

Miami-Dade County Public Schools

Oliver Hoover Elementary School



2015-16 School Improvement Plan

Oliver Hoover Elementary School

9050 HAMMOCKS BLVD, Miami, FL 33196

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	72%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	95%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Oliver Hoover Elementary School is to make learning an exciting, productive, and vital part of each child's life. We foster an environment that promotes and encourages students to care for one another. We encourage truthfulness, sincerity and integrity to build honest and responsible citizens. We motivate our student body to work together toward common goals. We promote an environment that will create a society based upon democratic values.

Provide the school's vision statement

Oliver Hoover Elementary aspires to be a caring community of learners in which all stakeholders fulfill their potential, personal, professional and intellectual excellence.

School Environment

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

Oliver Hoover will work together to plan schoolwide multicultural projects, including but not limited to: Hispanic Contributions, History of Africans and African Americans, Women's Contributions, Sacrifices of Veterans. Cultural activities will be embedded within curriculum and daily course work (reading selections, writing prompts).

Oliver Hoover has implemented a comprehensive school counseling program with time for the development of social and emotional skills that result in positive and supportive relationships between students and teachers.

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

Oliver Hoover implements a school counseling service which includes the core social-emotional curriculum, data driven small group counseling, individual, as well as group counseling for the needs of identified students. All staff members have been trained on the procedures and structures associated with positive interpersonal interactions and the process for reporting violations of bullying/harassment. All staff members work together to ensure that the school campus is safe, before, during and after school.

Staff members and safety patrols are at various posts before school and after school to direct students to appropriate locations. Staff members are always vigilant of visitors to building and making sure that these staff members information is visible. Security personnel walk around campus throughout the day, including after school to make sure that the school is safe and visitors are at appropriate areas.

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

Staff members at Oliver Hoover Elementary strive for an environment which will help develop each student's potential for learning and to foster positive interpersonal relationships. Therefore, Oliver Hoover Elementary has developed a discipline plan aligned to the MDCPS Code of Student Conduct

(Board Rule 6GX13-5D-1.08). The discipline plan outlines:

1. grounds for disciplinary action
2. procedures to be followed for acts requiring disciplinary action
3. responsibilities and rights of students

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

Oliver Hoover Elementary School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. Student Services Personnel (Counselors and School Social Worker), provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing intervention the Student Services Personnel will identify student's academic, emotional, behavioral and social issues and link child-serving and community agencies to the schools and families to support the child.

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

Oliver Hoover Elementary develops and employs an early warning system (EWS) that identifies at-risk students through the analysis of available data, such as attendance, discipline and course failure. Student attendance is an important early warning indicator and through the use of positive reinforcement, incentives and continuous communication with parents we are safeguarding that the attendance rates do not fall below the 90 percent range. Another early warning indicator that Oliver Hoover target is discipline. Oliver Hoover Elementary has developed a Discipline Plan, which is aligned with the MDCPS Code of Student Conduct. Students and parents are informed of the Discipline Plan and programs are in place that reinforce the Discipline Plan, which allows for behavioral corrections while preventing suspensions. Lastly, Academic intervention and Response to Intervention (RTI) is utilized to address academic concerns that may lead to course failure or a level one score on statewide standardized testing.

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	12	10	9	7	11	4	53
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	8	7	2	9	0	6	32
Level 1 on statewide assessment	0	0	0	28	18	31	77

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

Indicator	Grade Level					Total	
	K	1	2	4	5		
Students exhibiting two or more indicators		2	2	5	1	9	19

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

Oliver Hoover has various intervention strategies to assist students that have been identified by the early warning system:

- During school evidence-based interventions (Wonderworks) to close student need gaps.
- Before and after school evidence-based intervention to close student need gaps.
- Parent collaboration/education nights.
- Parent notifications of students having been identified by the early warning system.
- Leadership meetings to discuss goal settings for identified students.
- Assistance from Student Services Personnel targeting the area identified by the early warning system.

