

Miami-Dade County Public Schools

Bob Graham Education Center



2015-16 School Improvement Plan

Bob Graham Education Center

15901 NW 79TH AVE, Miami Lakes, FL 33016

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	55%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	96%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	0

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
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Bob Graham Education Center's Learning Community strives to provide the means for all of its students to meet with success both educationally and in all of life's endeavors.

Provide the school's vision statement

Bob Graham Education Center will educate its students so that they will achieve at least a year's academic growth along with empowering them to become lifelong learners and contributors to a global society.

School Environment

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

Each year, Bob Graham Education Center's teachers, parents, and students participate in the District's School Climate Survey. The purpose of these surveys to gather information and educational perspectives from certain stakeholders. Results are viewed and a considerable amount of effort is applied to make changes to the school.

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

Bob Graham Education's teachers and students follow the Code of Ethics and Student Code of Conduct. It is upheld on a daily basis. It the student's responsibility to review the Code of Student Conduct with their parents. When a student breaks a rule, the administration follows the disciplinary procedures and punishes the student according to the level of the infraction. It has helped our school in making our students accountable for their actions. Their behavior has improved and all stakeholders are aware of the District's and school's policies.

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

Bob Graham Education created a schoolwide behavioral plan a few years ago. It has become a way of our students to become accountable for their actions. It has also afforded our parents an opportunity to have better communication with our teachers. The discipline plan is delineated on a letter sent home at the beginning of the year. Both the student and parent must sign it. Once a student begins to receive infractions, the parent must sign next to the consequence that has been delivered to the student.

At the beginning of every school year, each administrator meets with their respective grade levels and reviews the school's rules and regulations. Consequences are discussed and the students receive a copy of the discipline plan.

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

The student services team consists for two school counselors and one TRUST counselor. All counselors visit the classrooms and implement lessons on social, emotional, academic, and health. Students and parents are provided the opportunity to meet and discuss issues with counselors as needed. Student services announcements are made daily through the close circuit television system to make students aware of important character building topics. Also, in order to enhance our program counselors utilize community agencies to visit the school and discuss important and relevant topics with the students. The student services team supports administration, staff , and parents in supporting students social emotional growth.

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

The student services department works alongside the administration to identify the at-risk students for the school year. This list includes the students' test scores, previous grades, ELL and SPED levels. Students that have been retained previously or that are currently going through the Rtl process is placed on this list.

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	6	7	8	
Attendance below 90 percent	16	6	8	6	4	10	10	14	7	81
One or more suspensions	0	0	0	0	0	0	0	0	2	2
Course failure in ELA or Math	1	2	2	3	1	10	11	5	9	44
Level 1 on statewide assessment	1	24	15	0	6	89	4	87	83	309

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

Indicator	Grade Level									Total
	K	1	2	4	5	6	7	8		
Students exhibiting two or more indicators	1	15	14	5	43	4	47	32	161	

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

The school provides many interventions to our students population. In addition to the intervention done in the classroom, identified students are pulled out of class for a total of 30 minutes a day. Our identified ELL students receive after school tutoring for approximately 15 weeks before state assessments to ensure success. Many teachers provide free tutoring before and after school to low performing students in the areas of reading, math, writing, and science.

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

The school provides parents many opportunities to build relationships with the staff. The staff offers parents workshops in many academic areas. The parents are offered opportunities to attend presentations and exhibits from many of our academic programs. The school also informs parents of school news via many mediums, including the school's website, Connect Ed, and the monthly calendar.

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

We are fortunate to have many Dade Partners. Our Dade Partners assist us in providing our less fortunate families with needed items, as well as, incentives for our families and staff members. Our business partners come to our EESAC meetings and help us by bridging the gap between the school and various businesses.

