

Miami-Dade County Public Schools

Hialeah Gardens Elementary School



2016-17 Schoolwide Improvement Plan

Hialeah Gardens Elementary School

9702 NW 130TH ST, Hialeah Gardens, FL 33018

<http://hialeahgardens.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	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	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 Hialeah Gardens 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.

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

b. Provide the school's vision statement.

We are committed to providing educational excellence for all.

2. School Environment

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

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

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

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

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

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.

Our behavioral system is used school wide. The "Rings of Glory" incentive program is part of the school wide behavioral program. The purpose of the "Rings of Glory" Student Incentive Program is to

publicly recognize classes that exhibit exemplary behavior outside the classroom. Classes will receive "Rings" when "caught" being exemplary (i.e. walking in a straight and quiet line, during morning line-up, cafeteria). Classes can receive a "Ring" from Administrators, Leadership Team, Counselors, Security Personnel, and Cafeteria Monitors at ANY time throughout the day. Those classes that earn 25 Rings or more each quarter will be recognized with a special reward/incentive.

Additionally, all classroom teachers follow a color system that ranges from green to red. Teachers reward students based on the color earned daily. Utilizing a color system and defining clear expectations at the onset of the school year helps to minimize distractions and keep students engaged during instruction. School counselors are on-site and collaborate with teachers to provide assistance as need to both whole classes and individual students. Member of our special education team are trained if further assistance is needed to de-escalate behavior.

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.

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

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.

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

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

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	5	0	4	4	0	0	0	0	0	0	0	14	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	2	3	2	4	9	6	0	0	0	0	0	0	0	26	
Level 1 on statewide assessment	1	13	19	1	62	59	0	0	0	0	0	0	0	155	
Retention	7	4	6	0	0	0	0	0	0	0	0	0	0	17	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	2	5	7	3	26	29	0	0	0	0	0	0	0	72	

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

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

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

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

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/338520>.

2. Description

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

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.

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

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

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
Gonzalez, Idaniel	Principal
Davis, Jacquelyn	Teacher, K-12
Mora Perez, Amy	Teacher, ESE
Stayton, Neal	Teacher, K-12
Triana, Mireya	Teacher, K-12
Gonzalez, Idaniel	Assistant Principal

b. Duties

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

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

strategies and accommodations as well as in the development of supplemental and intensive intervention plans.

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency?
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response?
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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

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

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

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

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

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team

extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

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

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Currently, Hialeah Gardens Elementary has no migrant students.

Title II

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

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

Title III

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

- tutorial programs (3-5)

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
 - The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
 - Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
 - The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
 - Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
 - Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
 - The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Hialeah Gardens Elementary will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

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

Nutrition Programs

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

Career and Technical Education

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

Job Training

Other

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

We will increase parental engagement/involvement through developing (with on-going parental input)

our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

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

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

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public School's District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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

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

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

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

Miami Lighthouse / Heiken Children's Vision Program:

Heiken Children's Vision Program provides free complete optometry exams conducted at school sites

via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rachel Autler	Principal
Carrie Sample	Education Support Employee
Iris Barrio	Teacher
Jacquelyn Davis	Teacher
Belgica Puente	Teacher
Ana Suero	Education Support Employee
Jaime Gonzalez	Teacher
Kenia Perez	Parent
Heather Suarez	Student
Zoe Perez	Student
Yioset De La Cruz	Business/Community
Jorge Gutierrez	Business/Community
Liliana Delapaz	Teacher
Ana Pacheco	Education Support Employee
Yohany Gomez	Parent
Robert Lorenzo	Business/Community
Taymi Gomez	Parent
Laura Hernandez	Parent
Maite Bedoya	Parent
James Autler	Parent
Rafael Peralta	Parent
Wagner Blake	Parent

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

At the initial SAC meeting of the school year, we reviewed last year's School Improvement Plan (SIP), the End of Year Review of the Plan, and assessment results to determine an evaluation of it's goals and effectiveness. Suggestions were made to increase participation in PLCs across all content areas and continue to review actionable data including iReady diagnostics, assessment reports and intervention data for deeper dis-aggregation by teachers during grade level planning meetings

b. Development of this school improvement plan

Throughout the 2016 -2017 school year the SIP will be reviewed at each EESAC meeting and leadership team members will report on SIP implementation of goal areas and strategies. Baseline and i-Ready Data will be reviewed and SIP goals/strategies will be realigned as needed. At the end of the year, feedback from staff members will be reviewed and adjustments to goal areas strategies will be made for the 2017-2018 SIP. A copy of the draft SIP for the 2016-2017 school year will be provided to all EESAC members at an EESAC meeting. Prior to posting the final version of the SIP to FloridaCIM the updated SIP will be reviewed and approved by EESAC.

