative to the matriculation of students at the school. Area agencies were invited to attend to meet and speak with parents regarding the various services they offer.
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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Dashboard.docx
REQUIRED: Dashboard Data

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

As our students move onto the next grade level, the academic gap increases showing our students are falling further behind. The percentage of students at one year below grade level continually increases as does the students that are two grade levels behind by grade five. This strongly suggests that the needs of our weakest academic students in each grade level is not being met.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

In analyzing the data and conducting a needs assessment, there is a disconnect in understanding differentiated instruction and the reason for explicit delivery method within a small group. Using data to drive the formation and lessons with this type of small group instruction is also a weakness.

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.   Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

G2.   To increase student achievement by improving core instruction in Science.

G3.   To increase student achievement by improving core instruction in Mathematics.

G4.   To increase student achievement by improving core instruction in Literacy.

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. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1a

G068505

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Parent Communication, Counselor, Behavior Contract, GREAT program

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of behaviorial intervention

Plan to Monitor Progress Toward G1. 8

Intervention documentation

Person Responsible
Donna Lee

Schedule
Every 3 Weeks, from 10/5/2015 to 1/22/2016

Evidence of Completion
Data, Changes in Student behavior

G2. To increase student achievement by improving core instruction in Science. 1a

🔍 G068504

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Science Next Generation Sunshine State Standards, FCAT 2.0 Item Specifications, District Pacing Guides, Division of Academic Support (DAS) designed Planning Cards, DAS Belllringers, Instructional Frameworks, Topic Assessments, 5th Grade J & J Bootcamp Speedbag, Discovery Education, Essential Labs, AIMS, GIZMOS

Targeted Barriers to Achieving the Goal 3

- Content Knowledge - Inconsistent use of the Science Next Generation Sunshine State Standards to ensure standards-based instruction aligned to the cognitive complexity of the benchmarks.

Plan to Monitor Progress Toward G2. 8

Monitor student work for mastery of benchmark learning goals at the appropriate cognitive levels.

Person Responsible
Donna Lee

Schedule
Biweekly, from 10/1/2015 to 1/22/2016

Evidence of Completion
Student Data

G3. To increase student achievement by improving core instruction in Mathematics. 1a

🔍 G068503

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Math Manipulative Kits (Go Math), Promethean Board, Go Math iTool Kit, Web Based Resources, Iready Books

Targeted Barriers to Achieving the Goal 3

- Limited evidence of pre-planning prior to common planning sessions that fosters increase student engagement through the use of manipulatives and technology.

Plan to Monitor Progress Toward G3. 8

Monitor and follow-up on the implementation of the pre-planning process and the effects on student engagement and student achievement.

Person Responsible

Donna Lee

Schedule

On 10/30/2015

Evidence of Completion

Visible student engagement during classroom walk throughs and student data

G4. To increase student achievement by improving core instruction in Literacy. 1a

G068502

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- DI Framework, Lesson plans, Promethean Board, Web Based Resources,

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge of aligning resoruces to current data to guide explicit instruction at the teacher led center during differentiated instruction.

Plan to Monitor Progress Toward G4. 8

Conduct coaching cycles and model the effective implementation of a systematic plan for differentiated instruction based on the feedback from walkthroughs and leadership team meetings.

Person Responsible

Melissa Miller

Schedule

Weekly, from 10/1/2015 to 12/11/2015

Evidence of Completion

Coaching cycle logs and calendar, student 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. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1

🔑 G068505

G1.B1 Lack of understanding of behaviorial intervention 2

🔑 B177691

G1.B1.S1 Detailed training 4

🔑 S189107

Strategy Rationale

Action Step 1 5

Train teachers on the purpose and steps of intervention, model completion of needed documentation using student data,

Person Responsible

Lissette Garcia

Schedule

Biweekly, from 10/1/2015 to 10/30/2015

Evidence of Completion

Agenda, Sign in Sheet

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

Log of student behavior

Person Responsible

Lissette Garcia

Schedule

Weekly, from 10/5/2015 to 12/11/2015

Evidence of Completion

Comparison data

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

Data collection is used to refer to SST or implement FAB/ BIP

Person Responsible

Lissette Garcia

Schedule

Every 3 Weeks, from 10/5/2015 to 1/22/2016

Evidence of Completion

Completed documentation

G2. To increase student achievement by improving core instruction in Science. 1

G068504

G2.B1 Content Knowledge - Inconsistent use of the Science Next Generation Sunshine State Standards to ensure standards-based instruction aligned to the cognitive complexity of the benchmarks. 2

B177688

G2.B1.S1 Utilize the Next Generation Sunshine State Standards (NGSSS), Item Specifications, DAS Planning Cards, and the practice of backwards planning to ensure that lessons are aligned to the benchmarks and instruction is scaffolded to meet the complexity of the benchmarks. 4

S189093

Strategy Rationale

Action Step 1 5

Provide job-embedded professional development to teachers K-4 on the use of the Planning Cards and how to scaffold content/activities/resources that will assist in the creation of lessons that will address the cognitive complexity of the benchmarks.

