

Miami-Dade County Public Schools

# Aventura Waterways K 8 Center



2015-16 School Improvement Plan

## Aventura Waterways K 8 Center

21101 NE 26TH AVE, Miami, FL 33180

<http://aventurawaterwaysk8.dadeschools.net>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Combination	No	44%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	68%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	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>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>30</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>31</b>
Professional Development Opportunities	32
Technical Assistance Items	34
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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**

Our mission at Aventura Waterways K-8 Center is for our students to attain the highest academic standards, and to provide a multitude of enriching educational, cultural, and social experiences in a safe and inviting educational environment.

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

At Aventura Waterways K-8 Center, our vision will be to create a setting where students experience both academic and life lessons in a positive and nurturing environment, where integrity, honesty, fairness and a sense of belonging are integral to the school's climate and culture, and where all stakeholders strive to exceed academic, social and professional expectations.

#### School Environment

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

Aventura Waterways K-8 Center has a large and diverse population. To ensure students and staff are sensitive to all cultures we encourage open expression and educate all stakeholders through celebrations. Classrooms set guidelines that foster respect of different cultures and that honor the diverse population. We infuse cultural diversity in different lessons across grade levels and disciplines, including special areas.

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

Aventura Waterways K-8 Center has an open door policy for administrators, counselors and teachers that encourages students and parents to report any inappropriate actions as related to students. School administration, teachers, and security monitors are visible throughout the school fostering a safe learning environment where all stakeholders are respected and secure.

##### **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**

Aventura Waterways K-8 Center implements a school-wide behavioral system where students are required to follow the rules and regulations as stated in the Student Code of Conduct. This ensures consistent high expectations in both areas, academic and behavior. Students are aware and reminded daily of their job as a student and a citizen of AWK8. Professional Learning Communities are implemented to provide school personnel with strategies to address classroom management and to implement classroom based programs that align with the school-wide behavior system.

##### **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**

Aventura Waterways K-8 Center ensures the social-emotional needs of all students by making counselors and counseling programs accessible to all students. Different grade levels are assigned specific counselors to ensure specialization in program content and facilitate the cognitive and



development levels of those programs. Classroom guidance, small group sessions, referrals to outside and community agencies are conducted on an as needed basis. School staff works as a team with representatives from outside agencies when appropriate.

### 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

- Attendance
- Tardies
- Referrals/Detentions/Suspensions
- Failing ELA/Math
- Level 1 on statewide
- ELL Status
- SWD Status
- Team Meetings with Parents
- Parent Conferences
- Referral to Outside Support Services

#### 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	0	1	2	1	4	3	1	2	9	23
One or more suspensions	1	2	4	5	2	9	23	46	16	108
Course failure in ELA or Math	1	1	6	5	7	3	5	5	6	39
Level 1 on statewide assessment	0	0	0	0	9	23	17	12	20	81

*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	6	7	8	
Students exhibiting two or more indicators	1	3	10	5	15	39	5	34	42	154

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

- SWD Resource
- ELL Resource
- ELL Tutoring
- Instruction by Interventionists
- Teacher volunteer after-school tutoring
- Homework Help
- Research based intervention; i.e. iReady, Achieve 3000, SuccessMaker, Gizmos, MobyMax, FOCUS, Waterford

### 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**

During the 2015-2016 school year 1307 or more parents will attend from one to three school activities, compared to last years 1294, an increase of 1%.

**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**

Aventura Waterways K-8 Center invites local businesses and community members to all functions and builds partnerships by seeking support from these businesses. The PTSA facilitates community awareness of school programs and the community members involved in the school EESAC are intermediaries for these relationships.

**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
Bello, Luis	Principal
Eskin-rosenblatt, Alyssa	Assistant Principal
Lane, Sylvia	Assistant Principal
Robles, Ileana	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 Principals-meet 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.
- Leadership team participants: 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.
- Select General Education Teachers (elementary and middle): provide information about core

instruction and assist in data collection, assist in the development of supplemental and intensive intervention plans.

- Exceptional Student Education (ESE) Teachers: Participate in data collection; assist in the development of behavioral strategies and accommodations as well as in the development of supplemental and intensive intervention plans.
- School Psychologist: participates in collection, interpretation and analysis of data, assists in the selection of screening activities, and assists in the development of supplemental and intensive intervention plans,
- Student Services Personnel: provide interventions to support the student's academic, emotional, behavioral and social success, work to link families with community agencies as well as provide in-school counseling and assistance as needed.