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

In the spring of 2016, the projected school budget for the 2016-2017 school year was shared with the SAC and input was collected. During the October, 2016 meeting, updated budget information was shared and SAC determined that the SAC funds of \$4638.00 would be allocated based upon SIP goals and needs to provide instructional technologies to supplement the implementation of writing across the curriculum to increase student achievement and improve the core instruction in all content areas.

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

Last school year school improvement funds (\$4493.00) were used to improve technology for classroom use. At the October 2016 meeting the SAC will discuss the school improvement funds. Allocations will be determined based upon school wide needs for instructional materials and professional development in order to support SIP goals.

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
Gonzalez, Idaniel	Principal
Davis, Jacquelyn	Teacher, K-12
Mora Perez, Amy	Other
Stayton, Neal	Teacher, K-12
Triana, Mireya	Teacher, K-12
Gonzalez, Idaniel	Assistant Principal
Valdez, Irene	Teacher, K-12
Rodriguez, Luz	Teacher, K-12
Obando, Marjorie	Teacher, K-12
Levy, Mercedes	Teacher, K-12
Gomez, Stephanie	Teacher, ESE

b. Duties

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

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

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

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

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

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

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

Continue to implement the Accelerated Reader "Students of the Month" across all grade levels. The "Students of the Month" at each grade level will receive a special treat for making progress towards their Accelerated Reader goal.

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

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.

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

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

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

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

New teachers to the profession will participate in the New Teacher Center i3 Scale Up Grant. The focus of the program is to improve student learning by accelerating the effectiveness of new teachers and

create sustainable, high-quality mentoring and professional development. The program also focuses on building leadership capacity and transform schools into vibrant learning communities. New teachers will be paired with veteran teachers of the same subject area/grade level that have a record of effective instruction based on test scores and observations.

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.

Hialeah Gardens Elementary ensures its core instructional programs and materials are aligned to Florida's standards by implementing the instructional programs and materials that are adopted and supported by the District. Instructional Pacing Guides for all grade levels and subjects are also provided by the District that outlines all of the content standards that a teacher must cover, organized by "strand." These standards are linked directly to the state standards by number.

In addition, our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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.

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

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: After School Program

Minutes added to school year: 3,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Idaniel, idanielg@dadeschools.net

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

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

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 Hialeah Gardens Elementary by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

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

In order to prepare incoming Kindergarten students for school, administrators visit Pre-Kindergarten sites and centers in the area surrounding Hialeah Gardens Elementary to network with the administrators of those sites and to inform them of the expectations for kindergarten so that the students will be better prepared for school. Special education teachers attend Pre-Kindergarten

staffings to assist in the transition of students to our special education Kindergarten classes. When necessary, incoming Kindergarten students are assessed with the M-DCPS OLPs for identification of English language level, prior to the school year beginning.

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.

N/A

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

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. To increase student achievement by improving core instruction in all content areas. 1a

G087810

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	77.0
Math Gains	72.0
Math Lowest 25% Gains	65.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	60.0
FSA ELA Achievement	72.0
FCAT 2.0 Science Proficiency	65.0

Targeted Barriers to Achieving the Goal 3

- The need to maximize differentiated instruction and increase rigor throughout all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

Scores from the 2017 FSA ELA exam, scores from the 2017 FSA Mathematics exam, scores from the FCAT 2.0 Science test, scores from i-Ready diagnostics, scores from the 2017 FAA Reading, Mathematics, Writing and Science Test

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. 1

G087810

G1.B1 The need to maximize differentiated instruction and increase rigor throughout all content areas. 2

B233462

G1.B1.S1 Engage students in Differentiated Instruction by implementing an instructional framework that focuses on various modalities and genres of writing in both reading/language arts and social sciences.

