

Miami-Dade County Public Schools

Royal Green Elementary School



2016-17 Schoolwide Improvement Plan

Royal Green Elementary School

13047 SW 47TH ST, Miami, FL 33175

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Royal Green Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Royal Green Elementary will strive to promote emotional growth and academic improvement in a safe learning environment with involvement and commitment from parents, students, staff, and community.

b. Provide the school's vision statement.

Royal Green Elementary School enriches the community through: the conveyance of the cultural heritage of our community and the nation; the provision of the best possible educational experiences to our students and the surrounding community; the extension of the services to the school to encompass the needs of the whole individual; and the provision of a center of community activities.

2. School Environment

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

Royal Green Elementary is predominantly populated by a Hispanic community. The school celebrates Hispanic Heritage and other cultures during the month of September and October. The cultures of the students are identified and teachers in conjunction with students study about students' countries, regions, and customs. The librarian may provide guidebooks that give a basic overview about the countries for teachers and students to use in class. Teachers invite students and/or family members for show-and-tell, story-telling, food tasting, dancing, etc. This will help to raise the self-esteem of students and generate greater respect from their peers. Each class will create a recipe booklet to highlight favorite foods of their cultures. Students will be encouraged to bring in a sample of their recipe creating and building stronger relationships between students and between student and teachers. To culminate our cultural celebration we will invite students, parents and community to a performance of traditional cultural songs and dances.

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

Many components help to create an environment where students feel safe and respected at school. A positive student-teacher relationship sets the foundation for social and academic learning. Teachers demonstrate unconditional acceptance for their students to show that they are valued individuals worthy of respect. The teacher provides an atmosphere of nurturing by being accessible, empathetic, and supportive. The Values Matter initiative is implemented to teach the students the nine adopted core values identified in the Code of Student Conduct. Royal Green Elementary supports and encourages the use of these core values daily through morning announcements and counselor delivered classroom guidance lessons. The Core Values are the foundation of our behavioral expectations for students and for maintaining a safe learning environment. Clear and consistent expectations for behavior are set and communicated to the students using a school wide Positive Behavioral Program. The school works in conjunction with the Anti-defamation League to create a No Place for Hate environment which requires students to be involved in peace making activities during the school year. A peaceful and respectful school environment helps students feel safe and respected so that optimal learning can occur daily.

c. 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.

Royal Green Elementary has a school wide positive behavior plan that is systemic and encourages students to achieve social and learning outcomes while preventing problem behaviors. Teachers and administrators collaborated together to define behavioral expectations for all students and decided on which proactive, educational, reinforcement-based strategies to use school wide that would assist the school to achieve positive behavior from all students. In the beginning of each school year, teachers define and teach their students the ROAR expectations- Responsibility, Organization, Achievement and Respect. To optimize student engagement during instructional time, throughout the day, teachers acknowledge and reward students whom exhibit positive behaviors. Teachers monitor students' positive behavior by providing them with Royal Crowns, special coupons that at the end of each quarter, administrators with the support of the Parent and Teachers Association, PTA, board members, provide students with a special activity. Teachers also refer to the Value of the month when addressing appropriate behavior or infusing it into their lesson plans across the curriculum. Administration and the counselor work closely together to provide appropriate disciplinary interventions for the students who do not consistently respond to the positive behavior system. Consequences are based on the Code of Student Conduct, taking into effect our knowledge of students' home situations, family needs, and diverse cultures. For students whom do not meet the appropriate expectation, referrals to the MTSS/RtI Leadership Team are submitted. The MTSS/RtI Leadership Team collaborates with teachers to identify students who are having challenges meeting positive behavioral expectations and assist teachers in the development and monitoring of behavior interventions including: Functional Assessment of Behavior (FAB) , Behavior intervention Plan (BIP) and implementation of Positive Behavior Support Program. In addition, teachers use the differentiation of instruction approach to meet the needs of all students.

