

Miami-Dade County Public Schools

# Hialeah Gardens Elementary School



2015-16 School Improvement Plan

## Hialeah Gardens Elementary School

9702 NW 130TH ST, Hialeah Gardens, FL 33018

<http://hialeahgardens.dadeschools.net>

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	83%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	99%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Hialeah Gardens Elementary School accepts the challenge of preparing each student physically, socially, culturally and academically in an enriching learning environment to function effectively in a technologically diverse and complex global society. We will accomplish our mission by focusing on student achievement in reading, writing, mathematics, science and parental and community involvement.

##### **Provide the school's vision statement**

We are committed to providing educational excellence for all.

#### School Environment

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

At Hialeah Gardens Elementary school we believe that one of the most important skills we need to develop in our teachers is their ability to build on the knowledge that students bring into classrooms, particularly that knowledge which is shaped by their family, community, and cultural histories. The school climate survey and home language surveys help to provide us with a snapshot of our students' cultural needs. Our school website is designed to keep parents and families informed about all aspects of their child's education. The continued support between faculty and parents help to ensure positive relationships.

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

At Hialeah Gardens Elementary we believe that establishing and sustaining a school environment free of harassment, bullying, and discrimination should involve an examination of a school's climate and culture. School climate and culture have a profound impact on student achievement, behavior, and reflects the school community's culture. Emphasis is placed school wide on setting high expectations for both behavior and academics. Each student has the opportunity to develop his or her voice and attend school in an environment that is safe and nurturing.

Clear systems are in place for arrival and dismissal with adult supervision at all times. Students use a buddy system and hall passes when leaving the classroom. Safety procedures are in place for all circumstances such as a code red, fire and severe weather. These procedures are practiced by all faculty and students on a regular basis. Security guards are present on campus to assist students and to secure identifications from all persons entering the school building. The school leadership team is visible and available. This allows for students and parents to feel valued, appreciated and respected.

##### **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**

Our behavioral system is used school wide. All classroom teachers follow a color system that ranges from green to red. Teachers reward students based on the color earned daily. Utilizing a color system



and defining clear expectations at the onset of the school year helps to minimize distractions and keep students engaged during instruction. School counselors are on-site and collaborate with teachers to provide assistance as need to both whole classes and individual students. Member of our special education team are trained if further assistance is needed to de-escalate behavior.

**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**

School counselors are available to students if counseling is needed. The counselors have created a form for teachers to request services in order to meet the needs of our students. Through our partnership with Health Connect, a social worker is available to further assist parents and students. Referrals to outside agencies for additional therapy or services can be made by our social worker or school counselors. In addition, counselors conduct whole group lessons on topics such as Bullying Prevention and Cyber Safety.

**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 Early Warning System (EWS) at Hialeah Gardens is based on extensive research that identifies key factors, called indicators, that are highly predictive of potential student failure, especially in terms of students dropping out of school. EWS indicators help to identify struggling students in order to provide appropriate support and intervention in a timely manner.

The dominant early warning indicators at Hialeah Gardens Elementary are attendance below 90 percent, one or more behavioral referrals, and students in grade 3 that are not proficient in reading. Attendance below 90% is an early warning indicator because it is an issue at all grade levels and absences affect students' progress in school both academically or socially. Receiving one or more behavioral referrals is also an early warning sign because when students are not following school rules their academic progress is affected as well as their social interaction with other students. Lack of reading proficiency by 3rd grade is an early warning indicator because students have not met grade level standards and require intense specialized instruction.

**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	1	4	1	0	0	4	10
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	2	4	7	5	5	11	34
Level 1 on statewide assessment	0	0	0	0	0	0	
Retention	7	4	6	0	0	0	17

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	7	9	1	3	21	45

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

A variety of intervention strategies are in place to improve the academic performance of students identified by the early warning system. In order to support attendance, counselors work closely with parents to address attendance issues and provide support. Students with habitual attendance issues are referred to the M-DCPS Truancy Intervention Program. Our Community Involvement Specialist conducts home visits to those students that have attendance issues in order to provide support to families and help them improve their child's attendance. A reward system is also in place in each class for those students that are one-time and in school every day to encourage good attendance habits.

To support positive behavior and decrease referrals to the office and suspensions, the school wide color system of rewarding positive behavior is in place. Each teacher provides a variety of incentives to promote positive behaviors and culture in their classroom. Students with specific behavioral needs work closely with the school counselor and may have an individual Behavior Intervention Plan (BIP) that provides specific goals and strategies to improve the student's behavior.

Students who scored a level 1 on a statewide assessment or have failing grades in reading and/or math are part of our intervention program. The intervention is research based and on-going progress monitoring is conducted to ensure students are progressing. Students that do not show a response to the intervention are identified by the Mutli-Tiered System Team (MTSS). A School Support Team (SST) meeting is held for these students and additional interventions are put in place to address the student's specific academic deficits. On-going progress monitoring on a weekly basis is conducted to measure the effectiveness of interventions put in place. Students who do not show progress may be referred for a psycho-educational evaluation to determine if specialized instruction by a special education teacher is warranted.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196598>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The M-DCPS Dade Partner's program is the springboard to build and sustain partnerships with the local community. Our partners include the City of Hialeah Gardens Mayors Office, Home Depot, City of Hialeah Gardens Police Department, and Coral Rebekah Lodge #13.