Person Responsible

Mia Franklin

Schedule

Biweekly, from 10/1/2015 to 10/30/2015

Evidence of Completion

Agenda and Sign in Sheets

Action Step 2 5

Model during 5th grade planning, the alignment of scaffolded activities, select tasks, and identify appropriate instructional strategies that will lead to the production of more authentic student-generated work aligned to the cognitive complexity of the benchmarks.

Person Responsible

Mia Franklin

Schedule

Weekly, from 10/1/2015 to 11/6/2015

Evidence of Completion

Lesson Plans, student generated work

Action Step 3 5

Model the delivery of instruction to targeted teachers, focused on the explicit instruction of scaffolded content/activities to enhance student-generated work in the interactive journals and ensure that it is aligned to the complexity of the benchmarks.

Person Responsible

Mia Franklin

Schedule

Weekly, from 10/1/2015 to 12/11/2015

Evidence of Completion

Lesson delivery, lesson plans, journals

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

Monitor the use of the Planning Cards, the development of lessons and activities/resources aligned to the complexity of the benchmarks, lesson plans, instruction for evidence of scaffolded lesson progression aligned to the benchmarks, and student-generated work in the interactive journals to ensure mastery of benchmark learning goals at the appropriate cognitive levels.

Person Responsible

Donna Lee

Schedule

Weekly, from 10/1/2015 to 1/22/2016

Evidence of Completion

Lesson plans, student engagement through hands on activities, journals, student generated work

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

Classroom Walkthrough

Person Responsible

Donna Lee

Schedule

Weekly, from 10/1/2015 to 1/22/2016

Evidence of Completion

Student engagement, lesson plans, hands on activities

G3. To increase student achievement by improving core instruction in Mathematics. 1

🔍 G068503

G3.B1 Limited evidence of pre-planning prior to common planning sessions that fosters increase student engagement through the use of manipulatives and technology. 2

🔍 B177687

G3.B1.S1 Use of collaborative strategies through planning sessions to help outcome the identified priority barrier. 4

🔍 S189092

Strategy Rationale

Action Step 1 5

Provide Professional Devlopment that focuses on the pre-planning and the use of manipulatives and technology to promote student engagement

Person Responsible

Linda Isaac

Schedule

On 10/30/2015

Evidence of Completion

Sign in Sheets

Action Step 2 5

Facilitating common planning sessions that enhance teacher's ability to increase student engagement

Person Responsible

Linda Isaac

Schedule

Weekly, from 10/1/2015 to 10/30/2015

Evidence of Completion

Evidence of teacher lesson plans, meeting agenda, and coaching logs

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

Monitor and follow-up on the implementation of the pre-planning process

Person Responsible

Donna Lee

Schedule

Weekly, from 10/1/2015 to 10/30/2015

Evidence of Completion

Evidence of Coaching Logs, and increase of student engagement

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

Conduct Coaching Cycles tiered to the needs that aligns to overcoming the priority barrier

Person Responsible

Linda Isaac

Schedule

Weekly, from 10/1/2015 to 10/30/2015

Evidence of Completion

Coaching Logs

G4. To increase student achievement by improving core instruction in Literacy. `1`

`G068502`

G4.B1 Teachers have limited knowledge of aligning resoruces to current data to guide explicit instruction at the teacher led center during differentiated instruction. `2`

`B177686`

G4.B1.S1 Collaborate with the teachers to develop small group instructional lesson plans that focuses on explicit instruction guided by the students' needs as reflected by the data. `4`

`S189086`

Strategy Rationale

Action Step 1 `5`

Provide professional development on the implementation of small group and explicit instruction that is targeted to address specific students' needs.

Person Responsible

Melissa Miller

Schedule

On 10/21/2015

Evidence of Completion

Effective PD content, agenda and sign in sheets

Action Step 2 `5`

Collaborate with the teachers to develop effective and data driven lessons at the TLC.