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

The Student Services team provides activities that support a comprehensive program based on standards and benchmarks for student skill development in the areas of academic achievement, personal/social growth, career/community awareness, and health and wellness. School Counselor encourages and guides teachers in the identification and referral of students exhibiting social and emotional difficulties. Individual and small group counseling is provided for students with special needs. Special needs include, but are not limited to, students: with counseling on their Individual Educational Plan, who have been retained, with poor attendance, dealing with a crisis, with discipline referrals or difficulty with peer relationships. The School counselor conducts guidance lessons in the classroom to assist students at various developmental stages in developing lifelong skills, e.g., problem solving, decision making, goal setting and conflict resolution. The school counselor delivers lessons from the district Bullying and Harassment Prevention Curriculum, study skills training lessons and lessons on each core value highlighted for the month. Students are involved in peace making activities during the school year as they work towards creating a peaceful and positive school climate . Individual counseling sessions are provided to help students deal with crisis intervention, transitional issues, and personal/ and family concerns. School-wide initiatives, such as Red Ribbon Week and Career Day, and presentations from community-based resources, provide information and assistance to students and their families. Our school's Student Services team includes a school psychologist, school social worker, and staffing specialist who work together to meet the needs of specific students.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Royal Green Elementary School's early warning system utilizes predictive data, identifies at risk students, targets interventions and evaluates long term causes and patterns. Prior to the beginning of the year, the administrators review test assessment data with the faculty and staff. Data including test scores, ESE information and parent/ teacher information is used to place students appropriate homerooms and intervention classes. Students who did not meet high standards on the state-wide assessments are placed in Tier 2 interventions and are monitored by the MTSS/RtI Leadership Team to ensure adequate progress is made through out the year. In addition, these students are provided additional support by the teacher during the core subjects through small group or individualized instruction. After school tutoring is also offered to these students to help them narrow their achievement gap. The Attendance Review Committee (ARC) comprised of the Assistant Principal, Counselor, and Community Involvement Specialist in the beginning of each school year also reviews reports to identify and target students who had attendance below 90 percent. Parents are contacted and a meeting is convened during the first nine weeks of school to develop a plan is develop to assist with attendance. For students who were suspended the previous year, the school counselor or clinician meets with the teacher(s) of the students to review students' Behavior Intervention Plan and to review procedures in place to monitor students' behavior.

b. Provide the following data related to the school's early warning system

1. 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	9	10	11		12
Attendance below 90 percent	0	1	2	1	1	1	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	4	7	5	2	8	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	3	20	18	2	42	41	0	0	0	0	0	0	0	126

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	9	10	11		12
Students exhibiting two or more indicators	3	7	10	3	16	16	0	0	0	0	0	0	0	55

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

In order to improve the academic performance of students identified by the early warning system the following intervention strategies have put in place:
 Attendance below 90 percent- Attendance Review Committee (ARC) (Assistant Principal, Counselor, Community Involvement Specialist) meets with parents and teachers of students whom have accumulated five (5) unexcused absences in an a quarter to address and provide intervention. The ARC review attendance history for student exhibiting patterns of excused and/or unexcused absences and provide appropriate referrals and counseling support. Intervention for students with excused absences are provided through make up work. Students that exhibit this warning indicator and whom are not meeting standards are referred to the MTSS/RtI Leadership Team which collaborates with teachers to develop and monitor specific intervention in the core curriculum areas where students exhibit difficulty due to lack of attendance.

One or more suspension- To improve the academic performance of the students whom fall in this category, the school has a alternative to suspension plan to be more responsive to the variety of situations and needs related to student behavior. Students whom have been suspended are assigned to the school's clinician or counselor, to problem solve identify skills for targeted interventions or to work out problems or issues the student may have. In addition, counselor along with the school psychologist confer with parents to develop Behavior Intervention Plans.

Course Failures in ELA or Math- Students who did not show mastery in the ELA or Math state- wide assessments are automatically placed in Tier 2 interventions to include the state recommended intervention programs. These students are closely monitored by the MTSS/RtI Leadership Team which also collaborates with teachers to develop and monitor specific intervention in the area of need. These students are also automatically placed in after school tutoring to provide them with the extra time and remediation support needed in the core subjects.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. 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.

Royal Green Elementary has an extensive and long history of educational achievements. To ensure continued success in education, Royal Green has implemented an intervention plan that addresses students' needs. This plan includes the utilization of new materials that are aligned with the new McGraw-Hill Reading Wonders reading program and Common Core State Standards.

In addition, Royal Green has a stellar reputation within the local community for not only our educational achievements but our commitment to providing each student the tools to be successful in all areas of life. To this end, Royal Green offers several community classes after school hours.