Through these partnerships Hialeah Gardens Elementary is able to secure and utilize resources to support the school and student achievement. These resources include providing food for needy families, backpacks, Christmas gifts, uniforms, and other school supplies.

## 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
Autler, Rachel	Principal
Davis, Jacquelyn	Teacher, K-12
Mora Perez, Amy	Other
Stayton, Neal	Teacher, K-12
Triana, Mireya	Teacher, K-12
Costero, Saimara	Assistant Principal

#### Duties

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

- Principal- oversees implementation of the MTSS Team and the Rtl school wide intervention programs, progress monitoring, and the alignment of professional development with students' instructional needs.
- Assistant Principal-meets with MTSS/Rtl Team to identify students in need of intervention, ensure that interventions are scheduled, monitor implementation of interventions, review data with MTSS/Rtl team and, assist with development of professional development.
- Select General Education Teachers (Primary and Intermediate): provide information about core instruction and assist in data collection, assist in the development of supplemental and intensive intervention plans, assist in the implementation of progress monitoring and correlating students' needs with appropriate interventions provide professional development for teachers in the areas of data driven planning and effective core instruction.
- ESE Program Specialist: Participates in data collection; assist in the development of behavioral strategies and accommodations as well as in the development of supplemental and intensive intervention plans.

***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 at Hialeah Gardens Elementary uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding 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?
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response?

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

#### Tier 2

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. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

#### Title I, Part A

Hialeah Gardens Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (after school programs and Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Lead teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to

inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds at Hialeah Gardens Elementary are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (3-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- reading and supplementary instructional materials(K-5)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-5, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth 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 Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings



and task forces as it relates to homeless children and youth.

Hialeah Gardens Elementary will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

- Hialeah Gardens Elementary School participates in the District's Bullying Prevention Program.
- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- 5th graders at Hialeah Gardens Elementary participate in the "I'm Too Good for Drugs" Program.

Nutrition Programs

- Hialeah Gardens Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education classes.

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Hialeah Gardens hosts an annual school wide Career and Truck Day. On career day, volunteers from within the community donate their time to visit classrooms and speak with students regarding their careers. Students are able to ask questions and learn about various jobs and job skills.

Job Training

Other

Hialeah Gardens Elementary will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

We will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Hialeah Gardens Elementary will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

In addition, our we will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public School's District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all

parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

Hialeah Gardens Elementary is a Health Connect School. Health Connect in Our Schools (HCiOS):

- Offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on our school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible student with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by our school and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a qualify school health care program.

Hialeah Gardens Elementary implements the AIDS: GET the Facts! Curriculum:

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program:

Heiken Children's Vision Program provides free complete optometry exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Rachel Autler	Principal
Carrie Sample	Education Support Employee
Iris Barrio	Teacher
Jacquelyn Davis	Teacher
Midaly Pacin-Izquierdo	Teacher
Belgica Puente	Teacher
Ana Suero	Education Support Employee
Jaime Gonzalez	Teacher
Kenia Perez	Parent
Adriel Ramirez	Student
Zoe Perez	Student
Yioiset De La Cruz	Business/Community
Jorge Rodriguez	Business/Community
Liliana Delapaz	Teacher
Ana Pacheco	Education Support Employee
Yohany Gomez	Parent
Robert Lorenzo	Business/Community
Taymi Gomez	Parent
Laura Hernandez	Parent
Maite Bedoya	Parent

### 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*

At the initial SAC meeting of the school year, we will review last year's School Improvement Plan (SIP), the End of Year Review of the Plan, and assessment results to determine an evaluation of it's goals and effectiveness.

#### *Development of this school improvement plan*

Throughout the 2015 -2016 school year the SIP will be reviewed at each EESAC meeting and leadership team members will report on SIP implementation of goal areas and strategies. Baseline and i-Ready Data will be reviewed and SIP goals/strategies will be realigned as needed. At the end of the year, feedback from staff members will be reviewed and adjustments to goal areas strategies will be made for the 2016-2017 SIP. A copy of the draft SIP for the 2015-2016 school year will be provided to all EESAC members at an EESAC meeting. Prior to posting the final version of the SIP to FloridaCIM the updated SIP will be reviewed and approved by EESAC.

#### *Preparation of the school's annual budget and plan*

In the spring of 2015, the projected school budget for the 2015-2016 school year was shared with the SAC and input was collected. During the September, 2015 meeting, updated budget information was shared and SAC determined that the SAC funds of \$4493 would be allocated based upon SIP goals



and needs to provide instructional technologies to supplement the implementation of writing across the curriculum to increase student achievement and improve the core instruction in all content areas.

