Norma Butler Bossard Elementary School

2014-15 School Improvement Plan

Norma Butler Bossard Elementary School

15950 SW 144TH ST, Miami, FL 33196

http://bossard.dadeschools.net

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	No	63%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	93%

School Grades History

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

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Provide the school's vision statement

We are committed to provide educational excellence for all.

School Environment

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

Norma Butler Bossard Elementary builds relationships between teachers and students by creating a safe and inclusive learning environment. The school provides opportunities for students to engage with teachers throughout the school day. Teachers provide differentiated instruction during small groups. This allows the students to collaborate with their teacher in a smaller setting and develop a more individualized relationship. Through these small groups our teachers learn about various cultures and the diversity of our students. Our school promotes data driven instruction. Teachers and students conference consistently to set goals and discuss progress. To engage in our students' cultures and diversity our school conducts multi-cultural events. Teachers come together in committees to learn and plan for Hispanic Heritage and Black History Month activities. Furthermore, clubs are offered to our students that cater to a wide range of interests. The teachers who run these clubs are able to build relationships with students that go beyond academics.

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

Norma Butler Bossard creates an environment where students feel safe and respected before, during and after school. Before school students have access to morning care provided by a trained professional. Students are to report to assigned areas. The school has an arrival plan, in which, parents are not given access to the main building. Also, staff members are posted at designated areas throughout the school site to monitor the safe arrival of all students. Moreover, the Safety Patrol program, where selected fifth grade students patrol the halls and assist in monitoring morning behavior. During the school day the school has a security guard who monitors the school site. As the school day begins students hear the Healthy Relationships and Youth Empowerment message during the morning announcements. This message gives the students a different core value each day and helps the students maintain a culture of respect. The counselors are on hand to have one on one, small group, or whole group conversations to ensure that the students are heard and respected during the school day. Teachers participate in the Do The Right Thing campaign. They identify students who are consistently up holding the core values of the school and highlight them during award assemblies. Also, our teachers use the school wide discipline plan to ensure that students are aware of their boundaries, consequences, and rewards. To continue, throughout the year students are engaged in "Character Talks". During the character talks students are given strategies to use when socializing with another to create an environment within our school in which the students feel respected. At the end of the day teachers follow the dismissal plan. Students and teachers report to assigned areas throughout the building. Students who are dismissed to bus or walk home are checked out with attendance rosters. After school care students are signed in by their after school

leader. The after school care leaders are provided with an updated attendance list. Students who are parent-pick up are dismissed by the classroom teacher. Parents are given a colored pass indicating the grade-level, teacher's name and student name. Students are not dismissed without showing the colored pass. Through these various plans that the school has put in place our students feel safe and respected before, during and after school.

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

Norma Butler Bossard has a behavioral system in place that minimized distractions and assist maintaining student engagement during instructional time. At the beginning of the school year students sign a Student Behavior Contract. This ensures that students are aware of the expectations for behavior throughout the school year. During the year, students engage in peer mediation, and conflict resolution with counselors to reinforce appropriate behavior. Students are aware of consequences put in place throughout the year. These include: lunch detentions, weekly detention hall, removal from special activities, and alternate assignments. Students are encouraged to make good choices and remain engaged throughout the day. Students who make good choices are invited to quarterly reward days, where they cash-in their golden coins from treats and prizes while listening to music and socializing with their peers. Dollar Bees are given to model classrooms in the cafeteria and can be redeemed for a whole class reward. Model Behavior students are highlighted during the morning announcements. Teachers use SPOT Success, an initiative that enhances the Code of Student Conduct. Students that receive all A's and B's in conduct and all 1's in effort are given an award and recognized during our awards assemblies. Lastly, teachers nominate a student that has demonstrated exemplary behavior and attitude. Students receive certificate and T-shirt and are brought up on stage to be recognized during our awards assemblies.

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

Norma Butler Bossard has two school counselors who ensure the students' social-emotional needs are being met. Students who are identified as needing assistance with their social-emotional well - being. Counselors meet with students in small groups to provide support and guidance. Specifically, conflict management, peer resolution, grief counseling, social skills, and stress management. Counselors facilitate mentor relationships between students of varying ages. Our counselors walk into classrooms and have whole group discussions that deal with bully awareness, test taking strategies, and stress management. The counselors also, monitor peer relationships within the cafeteria. Students are encouraged to self - monitor their emotional needs and can set up individual appointments to discuss any issue that they feel is impacting them with a counselor. Our counselors provide a safe place to talk and build positive and healthy relationships.

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
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	20	22	16	6	16	18	98
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	45	34	50	129

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

Our school addresses all the early warning systems such as attendance, retentions, reading below grade level, and behavioral referrals. Students who develop a pattern of non-attendance will be referred to the counselors. Students will also be rewarded for their attendance through a daily attendance drawing. Classes will be rewarded through a school-wide attendance incentive. Students who have not met mastery in Reading and Math receive supplemental instruction during Differentiated Instruction and 30 minutes of intervention in addition to their required curriculum block. Retained students will receive an additional 30 minutes of intervention utilizing I-Ready and Wonder Works in Reading. Students who receive two or more behavior referrals will be referred to the discipline committee. Consequences will be implemented according to behavior infractions. Students will be rewarded through a school wide behavioral incentive program.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

To increase parents' knowledge and understanding of available resources and materials, as well as, limited comprehension of available resources and materials due to limited English proficiency, Norma Butler Bossard Elementary consistently makes an effort to communicate with parents. At the beginning of the year parents are given access to the student and parent handbook which informs parents of Norma Butler Bossard' s mission and vision. Parents are invited to Parent Academies. Parent Academies provide an opportunity to be involved in the school and to be given resources that contribute to their child's academic success as well as their emotional well-being. Also, parents are invited to a 2nd Cup of Coffee. Here, parents have an opportunity to have a conversation with our school's principal. They are updated on activities occurring at the school site and can ask questions or voice concerns. Every Tuesday students take home their Take Home Tuesday Folder. Teachers

place event flyers, reminders, progress reports, or informational flyers. Parents sign to acknowledge that they received the information. On Wednesday's students return the folders and turn in any signed paperwork. Parents and teachers communicate regarding student progress via e-mail, phone, or through the students' agenda. Parents are invited to attend parent - teacher conferences in order to gain a better perspective on their child's academic performance. Every nine weeks parents are given a progress report prior to the report card. Parents take this opportunity to monitor their child's progress. The school communicates standardized testing results with parents at the end and beginning of each school year. The reports parents receive provide information that breaks down a student's score and explains what it means.