Royal Green Elementary School is much more than just a school. We are a community of stakeholders who operate in the spirit of excellence in order to achieve success for everyone.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Diaz, Carlos	Principal
Ortega, Martha	Assistant Principal
Carreno, Nancy	School Counselor
Castillo, Iliana	Instructional Coach
Morales, Patrice	Teacher, K-12
Sarabia, Julie	Teacher, K-12
Garcia, Alejandro	Teacher, K-12
Valdes, Jennifer	Teacher, K-12
Zamorano, Ana	Teacher, K-12
Mendez, Jessica	Teacher, K-12
Barroso, Natasha	Teacher, K-12
Cruz, Ady	Teacher, K-12
Prieto, Liliana	Teacher, K-12

b. Duties

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

Tier 1(Leadership Team)

Alba Misas, Principal and Martha Ortega, Assistant Principal will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.

In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/Rtl problem solving:

Iliana Castillo, Reading Instructional Coach:

Assists in the screening of all students on a periodic basis to establish an academic baseline and to identify struggling learners who need additional support. Provides support and coaching to teachers to ensure that students receive high quality, scientifically based instruction. Identifies students "at risk" through universal screenings and/or results on state- or district wide tests and develops an intervention schedule to target needs of students who do not make adequate progress within Tiers . Develops and implements interventions for students in Tier 2 level and monitors intervention programs.

Idania Pla, Exceptional Student Education Teacher:

Collaborates with general education teachers to identify students who are having challenges meeting benchmark levels and who need preventive, supplementary instructional services and/or behavior interventions. Assists in development and monitoring of Functional Assessment of Behavior (FAB) , Behavior intervention Plan (BIP) and implementation of Positive Behavior Support Program.

Nancy Carreno, Positive Behavior Support Program (PBS) facilitator and School Counselor:

Articulates with administration, teachers, reading coach and student services team to identify students not achieving desired level of academic or behavioral progress in response to targeted interventions at Tier 1 through Tier 2 levels. Provides services and expertise on student's academic

and social/emotional development. Collaborates with teachers to assist in creating academic and behavioral plans for students who need preventive, supplementary instructional services and/or behavior interventions. Assists in development and monitoring of Functional Assessment of Behavior (FAB), Behavior Intervention Plan (BIP). Refers student cases as needed to social worker and school psychologist. Conducts Classroom, individual and small group guidance and consults with parents of high risk students to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Marylou Raymat, School Psychologist:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Rosa Giannoni, Speech Language Pathologist:

Educates MTSS/Rtl team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design. Assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Lourdes Ferrer, School Social Worker:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Member of advisory group, community stakeholders, parents (Janet Guerrero, Sailey Pimental, Yamila Raimundo, Sismay Torres) provide support and feedback, as appropriate

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly or as needed basis to review consensus, infrastructure, and implementation of building level MTSS/Rtl.

Tier 2

Administrators, Reading Coach, School Counselor and Psychologist will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization: In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Administrators, Reading Coach, School Counselor, Psychologist, Social Worker, and parent/guardian make up the Tier 3 SST Problem Solving Team: a student whose academic performance falls significantly below that of his or her peers, despite intervention, might receive intensive academic support with close monitoring of his or her progress.

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

The MTSS/Rtl Leadership Team at Royal Green Elementary focuses on analyzing assessment and school data in order to impact student achievement at every level and maximize student success through early intervention. In addition, the school's MTSS/Rtl Leadership team works together to address the needs of the students in Tiers I,II, and III..

Tier I

The MTSS/Rtl Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Deciding how it will be determined if students have made expected levels of progress towards proficiency (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response (MTSS/Rtl problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

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

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

Title I, Part A

Royal Green Elementary provides services to ensure students requiring additional remediation and intervention are assisted through before school and afterschool programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided for as well as ensure services are provided to address student needs. The Curriculum Coach (Reading) develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ assessment and intervention approaches. The Reading Coach identifies systematic patterns of student need while working with district personnel to identify

appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; CHES Supplemental Educational Services; and special support services to special needs populations such as homeless, academically disadvantaged, neglected and/or delinquent students. Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.

Title II

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

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

Title III

Royal Green Elementary receives Title III funds which are used to supplement and enhance the programs for the English Language Learner (ELL) Programs including:

- Tutorial programs to develop and enhance language and literacy skills.
- Parent outreach activities.
- Referral to behavioral/counseling services as needed by families.
- Professional development on best practices for ESOL and content area teachers.
- Reading and supplementary instructional materials for ELL population.