***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***

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FSA
- End of Course Exams
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions

Alternate to Suspension Program

- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance

Referrals to special education programs

District funded resources will be utilized

Students who have are categorized as Homeless according to the guidelines of Title X-Homeless receive equal access to participation at Aventura Waterways K-8 Center. All efforts are made to provide these students with whatever supplies and other educational and social/emotional support is needed.

AWK8 meets the guidelines of the District nutrition program by offering free breakfast for all students and a free and/or reduced price lunch program. Nutrition Education is taught through physical education courses.

The District Policy Against Bullying and Harassment is implemented by providing all of students and school employees have an educational setting that is safe, secure and free from harassment and

bullying of any kind.

This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

Miami Lighthouse / Heiken Children’s Vision Program provides free complete optometric 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.

AWKS is Anti-Defamation League (ADL) No Place For Hate® Schools site.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Luis Bello	Principal
Stephanie Krutchik	Teacher
Catherine Cabrera	Teacher
Andrew Beninati	Teacher
Lilia Diaz	Teacher
Maria Novoa	Education Support Employee
Diane Gleit	Parent
Yvette Montevelisky	Parent
Heather Romeu	Parent
Shelly Hornstein	Parent
Robyn Markson	Parent
Fabiani Kivilevic	Parent
Rosemarie Camas	Parent
Barbara Alfonso	Business/Community
Valeria Michanie	Business/Community
	Student
Ingrid Mattig	Student
Nera Benbasset	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*

The SAC was paramount in constructing and reviewing the school improvement plan. The SAC had input in all areas providing suggestions where necessary.

*Development of this school improvement plan*

The SAC will review and provide input in the development of this school improvement plan.

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

The principal regularly reviews the school budget and planned expenditures with the SAC.

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

During the 2015-16 school year, the Aventura Waterways K-8 Center EESAC will meet regularly to review and monitor the implementation of the School Improvement Plan in order to ensure that all strategies are being implemented and discuss its effect on student achievement. SAC members will determine the use of EESAC funds to support student achievement and provide input as to the school budget to ensure compliance with District guidelines.

**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
Bello, Luis	Principal
Eskin-rosenblatt, Alyssa	Assistant Principal
Lane, Sylvia	Assistant Principal
Robles, Ileana	Assistant Principal
Bridges, Tunisha	Teacher, K-12
Dean, Jeffrey	Teacher, K-12
Rosenblatt, Shari	Teacher, K-12
Jurado, Aracely	Teacher, K-12
Kaplan, Lori	Teacher, K-12
Murdoch, Trish	Teacher, K-12
Macko, Melissa	Teacher, K-12
Mijares, Jesssica	Teacher, K-12
Vidal, Lourdes	Teacher, K-12
Reiss, David	Teacher, ESE
Diaz, Lilia	Teacher, K-12
Beninati, Andrew	Teacher, K-12
Cabrera, Cathy	Teacher, K-12
Gordon, Tania	Teacher, K-12
Krutchik, Stephanie	Instructional Media

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

- Accelerated Reader
- Readers theater
- Writers academy
- Battle of the Books

- Administrator read-ins
- Daily process writing
- Common core/Florida Standards alignment
- School newspaper (Journalism Club)
- Yearbook
- Model United Nations

## 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**

Aventura Waterways K-8 Center provides teachers with collaborative planning opportunities by scheduling grade level/department planning sessions. Professional Learning Communities are offered to the staff and participation is strongly encouraged. Cross curricula planning and articulation between grade levels occurs regularly to ensure the implementation of one vision from all staff. To maintain staff morale and positive working relationships, the school staff are encouraged to partake in school and family activities such as the talent show, family movie night, family fall harvest, Fun Run, and staff softball team.

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

At Aventura Waterways K-8 Center, we communicate with both district staff and local university advisors to recruit highly qualified teachers to our building. The unique offerings of the K-8, coupled with a positive climate makes AWK8 an inviting environment in which to work.