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

Oliver Hoover strives to build positive relationships with families and keep them informed of their child's progress. The school solicits feedback from parents through various surveys in regards to questions about school safety, parent-teacher communications and school events. Also, the school communicates school news through flyers and the school website. Families are offered chances to participate in after-school activities promoting reading, science and health. Also, parents are given the opportunities to attend tutorials in regards to various computer based programs, as well as testing night explanations.

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

Focus groups, which bring together a diverse group of ten to fifteen people to discuss a specific topic, helps our community understand the issues we are facing. School staff can learn how to improve relations between the community and school. Focus groups also pinpoint key issues that will establish agendas for larger public forums.

Invited community members attend school activities like Open House, Career Day, Reading Under the Stars,

Parent Night Meetings, EESAC Meetings, and PTA meetings. These activities allow community members to interact and become more involved in the school and students' education.

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
Aguilar, Mercy	Principal

Duties

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

Principal: The Principal will ensure that the school-based team implements MTSS, conducts assessments of MTSS skills of school staff and provides a common vision for the use of data-based decision-making. She will also communicate school-based MTSS strategies and activities to parents, as well as provide professional development for the staff to support MTSS implementation.

Assistant Principal: The Assistant Principal will monitor school-based MTSS implementation. She will meet with the MTSS team to analyze data and target specific areas for improvement. She will also ensure that “at risk” students are identified and appropriate intervention strategies are utilized with fidelity.

SPED Department Head: The SPED Department Head will participate in data collection and identification of specific strategies targeting areas in need of improvement for students within the SPED program. She will collaborate with general education teachers to meet the academic needs of these students.

Student Services Personnel: Counselors are involved in the identification and referral of “at risk” students and provide expertise on issues ranging from program design to assessment and intervention with individual students.

Social Worker: The social worker provides intervention as well as links child-serving and community agencies to the school and families to support the child’s academic, emotional, behavioral, and social success.

School Psychologist: The School Psychologist will provide support for intervention fidelity and documentation. She will participate in the interpretation, collection and analysis of data.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team will focus meetings on how to develop and maintain positive student academic and behavior outcomes that will benefit not only students, but teachers as well.

The Leadership Team will meet regularly to engage in the following activities:

1. Gather and analyze data and use this to drive instructional decisions in the classroom.
2. Review progress monitoring data to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
3. Identify professional development and resources based on the data that has been analyzed.
4. Support a process and structure to design, implement and evaluate both daily instruction and specific instructions and assist in examining the validity and effectiveness of both.
5. Assist with monitoring and respond to the needs of subgroups within the expectations for adequate yearly progress.

Federal and State funds are used as follows:

* Title III funds are used to supplement and enhance the programs for English Language Learner (ELL)

and immigrant students by providing funds to implement and/or provide tutorial programs, professional development on best practices for ESOL and content area teachers, reading and supplementary

instructional materials, and hardware and software for the development of language and literacy

skills.

* Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and community. Project Upstart, Homeless Children & Youth Program assists Oliver Hoover Elementary School with identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison provides training for the Oliver Hoover registrar 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. The Liaison will continue to participate in community organization meetings and task forces as it relates to homeless children and youth. Project Upstart provides homeless sensitivity and awareness campaign to all the schools, including Oliver Hoover Elementary School. The project will provide each school with a video and curriculum manual.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mercy Aguilar	Principal
Benigno Vidal	Teacher
Suzanne Reyes	Teacher
Eva Rodriguez	Teacher
Laura Chavez	Teacher
Jacqueline Calderon	Teacher
Monica Patino	Teacher
Brandon Barban	Student
Alina Plasencia	Education Support Employee
Carolina Acosta	Parent
Christian De La Nuez	Parent
Willie Galvez	Parent
Natasha Torres	Parent
Edward Torres	Business/Community
Amanda Motta	Parent
Carlos Paredes	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council was part of creating the 2014-2015 SIP. The School Advisory Council was able to review the SIP at every meeting, and was able to evaluate it's effectiveness after each Interim Assessment, as well as the Mid-Year Review.

Development of this school improvement plan

The School Advisory Council has played an integral part in the development of the school improvement plan. The SIP is continuously reviewed by the SAC at the monthly meetings and planning, evaluating and revisions are made based on data and discussion.

