

Miami-Dade County Public Schools

Mater Gardens Academy



2016-17 Schoolwide Improvement Plan

Mater Gardens Academy

9010 NW 178TH LN, Hialeah, FL 33018

<http://matergardens.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)
Combination School KG-8	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	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

N/A

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
Appendix 1: Implementation Timeline	19
Appendix 2: Professional Development and Technical Assistance Outlines	20
Professional Development Opportunities	20
Technical Assistance Items	21
Appendix 3: Budget to Support Goals	21

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 Mater Gardens Academy

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.

Our school's mission is to provide meaningful achievement of academics facilitated by teachers, administrators, parents & the community, as well as enabling students to become confident, self-directed and responsible lifelong learners.

b. Provide the school's vision statement.

Mater Schools strive to: create a thirst for knowledge in all disciplines, kindle the art of thinking and serve as a springboard for lifelong learning, and deliver and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.

2. School Environment

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

Creating a positive connection with students is imperative in order to target specific needs and build positive relationships. At Mater Gardens Academy, we use different processes such as school surveys to obtain insight on student and parent perceptions. This feedback is then used to drive instruction and school events in a manner that will engage and motivate students.

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

At Mater Gardens Academy, our priority is the safety and well-being of every student. To create an environment that leads to satisfying these needs faculty is present during dismissal and morning drop-off to greet students and escort them to their destination. Additionally, we sponsor a safety patrol program where student participants assist with day to day safety procedures. Faculty and staff takes an active part to conduct the following activities: uniform sweeps, cafeteria monitoring, and bullying presentations. Furthermore, our school contract also outlines the "Jeffrey Johnston Stand Up for All Students Act" with a zero tolerance for bullying. The school has implemented a "Bully Box" where students can express a need for guidance and safety when it comes to bullying,

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.

Mater Gardens Academy has a school-wide "Classroom Economy" intended to motivate and encourage student engagement during instructional time through the use of school "currency" to reward or fine students for their behavior. This system enhances academic excellence and frames a sense of unity by having students work together towards obtaining a common goal, while still encouraging individual achievement. Aside from that, every teacher has their own individual class management enhancements to the program this allows for teachers to differentiate the incentive program to his/her student's needs. Furthermore, the school contract has in place a protocol for disciplinary incidents which escalate from parent conferences and detentions, to referrals and suspensions. To maintain consistency and promote educational excellence, faculty participates in professional development and monthly level meetings where relevant information is discussed. In

addition, Mater Gardens follows the Miami-Dade County Public Schools Student Code of Conduct while implementing the school's behavioral system.

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.

Meeting the social-emotional needs of all students is an area of focus at Mater Gardens. To fulfill these needs the school always follows all ethical standards associated with confidentiality and reporting guidelines . Some activities that exemplify the way our school ensures the students' social-emotional needs include: psycho-educational and psycho-social groups, one-on-one counseling, blue ribbon and red ribbon week events, Dare and DTRT (Drug Abuse Resistance Education & Do The Right Thing), referrals to community agencies, and bullying presentations (in house and from outside agencies). The student services department also has a peer mediation program in use. These activities along with a systematic communication via e-mails, agenda notes, and phone calls are intended to help students cope with any concerns they may encounter.

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.

At Mater Gardens we implement an early warning system intended to identify students showing signs of risk. To help these students we have implemented a support system tailored to their needs . This system includes the following processes: establish roles and responsibilities, create a data and interpret the data regarding early warnings, assign interventions, monitor students' progress, and evaluate results.

The school's early warning system is in place in order to decrease the occurrence of truancy, suspensions, course failures, and low performance at an academic level. In regards to monitoring attendance, the school will implement a system of checking attendance

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	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	2	0	0	0	2

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 student academic performance identified by early warning systems, Mater Gardens employees the following strategies:

- we monitor students' attendance on a monthly basis and create quarterly attendance checks
- use of progress reports
- morning and afternoon tutoring sessions tailored to meet students' needs
- small groups pull out
- provide opportunities for parents to volunteer in order to increase involvement with students' academic performance
- intensive reading courses
- provide teachers with release time for professional development
- identify and support technology integration into curriculum, instruction, and assessment
- the DOJO behavior monitoring and communicating system will also be implemented throughout the classrooms
- Classroom Economy incentive program

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?