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

Last school year school improvement funds (\$4400.00) were used to improve technology for classroom use. At the September 2015 meeting the SAC will discuss the school improvement funds. Allocations will be determined based upon school wide needs for instructional materials and professional development in order to support SIP goals.

***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
Autler, Rachel	Principal
Davis, Jacquelyn	Teacher, K-12
Mora Perez, Amy	Other
Stayton, Neal	Teacher, K-12
Triana, Mireya	Teacher, K-12
Costero, Saimara	Assistant Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT of Hialeah Gardens Elementary promotes literacy within our school by working to increase the number of students meeting grade level expectations and proficiency standards. The focus of the LLT this school year will be to:

Provide professional development and support to teachers in the use of the newly adopted reading series and implementing writing for academic purposes.

Provide professional development for teachers on the new Language Arts Florida Standards (LAFS)

- Work closely with the MTSS/RtI Team in ensuring that all interventions for targeted students are implemented with fidelity.

Provide professional development for teachers on the new Language Arts Florida Standards (LAFS)

- Ensure the utilization of resources based on the data analysis of Tier 1, Tier 2, and Tier 3 students.

- Continue to implement the Accelerated Reader "Class of the Month" across all grade levels. The "Class of the Month" at each grade level will eat a special breakfast with the principal and the principal will read a story to the class.

- Continue to implement the "Writers of the Month" program. Each grade level will select a one "Writer of the Month" based upon the schools' monthly writing prompt who will participate in a special luncheon with school administrators, receive a certificate and share his/her written selection with the other selected students

**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**

A variety of strategies are used to encourage positive working relationships between teachers at Hialeah Gardens Elementary. Grade levels conduct weekly meetings to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the planning process. Vertical planning between grade levels is conducted on a quarterly basis to promote collaboration among various grade levels. Professional growth activities are held on Wednesdays and during common planning times.

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

1. Partnering new teachers with veteran staff -Principal
2. School- based social activities to promote networking among staff -Principal
3. Provide leadership opportunities and experiences to highly qualified teachers -Principal
4. Networking with other school based administrators to select high qualify teachers -Principal
5. Contact Universities regarding student interns -Assistant Principal
6. Hialeah Gardens Elementary Interview Committee for perspective hires -Principal

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

New teachers will be paired with veteran teachers of the same subject area/grade level that have a record of effective instruction based on test scores and observations.

## **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***

Hialeah Gardens Elementary ensures its core instructional programs and materials are aligned to Florida's standards by implementing the instructional programs and materials that are adopted and supported by the District. Instructional Pacing Guides for all grade levels and subjects are also provided by the District that outlines all of the content standards that a teacher must cover, organized by "strand." These standards are linked directly to the state standards by number. In addition, our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the 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***

Hialeah Gardens Elementary uses a data driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given

baseline assessments in Reading, Math, Writing and Science, in addition to I-Ready Diagnostics. The data provided from these assessments is used to differentiate instruction based on student specific needs. After this initial assessment, teachers give weekly formative assessments to track students' growth based on specific standards-based learning targets. Instruction is modified based upon student data in order to reteach a skill or present a skill at a more advanced level. Small reading and math groups are implemented to address students' needs based on grade level expectations. These groups provide for re-teaching and enrichment. Students who are performing below grade level proficiency will receive intervention specific to their needs. These students will be progressed monitored and the groups will be fluid based on students' progress and need.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 3,600

Students that participate in the extended learning program will receive intense instruction in both reading and/or mathematics. This instruction will reinforce basic skills in both reading and mathematics and provide remediation in areas of deficiency based upon individual students' needs. Students' needs are assessed through an analysis of i-Ready data, SAT/FSA data and interim assessments. Essential Skills for Reading and Math, Strategies to Achieve Reading Success (STARS) and Houghton Mifflin Go Math Reteach lessons are the resources that are used during the Extending Learning Opportunities.

***Strategy Rationale***

As a result, students overall reading and math proficiency will increase.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Costero, Saimara, rcsnoles@bellsouth.net

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

In order to monitor the effectiveness of this strategy, students are assessed on a weekly basis using formative assessments that are incorporated into the Essential Skills, STARS curriculum and Go Math curriculum. The data from these assessments is analyzed on a weekly basis to monitor students' progress and to differentiate instruction during the Extended Learning time as needed.

**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***

Title I Administration assists Hialeah Gardens Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist

with providing young children with a variety of meaningful 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 (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three and four year old children.

All incoming Kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS) and i-Ready to determine their academic skill development and academic school readiness. The screening data will be utilized to develop instructional plans that meet students' needs as well as assist in placement of students in classes that are based on individual needs.

In order to prepare incoming Kindergarten students for school, administrators visit Pre-Kindergarten sites and centers in the area surrounding Hialeah Gardens Elementary to network with the administrators of those sites and to inform them of the expectations for kindergarten so that the students will be better prepared for school. Special education teachers attend Pre-Kindergarten staffings to assist in the transition of students to our special education Kindergarten classes. When necessary, incoming Kindergarten students are assessed with the M-DCPS OLPs for identification of English language level, prior to the school year beginning.