Preparation of the school's annual budget and plan

Principal shares school's annual budget with the School Advisory Council and takes into consideration feedback given.

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

The projected use of the school improvement funds was:

1. BrainPop Jr. - \$2200.00
2. Incentive for various computer based program completions - \$500.00
3. Accelerated Reader - \$1,500.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Aguilar, Mercy	Principal

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets monthly, to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

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

Oliver Hoover is encouraging positive working relationships with teachers by establishing an after school once monthly collaborative planning, which will occur either by grade level, or by department depending on the needs of the staff member. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through this collaboration.

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

1. Regular meetings of new teachers with administrators. (Administration)
2. Access to mentor teachers and collaboration with colleagues through learning communities. (Administration)
3. Outreach to local colleges and universities. (Administration)
4. Support through professional development in all subject areas (Administration)

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

Teacher's will be placed with the appropriate mentor when required.

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

Through collaborative planning and common content planning Oliver Hoover creates ongoing opportunities for teachers to work on understanding and teaching the Florida Standards, as well as to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension.

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

Oliver Hoover ensures that the diverse needs of every student are met by:

- Holding Literacy Leadership meetings monthly to make decisions about literacy instruction in the school, using student data to drive instruction.
- Creating a schedule with an uninterrupted 90 minute Language Arts/Reading block
- Creating a schedule with an uninterrupted 30 minute Writing block.
- Providing 30 minute Wonderworks Reading intervention daily to, during special areas, in order for core subjects not be interrupted to targeted students.
- Providing 30 minute Math intervention daily, during special areas, in order for core subjects not be interrupted to targeted students.
- Administer progress monitoring assessments that are aligned to the Language Arts Florida Standards (LAFS) and Math Florida Standards (MAFS) and use data to make decisions about the students' needs.
- Utilizing a literacy approach that includes whole group, small group and one-on-one instruction based on student needs.

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: Extended School Day

Minutes added to school year: 10,800

Students are provided before and after school small group tutoring in the areas of Reading (grades 3 -5), Mathematics (grades 3 - 5), Science (5th grade).

Strategy Rationale

In an effort to improve academic achievement and reduce the gap in achievement we have targeted our 3rd to 5th grade students in Reading, Math and 5th gr students in Science. The 3rd to 5th grade students will be provided supplemental one-on-one instruction, which will increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Aguilar, Mercy, pr2521@dadeschools.net

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

Data is collected from either computer programs, or tests on a monthly basis and is analyzed by the Leadership Team to determine the effectiveness of the strategy.

Strategy: Extended School Day

Minutes added to school year: 6,000

Students in 2nd through 5th grade are able to participate in the After School Chess Club Program.

Strategy Rationale

In an effort to provide enrichment activities that contribute to a well-rounded education. Students in grades 2nd to 5th grade will be able to participate in a school-wide Chess Club.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Aguilar, Mercy, pr2521@dadeschools.net

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

The Chess Club Leader monitors students' progress on a weekly basis.

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

Parents and students will be invited from nearby early education programs to a Kindergarten Orientation prior to the first day of school. Incoming Kindergarten students will be given FLKRS (kindergarten screenings) and iReady assessment. The assessment results will drive all instruction within the classroom.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** During the 2014-2015 school year, parent participation in school wide activities was 40%. Our goal for the 2015-2016 school year is to increase parent participation by 5% from 40% to 45%.

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

G070573

Targets Supported 1b

Indicator	Annual Target
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	
FSA English Language Arts - Achievement	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	
AMO Math - All Students	
AMO Math - Asian	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
FSA Mathematics - Achievement	
Math Gains	
Math Lowest 25% Gains	
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Wonders Reading Series, Wonderworks, Reading Liaison, Media Specialist, Leadership Team, Hourly Resource Teacher, Reading Plus, Fcat Explorer, Accelerated Reader, Grade Level Chairs, Academy of Reading, FCRR resources, Language Arts/Reading Website

Targeted Barriers to Achieving the Goal 3

- Student achievement is affected due to lack of rigor across the curriculum.

