Hialeah Elementary School

2017-18 Schoolwide Improvement Plan

Hialeah Elementary School

550 E 8TH ST, Hialeah, FL 33010

http://hes.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	C*	C

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 <u>section 1008.33, Florida Statutes,</u> 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 two 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - 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.

2017-18 DA Category and Statuses for Hialeah Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <u>LaShawn Russ-Porterfield</u>	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The staff, parents, and community at Hialeah Elementary believe that all students can learn and achieve mastery of fundamental skills. Together we strive to develop each students' academic, social, physical and emotional potential, thus creating productive citizens in a multi-cultural and changing world.

b. Provide the school's vision statement.

We are committed to provide 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.

One way to build a relationship between teachers and students is to share classroom expectations with the students as well as what is anticipated for them to learn and accomplish during the school year.

Additionally, students will also share what their own expectations are during the school year.

Teachers will conduct individual data chats with students individually after every assessment.

When the culture of the school reflects the culture of the home or community, the classroom becomes more comfortable to children. Culturally responsive teaching and strategies for building on cultural differences in the classroom builds relationships between the teachers and students.

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

In order to create an environment where students feel safe and respected before, during and after school, the teacher needs to arrange the classroom in a way that maximizes interaction; ideally, students should be seated in groups or horseshoe shape that maximizes the amount of eye contact students can have with each other.

Being clear about the distinctions between course grades, teacher expectations of students, and class norms also create a cohesive environment.

The teacher can bring students into discussion indirectly- using prompts, eye contact, and statements at any time of the day.

Participation in whole class discussions, as well as giving students individually the right to not

participate, promotes a safe and engaging classroom climate.

On a monthly basis, Character Education is celebrated schoolwide. The objective is to reinforce positive behavior.

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.

In order to minimize distractions and keep students engaged during instructional time, the students have reviewed the Code of Student Conduct.

Classroom rules were established, including positive reinforcement such as: acknowledging the students by giving them prizes, stickers, certificates, and sending notes home.

Negative behavior is curtailed by contacting the parents and having parent conferences. The Code of Student conduct is followed to establish consequences.

Students are alerted of the consequence of negative behavior and the impact negative behavior has towards their participation in school activities.

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.

In order to assure that the social-emotional needs of all students are being met, the students who are in need of counseling are referred to the counselor for small group counseling as well as individual counseling.

When a student has family trauma, emotional distress, and school conflicts, the student is refereed to outside agencies like the Institute of Child and Family Health, which provides therapy to families and students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

NA

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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	10	11	7	8	12	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	2	21	17	19	30	39	0	0	0	0	0	0	0	128
	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	4	15	16	6	35	37	0	0	0	0	0	0	0	113

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

Tier 2 students in grades Kindergarten through Fifth grade will receive a minimum of 2 - 2 1/2 hours of weekly immediate intensive intervention.

Before school tutoring is offered to ELL students.

Differentiated Instruction

Technology programs are used for remediation: i-Ready, Reflex Math and Starfall.

Students who are ELL Level 1's utilize Imagine Learning on a daily basis.

None ELL students receive before school tutoring.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

The school will build a positive relationship with the community by having parents access to the Parent Resource Room, have the Community Involvement Specialist available to parents before and after school, provide parents with Title I parent workshops and encouraging parents to become school volunteers.

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 school builds and sustains partnership with local community for the purpose of securing and utilizing resources to support the school and student achievement by fostering a relationship with Dade Partners, local merchants and the City of Hialeah. These entities are welcomed into the school in order to participate in various programs/activities during the year such as quarterly award programs and Career Day.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Iglesias, Rosa	Principal
Lob, Nora	Teacher, K-12
Wagner, Natalie	Teacher, K-12
Rijo, Miriam	Instructional Coach
Brookins, Patrice	Teacher, K-12
Patterson, Shanna	Teacher, ESE

b. Duties

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

Each member is responsible for their respective grade level. Their responsibility includes disseminating information to their grade level. During the Leadership Team meetings these members have an opportunity to voice their opinion, which may assist in improving the overall performance of the school. The Administrative team uses these members as part of the decision making process of the school. They partner with the administrative team to assure Hialeah Elementary continues to be "Anchored in Excellence as Super Heros!"

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.

Effective schools anchor their work on central issues of learning and teaching and continuous school improvement. The combination of three concepts constitutes the foundation for positive improvement results which include meaningful teamwork; clear measurable goals; and the regular collection and analysis of performance data. School leadership must lead their school through the goal-setting process in which student achievement data is analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. School leadership must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities.
The federal supplement requires that federal funds be used to augment the regular educational program. They are utilized to substitute for funds or services that would otherwise be provided during the time period in question. As a Title I school we use federal funds received under Title I only to supplement the amount of funds available from non-federal sources for the education of students participating in Title I services. Prior networks, linkages, and partnerships coupled with communication across organizational boundaries, enables all stakeholders to communicate with each other.