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

New teachers are paired with grade level/department chairpersons to develop curriculum strategies and provide classroom management support. Teachers are offered the opportunity to participate in the Districts MINT program support by school personnel.

## 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***

Aventura Waterways K-8 Center ensures that the core instructional program is aligned with Florida Standards by following the district pacing guides.

#### 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***

The Principal reviews data from the previous year with the staff to ensure all stakeholders are aware of students' baseline information. The helps staff the plan accordingly when creating group for small group instruction. Information from professional development attended during the summer months is

shared with the staff to ensure all members are aware of current curricula. Following each interim assessment grade levels and departments meet with the leadership team to evaluate and analyze the data. Data driven instruction is then planned accordingly to provide optimal learning opportunities for students. Students requiring additional learning opportunities follow Response to Intervention and appropriate strategies are implemented to address the specific learning needs of each child.

**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:** 7,500

After School Title III ELL Tutoring Program

**Strategy Rationale**

Students participating in the Title III ELL tutoring program engage in additional learning opportunities fostering both their acquisition of the language as well as the daily applicability of these skills.

**Strategy Purpose(s)**

- Enrichment

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

Robles, Ileana, irobles@dadeschools.net

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

School site data was collected and analyzed. CELLA scores are used to determine effectiveness of this program.

**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**

All incoming Kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS) The screening data will be utilized to develop instructional plans that meet students' needs. Upon entering Kindergarten our students participate in a three week transition to school program supported by the district reading program.

**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**

NA

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

NA

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

NA

**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**

NA

## 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**

G070545

**Targets Supported 1b**

Indicator	Annual Target
Math Gains	70.0
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - White	
Math Lowest 25% Gains	65.0
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	82.0
CELLA Listening/Speaking Proficiency	62.0
CELLA Reading Proficiency	42.0
FSA English Language Arts - Achievement	65.0
FSA Mathematics - Achievement	62.0
FAA Reading Proficiency	69.0
FSA Mathematics - Achievement	69.0
FCAT 2.0 Science Proficiency	65.0
CELLA Writing Proficiency	44.0
One or More Suspensions	10.0
Attendance Below 90% Grade 06	11.0
Attendance Below 90% Grade 07	13.0
Attendance Below 90% Grade 08	14.0

**Resources Available to Support the Goal 2**

- Accelerated Reader, Starfall, Tumblebooks, Discovery Education, Successmaker, MobyMax, FOCUS, Achieve 3000, Computer Labs, Tenmarks, Algebra Nation, CPALMS, Thinkcentral, Khan Academy, GIZMOS, Essential Labs, Engenuity, NBC Learn, District created resources, Virtual Llibrary, Time for Kids, Imagine Learning, Digital Convergence

**Targeted Barriers to Achieving the Goal 3**

- Teacher awareness is insufficient of how to effectively integrate technology into classroom instruction and meet SAMR models goals to increase rigor and relevance.

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

Classroom, school, and interim assessment data will be collected and reviewed throughout the year to determine progress toward the goal.

**Person Responsible**

Luis Bello

**Schedule**

On 11/26/2014

**Evidence of Completion**

Data chat logs, student review forms, data binders

## 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**

 G070545

**G1.B1** Teacher awareness is insufficient of how to effectively integrate technology into classroom instruction and meet SAMR models goals to increase rigor and relevance. **2**

 B183795

**G1.B1.S1** Integrate technology in the classroom that promotes learning through various tools and practices. Support instruction through the implementation of the SAMR model. Students will experience instruction using technology as a resource and tool facilitated through rigorous, purposeful, and engaging instructional activities. **4**

 S195420

### Strategy Rationale

This strategy will address the insufficient awareness of how to implement technology into daily instruction and provide a framework for the effective integration of technology into classroom instruction.

### Action Step 1 **5**

Introduce Professional Development on SAMR model and different types of technology integration.

#### Person Responsible

Luis Bello

#### Schedule

On 10/30/2015

#### Evidence of Completion

Agendas, Sign-in sheets, deliverables

## Action Step 2 5

Provide opportunities for collaborative planning fostering the integration of technology tools and resources and facilitating peer mentoring and coaching.