Title X- Homeless

District and school social workers provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Royal Green Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Royal Green Elementary school counseling program offers classroom guidance, small and individual counseling in the areas of bullying, self-esteem, non-violence, anti-drug and family related issues. We will continue to strive for recognition as a "No Place for Hate" School in order to ensure that a safe learning environment is created for maximum student success. Students will continue to learn to be allies in the fight against bullying and be engaged in school wide peacemaking activities to generate a positive school climate. Royal Green Elementary will continue implementing the Positive Behavior Support Program (PBS) which will provide incentives, motivations, and support for positive behaviors throughout the school. The focus is on creating a violence free peaceful environment in which teaching and learning can occur.

Nutrition Programs

Royal Green Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. In

addition, the Health Connect program offers nutrition lessons for students.

Adult Education

With the assistance of the Parent Academy, Royal Green Elementary provides parent workshops to inform parents on various school and home related topics.

Other

Royal Green Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Royal Green Elementary will increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Royal Green Elementary School will also conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. The Community Involvement Specialist will complete Title I Administration Parental Involvement Monthly School Reports and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally the M-DCPS Title 1 Administration is to be used to assist with revising our Title 1 parental documents for the approaching school year. The Children's Trust Health Connect program provides health services to Royal Green Elementary students, on site, on a daily basis. Various outside mental health agencies such as, Institute for Child and Family Health and Miami Behavioral Health Center provide on-site counseling services to students in need.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Alba Misas	Principal
Idania Pla	Teacher
Marcela Stewart	Teacher
Raisa Reyes	Education Support Employee
Lisette Anon	Parent
Jilma Montgomery	Parent
Norma Elvir	Parent
Ania Alonso	Parent
Angela Aybar	Parent
Liliana Prieto	Teacher
Adelaida Cruz	Teacher
Rosanna Moliere	Teacher
Alejandro Garcia	Teacher
Lydia Bozzo	Education Support Employee
Darling Martinez	Parent
Nancy Bonilla	Parent
Hazel Gonzalez	Parent
Angelica Bonilla	Student
Eddy Martinez	Student
Cecilia Arduengo	Parent
Angela Ramos	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC is the sole body responsible for final decision-making at the school relating to implementation of the state system of school improvement and accountability. The SAC assists in the preparation, implementation and evaluation of the School Improvement plan (SIP). The SAC will review the results of all assessments administered to students throughout the school year. The SAC will review all action steps on last years SIP to assess effectiveness in reaching student growth in achievement.

b. Development of this school improvement plan

The SAC is the sole body responsible for final decision-making at the school relating to implementation of the state system of school improvement and accountability. The SAC assists in the preparation, implementation and evaluation of the School Improvement plan (SIP). The SIP will be presented to SAC members on a regular basis for review. SAC members will give their input on action steps being taken and submit their recommendations for SIP revisions.

c. Preparation of the school's annual budget and plan

The SAC will advise school principal in the development of the schools budget. A portion of the school's budget is an allocation of \$5.00 for every FTE in the school, made directly to EESAC. The SAC will elect to transfer funds to be used by the school as determined by them upon review of teacher submission request for small purchases. This will be stipulated in the minutes of the meeting. SAC money will be used for school/educational improvement purposes. The SAC will submit the SAC minutes to the principal for fund transfers.

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

A decision was made through consensus and EESAC funds were used to purchase the following items per grade level: Kindergarten- Core Subject Resources (sight words and phonics books and interactive notebooks for all core subjects); First Grade- Reading and Math resources (Time for Kids, Focus Wall cards, Value Cards Second- Science Magazines, iReady FI. Books, task cards ; Third-FI LAFS iREady, MAFS Resources for Fraction, Multiplication and Geometry; Fourth- Reading resources (FI Ready books) Math (resources for fraction, decimals and place values). Fifth- MAFS (Problem solving books) Science Resources (Science Benchmark Power Drill) Social Studies (Games-Landforms, USA, Geography) .

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Castillo, Iliana	Instructional Coach
Ortega, Martha	Assistant Principal
Diaz, Carlos	Principal
Mendez, Jessica	Teacher, K-12
Sarabia, Julie	Teacher, K-12
Garcia, Alejandro	Teacher, K-12
Carreno, Nancy	School Counselor
Cruz, Ady	Teacher, K-12
Zamorano, Ana	Teacher, K-12
Blanco, Vanessa	Paraprofessional
Moliere, Rosana	Paraprofessional
Baeza, Maria	Teacher, K-12
Ordiales, Mayra	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT this year will be to ensure that all students receive well balanced instruction in all genres of literacy, and promote student and teacher interest in reading and writing across all curriculum areas.