No

1. PIP Link

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

2. Description

The school works at building positive relationships with families, increasing parental involvement, communicating the school's mission and vision, and keeping parents informed of their child's progress by:

- offering parent workshops throughout the school year that educate families on different topics, such as Cyberbullying or guardianship legalities.
- offering informational sessions to parents on the classroom content, what is included in the standardized testing, etc.
- providing parents with the opportunities to participate and attend several educational events throughout the school year, such as the Hispanic Heritage Fair (held in the evening), Historical Figure Wax Museum, Book Fair family night, movie night with families, Bookabration celebration.
- communicating via school web site, mail, phone call, and text messages, and different apps like Class Messenger to relay messages, as well as school and classroom newsletters.
- sending home data reports, progress reports, and report cards to keep active and update information on the child's progress, as well as parent portal log on information.

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.

Mater Gardens builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by:

- maintaining a partnership with Miami Dade College North Campus which provides the school with access to their facility and resources
- ensuring a common vision among all partners, where discussion of challenges and solutions engage stakeholders in the decision making process
- conducting a comprehensive needs assessment where a team (composed of teachers, faculty, staff, administration) is put together and data is collected to achieve specific goals
- using forms of communication such as phone calls, e-mails, meetings, agenda notes, to maintain an open dialogue
- PTO acts as a communication liaison between the school, parents, and the community in order to promote collaboration

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
Isla Marrero, Lourdes	Principal
Fernandez Rives, Pilar	Assistant Principal
Castillo, Frank	School Counselor
Paez-Vargas, Michelle	Instructional Media
Piloto, Lissette	Instructional Coach

b. Duties

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

The leadership team members work collaboratively to make decisions affecting the school, monitor the implementation, fidelity, and effectiveness of instructional strategies and resources, and provide support for all stakeholders involved in the school community. The principal, Lourdes Isla-Marrero, oversees the implementation of the programs and effectiveness of the instruction at the school. The principal observes instruction, analyzes data and information, meets with the community and parent representatives, and discusses with staff and student the information in order to uphold the school's mission and vision and maintain a positive school climate. The assistant principal, Pilar Fernandez Rives, jointly works with the principal to ensure that the school policies, curriculum, and processes are executed properly and with quality, and works to help support and facilitate the learning for all members in. The school counselor, Frank Castillo, testing chairperson, Evelyn Gomez-Herrera, and the instructional coach, Maria Garcia, join the principal and assistant principal in analyzing the school's processes. They also serve as instructional guides, curriculum specialists, and resource providers for the school's instructional staff members.

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 school leadership identifies and aligns all available resources by conducting walk through observations and analyzing data reports in order to determine if student needs are being met and if the outcomes are desirable or need improvement. The coordinating and supplementing of funds and services is monitored frequently by a specific member of the leadership team, and then debriefed when the leadership team meets to discuss overall progress. The leadership team meets at least once a week to discuss the programs, and the information is also acquired during monthly department meetings, where a representative from each grade level is present for each core subject (ELA, math, social studies, and science), which are each led by one member of the leadership team. This way, there is feedback and discussion among staff members and the administration team.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lourdes Isla-Marrero	Principal
Evelyn Gomez-Herrera	Teacher
Ivette Blazquez	Teacher
Lynnette Leoncio	Teacher
Hector Capo	Teacher
Regina Mayorga	Education Support Employee
Angela Torres	Parent
Jenny Mora	Parent
Claudia Alfonso	Parent
Michael Hevia	Student
Jhianyn Herrera	Student
Sandra Garcia	Business/Community
Maria Perez	Parent
Lorraine Baute	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 committee is involved in the evaluation of last year's school improvement plan by making the decision making in reviewing last year's plan and evaluating, in the mid year and end of the year SIP reviews, what goals, barriers, and strategies were effective and which ones did not serve the purpose to fulfill the school goals. The mid-year and final reviews took place in March and May of 2016.

b. Development of this school improvement plan

The SAC committee is involved in the development of the school improvement plan as the body responsible for the final decision making regarding reviewing the information in the School Improvement Plan and ensuring, for accountability purposes, the plan is executed throughout the school year.