### **Person Responsible**

Luis Bello

### **Schedule**

Weekly, from 10/30/2015 to 1/29/2016

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

Agendas, Collegial Visits, Exit Slips

## Action Step 3 5

Implement lessons that transform learning and instructional delivery from the substitution and augmentation level of technology integration to the modification and redefinition level.

### **Person Responsible**

Luis Bello

### **Schedule**

Weekly, from 10/30/2015 to 1/29/2016

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

Student work product, lesson plans, walk-through logs

## Action Step 4 5

Provide support for instructional staff as appropriate

### **Person Responsible**

Luis Bello

### **Schedule**

Quarterly, from 10/30/2015 to 1/29/2016

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

Debrief Notes

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

Monitor implementation of lessons that follow the SAMR model of technology integration and include various types of technology integration.

**Person Responsible**

Luis Bello

**Schedule**

Weekly, from 10/30/2015 to 1/29/2016

***Evidence of Completion***

Student work product, lesson plans, walk-through logs

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

Monitor and analyze for effectiveness. Instruction will be adjusted

**Person Responsible**

Luis Bello

**Schedule**

Quarterly, from 10/30/2015 to 1/29/2016

***Evidence of Completion***

Walk-throughs, Student Work Product, Interim Assessments, Lesson Plans

**G1.B1.S2** Utilize effective frameworks, like the SAMR model, as a guide of reflecting on how we integrate technology in the classroom to redefine how we teach and learn thus creating functional change in the classroom. Students will experience authentic feedback and metacognitions will ultimately increase. 4

 S195421

### Strategy Rationale

This strategy will address the insufficient awareness of how to implement technology into daily instruction and provide a framework for the effective integration of technology into classroom instruction.

### Action Step 1 5

Introduce Professional Development on the SAMR model and different types of technology integration.

#### Person Responsible

Luis Bello

#### Schedule

On 10/30/2015

#### Evidence of Completion

Agendas, Sign-in sheets, deliverables

### Action Step 2 5

Provide opportunities for collaborative planning fostering the integration of technology tools and resources and facilitating peer mentoring and coaching.

#### Person Responsible

Luis Bello

#### Schedule

Weekly, from 10/30/2015 to 1/29/2016

#### Evidence of Completion

Agendas, Collegial Visits, Exit Slips

### Action Step 3 5

Implement lessons that transform learning and instructional delivery from the substitution and augmentation level of technology integration to the modification and redefinition level.

#### **Person Responsible**

Luis Bello

#### **Schedule**

Weekly, from 10/30/2015 to 1/29/2016

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

Student work product, lesson plans, walk-through logs

### Action Step 4 5

Provide support for instructional staff as appropriate.

#### **Person Responsible**

Luis Bello

#### **Schedule**

Quarterly, from 10/30/2015 to 1/29/2016

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

Debrief Notes

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

Monitor implementation of lessons that follow the SAMR model of technology integration and include various types of technology integration.

#### **Person Responsible**

Luis Bello

#### **Schedule**

Weekly, from 10/30/2015 to 1/29/2016

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

Student work product, lesson plans, walk-through logs



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

Implementation will be monitored and analyzed. Instruction will be adjusted as necessary.

**Person Responsible**

Luis Bello

**Schedule**

Quarterly, from 10/30/2015 to 1/29/2016

**Evidence of Completion**

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments

**G1.B1.S3** Implement educational structures that foster the use of primary source material, methods of collecting and recording data, and opportunities for expressing understanding via multimedia, training for publishing and presenting, and collaborative experiences among students, teachers, and other stakeholders. 4

 S195422

**Strategy Rationale**

This strategy will address the insufficient awareness of how to implement technology into daily instruction and provide a framework for the effective integration of technology into classroom instruction.

**Action Step 1 5**

Introduce Professional Development on the SAMR model and different types of technology integration.

**Person Responsible**

Luis Bello

**Schedule**

On 1/29/2016

**Evidence of Completion**

Agendas, sign-in sheets, deliverables

## Action Step 2 5

Provide opportunities for collaborative planning fostering the integration of technology tools and resources and facilitating peer mentoring and coaching.

### **Person Responsible**

Luis Bello

### **Schedule**

Weekly, from 10/30/2015 to 1/29/2016

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

Agendas

## Action Step 3 5

Implement lessons that transform learning and instructional delivery from the substitution and augmentation level of technology integration to the modification and redefinition level.