The team will facilitate the use of technology as a tool for instruction, intervention, and enrichment (iReady, MyOnReader, Accelerated Reader, Discovery Learning, and Imagine Learning). The IReady program will be implemented as a tool for differentiating instruction during language arts and mathematics.

The team will also monitor Reading WonderWorks implementation as a reading intervention plan for the lowest 25% of students and all Tier 2 students. Appropriate personnel will be given professional development, materials, technology and time to implement this new program.

Student incentives such as myON and AR reading goals, Book it program, and a school wide Book Club will motivate students to read, have conversations and use reading strategies to earn rewards.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The master schedule of the school is designed to provide consistent time for teachers to meet by common content. Support by instructional leaders (reading coach, math and science liaisons and administrators) is provided during these meetings at least once a month. Grade levels meet once a week to focus on collaborative planning and standardized instruction and to decide on a specific, instructional strategy and focus of the week. Once every nine weeks or on a needs basis, the leadership team meets with grade level in order to disaggregate data and continue the collaboration process. The assistant principal and reading coach also meet with individual teachers to assist in the development of strategic plans and lessons that cater to the specific needs of a class. Once a month during faculty meetings teachers are invited to share best practices, effective strategies and lessons learned that could potentially have a positive impact on other students. The administration of the school also pairs up teachers in the intermediate grades with those in the primary grades to assist, for example, in the delivery of hands on science activities. New teachers to the school are also paired up with mentor teachers to make their transition to the school more positive.

Furthermore, every year, the administration provides teachers the opportunity to select a committee in which they will participate. This encourages positive relationships and collegiality and encourages active participation.

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

To retain highly qualified and effective teachers at the school site, administrators provide them with support in many different ways. This includes having regular meetings with teachers to assess needs, motivate and promote high engagement. Administrators also will motivate staff with positive recognition and provide for a professional supportive work environment.

On-going support and mentorship by Leadership team and MINT Program Mentors are provided to new teachers to ensure their retention in the school.

To recruit effective teachers, the principal and assistant principal coordinate with local universities and colleges to have student teachers complete their teaching in-service hours and internship at the school. In addition the principal of the school, uses the district's recruitment system to hire highly effective teachers.

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

When a new teachers is hired, the school implements the districts Mentoring and Induction for New Teachers (MINT) program for new teachers. New teachers are assigned a mentor or buddy teacher who assists with all aspects including development of lesson plans, effective teaching strategies, classroom management strategies among other things. New teachers to the school are also required to participate in professional learning communities through New Educator Support Team (NEST) sessions, participate in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting and release time for classroom observations. The reading coach, math liaison and science liaison also meet on a consistent basis with new teachers. Mini professional development based on needs are provided to provide support needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school's administrators and leadership team ensure that all programs and materials are aligned to the Florida Standards by providing professional development on the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS) and the Florida Standards Assessment. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and align the curriculum to the standards.

During grade level common planning the principal and Assistant Principal assist teachers to unpack the Language Arts Florida Standards (LAFS,) and Mathematics Florida Standards (MAFS), discuss and review the ELA and Mathematics Test Item Specifications and the District Pacing Guides and discuss instructional implications for these. Lesson plans are aligned to the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) that utilize the instructional resources available on the District Pacing Guides. Principal and Assistant Principal conduct classroom walkthroughs to monitor the implementation of developed plans. Principal and Assistant Principal debrief with the leadership team to determine which teachers need additional support.

b. Instructional Strategies

1. 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.

Royal Green Elementary uses a data-driven approach to differentiated instruction in order to meet the diverse

needs of our students. All core subject teachers are required to utilize a balanced literacy approach to instruction that includes whole group, small group and one-on-one instruction based on student needs. During the first weeks of school, all students are given baseline assessments in Reading, Math, Writing, and Science. The data provided from these assessments is used to differentiate instruction based on specific needs. After the initial assessment, teachers administer assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments are given at the end of each unit to track students.

In addition, administrators, teachers, and coaches review student data (SAT-10, ACCESS 2.0) along with the RtI team in order to identify students need of intervention/ remediation (for example, identify students in the the lowest 25th percent). These students are then given intervention using tier two intervention including the district's required Reading WonderWorks intervention. These students

receive an additional 30 minutes of support in English Language Arts. Additionally, ELL students identified as level 1 or 2 as per the administration of the Comprehensive English Language (ACCESS 2.0), and that have been in the country for less than two years, receive ELA instruction through an ESOL pullout program. Furthermore, the iReady diagnostic will be used to place students in differentiated instruction groups during language arts and mathematics. Ongoing monitoring will allow teachers and interventionist to modify and supplement student needs.