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
Martinez Lopez, Yecenia	Principal
Hernandez, Elizabeth	Assistant Principal
Jackimczuk, James	Assistant Principal
Mesa, Jesus	Assistant Principal
Riveron, Annette	Assistant Principal
Lisowski, Laura	Teacher, K-12
Nagy-Cabarcas, Maria	Teacher, K-12
Lopez, Felicia	Teacher, K-12
Toledo, Lourdes	Teacher, K-12

Duties

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

Yecenia Martinez-Lopez, Principal
Elizabeth Hernandez, Assistant Principal

James Jackimczuk, Assistant Principal
Jesus Mesa, Assistant Principal
Annette Riveron, Assistant Principal
Lourdes Toledo, Reading Liaison
Laura Lisowski, Mathematics Liaison
Maria Nagy-Cabarcas, Science Liaison
Felicia Lopez, ESE Chairperson
Joel Castellanos, Counselor
Sara Najara, Counselor
Avery Ball, School Psychologist
Maria Leiva, Speech and Language Pathologist

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. The members will include the assistant principals, ESE chairperson, counselors, school psychologists and subject area liaisons.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. These members include the assistant principals, counselors, and school psychologist.

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 Leadership Team monitors academic and behavioral data to evaluate progress towards student outcomes. The Leadership Team does the following on a monthly basis:

1. Holds regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental intervention.

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

Funds from Title III will be utilized to implement the Tutoring Academy for English Language Learners.

Title VI, Part B – NA

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs - N/A

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Yecenia Martinez-Lopez	Principal
Audrey Carballo	Teacher
Lusila Garcia	Teacher
Katrina Herrero	Teacher
Ivette Carvajal	Teacher
Judith Alvarez	Education Support Employee
Tere Collada	Business/Community
Annie Tannehill	Parent
John Brady	Teacher
Manuel Cid	Business/Community
Pamela Bloodworth	Parent
Claudia Luces	Parent
Yanet Estelles	Parent
Marilyn Ruano	Parent
Roxanna Rodriguez	Teacher
Yaquelin Sanchez	Parent
Tiffany Walker	Student

Duties

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

Evaluation of last year's school improvement plan

The EESAC committee reviewed last year's SIP at the last meeting of the year. The committee also discussed the new changes and the recommendations the staff had previously made at the faculty meeting.

Development of this school improvement plan

The EESAC assisted in the development of the school improvement plan by meeting and reviewing the barriers and strategies. Modifications were made according to data and the needs of the school.

Preparation of the school's annual budget and plan

EESAC reviews the budget and allocates a certain amount of money to the school. The funds provide the students with supplemental tutoring.

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

The projected school improvement funds will be used for tutoring. The projected amount of funds is \$6,000.

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
Hernandez, Elizabeth	Assistant Principal
Riveron, Annette	Assistant Principal
Dieppa, Marilyn	Teacher, K-12
Hernandez, Melissa	Teacher, K-12
Jui, Laura	Teacher, K-12
Lisowski, Laura	Teacher, K-12
Lopez, Felicia	Teacher, K-12
Martinez Lopez, Yecenia	Teacher, K-12
Nagy-Cabarcas, Maria	Teacher, K-12
Toledo, Loudes	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Principal and Literacy Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student work samples will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. The reading liaison, administration, and grade level chairpersons will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The reading liaison will also help with the process of grading, recording, and charting student scores.

In addition, the LLT will be incorporating Writing and Science portfolios to improve scores. The LLT will determine the ten basic writing skills that all student need to know in fourth grade. Each month the teachers will focus on one of the ten and keep a writing portfolio for each student. The LLT will also determine Science labs that the students should be engaged in to maximize the Science curriculum. Teachers will keep a Science journal logging the labs.

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

Bob Graham Education Center's PTA is very involved in the decision process at the school. Our parents attend EESAC meetings, school events, and have constant communication with teachers. Parents are invited to various forums to give their opinions and ideas.

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

The administration will ensure:

1. New teacher orientation at school site.

2. Regularly scheduled meetings with administration.
3. Partnering new teachers with mentors
4. Obtain referrals from present staff members.

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

Bob Graham Education Center assists new teachers by coordinating professional development within the professional learning communities and pairing a seasoned teacher with a new teacher.

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

To ensure that all core instructional programs and materials align to Florida's standards, all teachers follow the District's pacing guides. The faculty at Bob Graham Education Center also use the District assessments and item specifications to guide instruction.