Plan to Monitor Progress Toward G1. 8

Data from the Florida Standards Assessment (FSA) and District Interim Assessment data will be analyzed. Teacher data chats will be conducted to reflect on and revisit instructional practices.

Person Responsible

Mercy Aguilar

Schedule

Quarterly, from 11/4/2015 to 6/3/2016

Evidence of Completion

Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work

G2. During the 2014-2015 school year, parent participation in school wide activities was 40%. Our goal for the 2015-2016 school year is to increase parent participation by 5% from 40% to 45%. 1a

 G070574

Targets Supported 1b

Indicator	Annual Target
	45.0

Resources Available to Support the Goal 2

- Connect-Ed, Flyers,

Targeted Barriers to Achieving the Goal 3

- Lack of parental participation for in-school functions such as Parent Workshops and evening events.

Plan to Monitor Progress Toward G2. 8

Sign in sheets/logs

Person Responsible

Mercy Aguilar

Schedule

On 6/9/2016

Evidence of Completion

Sign in sheets/logs

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**

 G070573

G1.B1 Student achievement is affected due to lack of rigor across the curriculum. **2**

 B183877

G1.B1.S1 Increase rigor through collaborative conversations to encourage the exchange of ideas by facilitating purposeful sharing sessions across the curriculum that address or include standards based planning and higher order thinking strategies. **4**

 S195500

Strategy Rationale

Increasing rigor across the curriculum will affect student achievement.

Action Step 1 **5**

Provide Professional Development in order to establish the framework for collaborative conversations and sharing best practices across grade levels.

Person Responsible

Mercy Aguilar

Schedule

On 10/30/2015

Evidence of Completion

Agenda, Sign-In Sheet

Action Step 2 5

Conduct collaborative conversations among grade level once a month in order to increase rigor in the classroom setting and delivery of higher order thinking skill strategies.

Person Responsible

Mercy Aguilar

Schedule

Monthly, from 11/4/2015 to 5/25/2016

Evidence of Completion

Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work

Action Step 3 5

Provide time and assistance for coworkers to see best practices in a classroom setting, as well as providing time for discussion and feedback.

Person Responsible

Mercy Aguilar

Schedule

Monthly, from 11/4/2015 to 5/25/2016

Evidence of Completion

Visitation Log

Action Step 4 5

Administration will conduct classroom walk-throughs to monitor effective implementation of collaborative conversations.

Person Responsible

Mercy Aguilar

Schedule

Monthly, from 11/4/2015 to 5/27/2016

Evidence of Completion

Mercy Aguilar, David Diaz

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

Administration will conduct classroom walk-through to monitor.

Person Responsible

Mercy Aguilar

Schedule

Monthly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work

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

Administration will conduct classroom walk-through to monitor.

Person Responsible

Mercy Aguilar

Schedule

Monthly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work Data disaggregation of District Interim Assessments and Summative FSA

G2. During the 2014-2015 school year, parent participation in school wide activities was 40%. Our goal for the 2015-2016 school year is to increase parent participation by 5% from 40% to 45%. 1

G070574

G2.B1 Lack of parental participation for in-school functions such as Parent Workshops and evening events. 2

B183881

G2.B1.S1 School Administration and School Staff will create resource workshops and training for parents based on what student/parent needs are. 4

S195501

Strategy Rationale

By providing workshops and training for parents based on student needs, parents will be better informed of their child's needs, as well as about activities that will improve their child's academics.

Action Step 1 5

School Administration and School Staff will create resource workshops and training for parents based on what student/parent needs are.