Person Responsible

Melissa Miller

Schedule

Weekly, from 10/1/2015 to 11/6/2015

Evidence of Completion

DI Framework, Lesson Plan, coach calendar

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

Monitor the implementation of explicit and data-driven differentiated instruction at the TLC.

Person Responsible

Alicia Costa-DeVito

Schedule

Weekly, from 10/1/2015 to 11/13/2015

Evidence of Completion

Agenda, Walkthrough feedback

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

Monitor the implementation of explicit and data-driven differentiated instruction at the TLC.

Person Responsible

Alicia Costa-DeVito

Schedule

Weekly, from 10/1/2015 to 12/11/2015

Evidence of Completion

Agenda, Walkthrough feedback, student DI data, student data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A1	Provide professional development on the implementation of small group and explicit instruction that is targeted to address specific students' needs.	Miller, Melissa	10/1/2015	Effective PD content, agenda and sign in sheets	10/21/2015 one-time
G3.B1.S1.A1	Provide Professional Devlopment that focuses on the pre-planning and the use of manipulatives and technology to promote student engagement	Isaac, Linda	10/1/2015	Sign in Sheets	10/30/2015 one-time
G2.B1.S1.A1	Provide job-embedded professional development to teachers K-4 on the use of the Planning Cards and how to scaffold content/activities/resources that will assist in the creation of lessons that will address the cognitive complexity of the benchmarks.	Franklin, Mia	10/1/2015	Agenda and Sign in Sheets	10/30/2015 biweekly
G1.B1.S1.A1	Train teachers on the purpose and steps of intervention, model completion	Garcia, Lissette	10/1/2015	Agenda, Sign in Sheet	10/30/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	of needed documentation using student data,				
G4.B1.S1.A2	Collaborate with the teachers to develop effective and data driven lessons at the TLC.	Miller, Melissa	10/1/2015	DI Framework, Lesson Plan, coach calendar	11/6/2015 weekly
G3.B1.S1.A2	Facilitating common planning sessions that enhance teacher's ability to increase student engagement	Isaac, Linda	10/1/2015	Evidence of teacher lesson plans, meeting agenda, and coaching logs	10/30/2015 weekly
G2.B1.S1.A2	Model during 5th grade planning, the alignment of scaffolded activities, select tasks, and identify appropriate instructional strategies that will lead to the production of more authentic student-generated work aligned to the cognitive complexity of the benchmarks.	Franklin, Mia	10/1/2015	Lesson Plans, student generated work	11/6/2015 weekly
G2.B1.S1.A3	Model the delivery of instruction to targeted teachers, focused on the explicit instruction of scaffolded content/activities to enhance student-generated work in the interactive journals and ensure that it is aligned to the complexity of the benchmarks.	Franklin, Mia	10/1/2015	Lesson delivery, lesson plans, journals	12/11/2015 weekly
G1.MA1	Intervention documentation	Lee, Donna	10/5/2015	Data, Changes in Student behavior	1/22/2016 every-3-weeks
G1.B1.S1.MA1	Data collection is used to refer to SST or implement FAB/ BIP	Garcia, Lissette	10/5/2015	Completed documentation	1/22/2016 every-3-weeks
G1.B1.S1.MA1	Log of student behavior	Garcia, Lissette	10/5/2015	Comparison data	12/11/2015 weekly
G2.MA1	Monitor student work for mastery of benchmark learning goals at the appropriate cognitive levels.	Lee, Donna	10/1/2015	Student Data	1/22/2016 biweekly
G2.B1.S1.MA1	Classroom Walkthrough	Lee, Donna	10/1/2015	Student engagement, lesson plans, hands on activities	1/22/2016 weekly
G2.B1.S1.MA1	Monitor the use of the Planning Cards, the development of lessons and activities/resources aligned to the complexity of the benchmarks, lesson plans, instruction for evidence of scaffolded lesson progression aligned to the benchmarks, and student-generated work in the interactive journals to ensure mastery of benchmark learning goals at the appropriate cognitive levels.	Lee, Donna	10/1/2015	Lesson plans, student engagement through hands on activities, journals, student generated work	1/22/2016 weekly
G3.MA1	Monitor and follow-up on the implementation of the pre-planning process and the effects on student engagement and student achievement.	Lee, Donna	10/1/2015	Visible student engagement during classroom walk throughs and student data	10/30/2015 one-time
G3.B1.S1.MA1	Conduct Coaching Cycles tiered to the needs that aligns to overcoming the priority barrier	Isaac, Linda	10/1/2015	Coaching Logs	10/30/2015 weekly
G3.B1.S1.MA1	Monitor and follow-up on the implementation of the pre-planning process	Lee, Donna	10/1/2015	Evidence of Coaching Logs, and increase of student engagement	10/30/2015 weekly
G4.MA1	Conduct coaching cycles and model the effective implementation of a systematic plan for differentiated instruction based on the feedback from walkthroughs and leadership team meetings.	Miller, Melissa	10/1/2015	Coaching cycle logs and calendar, student data	12/11/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	Monitor the implementation of explict and data-driven differentiated instruction at the TLC.	Costa-DeVito, Alicia	10/1/2015	Agenda, Walkthrough feedback, student DI data, student data	12/11/2015 weekly
G4.B1.S1.MA1	Monitor the implementation of explict and data-driven differentiated instruction at the TLC.	Costa-DeVito, Alicia	10/1/2015	Agenda, Walkthrough feedback	11/13/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. To increase student achievement by improving core instruction in Science.