### 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***

N/A

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

N/A

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

N/A

***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:

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### **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.

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## 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

 = 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

G070527

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	79.0
FAA Mathematics Achievement	80.0
FSA Mathematics - Achievement	87.0
Math Gains	66.0
Math Lowest 25% Gains	65.0
AMO Reading - All Students	76.0
AMO Reading - SWD	70.0
CELLA Listening/Speaking Proficiency	59.0
CELLA Reading Proficiency	47.0
FAA Reading Proficiency	78.0
FAA Science Proficiency	79.0
FCAT 2.0 Science Proficiency	46.0
CELLA Writing Proficiency	40.0
FAA Writing Proficiency	70.0

**Resources Available to Support the Goal** 2

- lead reading, math, and science teachers/experienced writing teachers, reading and math instructional coach, two computer labs, four mobile laptop carts, Promethean Boards in all classrooms, McGraw Hill Writers' workplace component, supplementary reading/writing materials such as Ready LAFs and Ready MAFs, intervention that includes a writing component, Go Math website, GIZMOs program, grade level science and math kits, Discovery Education, Brain Pop, I-Ready, Reflex Math

**Targeted Barriers to Achieving the Goal** 3

- The need to improve the implementation of academic writing as part of a cohesive instructional framework to increase rigor throughout all content areas.

**Plan to Monitor Progress Toward G1.** 8

data disaggregation of teacher made tests, McGraw Hill reading assessments, Go Math assessments, Science Coach assessments, intervention on-going progress monitoring data, and student work product including response journals

**Person Responsible**

Rachel Autler

**Schedule**

Biweekly, from 10/13/2015 to 6/9/2016

**Evidence of Completion**

scores from the 2016 FSA ELA exam, scores from the 2016 FSA Mathematics exam, scores from the FCAT 2.0 Science test, scores from District Interim Assessments, scores from the 2016 FAA Reading, Mathematics, Writing and Science Test

## 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**

 **G070527**

**G1.B1** The need to improve the implementation of academic writing as part of a cohesive instructional framework to increase rigor throughout all content areas. **2**

 **B183744**

**G1.B1.S1** Implement academic writing as part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing in both reading/language arts and social sciences. **4**

 **S195380**

### Strategy Rationale

Through academic writing instruction students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

### Action Step 1 **5**

Introduce grade level specific professional development focusing on the use of the writing process in order to analyze, interpret, compare and evaluate text by citing evidence and problem solving into writing.

#### Person Responsible

Rachel Autler

#### Schedule

Weekly, from 9/8/2015 to 10/30/2015

#### Evidence of Completion

agendas, sign in sheets, deliverables, observations of teachers actively engaged in pd, written reflections by participant that list actionable steps for using response journals



### Action Step 2 5

Provide planning sessions that incorporate instructional strategies involving the writing process in order to better analyze, interpret, compare and evaluate text by citing text evidence and problem solving through authentic journal responses

#### **Person Responsible**

Rachel Autler

#### **Schedule**

Weekly, from 10/6/2015 to 10/30/2015

#### ***Evidence of Completion***

agendas, grade level meeting minutes, lesson plans that incorporate the discussed strategies

### Action Step 3 5

Implement rigorous lessons that incorporate response journals to improve student writing and better analyze, interpret, compare and evaluate text by citing text evidence and problem solving.

#### **Person Responsible**

rachel autler

#### **Schedule**

Weekly, from 10/13/2015 to 11/24/2015

#### ***Evidence of Completion***

student work product, lesson plans, walk-through logs, observations of lessons being implemented, use of rubrics - iReady reports

### Action Step 4 5

Provide support for instructional staff as appropriate through explicit planning, one on one modeling, co teaching of lessons by lead reading teachers, sharing of best practices, and additional professional development.

#### **Person Responsible**

Rachel Autler

#### **Schedule**

Weekly, from 10/20/2015 to 6/9/2016

#### ***Evidence of Completion***

leadership team meeting debriefing notes, lead reading teachers' reflections and feedback

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

monitor professional development, support for instructional staff and the implementation of lessons that incorporate the writing process in order to analyze, interpret, compare and evaluate text by citing evidence and problem solving into writing through response journals

**Person Responsible**

Rachel Autler

**Schedule**

Weekly, from 9/22/2015 to 6/9/2016

***Evidence of Completion***

student work products including response journals, lesson plans, walk through logs, observations of lesson that include developed strategies.

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

The leadership team will analyze data from classroom assessments and intervention probes, student journals will be reviewed to show growth

**Person Responsible**

Rachel Autler

**Schedule**

Weekly, from 9/22/2015 to 6/9/2016

***Evidence of Completion***

student work products including response journals, McGraw Hill reading assessments, teacher made reading tests, I-Ready reading reports, STAR testing reports

**G1.B1.S2** Engage students in academic/analytical writing by providing opportunities for student reflection and self-corrections through an interactive response journal with an emphasis on critical thinking, probing for deeper understanding of mathematical concepts, developing content specific vocabulary, explaining the problem solving process, analyzing and interpreting data/information and expressing solutions in their own words. 4

 S195381

### Strategy Rationale

Through academic writing instruction students will be able to produce more coherent explanations in math problem solving in order to gain deeper meaning and complete rigorous math performance tasks.