4

S246355

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Idaniel Gonzalez

Schedule

Weekly, from 10/17/2016 to 6/8/2017

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

G1.B1.S2 Engage students in Differentiated Instruction with an emphasis on critical thinking, probing for deeper understanding of mathematical concepts, developing content specific vocabulary, explaining the problem solving process, analyzing and interpreting data/information and expressing solutions in their own words. 4

 S246356

Strategy Rationale

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

Action Step 1 5

Introduce grade level specific professional development focusing on the use of Differentiated Instruction that emphasis critical thinking, deeper understanding of mathematical concepts, analyzing and interpreting data and expressing solutions in their own words through a response journal.

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

Action Step 3 5

Implement lessons that incorporate the use of effective Differentiated Instruction in order to complete math performance tasks through analyzing, interpreting, comparing and evaluating information through the use of interactive journals

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

G1.B1.S3 Engage students in Differentiated Instruction and provide multiple opportunities to emphasize critical thinking, process analysis, data analysis, and content specific vocabulary through the use of interactive science journals. 4

S246357

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Idaniel Gonzalez

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Idaniel Gonzalez









Schedule







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

Evidence of Completion

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

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  M332862	Data disaggregation of teacher made tests, McGraw Hill reading assessments, Go Math assessments,...	Gonzalez, Idaniel	10/3/2016	Scores from the 2017 FSA ELA exam, scores from the 2017 FSA Mathematics exam, scores from the FCAT 2.0 Science test, scores from i-Ready diagnostics, scores from the 2017 FAA Reading, Mathematics, Writing and Science Test	6/8/2017 biweekly
G1.B1.S1.MA1  M332856	The leadership team will analyze data from classroom assessments and intervention probes, student...	Gonzalez, Idaniel	10/3/2016	student work products including response journals, McGraw Hill reading assessments, teacher made reading tests, I-Ready reading reports, STAR testing reports	6/8/2017 weekly
G1.B1.S1.MA1  M332857	Monitor professional development, support for instructional staff and the implementation of lessons...	Gonzalez, Idaniel	10/3/2016	student work products including response journals, lesson plans, walk through logs, observations of lesson that include developed strategies.	6/8/2017 weekly
G1.B1.S1.A1  A319578	Introduce grade level specific professional development focusing on the use of Differentiated...	Gonzalez, Idaniel	10/3/2016	agendas, sign in sheets, deliverables, observations of teachers actively engaged in pd, written reflections by participant that list actionable steps for using response journals	6/8/2017 weekly
G1.B1.S1.A2  A319579	Provide planning sessions that incorporate instructional strategies involving the writing process...	Gonzalez, Idaniel	10/3/2016	agendas, grade level meeting minutes, lesson plans that incorporate the discussed strategies	6/8/2017 weekly
G1.B1.S1.A3  A319580	Implement rigorous lessons that incorporate response journals to improve student writing and better...	Gonzalez, Idaniel	10/17/2016	student work product, lesson plans, walk-through logs, observations of lessons being implemented, use of rubrics - iReady reports	6/8/2017 weekly
G1.B1.S1.A4  A319581	Provide support for instructional staff as appropriate through explicit planning, one on one...	Gonzalez, Idaniel	10/3/2016	leadership team meeting debriefing notes, lead reading teachers' reflections and feedback	6/8/2017 weekly
G1.B1.S2.MA1  M332858	The leadership team will analyze data from classroom assessments and intervention probes, student...	Gonzalez, Idaniel	10/3/2016	student work products including interactive journals, Go Math assessments, teacher made math assessments, I-Ready math data reports, Gizmos usage reports, intervention data, Reflex Math data reports	6/8/2017 weekly
G1.B1.S2.MA1  M332859	Monitor professional development, support for instructional staff and the implementation of lessons...	Gonzalez, Idaniel	10/3/2016	student work products including interactive journals, lesson plans, walk-through logs, observations of lessons that include developed strategies	6/8/2017 weekly
G1.B1.S2.A1  A319582	Introduce grade level specific professional development focusing on the use of Differentiated...	Gonzalez, Idaniel	10/3/2016	agendas, sign-in sheets, deliverables, observations of teachers actively engaged in pd, written reflections by participants that list actionable steps for using interactive journals.	6/8/2017 weekly
G1.B1.S2.A2  A319583	Provide planning sessions that incorporate strategies for producing coherent explanations in order...	Gonzalez, Idaniel	10/3/2016	agenda, grade level meeting minutes, lesson plans that incorporate the discussed/developed strategies	6/8/2017 weekly
G1.B1.S2.A3  A319584	Implement lessons that incorporate the use of effective Differentiated Instruction in order to...	Gonzalez, Idaniel	10/3/2016	student work products, Gizmos usage reports, lesson plans, walk-through logs, observations of the planned lessons being implemented use of rubrics	6/8/2017 weekly
G1.B1.S2.A4  A319585	Provide support for instructional staff as appropriate through explicit planning, one on one...	Gonzalez, Idaniel	10/3/2016	leadership team debriefing notes, walk-through logs, lead math teachers reflections	6/8/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1  M332860	Following the FCIM model, the leadership team will review bi-weekly data reports and students...	Gonzalez, Idaniel	10/3/2016	teacher made science tests, GIZMO reports, Science Speed Bag assessments, teacher made rubrics, student projects	6/8/2017 biweekly
G1.B1.S3.MA1  M332861	The leadership team will monitor implementation of lesson that include writing argumentative and...	Gonzalez, Idaniel	10/3/2016	student work products including interactive journals, lesson-plans, Gizmos usage reports, walk-through logs, observations of lesson including developed strategies	6/8/2017 weekly
G1.B1.S3.A1  A319586	Science teachers will be Introduced to grade level specific professional development focusing on...	Gonzalez, Idaniel	10/3/2016	agendas, sign in sheets, deliverables, observations of teachers actively engaged in pd, written reflection by participant that list actionable steps for using interactive journals during the science instructional block	6/8/2017 weekly
G1.B1.S3.A2  A319587	Science teachers will participate in planning sessions that incorporate strategies for teaching...	Gonzalez, Idaniel	10/3/2016	agendas, grade level meeting minutes, lesson plans that incorporate the developed strategies	6/8/2017 weekly
G1.B1.S3.A3  A319588	Science teachers will implement lessons that incorporate writing argumentative and informative...	Gonzalez, Idaniel	10/3/2016	student work product, lesson plans, walk-through logs, Gizmos usage reports, observations of lessons being implemented, use of rubrics	6/8/2017 weekly
G1.B1.S3.A4  A319589	Science teachers will be provided support as appropriate through explicit planning, one to one...	Gonzalez, Idaniel	10/3/2016	leadership team meeting debriefing notes, lead science teacher's reflections and feedback,	6/8/2017 weekly