2. 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: 3,840

Before and after school tutoring will be offered to our ELL Levels 1-4 and ELL level 5 (post program 2 years or less) and to our lowest 25% students in grades third through fifth grade. Tutoring will consist of an additional two hours per week of instruction in reading and/or math.

Resources from Learning Village , iReady Toolkit, and FCRR other supplemental materials will be used to reinforce the LAFS and MAFS. In addition, IReady and will be implemented. This technology based program serves as an intervention and an enrichment program in the areas on reading and math.

Strategy Rationale

Giving students additional instructional time and remediation will allow them to access reading, mathematics strategies and narrow their achievement gap.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Ortega, Martha, mortega1@dadeschools.net

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

Data collection is an ongoing process. Starting with baseline data, which is analyzed carefully to determine individual learner needs, ongoing assessments are then used to monitor learner growth and determine the direction of the instructional approaches being implemented. That is, the data sources are analyzed to determine if strategies need to be modified, changed, or intensified. Instruction will be modified based on students' data.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

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

children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

At Royal Green Elementary, all incoming kindergarten students are assessed prior to or upon entering Kindergarten using the Florida Kindergarten Readiness Screener (FLKRS) in order to assess student readiness rates. Teachers will use the Work Sampling System Developmental Skills Checklist (WSS) to determine a student's personal and social development, language and literacy, mathematical thinking, scientific thinking and physical development/health and safety. All data will be collected and analyzed prior to October 2016. Teachers will use data to plan instruction and implement intervention strategies for those students who are identified as needing interventions. Midyear and end of the year assessments will be conducted to assess student progress. In order to address the emotional needs of students the school counselor conducts classroom guidance activities related to positive self-esteem, social skills, core values, conflict resolution and study skills. Pre-kindergarten and kindergarten teachers work closely with the administration and Community Involvement Specialist to ensure that all children come to school ready to learn. Parents and students will also be able to walk through the kindergarten class in order to facilitate the transition.

The following strategies are implemented at Royal Green Elementary:

- Two orientations (May and August) are held prior to the opening of school which allow the parents and students to tour the school, receive information about the programs available, ask pertinent questions, and meet the teachers while visiting their future classrooms.
- Literature that highlights important information is distributed to the parents of incoming kindergarteners.
- Additional resources are available at the Royal Green Elementary Parent Resource Center.
- The school's Community Involvement Specialist (CIS) assists the parents as necessary.
- At Open House, the parents are provided with additional information, and, at a second parent night, they are provided with information about the upcoming SE-SAT.
- Throughout the school year, parent meetings are offered through Parent Academy which provide an overview of the resources available to them through the school and district.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas, then student achievement will improve. 1a

G087767

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	73.0
AMO Math - ED	85.0
AMO Math - All Students	86.0
AMO Math - Hispanic	85.0
AMO Reading - SWD	65.0
AMO Reading - All Students	82.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of differentiated instruction/instructional activities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Coach, Media Center, Computer Lab, ELA District Pacing Guides, ELA District Website Resources, Florida Standards Assessment Portal, ELA Test Item Specifications, McGraw-Hill Reading Wonders Series, Wonderworks Intervention, Two Interventionists, Title 3 Funds for tutoring, parent workshops, Leadership team, Strong grade level chairs, Technology: Promethean Board, Reading Plus, Accelerated reader myON, IReady, computer on wheels.
- Go Math! Series, Math Liaison, Media Center, Computer Lab, Mathematics District Pacing Guides, Mathematics District Website Resources, Florida Standards Assessment Portal, Mathematics Test Item Specifications, Title 3 Funds for tutoring, parent workshops, Leadership team, Strong grade level chairs, observational classrooms, Technology: Promethean Board, Reflex Math,iReady computer on wheels.
- Scott Foresman Interactive Science Series, Scott Foreman Science Series, Science Liaison, Media Center, Computer Lab, Science District Pacing Guides, Science District Website Resources, Science NGSSS Test Item Specifications, parent workshops, Leadership team, Strong grade level chairs, observational classrooms, Technology: Promethean Board , GIZMOS, computers on wheels; McMillan Middle School science teacher liaison, science lab kits.