G2.B1 Content Knowledge - Inconsistent use of the Science Next Generation Sunshine State Standards to ensure standards-based instruction aligned to the cognitive complexity of the benchmarks.

G2.B1.S1 Utilize the Next Generation Sunshine State Standards (NGSSS), Item Specifications, DAS Planning Cards, and the practice of backwards planning to ensure that lessons are aligned to the benchmarks and instruction is scaffolded to meet the complexity of the benchmarks.

PD Opportunity 1

Provide job-embedded professional development to teachers K-4 on the use of the Planning Cards and how to scaffold content/activities/resources that will assist in the creation of lessons that will address the cognitive complexity of the benchmarks.

Facilitator

Laura Gardner, Science CSS

Participants

Science Teachers (K-5)

Schedule

Biweekly, from 10/1/2015 to 10/30/2015

G3. To increase student achievement by improving core instruction in Mathematics.

G3.B1 Limited evidence of pre-planning prior to common planning sessions that fosters increase student engagement through the use of manipulatives and technology.

G3.B1.S1 Use of collaborative strategies through planning sessions to help outcome the identified priority barrier.

PD Opportunity 1

Provide Professional Devlopment that focuses on the pre-planning and the use of manipulatives and technology to promote student engagement

Facilitator

Launa Fuller, Instructional Supervsior

Participants

Math Teachers (K-5)

Schedule

On 10/30/2015

G4. To increase student achievement by improving core instruction in Literacy.

G4.B1 Teachers have limited knowledge of aligning resoruces to current data to guide explicit instruction at the teacher led center during differentiated instruction.

G4.B1.S1 Collaborate with the teachers to develop small group instructional lesson plans that focuses on explicit instruction guided by the students' needs as reflected by the data.

PD Opportunity 1

Provide professional development on the implementation of small group and explicit instruction that is targeted to address specific students' needs.

Facilitator

Ms Garcia, Curriculum Support Specialist

Participants

Reading teachers (K-5)

Schedule

On 10/21/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Train teachers on the purpose and steps of intervention, model completion of needed documentation using student data,	$0.00
2	G2.B1.S1.A1	Provide job-embedded professional development to teachers K-4 on the use of the Planning Cards and how to scaffold content/activities/resources that will assist in the creation of lessons that will address the cognitive complexity of the benchmarks.	$0.00
3	G2.B1.S1.A2	Model during 5th grade planning, the alignment of scaffolded activities, select tasks, and identify appropriate instructional strategies that will lead to the production of more authentic student-generated work aligned to the cognitive complexity of the benchmarks.	$0.00
4	G2.B1.S1.A3	Model the delivery of instruction to targeted teachers, focused on the explicit instruction of scaffolded content/activities to enhance student-generated work in the interactive journals and ensure that it is aligned to the complexity of the benchmarks.	$0.00
5	G3.B1.S1.A1	Provide Professional Devlopment that focuses on the pre-planning and the use of manipulatives and technology to promote student engagement	$0.00
6	G3.B1.S1.A2	Facilitating common planning sessions that enhance teacher's ability to increase student engagement	$0.00
7	G4.B1.S1.A1	Provide professional development on the implementation of small group and explicit instruction that is targeted to address specific students' needs.	$0.00
8	G4.B1.S1.A2	Collaborate with the teachers to develop effective and data driven lessons at the TLC.	$0.00
		Total:	$0.00