### **Person Responsible**

Luis Bello

### **Schedule**

Weekly, from 10/30/2015 to 1/29/2016

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

Student work product, lesson plans, walk-through logs

## Action Step 4 5

Provide support for instructional staff as appropriate

### **Person Responsible**

Luis Bello

### **Schedule**

Quarterly, from 10/30/2015 to 1/29/2016

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

Debrief Notes

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

Monitor implementation of lessons that follow the SAMR model of technology integration and include various types of technology integration.

**Person Responsible**

Luis Bello

**Schedule**

Weekly, from 10/30/2015 to 1/29/2016

***Evidence of Completion***

Student work product, lesson plans, walk-through logs

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

Implementation will be monitored and analyzed. Instruction will be adjusted as necessary.

**Person Responsible**

Luis Bello

**Schedule**

Quarterly, from 10/30/2015 to 1/29/2016

***Evidence of Completion***

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments

**G1.B1.S4** Plan for and deliver instruction will prepare students for their shifting role in an educational future and successful workplace where technology fosters critical thinking, creativity, communication, and collaboration. 4

 S195423

### Strategy Rationale

This strategy will address the insufficient awareness of how to implement technology into daily instruction and provide a framework for the effective integration of technology into classroom instruction.

### Action Step 1 5

Introduce Professional Development on the SAMR model and different types of technology integration.

#### Person Responsible

Luis Bello

#### Schedule

On 10/30/2015

#### Evidence of Completion

Agendas, Sign-in sheets, deliverables

### Action Step 2 5

Provide opportunities for collaborative planning fostering the integration of technology tools and resources and facilitating peer mentoring and coaching.

#### Person Responsible

Luis Bello

#### Schedule

Weekly, from 10/30/2015 to 1/29/2016

#### Evidence of Completion

Agendas, Collegial Visits, Exit Slips

### Action Step 3 5

Implement lessons that transform learning and instructional delivery from the substitution and augmentation level of technology integration to the modification and redefinition level.

#### **Person Responsible**

Luis Bello

#### **Schedule**

Weekly, from 10/30/2015 to 1/29/2016

#### **Evidence of Completion**

Student work product, lesson plans, walk-through logs

### Action Step 4 5

Provide support for instructional staff as appropriate

#### **Person Responsible**

Luis Bello

#### **Schedule**

Quarterly, from 10/30/2015 to 1/29/2016

#### **Evidence of Completion**

Debrief Notes

### Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Monitor implementation of lessons that follow the SAMR model of technology integration and include various types of technology integration.

#### **Person Responsible**

Luis Bello

#### **Schedule**

Weekly, from 10/30/2015 to 1/29/2016

#### **Evidence of Completion**

Student work product, lesson plans, walk-through logs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Monitor and analyze for effectiveness. Instruction will be adjusted