Creative thinking about resource shortfalls and coordinated testing, training, enable the schools to improve their ability to see the "big picture" for simultaneous responses.

The school math-leader has the overall responsibility of managing and executing the program according to the grant guidelines. The school math leader will work with all resources to perform project planning to include but not limited to, before school and Saturday school tutoring. All of the above mentioned will be reviewed and approved by the administration. The scope of this grant also includes completion of all documentation and curriculum to be used in conjunction with the basal.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Rosa B. Iglesias	Principal
Rosamar O'Leary (EESAC Chairperson)	Teacher
Yolanda Lafont	Teacher
Evelina Richardson	Teacher
Matilde Silva	Teacher
Mylene Llado	Teacher
Emma Webb	Education Support Employee
Gloria Cardona	Education Support Employee
Dennis Caicedo	Parent
Eglee Cardozo	Parent
Janet Cabrera	Parent
Lianny Rodriguez	Business/Community
Alyssa Portela	Student
Ainez Mesa	Student
Lizzette Portela	Parent
Sonia Rosado	Parent
Zhenia Ramirez	Parent
Yumary Morfa	Parent
Myrna Augustin	Teacher
Isabel Valenzuela	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC meets every other month in order to monitor progress related to the implementation of School
Improvement Plan strategies, to make decisions about the budget, and to conduct a thorough needs assessment.

b. Development of this school improvement plan

To assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP); to assist in the preparation and evaluation of the school's annual budget; and to recommend waivers or changes to Florida Statute, Florida Board of Education Rules, School Board Bylaws & Policies, and labor contract provisions.

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

Each grade level is asked to turn in a wish list which will enhance the delivery of instruction.
The SAC meets and votes on each of the items to determine which items will be purchased.
Once the budget is in place the items are purchased.

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

The SAC funds were used to purchase Accelerated Reader, for a total of $1,488 for 240 licenses and Patrol belts for grades 3-5 for $49.85.

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
Iglesias, Rosa	Principal
Fraire, Maria	Assistant Principal
Rijo, Miriam	Instructional Coach
Brookins, Patrice	Teacher, K-12
Lob, Nora	Teacher, K-12
Wagner, Natalie	Instructional Coach

b. Duties

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

The LLT will extend the use of professional development in literacy courses available to the teachers such as i-Ready, Discovery Education, Renaissance Learning, Starfall, and My ON Reader. The LLT will assist teachers with the interpretation of data from all reading management systems. The LLT will also stress the importance of differentiated instruction designed specifically for each classroom, and ensure that there is greater focus and intensity on meeting the needs of the lowest 25 percentile during the specified time frame for differentiated instruction. The LLT will follow the Action Plan closely and ensure the teachers are doing the same.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

Teachers will collaborate effectively during their planning time.

Teachers participate in school functions and most of the faculty members are part of the social committee.

The administration has an open door policy. Issues and concerns are addressed in a timely manner.

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

1. The administration will provide strategies and training to allow for expansion in high-need academic areas.

2. Regular meetings of teachers with administrators to discuss and analyze data and needs to attain professional goals.

3. The administrative team will conduct daily walk-throughs in order to supervise the delivery of instruction.

4. An open door policy is utilized by administrators to address individual or grade level concerns.

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

There are no beginning teachers in the building. The mentoring program is not needed this year.

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.

N/A

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.

Classes are formulated according to students' i-Ready levels and SAT scores. This will allow for interventionists and classroom teachers to effectively provide intervention: Foundational skills and/or ACT to students.
Teachers also provide differentiated instruction to the students with fidelity as well as utilize computer-based programs for enhancement and remediation purposes . After the E- assessments are administered to fourth and fifth grade in reading the teachers and the administrative team meet

again to discuss data, and re-group students based upon their abilities. Differentiated instruction and intervention groups continue based upon the students' level of performance. The topic assessments are administered in mathematics for second through fifth grade students teachers and the administrative team meet again to discuss data, and re-group students based upon their abilities. After using these strategies, if the students continues to work below standards, an RTI or a LEP (if the student is ELL) is convened so that additional strategies can be explored to assure students' success.

Students who scored a stanine of 7 or higher in the Reading Kindergarten - Second grade in the SAT are referred to be evaluated for the gifted program. The students who qualify are provided with enrichment activities to supplement the curriculum.

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: Before School Program

Minutes added to school year: 60

The students will be able to use i-Ready, Imagine learning, My ON Reader, Starfall, and Reflex Math during computer lab time. The computer labs will be available to students one hour before classes start. There will also be before school tutoring for the lowest 25 percentile in Reading, Mathematics and Science.