V. Professional Development Opportunities

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

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

G1.B1 The need to maximize differentiated instruction and increase rigor throughout all content areas.

G1.B1.S1 Engage students in Differentiated Instruction by implementing an instructional framework that focuses on various modalities and genres of writing in both reading/language arts and social sciences.

PD Opportunity 1

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

Facilitator

Mireya Triana

Participants

K -5 Reading/Language Arts teachers

Schedule

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

PD Opportunity 2

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

Facilitator

Mireya Triana

Participants

Reading teachers as needed

Schedule

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

G1.B1.S2 Engage students in Differentiated Instruction with an emphasis on critical thinking, probing for deeper understanding of mathematical concepts, developing content specific vocabulary, explaining the problem solving process, analyzing and interpreting data/information and expressing solutions in their own words.

PD Opportunity 1

Introduce grade level specific professional development focusing on the use of Differentiated Instruction that emphasis critical thinking, deeper understanding of mathematical concepts, analyzing and interpreting data and expressing solutions in their own words through a response journal.

Facilitator

Jackie Davis

Participants

All K -5 Mathematics Teachers

Schedule

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

PD Opportunity 2

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

Facilitator

Jackie Davis

Participants

K-5 Mathematics teachers as needed

Schedule

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

G1.B1.S3 Engage students in Differentiated Instruction and provide multiple opportunities to emphasize critical thinking, process analysis, data analysis, and content specific vocabulary through the use of interactive science journals.

PD Opportunity 1

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

Facilitator

Jaime Gonzalez

Participants

K -5 Science Teachers

Schedule

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

PD Opportunity 2

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

Facilitator

Jaime Gonzalez

Participants

K -5 Science Teachers as deemed appropriate

Schedule

Weekly, from 10/3/2016 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. To increase student achievement by improving core instruction in all content areas.