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

Administration provides all teachers the needed data to begin differentiated instruction the first week of school. After the teachers have administered their own diagnostic tests, they combine state exam results with theirs to create groups. The reading series used by the District has activities for differentiated instruction. The teachers also used the Wonderworks series for interventions. Administration also uses the data to create groups for reading interventions. An interventionist provides reading instruction for an additional thirty minutes a day. Teachers also have a thirty minute block on their schedules to provide intervention or enrichment.

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: 1,440

Bob Graham Education Center provides reading tutoring for ELL students in grades 3 through 8. This affords ELL students the opportunity to close the achievement gap on the FCAT.

Strategy Rationale

The ELL students have historically not met AMO on the FCAT assessment. According to the 2014 FCAT Reading assessment, the ELL students met AMO for the first time. The teachers strive to continue to narrowing the gap between ELL and non ELL students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hernandez, Elizabeth , ecrespo@dadeschools.net

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

ELL students' data is collected and analyzed after every District assessment. ELL teachers also provide weekly assessments to these students to determine the effectiveness of the after school tutoring.

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

The State of Florida funds our Voluntary Pre-Kindergarten Program (VPK). The additional funds are provided by the parents. These funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Bob Graham Education Center provides parent orientations during spring and summer for incoming Kindergarten students. Parents are given readiness checklists and strategies to prepare their children for the transition into Kindergarten. In the fall, kindergarten teachers administer Florida Kindergarten Readiness Screener (FLKRS) within the first 30 days of each school year. FLKRS is made up of a subset of Early Childhood Observation System (ECHOS), an observational instrument that is used to monitor the skills, knowledge, and behaviors a student demonstrates or needs to develop. The FCRR Student Center Activities are utilized to differentiate instruction. The activities provide immediate intervention focusing on Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension skills and Oral Language. Evaluations of the academics is determined by I-Ready (administered three times

a year) and Post-Test results. Also, parents are surveyed to solicit input on the effectiveness of spring orientations.

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

The administration and student services department offers career planning by having meetings and gearing Career Day for each grade level.

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

The school offers Algebra I classes to assist students in preparing for high school level math courses. The school also provides an academy in civil services. Students in the academy take law studies in their seventh and eighth grade year. This academy affords student the opportunity to be prepared for a career in law or law enforcement.

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

Students are offered additional reading electives, even if they are not targeted as Level 1 and 2's.

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:

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.

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.

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.

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

G070457

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	80.0
FCAT 2.0 Science Proficiency	
AMO Reading - All Students	81.0

Resources Available to Support the Goal 2

- Personnel, Tutoring, Pacing Guides, Item Specifications, PTSA (parental involvement and support), Educational Websites (BrainPop, IXL, Reading Plus, GIZMOS, Discovery, NBC Learn), Bell to Bell Instruction, Model Classrooms, parent workshops, teacher led professional developments

Targeted Barriers to Achieving the Goal 3

- Provide more exposure to rigorous questioning and higher order thinking questions.

Plan to Monitor Progress Toward G1. 8

Data disaggregation of District Interim Assessments and summative assessments including the FSA ELA and Math, FCAT Science, EOCs, and FAA.

Person Responsible

Yecenia Martinez Lopez

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teacher generated assessments, lesson plans, classroom walkthroughs

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**

 G070457

G1.B1 Provide more exposure to rigorous questioning and higher order thinking questions. **2**

 B183535

G1.B1.S1 Increase Rigor and Higher Order Thinking Skills **4**

 S195213

Strategy Rationale

Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

Action Step 1 **5**

Provide professional development on rigor and higher order thinking questions during the opt days.

Person Responsible

Yecenia Martinez Lopez

Schedule

On 8/21/2015

Evidence of Completion

Sign-in sheets; Agenda

Action Step 2 5

Provide additional professional development on rigor and unwrapping the standard to create higher order thinking questions.

Person Responsible

Loudes Toledo

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign-in sheets; Agenda; Lesson Plans

Action Step 3 5

Teachers will implement a lesson including higher order thinking and questioning.