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

Community-based organizations provide positive student behavior incentives and promote student achievement for our school throughout the year. Our neighborhood McDonalds has partnered with us to have teacher nights wherein teachers work behind the counters, and McDonalds gives students special treats and prizes for being model students. Also, our neighborhood McDonalds sponsors reading nights for our students and their families wherein students and teachers read to students and their families in the McDonalds courtyard. Ronald McDonald has visited our school to speak to the students about bullying and how to be a good citizen. Our neighborhood Tropical Smoothie offers our students coupons for smoothies and highlights student achievements on their walls, and our community's Publix and small businesses such as New Jersey Auto Parts and Machine Shop donate food, beverages, and items for special events at our school such as Rewards Days wherein students use golden coins that are earned throughout the school year based on behavior and attendance.

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
Santana, Concepcion	Principal
Somohano, Lorena	Assistant Principal
Orth-Sanchez, Marie	Assistant Principal
Adams-Barton, Ryan	Guidance Counselor
Stephens, Dana	Teacher, K-12
Heredia, Aida	Teacher, K-12
Miranda, Vanessa	Teacher, K-12
Castro, Rachael	Teacher, K-12
Renteria, Janet	Teacher, K-12
Abreu, Cynthia	Teacher, K-12
Webster, Lisa	Teacher, K-12
Fajardo, Ariana	Teacher, K-12
Castedo-Parra, Nancy	Teacher, ESE
Marin, Julia	Teacher, K-12
Sanchez, Jessica	Teacher, K-12
Rodriguez, Maria	Guidance Counselor
Flietas, Elenora	Instructional Media
Alcolea, Denise	Instructional Technology
Robinson, Maria	Teacher, K-12

Duties

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

-Eileen Wood Medina, Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
Lorena Somohano, Assistant Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
Marie Orth-Sanchez, Assistant Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
Jessica Sanchez, Reading Curriculum Leader- Gather and analyze data to determine PD for faculty, assist in monitoring and responding to the needs of subgroups, and monitor the effectives of interventions being implemented
Dana Stephens, Kindergarten Curriculum Leader- assist in monitoring and responding to the needs of subgroups
Aida Heredia, First Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
Jaynie Lopez, Second Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
Rachel Castro, Third Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
Janet Renteria, Fourth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
Cynthia Abreu, Fifth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups

Carolina Arevalo- SPED/Special Areas Curriculum Leader- assists in monitoring and responding to the needs of subgroups and special education students
Julia Marin, Bilingual Leader and PD Liaison-conduct LEP committee meetings for ELL students and organize professional development for teachers based on student needs
Maria Robinson - UTD Steward
Ryan Adams-Barton and Maria Rodriguez Counselors- Monitor behavior data and student attendance
Ariana Fajardo- Math Liaison- Gather and analyze data to determine PD for faculty
Kira Korallis- Science Liaison- Gather and analyze data to determine PD for faculty
Eleonora Fleitas- Media Specialist- Assist in providing teachers and students with supplemental resources
Denise Alcolea- Microsystems Tech Specialist- ensure appropriate software is available for the implementation of technology and on line interventions and resources

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

The MTSS Leadership team will:
-Monitor and adjust the school's academic and behavioral goals through data gathering and analysis
-Monitor the fidelity of the delivery of instruction and intervention
-Provide levels of support and interventions to students and teachers based on data
Title III
Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) by providing funds to implement and/or provide:
-parent outreach activities
-professional development on best practices for ESOL and content area teachers
-coaching and mentoring for ESOL and content area teachers
-reading and supplementary instructional materials
-purchase of supplemental hardware and software (Waterford) for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students.
-After-School tutoring program
The above services will be provided should funds become available for the 2014-2015 school year.
Title X- Homeless
-Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
-The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
-The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
-The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
-The District Homeless 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 School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Nutrition Programs
-Norma Butler Bossard Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
-At Norma Butler Bossard Elementary School, nutrition education, as per state statue, is taught through physical education.
-Norma Butler Bossard Elementary School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guideline as adopted in District's Wellness Policy.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Eileen W. Medina	Principal
Maria Robinson	Teacher
Nancy Castedo-Parra	Teacher
Lisbet Gonzalez	Teacher
Nadiana Ojeda	Teacher
Cynthia Abreu	Teacher
Dana Stephens	Teacher
Jessie Miller	Education Support Employee
Ana Clavelo	Parent
Mariangeles Carreras	Parent
Juan Garza, Jr.	Parent
Jennifer Rosales	Parent
Lucia M. Ryan	Parent
Lisa Lynfatt	Parent
Martiza Tascione	Parent
Jazling Morazan	Student
Javid Mortazavi	Business/Community
Fernando Gonzalez	Business/Community
Carmen Sanchez	Business/Community

Duties

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

Evaluation of last year's school improvement plan

A variety of stakeholders participate in the evaluation of last year's School Improvement Plan. Additionally, the SAC reviews, discusses, reflects, and approves the end of year School Improvement Plan.

Development of this school improvement plan

A variety of stakeholders participate in the writing of the School Improvement Plan. Additionally, the SAC reviews, edits, and approves the School Improvement Plan.

Preparation of the school's annual budget and plan

School budget is distributed, viewed, and discussed by all members. The SAC budget is recommended, distributed, viewed, and approved by all members.