Person Responsible

Mercy Aguilar

Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

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

Review sign in sheets/logs to determine the number of parent participation in school events

Person Responsible

Mercy Aguilar

Schedule

Monthly, from 10/1/2015 to 6/9/2016

Evidence of Completion

Sign in sheets/logs

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

Review sign in sheets/logs to determine the number of parent participation in school events

Person Responsible

Mercy Aguilar

Schedule

On 6/9/2016

Evidence of Completion

Sign in sheets/logs

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide Professional Development in order to establish the framework for collaborative conversations and sharing best practices across grade levels.	Aguilar, Mercy	10/30/2015	Agenda, Sign-In Sheet	10/30/2015 one-time
G2.B1.S1.A1	School Administration and School Staff will create resource workshops and training for parents based on what student/parent needs are.	Aguilar, Mercy	10/1/2015		6/9/2016 monthly
G1.B1.S1.A2	Conduct collaborative conversations among grade level once a month in order to increase rigor in the classroom setting and delivery of higher order thinking skill strategies.	Aguilar, Mercy	11/4/2015	Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work	5/25/2016 monthly
G1.B1.S1.A3	Provide time and assistance for coworkers to see best practices in a classroom setting, as well as providing time for discussion and feedback.	Aguilar, Mercy	11/4/2015	Visitation Log	5/25/2016 monthly
G1.B1.S1.A4	Administration will conduct classroom walk-throughs to monitor effective implementation of collaborative conversations.	Aguilar, Mercy	11/4/2015	Mercy Aguilar, David Diaz	5/27/2016 monthly
G1.MA1	Data from the Florida Standards Assessment (FSA) and District Interim Assessment data will be analyzed. Teacher data chats will be conducted to reflect on and revisit instructional practices.	Aguilar, Mercy	11/4/2015	Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work	6/3/2016 quarterly
G1.B1.S1.MA1	Administration will conduct classroom walk-through to monitor.	Aguilar, Mercy	10/30/2015	Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work Data disaggregation of District Interim Assessments and Summative FSA	5/31/2016 monthly
G1.B1.S1.MA1	Administration will conduct classroom walk-through to monitor.	Aguilar, Mercy	10/30/2015	Agendas, Sign-In Sheet, Lessons, Frameworks, Authentic student work	5/31/2016 monthly
G2.MA1	Sign in sheets/logs	Aguilar, Mercy	10/1/2015	Sign in sheets/logs	6/9/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Review sign in sheets/logs to determine the number of parent participation in school events	Aguilar, Mercy	10/1/2015	Sign in sheets/logs	6/9/2016 one-time
G2.B1.S1.MA1	Review sign in sheets/logs to determine the number of parent participation in school events	Aguilar, Mercy	10/1/2015	Sign in sheets/logs	6/9/2016 monthly

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 Student achievement is affected due to lack of rigor across the curriculum.

G1.B1.S1 Increase rigor through collaborative conversations to encourage the exchange of ideas by facilitating purposeful sharing sessions across the curriculum that address or include standards based planning and higher order thinking strategies.

PD Opportunity 1

Provide Professional Development in order to establish the framework for collaborative conversations and sharing best practices across grade levels.

Facilitator

Mercy Aguilar, Dr. Maria Lopez

Participants

Teachers

Schedule

On 10/30/2015

PD Opportunity 2

Conduct collaborative conversations among grade level once a month in order to increase rigor in the classroom setting and delivery of higher order thinking skill strategies.

Facilitator

M. Ferdinand, Y Munro, R. Tassy, C. Velazquez, M. Patino/A. Bonnin, P. Rodriguez

Participants

Teachers

Schedule

Monthly, from 11/4/2015 to 5/25/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Provide Professional Development in order to establish the framework for collaborative conversations and sharing best practices across grade levels.				\$0.00
2	G1.B1.S1.A2	Conduct collaborative conversations among grade level once a month in order to increase rigor in the classroom setting and delivery of higher order thinking skill strategies.				\$0.00
3	G1.B1.S1.A3	Provide time and assistance for coworkers to see best practices in a classroom setting, as well as providing time for discussion and feedback.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
			District-Wide	Other		\$0.00
			<i>Notes: Accelerated Reader- \$1, 996.50</i>			
4	G1.B1.S1.A4	Administration will conduct classroom walk-throughs to monitor effective implementation of collaborative conversations.				\$0.00
5	G2.B1.S1.A1	School Administration and School Staff will create resource workshops and training for parents based on what student/parent needs are.				\$0.00
					Total:	\$0.00