Plan to Monitor Progress Toward G1. 8

Data collected will include data derived from the "Student Response to Instruction Report" - iReady Intervention and Mcgraw Hill Wonderworks

Person Responsible

Martha Ortega

Schedule

Triannually, from 10/28/2016 to 6/8/2017

Evidence of Completion

Percent of students meeting iReady-Growth Monitoring Report criteria will be used to determined if the percent of students meeting achievement increases.

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. If core instruction is increased in all content areas, then student achievement will improve. 1

G087767

G1.B6 Limited evidence of differentiated instruction/instructional activities. 2

B233339

G1.B6.S1 Provide students with opportunities to receive direct instruction as needed. 4

S246252

Strategy Rationale

Students not meeting proficiency need differentiated instructional support and assistance.

Action Step 1 5

Disaggregate and analyze student assessment data both formal and informal to drive planning and instruction and identify students not meeting proficiency

Person Responsible

Martha Ortega

Schedule

Every 6 Weeks, from 8/19/2016 to 8/21/2017

Evidence of Completion

Iready report, Intervention list, Science FCAT Scores, FSA Scores, SAT Scores, Gradebook reports

Action Step 2 5

Use data to determine and revise as needed students in need of direct instruction. Assist teacher to develop differentiation of instruction schedule and to provide resources and activities to implement including technology, small groups and/or stations.

Person Responsible

Iliana Castillo

Schedule

Quarterly, from 10/3/2016 to 6/8/2017

Evidence of Completion

D.I. groups, Data Chats, Ongoing Progress Monitoring, student work, iReady Reports, Student Grades

Action Step 3 5

Create schedule to ensure that teachers meet with interventionists quarterly and as needed to conduct data chats and review student progress so that Teacher Led Centers (TLC) instruction can be adjusted. Coverage will be provided to the teachers.

Person Responsible

Carlos Diaz

Schedule

Quarterly, from 10/3/2016 to 6/8/2017

Evidence of Completion

Data Chats, iReady Reports-, Ongoing Progress Monitoring, resources used.

Action Step 4 5

Teachers will be provided coverage so that they are able to attend data chats with reading coach and administration once every quarter. Implementation of strategies provided by reading coach and administrators will be discussed during quarterly data chats.

Person Responsible

Martha Ortega

Schedule

Quarterly, from 10/3/2016 to 6/8/2017

Evidence of Completion

Data Chat schedules

Action Step 5 5

Plan for and deliver data driven differentiated instruction to guide students not meeting standards, focusing on the alignment of resources, and follow-up activities.

Person Responsible

Martha Ortega

Schedule

Weekly, from 10/3/2016 to 6/8/2017

Evidence of Completion

Student grouping charts, TLC lesson plans, Small group rotations, and Student work folders

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Review of assessment data by MTSS/RtI Leadership Team and Principal.
Conduct Data Chats with Teachers to determine needs for adjustments in instruction.
Teachers conduct Data Chats with students to provide feedback on student progress.

Person Responsible

Carlos Diaz

Schedule

Monthly, from 10/3/2016 to 6/8/2017

Evidence of Completion

Completed Data Chats Log by Teacher and Grade Level , Review of Student Data Folder, Classroom Walk-through Logs, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Intervention schedules, attendance, and progress monitoring data will be reviewed and instruction will be adjusted.