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

Purchase materials to enhance student achievement, such as planners to facilitate organization and Take Home Tuesday Folders to maintain an open communication between home and school. Additional supplemental materials will be purchased on a needs basis.
Take Home Tuesday Folders: $1200.00
Student Planners: $1300.00
Brain Pop: $500.00
Accelerated Reader: $1700.00
Toner & Paper: $1327.00

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
Sanchez, Jessica	Teacher, K-12
Santana, Concepcion	Principal
Somohano, Lorena	Assistant Principal
Orth-Sanchez, Marie	Assistant Principal
Stephens, Dana	Teacher, K-12
Heredia, Aida	Teacher, K-12
Miranda, Vanessa	Teacher, K-12
Castro, Rachael	Teacher, K-12
Renteria, Janet	Teacher, K-12
Weber, Melissa	Teacher, K-12
Abreu, Cynthia	Teacher, K-12
Marin, Julia	Teacher, K-12
Castedo-Parra, Nancy	Teacher, ESE
Flietas, Elenora	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Set up an effective literacy leadership team.
-Develop and implement a school-wide literacy plan.
-Create a positive atmosphere and high expectations for literacy learning across all content areas.
-Ensure a scientific, research-based reading intervention for the lowest 25%, including appropriate personnel, professional development, materials, technology, and time.
-Provide enrichment literacy based activities to maintain and increase academic achievement.

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

Norma Butler Bossard Elementary employs a variety of strategies to encourage a positive working relationship between teachers. Once a week teachers participate in collaborative planning within their grade levels. For grade levels that departmentalized, teachers first meet as a group to discuss any group concerns and then break up into their respective subjects. Teachers can choose to be a part of instructional rounds. Teachers can choose to visit a grade level or subject area. As a group they go into other classrooms to find best practices that can be used in their classrooms. Once a month, a faculty meeting is dedicated to professional development. During these meetings teachers share and are provided with resources, strategies, and best practices that they can then use to plan for instruction. After interims teachers meet to as grade levels to disaggregate data and discuss how data will drive instruction. At the beginning of each school year teachers join two committees. These committees range from planning cultural events for students, to creating and providing resources for curriculum needs, to participating in projects that enhance the school environment. Teachers meet in their committees at least twice a year. Through these committees teachers can take an active role in their school and have

ownership over what takes place at Norma Butler Bossard. During committee meetings, teachers work collaboratively to plan for resources that enhance instructional time.

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

1. Provide Professional Development to teachers in identified areas of need and include time for teachers to implement what they have learned. Person responsible: Julia Marin
2. Implement Professional Learning Communities in which teachers share best practices, interpret results of tests, accommodate diverse students' learning needs, and address areas of concern. Person responsible: Julia Marin
3. Implement collaborative planning whereupon teachers plan lessons and teacher made assessments; examine student work; examine teacher work; and plan, use, and evaluate instructional practices. Persons responsible: Dana Stephens, Jaynie Lopez, Rachel Castro, Janet Renteria, Cynthia Herrera, Nancy Castedo-Parra, and Julia Marin
4. Utilize the Mentoring and Induction for New Teachers (MINT) program, the teachers' preparation programs, to provide more training in areas in which teachers feel their skills are weakest. Person responsible: Eileen W. Medina

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

Mentee: Isis Guerrero Mentor: Carolina Arevalo
Rationale for Pairing: Mentors have a rich and successful background in the mentee's grade level/ department. Mentors are effective educators that are successful in attaining student achievement. Planned Mentoring Activities: Review student data and identify student needs to plan for effective instruction. Plan for the implementation of Differentiated Instruction.

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

Norma Butler Bossard ensures that its core instructional programs and materials are aligned to Florida's standards. Before instruction begins teachers use pacing guides and item specs to help them plan out lessons for the Florida standards. The pacing guides outline the Florida Standards that will be taught in mathematics and reading. They also provide a frame work and time-line by which to deliver instruction. To begin, the mathematics series that Norma Butler Bossard uses as an instructional tool is the GO Math Florida series. The lessons in this series align with the Florida Standards for mathematics K-5. For differentiated instruction in mathematics teachers utilize the enrichment and re-teach portions of the GO MATH series that are an extension of instruction. Students use the I-Ready program which has been aligned to the Mathematics Florida Standards. This is a web-based program that provides lessons that remediate students based on an initial mathematics skills test. Teachers are also using Reflex math which addresses the mathematics operations fluency standards in the mathematics Florida Standards. Students access this web-based program to practice addition, subtraction, multiplication, and division skills and over time become fluent. To continue, the reading series that our school uses as an instructional tool is Wonders. The lessons and stories in this series align with the Florida Standards for reading K-5. For differentiated instruction in reading teachers use the little readers provided by wonders to support and remediate instruction. Students use the I-Ready program which has been aligned to the English Language Arts

Florida Standards. The program provides lessons that help students master specific reading standards.

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

Norma Butler Bossard uses data to provide and differentiate instruction to meet the diverse needs of students. Students are given monthly snapshots that are scored by the teachers and placed onto an excel document that is shared with administration. Monthly Snapshots are short test generated on the school site. They are cumulative and help track students mastery of new standards and retention of previous standards. Students are also given Interims every quarter to track their academic progress. These interims are scored through ThinkGate. Once these scores are available teachers place these scores on an Excel template which can then be viewed by administration. Every quarter administration has one-on-one conversations regarding their data. This conversation covers student academic growth, which students are struggling to master material, which students are exceling and require enrichment and how the data will now drive future instruction. Also, teachers have collaborative planning during grade level meetings and discuss the data as a grade level to determine the greatest areas of weakness.

Teachers then find or create supplemental materials that align with the Florida State Standards to help re-mediate or enrich students. This work is tailored to individual or groups of students with similar difficulties or enrichment needs. The teacher provides this work during differentiated time. When looking at the data teachers also look to see what skills are lacking that may impact mastery of future standards. For example a class who scored poorly on story elements may have difficulty then learning how to determine the theme of a given text. So the teacher would then give a mini-lesson on story elements before going on to teach theme. Another example, a class who scored poorly on multi-digit multiplication will have difficulty multiplying multi-digit decimals. The teacher should then review and re-teach multi-digit multiplication before moving on to multiplying decimals. Administrators conduct classroom walkthroughs and look at student work to determine whether teachers have re-taught and assessed based on their student data.