**Person Responsible**

Luis Bello

**Schedule**

Quarterly, from 10/30/2015 to 1/29/2016

**Evidence of Completion**

Walk-throughs, Student Work Product, Interim Assessments

**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 Professional Development on SAMR model and different types of technology integration.	Bello, Luis	10/30/2015	Agendas, Sign-in sheets, deliverables	10/30/2015 one-time
G1.B1.S2.A1	Introduce Professional Development on the SAMR model and different types of technology integration.	Bello, Luis	10/30/2015	Agendas, Sign-in sheets, deliverables	10/30/2015 one-time
G1.B1.S3.A1	Introduce Professional Development on the SAMR model and different types of technology integration.	Bello, Luis	10/30/2015	Agendas, sign-in sheets, deliverables	1/29/2016 one-time
G1.B1.S4.A1	Introduce Professional Development on the SAMR model and different types of technology integration.	Bello, Luis	10/30/2015	Agendas, Sign-in sheets, deliverables	10/30/2015 one-time
G1.B1.S1.A2	Provide opportunities for collaborative planning fostering the integration of technology tools and resources and facilitating peer mentoring and coaching.	Bello, Luis	10/30/2015	Agendas, Collegial Visits, Exit Slips	1/29/2016 weekly
G1.B1.S2.A2	Provide opportunities for collaborative planning fostering the integration of technology tools and resources and facilitating peer mentoring and coaching.	Bello, Luis	10/30/2015	Agendas, Collegial Visits, Exit Slips	1/29/2016 weekly
G1.B1.S3.A2	Provide opportunities for collaborative planning fostering the integration of technology tools and resources and facilitating peer mentoring and coaching.	Bello, Luis	10/30/2015	Agendas	1/29/2016 weekly
G1.B1.S4.A2	Provide opportunities for collaborative planning fostering the integration of technology tools and resources and facilitating peer mentoring and coaching.	Bello, Luis	10/30/2015	Agendas, Collegial Visits, Exit Slips	1/29/2016 weekly
G1.B1.S1.A3	Implement lessons that transform learning and instructional delivery from the substitution and augmentation level of technology integration to the modification and redefinition level.	Bello, Luis	10/30/2015	Student work product, lesson plans, walk-through logs	1/29/2016 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.A3	Implement lessons that transform learning and instructional delivery from the substitution and augmentation level of technology integration to the modification and redefinition level.	Bello, Luis	10/30/2015	Student work product, lesson plans, walk-through logs	1/29/2016 weekly
G1.B1.S3.A3	Implement lessons that transform learning and instructional delivery from the substitution and augmentation level of technology integration to the modification and redefinition level.	Bello, Luis	10/30/2015	Student work product, lesson plans, walk-through logs	1/29/2016 weekly
G1.B1.S4.A3	Implement lessons that transform learning and instructional delivery from the substitution and augmentation level of technology integration to the modification and redefinition level.	Bello, Luis	10/30/2015	Student work product, lesson plans, walk-through logs	1/29/2016 weekly
G1.B1.S1.A4	Provide support for instructional staff as appropriate	Bello, Luis	10/30/2015	Debrief Notes	1/29/2016 quarterly
G1.B1.S2.A4	Provide support for instructional staff as appropriate.	Bello, Luis	10/30/2015	Debrief Notes	1/29/2016 quarterly
G1.B1.S3.A4	Provide support for instructional staff as appropriate	Bello, Luis	10/30/2015	Debrief Notes	1/29/2016 quarterly
G1.B1.S4.A4	Provide support for instructional staff as appropriate	Bello, Luis	10/30/2015	Debrief Notes	1/29/2016 quarterly
G1.MA1	Classroom, school, and interim assessment data will be collected and reviewed throughout the year to determine progress toward the goal.	Bello, Luis	10/1/2014	Data chat logs, student review forms, data binders	11/26/2014 one-time
G1.B1.S1.MA1	Monitor and analyze for effectiveness. Instruction will be adjusted	Bello, Luis	10/30/2015	Walk-throughs, Student Work Product, Interim Assessments, Lesson Plans	1/29/2016 quarterly
G1.B1.S1.MA1	Monitor implementation of lessons that follow the SAMR model of technology integration and include various types of technology integration.	Bello, Luis	10/30/2015	Student work product, lesson plans, walk-through logs	1/29/2016 weekly
G1.B1.S2.MA1	Implementation will be monitored and analyzed. Instruction will be adjusted as necessary.	Bello, Luis	10/30/2015	Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments	1/29/2016 quarterly
G1.B1.S2.MA1	Monitor implementation of lessons that follow the SAMR model of technology integration and include various types of technology integration.	Bello, Luis	10/30/2015	Student work product, lesson plans, walk-through logs	1/29/2016 weekly
G1.B1.S3.MA1	Implementation will be monitored and analyzed. Instruction will be adjusted as necessary.	Bello, Luis	10/30/2015	Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments	1/29/2016 quarterly
G1.B1.S3.MA1	Monitor implementation of lessons that follow the SAMR model of technology integration and include various types of technology integration.	Bello, Luis	10/30/2015	Student work product, lesson plans, walk-through logs	1/29/2016 weekly
G1.B1.S4.MA1	Monitor and analyze for effectiveness. Instruction will be adjusted	Bello, Luis	10/30/2015	Walk-throughs, Student Work Product, Interim Assessments	1/29/2016 quarterly
G1.B1.S4.MA1	Monitor implementation of lessons that follow the SAMR model of technology integration and include various types of technology integration.	Bello, Luis	10/30/2015	Student work product, lesson plans, walk-through logs	1/29/2016 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** Teacher awareness is insufficient of how to effectively integrate technology into classroom instruction and meet SAMR models goals to increase rigor and relevance.