### Action Step 1 5

Introduce grade level specific professional development focusing on the use of writing to produce coherent explanations in order to complete math performance tasks with an emphasis on critical thinking, deeper understanding of mathematical concepts, analyzing and interpreting data and expressing solutions in their own words through a response journal.

#### Person Responsible

Jacquelyn Davis

#### Schedule

Weekly, from 9/29/2015 to 10/6/2015

#### Evidence of Completion

agendas, sign-in sheets, deliverables, observations of teachers actively engaged in pd, written reflections by participants that list actionable steps for using interactive journals.

### Action Step 2 5

Provide planning sessions that incorporate strategies for writing to produce coherent explanations in order to complete math performance tasks through analyzing, interpreting, comparing and evaluating information through the use of interactive journals

#### Person Responsible

Rachel Autler

#### Schedule

Weekly, from 10/6/2015 to 11/24/2015

#### Evidence of Completion

agenda, grade level meeting minutes, lesson plans that incorporate the discussed/developed strategies

### Action Step 3 5

Implement lessons that incorporate writing to produce coherent explanations in order to complete math performance tasks through analyzing, interpreting, comparing and evaluating information through the use of interactive journals

#### **Person Responsible**

rachel autler

#### **Schedule**

Weekly, from 10/13/2015 to 6/9/2016

#### ***Evidence of Completion***

student work products, Gizmos usage reports, lesson plans, walk-through logs, observations of the planned lessons being implemented use of rubrics

### Action Step 4 5

Provide support for instructional staff as appropriate through explicit planning, one on one modeling, co teaching of lessons by lead math teachers, sharing of best practices, and additional professional development

#### **Person Responsible**

Jacquelyn Davis

#### **Schedule**

Weekly, from 10/6/2015 to 6/9/2016

#### ***Evidence of Completion***

leadership team debriefing notes, walk-through logs, lead math teachers reflections

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

Monitor professional development, support for instructional staff and the implementation of lessons that incorporate writing to provide opportunities for student reflection and self-corrections through an interactive journal with a focus on critical thinking, deeper understanding, analyzing data and expressing solutions in their own words.

**Person Responsible**

Rachel Autler

**Schedule**

Weekly, from 9/22/2015 to 6/9/2016

***Evidence of Completion***

student work products including interactive journals, lesson plans, walk-through logs, observations of lessons that include developed strategies

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

The leadership team will analyze data from classroom assessments and intervention probes, student journals will be reviewed

**Person Responsible**

Rachel Autler

**Schedule**

Weekly, from 9/29/2015 to 6/9/2016

***Evidence of Completion***

student work products including interactive journals, Go Math assessments, teacher made math assessments, I-Ready math data reports, Gizmos usage reports, intervention data, FASST math data reports

**G1.B1.S3** Provide students with multiple opportunities to write argumentative and informative pieces emphasizing critical thinking, process analysis, data analysis, and content specific vocabulary through the use of interactive science journals. 4

 S195382

### Strategy Rationale

Through academic writing students will be able to produce argumentative and informative pieces focused on science content, while increasing the rigor of "journals."

### Action Step 1 5

Science teachers will be Introduced to grade level specific professional development focusing on writing argumentative and informative pieces during the science instructional block through the use of interactive journals.

#### Person Responsible

Jacquelyn Davis

#### Schedule

Weekly, from 9/30/2015 to 10/13/2015

#### Evidence of Completion

agendas, sign in sheets, deliverables, observations of teachers actively engaged in pd, written reflection by participant that list actionable steps for using interactive journals during the science instructional block

### Action Step 2 5

Science teachers will participate in planning sessions that incorporate strategies for teaching writing argumentative and informative pieces during the science block through the use of interactive journals

#### Person Responsible

Rachel Autler

#### Schedule

Weekly, from 10/7/2015 to 6/9/2016

#### Evidence of Completion

agendas, grade level meeting minutes, lesson plans that incorporate the developed strategies

### Action Step 3 5

Science teachers will implement lessons that incorporate writing argumentative and informative pieces during the science block through interactive journals.