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: 30

I-Ready is a web-based program that serves as an intervention and an enrichment program in reading and mathematics. I-Ready meets the individual needs of each student as identified in the initial diagnostic component of the program. Students are provided lessons that meet the instructional needs of students and then provides additional practice for the skill or standard. Additionally, Title III tutoring for ELL students will be provided after school.

Strategy Rationale

The implementation of I-Ready in reading and mathematics will be offered to those "bubble students" and "drop students" in fourth and fifth grade who do not receive interventions throughout the school day, and Title III ELL tutoring will be provided for select third grade students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Orth-Sanchez, Marie, orthsanchez@dadeschools.net

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

Data is collected by the teachers on a monthly basis and reviewed to ensure progress is being demonstrated for each student. Acceptable student progress is demonstrated as students show gains from their initial placement level at the start of the program.

Strategy: Extended School Day

Minutes added to school year: 60

Professional Development is provided to teachers once a month during the second faculty meeting. The professinal development is based on a needs assessment conducted at the begining of the school year.

Strategy Rationale

The purpose of conducting professional development during a faculty meeting promotes participation. Teachers are given professional development that is specific to their needs without having to leave the building. Norma Butler Bossard can ensure that teachers are recieving the kind of professional development that will enhance and support instruction for our community of learners.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Marin, Julia, jmarin@dadeschools.net

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

Follow up assignments are collected to anaylze the effectiveness of the professional development session. Adminstrators conduct classroom walk-throughs to determine how strategies presented during professional developments are being used in the classroom.

Strategy: Before School Program

Minutes added to school year: 30

I-Ready is a web-based program that serves as an intervention and an enrichment program in reading and mathematics. I-Ready meets the individual needs of each student as identified in the initial diagnostic component of the program. Students are provided lessons that meet the instructional needs of students and then provides additional practice for the skill or standard.

Strategy Rationale

The implementation of I-Ready in reading and mathematics will be offered to those "bubble students" in third grade who do not receive interventions throughout the school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Orth-Sanchez, Marie, orthsanchez@dadeschools.net

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

Data is collected by the teachers on a monthly basis and reviewed to ensure progress is being demonstrated for each student. Acceptable student progress is demonstrated as students show gains from their initial placement level at the start of the program.

Student Transition and Readiness

PreK-12 Transition

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Kindergarten orientation is held on the Friday before the start of school. This year, orientation was held on August 15, 2014. Students and parents are encouraged to attend the orientation where they attain essential information as it pertains to their new school and the Kindergarten curriculum. Parents/Guardians and students are then given the opportunity to meet the Kindergarten teacher and visit their new classroom. Additionally, Open House was held on September 16, 2014. During Open House parents receive additional information related to Kindergarten and the curriculum. Parents are encouraged to become approved volunteers and PTA members to support the many school wide initiatives that take place throughout the school year. Parents also receive assistance completing lunch applications and specific directions on accessing the Parent/Student portal.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

G2.   Utilize Early Warning Systems (EWS) to increase attendance, reduce behavior incidences, and improve academic performance to lead to greater success for students who are identified as "at risk".

G3.   Students will be college and career ready through STEM initiatives and programs.

G4.   To increase parental and community involvement in all aspects of school programs by increasing the number of parent/community workshops offered at our school to support measurable improvement in student achievement.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

🔍 G045362

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	67.0
AMO Reading - SWD	49.0
AMO Math - Hispanic	82.0
AMO Math - White	88.0
AMO Math - ELL	75.0
AMO Math - SWD	63.0
AMO Math - ED	79.0
FCAT 2.0 Science Proficiency	58.0
CELLA Writing Proficiency	46.0
FSA - English Language Arts - Proficiency Rate	81.0
FSA - Mathematics - Proficiency Rate	71.0

Resources Available to Support the Goal 2

- Reading: I-Ready, Reading Plus, MyOnReader,HOT Sheet,Wonder Works, before and after school enrichment, and ELL after school tutoring.

- Mathematics: I-Ready, Moby Max, Ten Marks, ThinkCentral, HOT Sheet, and before and after school enrichment

- Science: J-Labs, GIZMOs, Florida Achieves, Discovery Learning, and NBC Learn.

- Writing: Reading Plus, Typenet, Wonders, after school writing tutoring, keyboarding games for kids, Learning to Type Games for Kids, and Typingweb.com

Targeted Barriers to Achieving the Goal 3

- Teachers require additional support in increasing rigor, the use of higher-order thinking skills, and gradual release.

Plan to Monitor Progress Toward G1. 8

Follow FCIM using data from Interim and FSA

Person Responsible
Marie Orth-Sanchez

Schedule
Quarterly, from 10/14/2014 to 11/26/2014

Evidence of Completion
Formative: Baseline Assessment, Interim Assessments, FAIR-FS, Weekly teacher generated assessments, Computer assisted reports from I-Ready, MyOnReader, and Reading Plus.
Summative: 2015 FSA

G2. Utilize Early Warning Systems (EWS) to increase attendance, reduce behavior incidences, and improve academic performance to lead to greater success for students who are identified as "at risk". `1a`

🔑 G045391

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	8.0
One or More Suspensions	2.0
Level 1 - All Grades	10.0

Resources Available to Support the Goal `2`

- Attendance: Dollar Bees, Golden Coins, Reward Day, Daily Attendance Lottery, and Attendance Bee Race.

- Behavior: School wide discipline plan, detention hall, temporary assignment from class, indoor suspension, outdoor suspension, Do the Right Thing Nomination, Spotlight on Good Behavior during morning announcements,Lunch Bunch, Dollar Bees, Golden Coins, Field Trips, and School-Wide Activities.