G1.B1 The need to maximize differentiated instruction and increase rigor throughout all content areas.

G1.B1.S1 Engage students in Differentiated Instruction by implementing an instructional framework that focuses on various modalities and genres of writing in both reading/language arts and social sciences.

TA Opportunity 1

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

Facilitator

Triana, Mireya

Participants

Faculty members - all content areas

Schedule

Weekly, from 10/17/2016 to 6/8/2017

G1.B1.S2 Engage students in Differentiated Instruction with an emphasis on critical thinking, probing for deeper understanding of mathematical concepts, developing content specific vocabulary, explaining the problem solving process, analyzing and interpreting data/information and expressing solutions in their own words.

TA Opportunity 1

Implement lessons that incorporate the use of effective Differentiated Instruction in order to complete math performance tasks through analyzing, interpreting, comparing and evaluating information through the use of interactive journals

Facilitator

Idaniel Gonzalez

Participants

Third, fourth, and fifth grade math teachers

Schedule

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

G1.B1.S3 Engage students in Differentiated Instruction and provide multiple opportunities to emphasize critical thinking, process analysis, data analysis, and content specific vocabulary through the use of interactive science journals.

TA Opportunity 1

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

Facilitator

Idaniel Gonzalez

Participants

Third, fourth, and fifth grade science teachers

Schedule

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

VII. Budget

1	G1.B1.S1.A1	Introduce grade level specific professional development focusing on the use of Differentiated Instruction in order to analyze, interpret, compare and evaluate text by citing evidence and problem solving into writing.				\$0.00
2	G1.B1.S1.A2	Provide planning sessions that incorporate instructional strategies involving the writing process in order to better analyze, interpret, compare and evaluate text by citing text evidence and problem solving through authentic journal responses utilizing electronic journaling strategies.				\$0.00
3	G1.B1.S1.A3	Implement rigorous lessons that incorporate response journals to improve student writing and better analyze, interpret, compare and evaluate text by citing text evidence and problem solving.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2111 - Hialeah Gardens Elem. School	School Improvement Funds		\$2,000.00
			Notes: Funds will be used to support integration of technology during the writing process in all subject areas.			
4	G1.B1.S1.A4	Provide support for instructional staff as appropriate through explicit planning, one on one modeling, co teaching of lessons by lead reading teachers, sharing of best practices, and additional professional development.				\$0.00
5	G1.B1.S2.A1	Introduce grade level specific professional development focusing on the use of Differentiated Instruction that emphasis critical thinking, deeper understanding of mathematical concepts, analyzing and interpreting data and expressing solutions in their own words through a response journal.				\$0.00
6	G1.B1.S2.A2	Provide planning sessions that incorporate strategies for producing coherent explanations in order to complete math performance tasks through analyzing, interpreting, comparing and evaluating information though the use of interactive journals				\$0.00

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7	G1.B1.S2.A3	Implement lessons that incorporate the use of effective Differentiated Instruction in order to complete math performance tasks through analyzing, interpreting, comparing and evaluating information through the use of interactive journals				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2111 - Hialeah Gardens Elem. School	School Improvement Funds		\$1,250.00
			Notes: Funds will be used to support integration of technology during the writing process in all subject areas.			
8	G1.B1.S2.A4	Provide support for instructional staff as appropriate through explicit planning, one on one modeling, co teaching of lessons by lead math teachers, sharing of best practices, and additional professional development				\$0.00
9	G1.B1.S3.A1	Science teachers will be Introduced to grade level specific professional development focusing on writing argumentative and informative pieces during the science instructional block through the use of interactive journals.				\$0.00
10	G1.B1.S3.A2	Science teachers will participate in planning sessions that incorporate strategies for teaching writing argumentative and informative pieces during the science block through the use of interactive journals				\$0.00
11	G1.B1.S3.A3	Science teachers will implement lessons that incorporate writing argumentative and informative pieces during the science block through interactive journals.				\$1,388.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2111 - Hialeah Gardens Elem. School	School Improvement Funds		\$1,388.00
			Notes: Funds will be used to support integration of technology during the writing process in all subject areas.			
12	G1.B1.S3.A4	Science teachers will be provided support as appropriate through explicit planning, one to one coaching, co teaching of lessons by lead science teacher and additional professional development				\$0.00
Total:						\$4,638.00