#### **Person Responsible**

Rachel Autler

#### **Schedule**

Weekly, from 10/13/2015 to 6/9/2016

#### **Evidence of Completion**

student work product, lesson plans, walk-through logs, Gizmos usage reports, observations of lessons being implemented, use of rubrics

### Action Step 4 5

Science teachers will be provided support as appropriate through explicit planning, one to one coaching, co teaching of lessons by lead science teacher and additional professional development

#### **Person Responsible**

Rachel Autler

#### **Schedule**

Weekly, from 10/13/2015 to 6/9/2016

#### **Evidence of Completion**

leadership team meeting debriefing notes, lead science teacher's reflections and feedback,

### Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The leadership team will monitor implementation of lesson that include writing argumentative and informative pieces during the science block through the use of interactive journals

#### **Person Responsible**

Rachel Autler

#### **Schedule**

Weekly, from 9/30/2015 to 6/9/2016

#### **Evidence of Completion**

student work products including interactive journals, lesson-plans, Gizmos usage reports, walk-through logs, observations of lesson including developed strategies

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Following the FCIM model, the leadership team will review bi-weekly data reports and students interactive journals

**Person Responsible**

Rachel Autler

**Schedule**

Biweekly, from 10/13/2015 to 6/9/2016

**Evidence of Completion**

teacher made science tests, GIZMO reports, Science Coach assessments, teacher made rubrics, student projects

**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	Introduce grade level specific professional development focusing on the use of the writing process in order to analyze, interpret, compare and evaluate text by citing evidence and problem solving into writing.	Autler, Rachel	9/8/2015	agendas, sign in sheets, deliverables, observations of teachers actively engaged in pd, written reflections by participant that list actionable steps for using response journals	10/30/2015 weekly
G1.B1.S2.A1	Introduce grade level specific professional development focusing on the use of writing to produce coherent explanations in order to complete math performance tasks with an emphasis on critical thinking, deeper understanding of mathematical concepts, analyzing and interpreting data and expressing solutions in their own words through a response journal.	Davis, Jacquelyn	9/29/2015	agendas, sign-in sheets, deliverables, observations of teachers actively engaged in pd, written reflections by participants that list actionable steps for using interactive journals.	10/6/2015 weekly
G1.B1.S3.A1	Science teachers will be Introduced to grade level specific professional development focusing on writing argumentative and informative pieces during the science instructional block through the use of interactive journals.	Davis, Jacquelyn	9/30/2015	agendas, sign in sheets, deliverables, observations of teachers actively engaged in pd, written reflection by participant that list actionable steps for using interactive journals during the science instructional block	10/13/2015 weekly
G1.B1.S1.A2	Provide planning sessions that incorporate instructional strategies involving the writing process in order to better analyze, interpret, compare and evaluate text by citing text evidence and problem solving through authentic journal responses	Autler, Rachel	10/6/2015	agendas, grade level meeting minutes, lesson plans that incorporate the discussed strategies	10/30/2015 weekly
G1.B1.S2.A2	Provide planning sessions that incorporate strategies for writing to produce coherent explanations in order to complete math performance tasks through analyzing, interpreting, comparing and evaluating information though the use of interactive journals	Autler, Rachel	10/6/2015	agenda, grade level meeting minutes, lesson plans that incorporate the discussed/developed strategies	11/24/2015 weekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A2	Science teachers will participate in planning sessions that incorporate strategies for teaching writing argumentative and informative pieces during the science block through the use of interactive journals	Autler, Rachel	10/7/2015	agendas, grade level meeting minutes, lesson plans that incorporate the developed strategies	6/9/2016 weekly
G1.B1.S1.A3	Implement rigorous lessons that incorporate response journals to improve student writing and better analyze, interpret, compare and evaluate text by citing text evidence and problem solving.	autler, rachel	10/13/2015	student work product, lesson plans, walk-through logs, observations of lessons being implemented, use of rubrics - iReady reports	11/24/2015 weekly
G1.B1.S2.A3	Implement lessons that incorporate writing to produce coherent explanations in order to complete math performance tasks through analyzing, interpreting, comparing and evaluating information through the use of interactive journals	autler, rachel	10/13/2015	student work products, Gizmos usage reports, lesson plans, walk-through logs, observations of the planned lessons being implemented use of rubrics	6/9/2016 weekly
G1.B1.S3.A3	Science teachers will implement lessons that incorporate writing argumentative and informative pieces during the science block through interactive journals.	Autler, Rachel	10/13/2015	student work product, lesson plans, walk-through logs, Gizmos usage reports, observations of lessons being implemented, use of rubrics	6/9/2016 weekly
G1.B1.S1.A4	Provide support for instructional staff as appropriate through explicit planning, one on one modeling, co teaching of lessons by lead reading teachers, sharing of best practices, and additional professional development.	Autler, Rachel	10/20/2015	leadership team meeting debriefing notes, lead reading teachers' reflections and feedback	6/9/2016 weekly
G1.B1.S2.A4	Provide support for instructional staff as appropriate through explicit planning, one on one modeling, co teaching of lessons by lead math teachers, sharing of best practices, and additional professional development	Davis, Jacquelyn	10/6/2015	leadership team debriefing notes, walk-through logs, lead math teachers reflections	6/9/2016 weekly
G1.B1.S3.A4	Science teachers will be provided support as appropriate through explicit planning, one to one coaching, co teaching of lessons by lead science teacher and additional professional development	Autler, Rachel	10/13/2015	leadership team meeting debriefing notes, lead science teacher's reflections and feedback,	6/9/2016 weekly
G1.MA1	data disaggregation of teacher made tests, McGraw Hill reading assessments, Go Math assessments, Science Coach assessments, intervention on-going progress monitoring data, and student work product including response journals	Autler, Rachel	10/13/2015	scores from the 2016 FSA ELA exam, scores from the 2016 FSA Mathematics exam, scores from the FCAT 2.0 Science test, scores from District Interim Assessments, scores from the 2016 FAA Reading, Mathematics, Writing and Science Test	6/9/2016 biweekly
G1.B1.S1.MA1	The leadership team will analyze data from classroom assessments and intervention probes, student journals will be reviewed to show growth	Autler, Rachel	9/22/2015	student work products including response journals, McGraw Hill reading assessments, teacher made reading tests, I-Ready reading reports, STAR testing reports	6/9/2016 weekly
G1.B1.S1.MA1	monitor professional development, support for instructional staff and the implementation of lessons that incorporate the writing process in order to analyze, interpret, compare and evaluate text by citing evidence and problem solving into writing through response journals	Autler, Rachel	9/22/2015	student work products including response journals, lesson plans, walk through logs, observations of lesson that include developed strategies.	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	The leadership team will analyze data from classroom assessments and intervention probes, student journals will be reviewed	Autler, Rachel	9/29/2015	student work products including interactive journals, Go Math assessments, teacher made math assessments, I-Ready math data reports, Gizmos usage reports, intervention data, FASST math data reports	6/9/2016 weekly
G1.B1.S2.MA1	Monitor professional development, support for instructional staff and the implementation of lessons that incorporate writing to provide opportunities for student reflection and self-corrections through an interactive journal with a focus on critical thinking, deeper understanding, analyzing data and expressing solutions in their own words.	Autler, Rachel	9/22/2015	student work products including interactive journals, lesson plans, walk-through logs, observations of lessons that include developed strategies	6/9/2016 weekly
G1.B1.S3.MA1	Following the FCIM model, the leadership team will review bi-weekly data reports and students interactive journals	Autler, Rachel	10/13/2015	teacher made science tests, GIZMO reports, Science Coach assessments, teacher made rubrics, student projects	6/9/2016 biweekly
G1.B1.S3.MA1	The leadership team will monitor implementation of lesson that include writing argumentative and informative pieces during the science block through the use of interactive journals	Autler, Rachel	9/30/2015	student work products including interactive journals, lesson-plans, Gizmos usage reports, walk-through logs, observations of lesson including developed strategies	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** The need to improve the implementation of academic writing as part of a cohesive instructional framework to increase rigor throughout all content areas.