- Academic Performance: Accelerated Reader, MyOnReader

Targeted Barriers to Achieving the Goal `3`

- Students who have a high number of absences affects overall academic success including lack of proficiency in reading. In the 2013-2014 school year eight percent of our students missed 10% or more of available instructional time. Our goal for the 2014 - 2015 school year is to decrease the number of students who missed 10% or more of available instructional time to seven percent.

- Students who are reading below grade level are having difficulty meeting mastery on the Reading FSA. For the 2013-2014 school year 24% of our students were not proficient in reading. Our goal for the 2014-2015 school year is to decrease the number of students not proficient in reading to 23%.

- Students who receive two or more behavioral referrals are at risk of poor academic success. Furthermore, behavioral referrals that lead to suspension limit the amount of instruction provided to students. In 2013-2014, XX% of our students received two or more behavioral referrals. Our goal for the 2014-2015 school year is to decrease the number of students who receive two or more behavioral referrals to XX%. Also, behavioral referrals that lead to suspension limit the amount of instruction provided to students. In 2013-2014, two percent of our students received behavioral referrals that lead to suspension. Our goal is to maintain this percentage

Plan to Monitor Progress Toward G2. `8`

Following the FCIM model, review assessment data and adjust instruction as needed.

Person Responsible
Marie Orth-Sanchez

Schedule
Quarterly, from 10/14/2014 to 11/26/2014

Evidence of Completion
Formative: District Interim Data Reports. Summative: Results from the 2015 FSA assessment.

G3. Students will be college and career ready through STEM initiatives and programs. `1a`

🔍 G045394

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Science Lab materials
- GIZMOs
- MyOnReader
- Brain Pop

Targeted Barriers to Achieving the Goal `3`

- Participation of STEM related activities is limited due to the lack of personnel available to be STEM coordinators.

Plan to Monitor Progress Toward G3. `8`

Person Responsible

Schedule

Evidence of Completion

G4. To increase parental and community involvement in all aspects of school programs by increasing the number of parent/community workshops offered at our school to support measurable improvement in student achievement. 1a

Targets Supported 1b

G045392

Indicator	Annual Target

Resources Available to Support the Goal 2

- Parent Resource Center

- Parent Liaison

- Parent Academies

- Parent Information Meetings

- Counselors and Curriculum Leaders

Targeted Barriers to Achieving the Goal 3

- Parents have limited knowledge and understanding of school wide programs, available resources, and academic expectations.

Plan to Monitor Progress Toward G4. 8

Review the sign-in sheets/logs to determine the number of parents attending workshops.

Person Responsible
Concepcion Santana

Schedule
Quarterly, from 10/14/2014 to 11/26/2014

Evidence of Completion
Sign-in sheets and meeting agendas

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. `1`

🔑 G045362

G1.B1 Teachers require additional support in increasing rigor, the use of higher-order thinking skills, and gradual release. `2`

🔑 B111986

G1.B1.S1 Implement the gradual release of responsibility model and collaborative conversation as instructional frameworks. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate, and interpret topics while reading. `4`

🔑 S123444

Strategy Rationale

Our rationale for implementing the gradual release of responsibility model and collaborative conversation as instructional frameworks is to develop higher order thinking skills and independent problem solving to allow our students to comprehend text and construct written responses.

Action Step 1 `5`

Professional Development on gradual release model with the incorporation of higher order thinking.

Person Responsible

Jessica Sanchez

Schedule

On 11/26/2014

Evidence of Completion

Sign-in sheets, lesson plans, and classroom walkthroughs

Action Step 2 `5`

Teachers will begin to incorporate and facilitate usage of gradual release model and higher order thinking skills.

Person Responsible

Concepcion Santana

Schedule

Weekly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs, student work folders, and lesson plans

Action Step 3 `5`

Identify model teachers. Encourage teachers who need additional support to implement the gradual release model. Facilitate the teachers to participate in walkthroughs and observe model lessons.

Person Responsible

Marie Orth-Sanchez

Schedule

Monthly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Model Classroom schedule and Feedback slips

Action Step 4 5

Administration will: attend above-mentioned professional development and look for teachers being engaged in collaborative conversations and active participation; visit classrooms to observe implementation of gradual release model and use of higher order thinking skills; identify model classrooms; provide teachers with a needs survey and facilitate pairing with model teacher, and engage in conversations with teachers during leadership meetings/ grade level meetings.

Person Responsible

Concepcion Santana

Schedule

Weekly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs, needs survey, model classroom schedule, leadership meeting agenda and sign in sheet, and grade level meeting minutes

Action Step 5 5

Use complex text to support higher order thinking skills and the gradual release model such how-to articles, brochures, fliers and real world documents such as Super Science to identify text features and to locate, interpret, and organize information. Help students recognize that valid information is correct or sound and reliable information is dependable. Utilize two-column note to list conclusions and supporting evidence in non-fiction articles and editorials. Have students quote from literary and informational text to support statements about the text.

Person Responsible

Jessica Sanchez

Schedule

Every 6 Weeks, from 10/14/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs, student work folders, and lesson plans

Action Step 6 `5`

Accelerated Reader Implement Accelerated Reader program to provide students with additional reading opportunities.

Person Responsible

Elenora Flietas

Schedule

Quarterly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Accelerated Reader Reports

Action Step 7 `5`

Promote the use of instructional technology such as I-Ready, Reflex Math, TeachTown, MyOnReader, Discovery Education, NBC Learn, Gizmos, and Brain Pop to enhance and remediate student conceptual understanding of topics being addressed. Monitor and support the implementation of rigorous activities, higher-order questioning, and gradual release to increase student conceptual understanding.

Person Responsible

Marie Orth-Sanchez

Schedule

Quarterly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs, student work folders, and lesson plans

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

Administrators will conduct classroom walk-throughs, review lesson plans and student work folders to ensure that the strategy is being implemented with fidelity.

Person Responsible

Marie Orth-Sanchez

Schedule

Weekly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Lesson plans, student work folders and learning targets.