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

The SAC committee is involved in preparation of the school's annual budget and plan by making decisions and voting on the allocation of the SIP funds toward specific resources and/or strategies.

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

The projected use of the school improvement funds will be to implement the school-wide tutoring program for our participating students.

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
Piloto, Lissette	Instructional Coach
Paez-Vargas, Michelle	Instructional Coach

b. Duties

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

The LLT will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout the curriculum.

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.

To encourage positive working relationships between teachers, including collaborative planning and instruction, Mater Gardens utilizes the following strategies:

- grade level meetings intended to promote best instructional practices among teachers
- common planning time where horizontal and vertical alignment takes place
- professional learning community (PLC) where discussion and preparation of school wide activities take place
- data chats and meetings to analyze, interpret, and make projections related to important data

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

The school recruits and retains highly qualified, certified in-field, effective teachers to the school by soliciting possible employee referrals from current employees, by hosting quarterly individual and grade

level meetings with the administration team, by assigning mentor teachers for new teachers and allocating weekly meetings between both parties, by advertising on teachers-teachers.com and by providing professional development opportunities to the teachers in order to enhance pedagogy. The strategies are all monitored by the principal, assistant principal, professional development liaison, and instructional coaches.

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

The school's mentoring program/plan assigns beginning teachers with veteran teachers in the same grade level. The mentor, veteran teacher must demonstrate strong communication skills, knowledge of the system and content, effective teaching qualifications, high student achievements evidenced by data, and commitment to professional learning. The planned mentoring activities include monthly meetings to align instruction with the standards and to address questions and concerns, as well as one monthly modeling/demonstration lesson by the mentor in the beginning teacher's classroom and one monthly observation by the beginning teacher in the mentor's classroom.

The new teachers will be assigned mentor teachers within the same grade level. The mentors have been assigned based on their high proficiency levels with their students and their quality track records.

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.

At Mater Gardens we ensure all programs and materials are aligned to Florida's standards by integrating writing in all content areas. The programs include technology resources and procurement of new adopted textbooks aligned with the new Florida 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.

Mater Gardens uses data to provide and differentiate instruction in order to meet the needs of all students through the following resources:

- where math reinforcement takes place within the classroom.
- accelerated reading in each class, tailored to the needs of each student.
- pull out reading, done in small groups to satisfy the specific needs of the students.
- intensive reading
- group planning done by grade level.
- advanced/gifted placement

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: 10,800

The first grade students participate in an extended core academic instruction model where they release at 3 PM instead of 2 PM.

Strategy Rationale

The extension of the school day enable the students to participate in differentiated instruction models that reinforce the core academic instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Isla Marrero, Lourdes, 920150@dadeschools.net

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

- the data reports from the technology resources
- the data reports from the interim and progress monitoring assessments, such as FAIR

Strategy: Extended School Day

Minutes added to school year: 7,200

The tutoring program will enable for students to participate in targeted small group settings.

Strategy Rationale

The students will receive reinforcement and/or enrichment of the academic content.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fernandez Rives, Pilar, pmperez@dadeschools.net

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

- pre and post tests for tutoring
- progress monitoring throughout the tutoring program

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.

Mater Gardens assists incoming students in transitioning from early childhood programs to the elementary school program setting by hosting an orientation for incoming kindergarten students and

parents prior to the commencement of the school year. Parents are invited to participate in school-wide events, such as Bookabration literacy event, and family nights to support the kindergarteners as they transition into their new role as full-time students. In addition, the students are supported when ongoing by participating in open forums where the students discuss with the student alumni or representatives from the older grade levels questions and concerns about transitions.

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.

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

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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.** Our goal is for students to be proficient in all content areas through the incorporation of differentiated instruction strategies.