**G1.B1.S1** Implement academic writing as part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing in both reading/language arts and social sciences.

### PD Opportunity 1

Introduce grade level specific professional development focusing on the use of the writing process in order to analyze, interpret, compare and evaluate text by citing evidence and problem solving into writing.

#### Facilitator

Mireya Triana

#### Participants

K -5 Reading/Language Arts teachers

#### Schedule

Weekly, from 9/8/2015 to 10/30/2015

### PD Opportunity 2

Provide support for instructional staff as appropriate through explicit planning, one on one modeling, co teaching of lessons by lead reading teachers, sharing of best practices, and additional professional development.

#### Facilitator

Mireya Triana

#### Participants

Reading teachers as needed

#### Schedule

Weekly, from 10/20/2015 to 6/9/2016

**G1.B1.S2** Engage students in academic/analytical writing by providing opportunities for student reflection and self-corrections through an interactive response journal with an emphasis on critical thinking, probing for deeper understanding of mathematical concepts, developing content specific vocabulary, explaining the problem solving process, analyzing and interpreting data/information and expressing solutions in their own words.

### **PD Opportunity 1**

Introduce grade level specific professional development focusing on the use of writing to produce coherent explanations in order to complete math performance tasks with an emphasis on critical thinking, deeper understanding of mathematical concepts, analyzing and interpreting data and expressing solutions in their own words through a response journal.

#### **Facilitator**

Jackie Davis

#### **Participants**

All K -5 Mathematics Teachers

#### **Schedule**

Weekly, from 9/29/2015 to 10/6/2015

### **PD Opportunity 2**

Provide support for instructional staff as appropriate through explicit planning, one on one modeling, co teaching of lessons by lead math teachers, sharing of best practices, and additional professional development

#### **Facilitator**

Jackie Davis

#### **Participants**

K-5 Mathematics teachers as needed

#### **Schedule**

Weekly, from 10/6/2015 to 6/9/2016

**G1.B1.S3** Provide students with multiple opportunities to write argumentative and informative pieces emphasizing critical thinking, process analysis, data analysis, and content specific vocabulary through the use of interactive science journals.

### **PD Opportunity 1**

Science teachers will be Introduced to grade level specific professional development focusing on writing argumentative and informative pieces during the science instructional block through the use of interactive journals.