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

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed.

The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.
Monitor the effectiveness of interventions and remediation.

Additionally, review reports of District Baseline Assessments, Interim Assessment, and FAIR data to monitor the progress of the students in reading.
.

Person Responsible

Jessica Sanchez

Schedule

Biweekly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Formative: Interim Assessments FAIR-FS Weekly teacher generated assessments Computer assisted reports from I-Ready, MyOnReader, and Reading Plus Summative: 2015 FSA

G2. Utilize Early Warning Systems (EWS) to increase attendance, reduce behavior incidences, and improve academic performance to lead to greater success for students who are identified as "at risk". `1`

🔑 G045391

G2.B1 Students who have a high number of absences affects overall academic success including lack of proficiency in reading. In the 2013-2014 school year eight percent of our students missed 10% or more of available instructional time. Our goal for the 2014 - 2015 school year is to decrease the number of students who missed 10% or more of available instructional time to seven percent. `2`

🔑 B121976

G2.B1.S1 Provide students with rewards to promote daily attendance. `4`

🔑 S134063

Strategy Rationale

Students need to miss as little instructional time as possible. Students' absences affects overall academic success including lack of proficiency in reading. Using an incentive program will motivate students and improve attendance.

Action Step 1 `5`

Students who develop a pattern of non-attendance will be referred to the counselors. Students will also be rewarded for their attendance through a daily attendance drawing. Classes will be rewarded through a school-wide attendance incentive.

Person Responsible

Concepcion Santana

Schedule

Daily, from 10/14/2014 to 11/26/2014

Evidence of Completion

Attendance Reports

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

Review I-Ready Maker Repots and Classroom Walk-throughs

Person Responsible

Marie Orth-Sanchez

Schedule

Quarterly, from 10/14/2014 to 11/26/2014

Evidence of Completion

I-Ready Student Performance Reports and Classroom Walk-through logs.

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

Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed.

Person Responsible

Lorena Somohano

Schedule

Quarterly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Formative: Interim Assessments FAIR-FS Weekly teacher generated assessments Computer assisted reports from I-Ready,MyOnReader, and Reading Plus Summative: 2015 FSA

G2.B2 Students who are reading below grade level are having difficulty meeting mastery on the Reading FSA. For the 2013-2014 school year 24% of our students were not proficient in reading. Our goal for the 2014-2015 school year is to decrease the number of students not proficient in reading to 23%. `2`

🔑 B122071

G2.B2.S1 Provide students with additional reading instruction and opportunities to raise their independent reading levels. `4`

🔑 S134119

Strategy Rationale

Students who are reading below grade level benefit from additional reading instruction. Through additional reading instruction students will make gains in their reading proficiency.

Action Step 1 `5`

Implement Wonder Works to provide students who are non-proficient in reading by third grade 30 minutes of reading intervention.

Person Responsible

Jessica Sanchez

Schedule

Monthly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Student work and District generated assessments

Action Step 2 `5`

Implement Accelerated Reader program to provide students with additional reading opportunities.

Person Responsible

Jessica Sanchez

Schedule

Monthly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Accelerated Reader Diagnostic Reading Practice Report

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

Wonder Works data reports and Classroom Walk-throughs.

Person Responsible

Marie Orth-Sanchez

Schedule

Quarterly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Wonder Works data reports and Classroom walk-through log.

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

Following the FCIM model, review assessment data and adjust instruction as needed.

Person Responsible

Lorena Somohano

Schedule

Biweekly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Formative: Baseline Assessment Interim Assessments FAIR-FS Weekly teacher generated assessments Computer assisted reports from I-Ready, MyOnReader, and Reading Plus Summative: 2015 FSA

G2.B3 Students who receive two or more behavioral referrals are at risk of poor academic success. Furthermore, behavioral referrals that lead to suspension limit the amount of instruction provided to students. In 2013-2014, XX% of our students received two or more behavioral referrals. Our goal for the 2014-2015 school year is to decrease the number of students who receive two or more behavioral referrals to XX%. Also, behavioral referrals that lead to suspension limit the amount of instruction provided to students. In 2013-2014, two percent of our students received behavioral referrals that lead to suspension. Our goal is to maintain this percentage 2

🔑 B122072

G2.B3.S1 Provide rewards and consequences for students in order to reduce the amount of behavioral referrals that result in a suspension. 4

🔑 S134127

Strategy Rationale

Providing students with a reward system for following the rules and guidelines of the school promotes appropriate behavior. Students who are aware of consequences to their behavior will know their boundaries and be less likely to require behavior referrals.

Action Step 1 5

Students who receive two or more behavior referrals will be referred to the discipline committee. Consequences will be implemented according to behavior infractions. Students will be rewarded through a school wide behavioral incentive program.

Person Responsible

Marie Orth-Sanchez

Schedule

Quarterly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Referral Reports

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

Look for a decrease in student behavior referrals.

Person Responsible

Lorena Somohano

Schedule

Semiannually, from 9/14/2014 to 11/26/2014

Evidence of Completion

Referral reports

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

Monitor progress of suspension rates.

Person Responsible

Concepcion Santana

Schedule

Semiannually, from 10/14/2014 to 11/26/2014

Evidence of Completion

Formative: Baseline Assessment Interim Assessments FAIR-FS Weekly teacher generated assessments Computer assisted reports from I-Ready, MyOnReader, and Reading Plus Summative 2015 FSA

G3. Students will be college and career ready through STEM initiatives and programs. `1`

`G045394`

G3.B1 Participation of STEM related activities is limited due to the lack of personnel available to be STEM coordinators. `2`

`B122192`

G3.B1.S1 Implement inquiry-based activities addressing the necessary Science benchmarks. `4`

`S134145`

Strategy Rationale

Implementing STEM - related activities will increase students ability to problem solve, higher order thinking skills, and achievement in Science FCAT 2.0.

Action Step 1 `5`

Develop a school Science With a Twist (SWAT) enrichment program that incorporates various inquiry based projects.