Strategy Rationale

The rationale to have before tutoring is to give those students who are in the lowest 25 percentile an added opportunity to be exposed to the instructional material introduced in the classroom.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Iglesias, Rosa, pr2361@dadeschools.net

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

Principal and Assistant Principal will monitor reports from computer assisted programs weekly. Teachers will discuss reports with students.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Whenever a student transitions from Hialeah Elementary School to another school, all the data from previous assessments is placed in the CUM. All practice books and records are delivered to the other school. When a student transitions to Hialeah Elementary School, all records are requested and data is analyzed to assure that the student is placed in the appropriate class.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If the instruction in all content areas are improved, then, student achievement will improve.

Strategic Goals Detail

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

G1. If the instruction in all content areas are improved, then, student achievement will improve. 1a

🔑 G096766

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Need to identify pre-requisites for I-Ready from previous years to group/target individual needs during differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District support through the ELA Department and the Bilingual Department. Reading and Mathematics Coaches, common Planning, Promethean boards, Core materials, extra computers in the collaborative planning room, labs, one computer cart in third thru fifth grade, grade level chairs, Interventionists, Before school tutoring, Accelerated Reader/STAR, i-Ready, My On Reader and Starfall.

Plan to Monitor Progress Toward G1. 8

Consistently monitor for progress toward meeting goal by conducting walk-throughs and leadership team meetings.

Person Responsible

Rosa Iglesias

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

The evidence used will be the SAT 10, FSA 2018 and I-ready diagnostics and growth monitoring data results.

Action Plan for Improvement

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

G1. If the instruction in all content areas are improved, then, student achievement will improve. 1

🔑 G096766

G1.B4 Need to identify pre-requisites for I-Ready from previous years to group/target individual needs during differentiated instruction. 2

🔑 B260287

G1.B4.S1 Identify students in I-Ready by profiles to target individual needs. 4

🔑 S275718

Strategy Rationale

During data chats teachers will discuss strategies given by the profiles to target students and drive instruction.

Action Step 1 5

Administration will discuss i-Ready data with teachers.

Person Responsible

Rosa Iglesias

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Data chats with teachers and students.

Action Step 2 5

Teachers will discuss i-Ready data with each student.

Person Responsible

Rosa Iglesias

Schedule

On 5/18/2018

Evidence of Completion

Data chats between teachers and students.

Action Step 3 5

Assess and monitor i-Ready growth monitoring eligible students on a monthly basis.

Person Responsible

Rosa Iglesias

Schedule

On 5/18/2018

Evidence of Completion

Review growth monitoring reports

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration will monitor and support teachers with the i-Ready reports.

Person Responsible

Rosa Iglesias

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Weekly usage of i-Ready program will be monitored.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration will review the Class Response to Instruction report.

Person Responsible

Rosa Iglesias

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student usage and pass rate of 70% or higher in i-Ready for Reading and Mathematics will be identified.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B4.S1.A1 A370479	Administration will discuss i-Ready data with teachers.	Iglesias, Rosa	8/28/2017	Data chats with teachers and students.	5/18/2018 monthly
G1.B4.S1.A2 A370480	Teachers will discuss i-Ready data with each student.	Iglesias, Rosa	8/28/2017	Data chats between teachers and students.	5/18/2018 one-time
G1.B4.S1.A3 A370481	Assess and monitor i-Ready growth monitoring eligible students on a monthly basis.	Iglesias, Rosa	8/28/2017	Review growth monitoring reports	5/18/2018 one-time
G1.MA1 M398864	Consistently monitor for progress toward meeting goal by conducting walk-throughs and leadership...	Iglesias, Rosa	8/21/2017	The evidence used will be the SAT 10, FSA 2018 and I-ready diagnostics and growth monitoring data results.	6/7/2018 weekly
G1.B4.S1.MA1 M398862	Administration will review the Class Response to Instruction report.	Iglesias, Rosa	8/21/2017	Student usage and pass rate of 70% or higher in i-Ready for Reading and Mathematics will be identified.	6/7/2018 weekly
G1.B4.S1.MA1 M398863	Administration will monitor and support teachers with the i-Ready reports.	Iglesias, Rosa	8/21/2017	Weekly usage of i-Ready program will be monitored.	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If the instruction in all content areas are improved, then, student achievement will improve.

G1.B4 Need to identify pre-requisites for I-Ready from previous years to group/target individual needs during differentiated instruction.

G1.B4.S1 Identify students in I-Ready by profiles to target individual needs.

PD Opportunity 1

Administration will discuss i-Ready data with teachers.

Facilitator

i-Ready facilitator

Participants

classrooms teachers

Schedule

Monthly, from 8/28/2017 to 5/18/2018

PD Opportunity 2

Assess and monitor i-Ready growth monitoring eligible students on a monthly basis.

Facilitator

i-Ready facilitator

Participants

Reading and Mathematics teachers.

Schedule

On 5/18/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Administration will discuss i-Ready data with teachers.	$0.00
2	G1.B4.S1.A2	Teachers will discuss i-Ready data with each student.	$0.00
3	G1.B4.S1.A3	Assess and monitor i-Ready growth monitoring eligible students on a monthly basis.	$0.00
		Total:	$0.00