Person Responsible

Loudes Toledo

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson Plans , Classroom Walkthroughs, Student Work

Action Step 4 5

Follow up and provide support (feedback) on the implementation on higher order questioning and rigorous lessons.

Person Responsible

Elizabeth Hernandez

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Debriefing

Action Step 5 5

Monitor the evidence and effectiveness in all classrooms of rigor and higher order questioning.

Person Responsible

Yecenia Martinez Lopez

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Administrative walkthrough notes and debriefing logs

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

Administration will complete weekly walkthroughs and review lesson plans to ensure implementation.

Person Responsible

Yecenia Martinez Lopez

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Administrative walkthrough notes and debriefing logs

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

Students will be able to complete more higher order activities independently and increase student proficiency on teacher generated and District exams.

Person Responsible

Yecenia Martinez Lopez

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Administrative walkthrough notes and debriefing logs

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	Provide professional development on rigor and higher order thinking questions during the opt days.	Martinez Lopez, Yecenia	8/21/2015	Sign-in sheets; Agenda	8/21/2015 one-time
G1.B1.S1.A2	Provide additional professional development on rigor and unwrapping the standard to create higher order thinking questions.	Toledo, Loudes	8/24/2015	Sign-in sheets; Agenda; Lesson Plans	6/9/2016 monthly
G1.B1.S1.A3	Teachers will implement a lesson including higher order thinking and questioning.	Toledo, Loudes	8/24/2015	Lesson Plans , Classroom Walkthroughs, Student Work	6/9/2016 daily
G1.B1.S1.A4	Follow up and provide support (feedback) on the implementation on higher order questioning and rigorous lessons.	Hernandez, Elizabeth	8/24/2015	Classroom Walkthroughs, Lesson Plans, Debriefing	6/9/2016 weekly
G1.B1.S1.A5	Monitor the evidence and effectiveness in all classrooms of rigor and higher order questioning.	Martinez Lopez, Yecenia	8/24/2015	Administrative walkthrough notes and debriefing logs	6/9/2016 weekly
G1.MA1	Data disaggregation of District Interim Assessments and summative assessments including the FSA ELA and Math, FCAT Science, EOCs, and FAA.	Martinez Lopez, Yecenia	8/24/2015	Teacher generated assessments, lesson plans, classroom walkthroughs	6/9/2016 weekly
G1.B1.S1.MA1	Students will be able to complete more higher order activities independently and increase student proficiency on teacher generated and District exams.	Martinez Lopez, Yecenia	8/24/2015	Administrative walkthrough notes and debriefing logs	6/9/2016 weekly
G1.B1.S1.MA1	Administration will complete weekly walkthroughs and review lesson plans to ensure implementation.	Martinez Lopez, Yecenia	8/24/2015	Administrative walkthrough notes and debriefing logs	6/9/2016 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.

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

G1.B1 Provide more exposure to rigorous questioning and higher order thinking questions.

G1.B1.S1 Increase Rigor and Higher Order Thinking Skills

PD Opportunity 1

Provide professional development on rigor and higher order thinking questions during the opt days.

Facilitator

Lourdes Toledo, Laura Lisowski

Participants

Reading and Math teachers

Schedule

On 8/21/2015

PD Opportunity 2

Provide additional professional development on rigor and unwrapping the standard to create higher order thinking questions.

Facilitator

Lourdes Toledo and Laura Lisowski

Participants

Reading and Math teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

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	Provide professional development on rigor and higher order thinking questions during the opt days.	\$0.00
2	G1.B1.S1.A2	Provide additional professional development on rigor and unwrapping the standard to create higher order thinking questions.	\$0.00
3	G1.B1.S1.A3	Teachers will implement a lesson including higher order thinking and questioning.	\$0.00
4	G1.B1.S1.A4	Follow up and provide support (feedback) on the implementation on higher order questioning and rigorous lessons.	\$0.00
5	G1.B1.S1.A5	Monitor the evidence and effectiveness in all classrooms of rigor and higher order questioning.	\$0.00
			Total: \$0.00