Person Responsible

Lisa Webster

Schedule

Quarterly, from 10/14/2014 to 11/26/2014

Evidence of Completion

SWAT roster

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

SWAT Club meeting observations

Person Responsible

Lisa Webster

Schedule

Monthly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Student attendance logs

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

Meeting observations

Person Responsible

Marie Orth-Sanchez

Schedule

Quarterly, from 9/14/2014 to 11/26/2014

Evidence of Completion

Formative: Science District Interims Summative: 2015 Science FCAT 2.0

G4. To increase parental and community involvement in all aspects of school programs by increasing the number of parent/community workshops offered at our school to support measurable improvement in student achievement. 1

G045392

G4.B1 Parents have limited knowledge and understanding of school wide programs, available resources, and academic expectations. 2

B122209

G4.B1.S1 Provide parents with opportunities to improve their knowledge of school wide programs, available resources, and academic expectations to ensure student success. 4

S134172

Strategy Rationale

Parents who are provided opportunities to improve their knowledge of school wide programs, available resources, and academic expectations can ensure the success of their students.

Action Step 1 5

Facilitate the use of parenting materials in English and Spanish through the use of Take Home Tuesday folders as well as, making them available in the Parent Resource Center.

Person Responsible

Concepcion Santana

Schedule

Weekly, from 10/14/2014 to 10/14/2014

Evidence of Completion

Logs

Action Step 2 5

Provide students with a Student Planner to facilitate academic expectation with parents.

Person Responsible

Concepcion Santana

Schedule

Annually, from 10/14/2014 to 11/26/2014

Evidence of Completion

Documentation in student planners

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

Review parent participation logs in school wide activities and visitation of parent resource center.