Person Responsible

Iliana Castillo

Schedule

Quarterly, from 10/3/2016 to 6/8/2017

Evidence of Completion

Administrators and reading coach will monitor students results through data derived from intervention programs to include: Unit assessments, daily student work and iReady reports.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M332618	Data collected will include data derived from the "Student Response to Instruction Report" - iReady...	Ortega, Martha	10/28/2016	Percent of students meeting iReady-Growth Monitoring Report criteria will be used to determine if the percent of students meeting achievement increases.	6/8/2017 triannually
G1.B6.S1.MA1 M332616	Intervention schedules, attendance, and progress monitoring data will be reviewed and instruction...	Castillo, Iliana	10/3/2016	Administrators and reading coach will monitor students results through data derived from intervention programs to include: Unit assessments, daily student work and iReady reports.	6/8/2017 quarterly
G1.B6.S1.MA1 M332617	Review of assessment data by MTSS/ RtI Leadership Team and Principal. Conduct Data Chats with...	Diaz, Carlos	10/3/2016	Completed Data Chats Log by Teacher and Grade Level , Review of Student Data Folder, Classroom Walk-through Logs, Lesson Plans	6/8/2017 monthly
G1.B6.S1.A2 A319345	Use data to determine and revise as needed students in need of direct instruction. Assist teacher...	Castillo, Iliana	10/3/2016	D.I. groups, Data Chats, Ongoing Progress Monitoring, student work, iReady Reports, Student Grades	6/8/2017 quarterly
G1.B6.S1.A3 A319346	Create schedule to ensure that teachers meet with interventionists quarterly and as needed to...	Diaz, Carlos	10/3/2016	Data Chats, iReady Reports-, Ongoing Progress Monitoring, resources used.	6/8/2017 quarterly
G1.B6.S1.A4 A319347	Teachers will be provided coverage so that they are able to attend data chats with reading coach...	Ortega, Martha	10/3/2016	Data Chat schedules	6/8/2017 quarterly
G1.B6.S1.A5 A319348	Plan for and deliver data driven differentiated instruction to guide students not meeting...	Ortega, Martha	10/3/2016	Student grouping charts, TLC lesson plans, Small group rotations, and Student work folders	6/8/2017 weekly
G1.B6.S1.A1 A319344	Disaggregate and analyze student assessment data both formal and informal to drive planning and...	Ortega, Martha	8/19/2016	Iready report, Intervention list, Science FCAT Scores, FSA Scores, SAT Scores, Gradebook reports	8/21/2017 every-6-weeks

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B6 Limited evidence of differentiated instruction/instructional activities.

G1.B6.S1 Provide students with opportunities to receive direct instruction as needed.

PD Opportunity 1

Use data to determine and revise as needed students in need of direct instruction. Assist teacher to develop differentiation of instruction schedule and to provide resources and activities to implement including technology, small groups and/or stations.

Facilitator

Illeana Castillo, Reading Coach; Martha Ortega Assistant Principal

Participants

Grade K-5 teachers

Schedule

Quarterly, from 10/3/2016 to 6/8/2017

PD Opportunity 2

Create schedule to ensure that teachers meet with interventionists quarterly and as needed to conduct data chats and review student progress so that Teacher Led Centers (TLC) instruction can be adjusted. Coverage will be provided to the teachers.

Facilitator

Illeana Castillo, Reading Coach; Martha Ortega Assistant Principal

Participants

Grade K-5 teachers

Schedule

Quarterly, from 10/3/2016 to 6/8/2017

PD Opportunity 3

Plan for and deliver data driven differentiated instruction to guide students not meeting standards, focusing on the alignment of resources, and follow-up activities.

Facilitator

Iliana Castillo, Reading Coach; Martha Ortega Assistant Principal

Participants

K-5 Teachers

Schedule

Weekly, from 10/3/2016 to 6/8/2017

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B6 Limited evidence of differentiated instruction/instructional activities.

G1.B6.S1 Provide students with opportunities to receive direct instruction as needed.

TA Opportunity 1

Disaggregate and analyze student assessment data both formal and informal to drive planning and instruction and identify students not meeting proficiency

Facilitator

Illeana Castillo, Reading Coach; Martha Ortega Assistant Principal

Participants

Grade K-5 teachers

Schedule

Every 6 Weeks, from 8/19/2016 to 8/21/2017

VII. Budget

1	G1.B6.S1.A1	Disaggregate and analyze student assessment data both formal and informal to drive planning and instruction and identify students not meeting proficiency	\$0.00
2	G1.B6.S1.A2	Use data to determine and revise as needed students in need of direct instruction. Assist teacher to develop differentiation of instruction schedule and to provide resources and activities to implement including technology, small groups and/or stations.	\$0.00
3	G1.B6.S1.A3	Create schedule to ensure that teachers meet with interventionists quarterly and as needed to conduct data chats and review student progress so that Teacher Led Centers (TLC) instruction can be adjusted. Coverage will be provided to the teachers.	\$0.00
4	G1.B6.S1.A4	Teachers will be provided coverage so that they are able to attend data chats with reading coach and administration once every quarter. Implementation of strategies provided by reading coach and administrators will be discussed during quarterly data chats.	\$0.00
5	G1.B6.S1.A5	Plan for and deliver data driven differentiated instruction to guide students not meeting standards, focusing on the alignment of resources, and follow-up activities.	\$0.00
Total:			\$0.00