**G1.B1.S1** Integrate technology in the classroom that promotes learning through various tools and practices. Support instruction through the implementation of the SAMR model. Students will experience instruction using technology as a resource and tool facilitated through rigorous, purposeful, and engaging instructional activities.

### PD Opportunity 1

Introduce Professional Development on SAMR model and different types of technology integration.

#### Facilitator

Dean, Jeffrey, Eskin-Rosenblatt, Alyssa

#### Participants

School instructional staff staff

#### Schedule

On 10/30/2015

**G1.B1.S2** Utilize effective frameworks, like the SAMR model, as a guide of reflecting on how we integrate technology in the classroom to redefine how we teach and learn thus creating functional change in the classroom. Students will experience authentic feedback and metacognitions will ultimately increase.

### PD Opportunity 1

Introduce Professional Development on the SAMR model and different types of technology integration.

#### Facilitator

Dean, Jeffrey, Eskin-Rosenblatt, Alyssa

#### Participants

School instructional staff

#### Schedule

On 10/30/2015



**G1.B1.S3** Implement educational structures that foster the use of primary source material, methods of collecting and recording data, and opportunities for expressing understanding via multimedia, training for publishing and presenting, and collaborative experiences among students, teachers, and other stakeholders.

**PD Opportunity 1**

Introduce Professional Development on the SAMR model and different types of technology integration.

**Facilitator**

Dean, Jeffrey; Eskin-Rosenblatt, Alyssa

**Participants**

School Instructional Staff

**Schedule**

On 1/29/2016

**G1.B1.S4** Plan for and deliver instruction will prepare students for their shifting role in an educational future and successful workplace where technology fosters critical thinking, creativity, communication, and collaboration.

**PD Opportunity 1**

Introduce Professional Development on the SAMR model and different types of technology integration.

**Facilitator**

Dean, Jeffrey; Eskin-Rosenblatt, Alyssa

**Participants**

School instructional staff

**Schedule**

On 10/30/2015

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Introduce Professional Development on SAMR model and different types of technology integration.	\$0.00
2	G1.B1.S1.A2	Provide opportunities for collaborative planning fostering the integration of technology tools and resources and facilitating peer mentoring and coaching.	\$0.00
3	G1.B1.S1.A3	Implement lessons that transform learning and instructional delivery from the substitution and augmentation level of technology integration to the modification and redefinition level.	\$0.00
4	G1.B1.S1.A4	Provide support for instructional staff as appropriate	\$0.00
5	G1.B1.S2.A1	Introduce Professional Development on the SAMR model and different types of technology integration.	\$0.00
6	G1.B1.S2.A2	Provide opportunities for collaborative planning fostering the integration of technology tools and resources and facilitating peer mentoring and coaching.	\$0.00
7	G1.B1.S2.A3	Implement lessons that transform learning and instructional delivery from the substitution and augmentation level of technology integration to the modification and redefinition level.	\$0.00
8	G1.B1.S2.A4	Provide support for instructional staff as appropriate.	\$0.00
9	G1.B1.S3.A1	Introduce Professional Development on the SAMR model and different types of technology integration.	\$0.00
10	G1.B1.S3.A2	Provide opportunities for collaborative planning fostering the integration of technology tools and resources and facilitating peer mentoring and coaching.	\$0.00
11	G1.B1.S3.A3	Implement lessons that transform learning and instructional delivery from the substitution and augmentation level of technology integration to the modification and redefinition level.	\$0.00
12	G1.B1.S3.A4	Provide support for instructional staff as appropriate	\$0.00
13	G1.B1.S4.A1	Introduce Professional Development on the SAMR model and different types of technology integration.	\$0.00
14	G1.B1.S4.A2	Provide opportunities for collaborative planning fostering the integration of technology tools and resources and facilitating peer mentoring and coaching.	\$0.00
15	G1.B1.S4.A3	Implement lessons that transform learning and instructional delivery from the substitution and augmentation level of technology integration to the modification and redefinition level.	\$0.00
16	G1.B1.S4.A4	Provide support for instructional staff as appropriate	\$0.00
<b>Total:</b>			<b>\$0.00</b>