Person Responsible

Concepcion Santana

Schedule

Quarterly, from 10/14/2014 to 11/26/2014

Evidence of Completion

Parent participation logs

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

Meeting Observations

Person Responsible

Concepcion Santana

Schedule

Quarterly, from 10/14/2014 to 11/26/2014

Evidence of Completion

sign-in sheets and meeting agendas

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	Professional Development on gradual release model with the incorporation of higher order thinking.	Sanchez, Jessica	10/14/2014	Sign-in sheets, lesson plans, and classroom walkthroughs	11/26/2014 one-time
G2.B1.S1.A1	Students who develop a pattern of non-attendance will be referred to the counselors. Students will also be rewarded for their attendance through a daily attendance drawing. Classes will be rewarded through a school-wide attendance incentive.	Santana, Concepcion	10/14/2014	Attendance Reports	11/26/2014 daily
G2.B2.S1.A1	Implement Wonder Works to provide students who are non-proficient in reading by third grade 30 minutes of reading intervention.	Sanchez, Jessica	10/14/2014	Student work and District generated assessments	11/26/2014 monthly
G2.B3.S1.A1	Students who receive two or more behavior referrals will be referred to the discipline committee. Consequences	Orth-Sanchez, Marie	10/14/2014	Referral Reports	11/26/2014 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	will be implemented according to behavior infractions. Students will be rewarded through a school wide behavioral incentive program.				
G3.B1.S1.A1	Develop a school Science With a Twist (SWAT) enrichment program that incorporates various inquiry based projects.	Webster, Lisa	10/14/2014	SWAT roster	11/26/2014 quarterly
G4.B1.S1.A1	Facilitate the use of parenting materials in English and Spanish through the use of Take Home Tuesday folders as well as, making them available in the Parent Resource Center.	Santana, Concepcion	10/14/2014	Logs	10/14/2014 weekly
G1.B1.S1.A2	Teachers will begin to incorporate and facilitate usage of gradual release model and higher order thinking skills.	Santana, Concepcion	10/14/2014	Classroom walkthroughs, student work folders, and lesson plans	11/26/2014 weekly
G2.B2.S1.A2	Implement Accelerated Reader program to provide students with additional reading opportunities.	Sanchez, Jessica	10/14/2014	Accelerated Reader Diagnostic Reading Practice Report	11/26/2014 monthly
G4.B1.S1.A2	Provide students with a Student Planner to facilitate academic expectation with parents.	Santana, Concepcion	10/14/2014	Documentation in student planners	11/26/2014 annually
G1.B1.S1.A3	Identify model teachers. Encourage teachers who need additional support to implement the gradual release model. Facilitate the teachers to participate in walkthroughs and observe model lessons.	Orth-Sanchez, Marie	10/14/2014	Model Classroom schedule and Feedback slips	11/26/2014 monthly
G1.B1.S1.A4	Administration will: attend above-mentioned professional development and look for teachers being engaged in collaborative conversations and active participation; visit classrooms to observe implementation of gradual release model and use of higher order thinking skills; identify model classrooms; provide teachers with a needs survey and facilitate pairing with model teacher, and engage in conversations with teachers during leadership meetings/ grade level meetings.	Santana, Concepcion	10/14/2014	Classroom walkthroughs, needs survey, model classroom schedule, leadership meeting agenda and sign in sheet, and grade level meeting minutes	11/26/2014 weekly
G1.B1.S1.A5	Use complex text to support higher order thinking skills and the gradual release model such how-to articles, brochures, fliers and real world documents such as Super Science to identify text features and to locate, interpret, and organize information. Help students recognize that valid information is correct or sound and reliable information is dependable. Utilize two-column note to list conclusions and supporting evidence in non-fiction articles and editorials. Have students quote from literary and informational text to support statements about the text.	Sanchez, Jessica	10/14/2014	Classroom walkthroughs, student work folders, and lesson plans	11/26/2014 every-6-weeks
G1.B1.S1.A6	Accelerated Reader Implement Accelerated Reader program to provide students with additional reading opportunities.	Flietas, Elenora	10/14/2014	Accelerated Reader Reports	11/26/2014 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A7	Promote the use of instructional technology such as I-Ready, Reflex Math, TeachTown, MyOnReader, Discovery Education, NBC Learn, Gizmos, and Brain Pop to enhance and remediate student conceptual understanding of topics being addressed. Monitor and support the implementation of rigorous activities, higher-order questioning, and gradual release to increase student conceptual understanding.	Orth-Sanchez, Marie	10/14/2014	Classroom walkthroughs, student work folders, and lesson plans	11/26/2014 quarterly
G1.MA1	Follow FCIM using data from Interim and FSA	Orth-Sanchez, Marie	10/14/2014	Formative: Baseline Assessment, Interim Assessments, FAIR-FS, Weekly teacher generated assessments, Computer assisted reports from I-Ready, MyOnReader, and Reading Plus. Summative: 2015 FSA	11/26/2014 quarterly
G1.B1.S1.MA1	Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment. Monitor the effectiveness of interventions and remediation. Additionally, review reports of District Baseline Assessments, Interim Assessment, and FAIR data to monitor the progress of the students in reading. .	Sanchez, Jessica	10/14/2014	Formative: Interim Assessments FAIR-FS Weekly teacher generated assessments Computer assisted reports from I-Ready, MyOnReader, and Reading Plus Summative: 2015 FSA	11/26/2014 biweekly
G1.B1.S1.MA1	Administrators will conduct classroom walk-throughs, review lesson plans and student work folders to ensure that the strategy is being implemented with fidelity.	Orth-Sanchez, Marie	10/14/2014	Lesson plans, student work folders and learning targets.	11/26/2014 weekly
G2.MA1	Following the FCIM model, review assessment data and adjust instruction as needed.	Orth-Sanchez, Marie	10/14/2014	Formative: District Interim Data Reports. Summative: Results from the 2015 FSA assessment.	11/26/2014 quarterly
G2.B1.S1.MA1	Following the FCIM model, the Reading Curriculum Leader and teachers will review assessment data weekly and adjust instruction as needed.	Somohano, Lorena	10/14/2014	Formative: Interim Assessments FAIR-FS Weekly teacher generated assessments Computer assisted reports from I-Ready,MyOnReader, and Reading Plus Summative: 2015 FSA	11/26/2014 quarterly
G2.B1.S1.MA1	Review I-Ready Maker Repots and Classroom Walk-throughs	Orth-Sanchez, Marie	10/14/2014	I-Ready Student Performance Reports and Classroom Walk-through logs.	11/26/2014 quarterly
G2.B2.S1.MA1	Following the FCIM model, review assessment data and adjust instruction as needed.	Somohano, Lorena	10/14/2014	Formative: Baseline Assessment Interim Assessments FAIR-FS Weekly teacher generated assessments Computer assisted reports from I-Ready, MyOnReader, and Reading Plus Summative: 2015 FSA	11/26/2014 biweekly
G2.B2.S1.MA1	Wonder Works data reports and Classroom Walk-throughs.	Orth-Sanchez, Marie	10/14/2014	Wonder Works data reports and Classroom walk-through log.	11/26/2014 quarterly
G2.B3.S1.MA1	Monitor progress of suspension rates.	Santana, Concepcion	10/14/2014	Formative: Baseline Assessment Interim Assessments FAIR-FS Weekly teacher generated assessments Computer assisted reports from I-Ready, MyOnReader, and Reading Plus Summative 2015 FSA	11/26/2014 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1	Look for a decrease in student behavior referrals.	Somohano, Lorena	9/14/2014	Referral reports	11/26/2014 semiannually
G3.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	Meeting observations	Orth-Sanchez, Marie	9/14/2014	Formative: Science District Interims Summative: 2015 Science FCAT 2.0	11/26/2014 quarterly
G3.B1.S1.MA1	SWAT Club meeting observations	Webster, Lisa	10/14/2014	Student attendance logs	11/26/2014 monthly
G4.MA1	Review the sign-in sheets/logs to determine the number of parents attending workshops.	Santana, Concepcion	10/14/2014	Sign-in sheets and meeting agendas	11/26/2014 quarterly
G4.B1.S1.MA1	Meeting Observations	Santana, Concepcion	10/14/2014	sign-in sheets and meeting agendas	11/26/2014 quarterly
G4.B1.S1.MA1	Review parent participation logs in school wide activities and visitation of parent resource center.	Santana, Concepcion	10/14/2014	Parent participation logs	11/26/2014 quarterly

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 Opportuntities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Teachers require additional support in increasing rigor, the use of higher-order thinking skills, and gradual release.

G1.B1.S1 Implement the gradual release of responsibility model and collaborative conversation as instructional frameworks. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate, and interpret topics while reading.

PD Opportunity 1

Professional Development on gradual release model with the incorporation of higher order thinking.

Facilitator

Jessica Sanchez

Participants

K-5 Reading Teachers

Schedule

On 11/26/2014

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase student achievement by improving core instruction in all content areas.	3,214
Goal 3: Students will be college and career ready through STEM initiatives and programs.	300
Goal 4: To increase parental and community involvement in all aspects of school programs by increasing the number of parent/community workshops offered at our school to support measurable improvement in student achievement.	3,797
Grand Total	**7,311**

Goal 1: To increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B1.S1.A5 - Super Science Magazine	Other	1,014
B1.S1.A6 - Accelerated Reader	Other	1,700
B1.S1.A7 - Brain Pop	Other	500
Total Goal 1		**3,214**

Goal 3: Students will be college and career ready through STEM initiatives and programs.		
Description	**Source**	**Total**
B1.S1.A1 - Lab Materials For SWAT enrichement program.	Other	300
Total Goal 3		**300**

Goal 4: To increase parental and community involvement in all aspects of school programs by increasing the number of parent/community workshops offered at our school to support measurable improvement in student achievement.		
Description	**Source**	**Total**
B1.S1.A1 - Take Home Tuesday Folders	Other	1,200
B1.S1.A1 - Toner and Paper	Other	1,297
B1.S1.A2 - Student Planners	Other	1,300
Total Goal 4		**3,797**