#### **Facilitator**

Jaime Gonzalez

#### **Participants**

K -5 Science Teachers

#### **Schedule**

Weekly, from 9/30/2015 to 10/13/2015

### **PD Opportunity 2**

Science teachers will be provided support as appropriate through explicit planning, one to one coaching, co teaching of lessons by lead science teacher and additional professional development

#### **Facilitator**

Jaime Gonzalez

#### **Participants**

K -5 Science Teachers as deemed appropriate

#### **Schedule**

Weekly, from 10/13/2015 to 6/9/2016

## Technical Assistance Items

*Technical Assistance 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** The need to improve the implementation of academic writing as part of a cohesive instructional framework to increase rigor throughout all content areas.

**G1.B1.S1** Implement academic writing as part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing in both reading/language arts and social sciences.

### PD Opportunity 1

Implement rigorous lessons that incorporate response journals to improve student writing and better analyze, interpret, compare and evaluate text by citing text evidence and problem solving.

#### Facilitator

Triana, Mireya

#### Participants

Faculty members - all content areas

#### Schedule

Weekly, from 10/13/2015 to 11/24/2015

**G1.B1.S2** Engage students in academic/analytical writing by providing opportunities for student reflection and self-corrections through an interactive response journal with an emphasis on critical thinking, probing for deeper understanding of mathematical concepts, developing content specific vocabulary, explaining the problem solving process, analyzing and interpreting data/information and expressing solutions in their own words.

### PD Opportunity 1

Implement lessons that incorporate writing to produce coherent explanations in order to complete math performance tasks through analyzing, interpreting, comparing and evaluating information through the use of interactive journals

#### Facilitator

Mario Junco and Saimara Costero

#### Participants

Third, fourth, and fifth grade math teachers

#### Schedule

Weekly, from 10/13/2015 to 6/9/2016

**G1.B1.S3** Provide students with multiple opportunities to write argumentative and informative pieces emphasizing critical thinking, process analysis, data analysis, and content specific vocabulary through the use of interactive science journals.

### PD Opportunity 1

Science teachers will implement lessons that incorporate writing argumentative and informative pieces during the science block through interactive journals.

#### Facilitator

Mario Junco and Saimara Costero

#### Participants

Third, fourth, and fifth grade science teachers

#### Schedule

Weekly, from 10/13/2015 to 6/9/2016

### Budget

#### Budget Data

1	G1.B1.S1.A1	Introduce grade level specific professional development focusing on the use of the writing process in order to analyze, interpret, compare and evaluate text by citing evidence and problem solving into writing.				\$0.00
2	G1.B1.S1.A2	Provide planning sessions that incorporate instructional strategies involving the writing process in order to better analyze, interpret, compare and evaluate text by citing text evidence and problem solving through authentic journal responses				\$0.00
3	G1.B1.S1.A3	Implement rigorous lessons that incorporate response journals to improve student writing and better analyze, interpret, compare and evaluate text by citing text evidence and problem solving.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2111 - Hialeah Gardens Elem. School	School Improvement Funds		\$2,000.00
			Notes: Funds will be used to support integration of technology during the writing process in all subject areas.			
4	G1.B1.S1.A4	Provide support for instructional staff as appropriate through explicit planning, one on one modeling, co teaching of lessons by lead reading teachers, sharing of best practices, and additional professional development.				\$0.00
5	G1.B1.S2.A1	Introduce grade level specific professional development focusing on the use of writing to produce coherent explanations in order to complete math performance tasks with an emphasis on critical thinking, deeper understanding of mathematical concepts, analyzing and interpreting data and expressing solutions in their own words through a response journal.				\$0.00

Budget Data						
6	G1.B1.S2.A2	Provide planning sessions that incorporate strategies for writing to produce coherent explanations in order to complete math performance tasks through analyzing, interpreting, comparing and evaluating information though the use of interactive journals				\$0.00
7	G1.B1.S2.A3	Implement lessons that incorporate writing to produce coherent explanations in order to complete math performance tasks through analyzing, interpreting, comparing and evaluating information through the use of interactive journals				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2111 - Hialeah Gardens Elem. School	School Improvement Funds		\$1,250.00
			Notes: Funds will be used to support integration of technology during the writing process in all subject areas.			
8	G1.B1.S2.A4	Provide support for instructional staff as appropriate through explicit planning, one on one modeling, co teaching of lessons by lead math teachers, sharing of best practices, and additional professional development				\$0.00
9	G1.B1.S3.A1	Science teachers will be Introduced to grade level specific professional development focusing on writing argumentative and informative pieces during the science instructional block through the use of interactive journals.				\$0.00
10	G1.B1.S3.A2	Science teachers will participate in planning sessions that incorporate strategies for teaching writing argumentative and informative pieces during the science block through the use of interactive journals				\$0.00
11	G1.B1.S3.A3	Science teachers will implement lessons that incorporate writing argumentative and informative pieces during the science block through interactive journals.				\$1,243.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2111 - Hialeah Gardens Elem. School	School Improvement Funds		\$1,243.00
			Notes: Funds will be used to support integration of technology during the writing process in all subject areas.			
12	G1.B1.S3.A4	Science teachers will be provided support as appropriate through explicit planning, one to one coaching, co teaching of lessons by lead science teacher and additional professional development				\$0.00
Total:						\$4,493.00