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. Our goal is for students to be proficient in all content areas through the incorporation of differentiated instruction strategies. 1a

G087924

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- The barrier for achieving proficiency in all content areas will be the teachers' limited knowledge and experience with the integration of differentiated instruction with the curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The resources that will be incorporated into the content areas in order to achieve proficiency will include the use of the basal series (McGraw-Hill for reading, Houghton Mifflin for math, Scotts Foresman for science and social studies), the use of interactive journals and notebooks, and the use of supplemental materials relevant to the subject areas, which include I-Ready for reading and math, McGraw-Hill Reading Wonderworks, myON reader, Reflex Math, Time for Kids, and Brainpop.

Plan to Monitor Progress Toward G1. 8

The data that will be collected to determine progress toward the goal will come from the technology resource programs, software programs, progress monitoring assessments, PLC session logs, walk-through observations, and professional development opportunities.

Person Responsible

Lourdes Isla Marrero

Schedule

Quarterly, from 8/24/2015 to 5/31/2016

Evidence of Completion

The results from the progress monitoring assessments, data, and walk-through observations will provide evidence on whether or not the progress is being made toward the goal.

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. Our goal is for students to be proficient in all content areas through the incorporation of differentiated instruction strategies. **1**


 G087924

G1.B1 The barrier for achieving proficiency in all content areas will be the teachers' limited knowledge and experience with the integration of differentiated instruction with the curriculum. **2**

 B233782

G1.B1.S1 In order to increase the teachers' knowledge and experiences with differentiated instruction, the teachers will participate in professional development throughout the course of the school year that will address the process of varying the instruction in the classroom in order to meet the students' needs.

4

 S246616

Strategy Rationale

The interactive professional development opportunities will enable the teachers to learn and to practice different ways to differentiate the instruction, which will enable for lessons that aim for student proficiency in the content areas.

Action Step 1 **5**

The strategy of implementing the professional development will be achieved by participation in different training opportunities, including gifted endorsement classes, intensive course prep trainings, and specific differentiated instruction workshops.

Person Responsible

Lissette Piloto

Schedule

Monthly, from 8/10/2015 to 5/31/2016

Evidence of Completion

Monthly tracking of the student usage of the programs.

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

monthly reports on student performance and usage.

Person Responsible

Lissette Piloto

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Discussing and analyzing data reports during PLC meetings.

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

Program report on student performance and usage.

Person Responsible

Lissette Piloto

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

PLC discussions on the monthly 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 M333472	The data that will be collected to determine progress toward the goal will come from the technology...	Isla Marrero, Lourdes	8/24/2015	The results from the progress monitoring assessments, data, and walk-through observations will provide evidence on whether or not the progress is being made toward the goal.	5/31/2016 quarterly
G1.B1.S1.MA1 M333470	Program report on student performance and usage.	Piloto, Lissette	8/24/2015	PLC discussions on the monthly reports.	5/31/2016 monthly
G1.B1.S1.MA1 M333471	monthly reports on student performance and usage.	Piloto, Lissette	8/24/2015	Discussing and analyzing data reports during PLC meetings.	5/31/2016 monthly
G1.B1.S1.A1 A320163	The strategy of implementing the professional development will be achieved by participation in...	Piloto, Lissette	8/10/2015	Monthly tracking of the student usage of the programs.	5/31/2016 monthly

V. Professional Development Opportunities

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

G1. Our goal is for students to be proficient in all content areas through the incorporation of differentiated instruction strategies.

G1.B1 The barrier for achieving proficiency in all content areas will be the teachers' limited knowledge and experience with the integration of differentiated instruction with the curriculum.

G1.B1.S1 In order to increase the teachers' knowledge and experiences with differentiated instruction, the teachers will participate in professional development throughout the course of the school year that will address the process of varying the instruction in the classroom in order to meet the students' needs.

PD Opportunity 1

The strategy of implementing the professional development will be achieved by participation in different training opportunities, including gifted endorsement classes, intensive course prep trainings, and specific differentiated instruction workshops.

Facilitator

Pilar Fernandez Rives

Participants

K-5 teachers

Schedule

Monthly, from 8/10/2015 to 5/31/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The strategy of implementing the professional development will be achieved by participation in different training opportunities, including gifted endorsement classes, intensive course prep trainings, and specific differentiated instruction workshops.				\$5,480.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$5,480.00
					Total:	\$5,480.00