



## Mater Gardens Academy

9010 NW 178TH LN, Hialeah, FL 33018

<http://matergardens.dadeschools.net>

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

52%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

96%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **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 & responsible lifelong learners.

##### **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.

#### School Environment

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

Creating a positive connection with students and parents is imperative in order to target specific needs and build positive relationships. At Mater Gardens Academy, we use different processes such as school surveys, World Heritage, Holiday/Birthday celebrations, specific classroom games, and family movie/dinner night. All of these activities promote a learning opportunity that facilitate t

##### **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 we conduct the following activities: uniform sweeps, cafeteria monitoring, and bullying presentations. Furthermore, during dismissal and morning drop-off the school staff greets students and escorts them to their destination. Our school contract also outlines the "Jeffrey Johnston Stand Up for All Students Act " where a zero tolerance bullying

##### **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 "incentive coin rewards program" intended to minimize distractions in order to keep students engaged during instructional time. This system enhances academic excellence and foments unity by having students work together towards obtaining a common goal. Aside from that, every teacher has their own individual class management system with rewards and consequences. 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 behavioral system.

##### **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 their pr

**Early Warning Systems**

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

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

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

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

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	1	2	0	1	3	8
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	6	8	13	3	30
Level 1 on statewide assessment	0	0	0	12	3	3	18

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**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:

- use of progress reports
- morning and afternoon tutoring sessions tailored to meet students' needs
- small groups pull out
- 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

## Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

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 trainings 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 World Heritage Fair (held in the evening), Book Fair family night, movie night with families, Bookabration celebration.
- communicating via school web site, Connect-Ed e-mail, phone call, and text messages, and different apps like Remind101 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.

**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:

- 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, and connect-eds to maintain an open dialogue

## Effective Leadership

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

### School Leadership Team

#### **Membership**

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	Guidance Counselor
Gomez, Evelyn	Instructional Media

## Duties

### ***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, and testing chairperson, Evelyn Gomez-Herrera, 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.

### ***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 throughs 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.

## School Advisory Council (SAC)

### **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
Taigiry de la Paz	Parent
Michael Hevia	Student
Jhinyn Herrera	Student
Sandra Garcia	Business/Community
Maria Perez	Parent
Lorraine Baute	Teacher

### Duties

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

*Evaluation of last year's school improvement plan*

The 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 2014.

*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. The SIP was approved on October 8, 2014.

*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.

**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 the students in the lowest 25%, where \$5 will be allocated per student. This was approved in October 2013.

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

Yes

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

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Fernandez Rives, Pilar	Assistant Principal
Gomez, Evelyn	Instructional Coach

### Duties

#### ***Describe how the LLT promotes literacy within the school***

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.

## Public and Collaborative Teaching

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

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

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

### **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, 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.

### **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.

Mrs. Melissa Fernandez, a first year teacher, will be assigned to the mentor Suzette Jewell, a 6th year teacher. Both teachers teach in the same grade level. Mrs. Jewell's experience in teaching , as well as high proficiency levels, enables her to set forth mentoring for mentee Melissa Fernandez.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

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.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

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

- morning lab, where math reinforcement takes place.
- 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

***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, Imarrero@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

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

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 outgoing 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.

### **College and Career Readiness**

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

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

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

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



## 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 to increase student achievement by improving core instruction through the integration of writing in all content areas.
- G2.** Our goal is to provide interventions and strategies in order to address specific elements in the areas of attendance, behavior, and academic performance that will lead to greater success for students identified as at-risk.
- G3.** Our goal is to prepare students to be college ready by providing for opportunities to engage in STEM related activities.
- G4.** Our goal is to focus on building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Our goal is to increase student achievement by improving core instruction through the integration of writing in all content areas. **1a**

G037380

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - White	87.0
ELA/Reading Lowest 25% Gains	77.0
Math Lowest 25% Gains	86.0
ELA/Reading Gains	82.0
Math Gains	86.0
FCAT 2.0 Science Proficiency	76.0

**Resources Available to Support the Goal** **2**

- The resources that will be in the content areas in order to improve the integration of writing 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, Accelerated Reader, myON reader, Reflex Math, IXL math, Vantage Learning Writing, Time for Kids, Brainpop, and Discovery Education video streaming.

**Targeted Barriers to Achieving the Goal** **3**

- The barrier for achieving writing integration with ELA for all students, including the white sub group, learning gains and the lowest 25% is the need to improve students technology skills, and applying the writing skills through reading response questions.
- The barrier for achieving writing integration with Math for all students, including learning gains and the lowest 25% is the need to improve students technology skills, and applying the writing skills through reading math response questions.
- The barrier for achieving writing integration with Science for all students, is the need to improve students technology skills, and applying the writing skills through reading science response questions.

**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 writing assessments, PLC session logs, walk-through observations, and professional development opportunities.

**Person Responsible**

Lourdes Isla Marrero

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**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.

**G2.** Our goal is to provide interventions and strategies in order to address specific elements in the areas of attendance, behavior, and academic performance that will lead to greater success for students identified as at-risk. 1a

G050095

**Targets Supported** 1b

Indicator	Annual Target
Level 1 - All Grades	3.0
One or More Suspensions	3.0
Attendance rate	3.0

**Resources Available to Support the Goal** 2

- The resources that will be used in order to address the early warning systems will include monthly attendance print outs, classroom and parent workshops to address prevention and intervention for behaviors, tutoring funded by EESAC, and monthly data meetings to target addressing possible academic performance.

**Targeted Barriers to Achieving the Goal** 3

- The barrier for addressing Level 1, failing or failing two or more subjects in ELA and math students, is availability to provide a schedule for interventions.
- The barrier for addressing suspensions is parent attendance at workshops aimed to prevent suspensions.
- The barrier for addressing attendance will be communicating and meeting with the individual families regarding attendance.

**Plan to Monitor Progress Toward G2.** 8

The data that will be collected to determine progress toward the goal will come from the intervention student group schedule and data, attendance reports, and suspension reports as well as parent workshop participation.

**Person Responsible**

Lourdes Isla Marrero

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

The results from the reports will provide evidence on whether or not the progress is being made toward the goal.

**G3.** Our goal is to prepare students to be college ready by providing for opportunities to engage in STEM related activities. 1a

G050111

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- The resources that will be used in order to prepare students with STEM include school-wide participation in submitting projects for the MDCPS Stem Expo, the use of Brainpop and Discovery Education video streaming for ideas, and the establishment of classroom STEM "centers" with materials related to STEM idea-building.

**Targeted Barriers to Achieving the Goal** 3

- The barrier to implementing STEM initiatives is funding to procure materials and resources.
- The barrier to implementing STEM initiatives is training of teachers to provide quality STEM experiences in the classroom setting.

**Plan to Monitor Progress Toward G3.** 8

The grant applications

**Person Responsible**

Lourdes Isla Marrero

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

The results from the progress monitoring assessments will provide evidence on whether or not progress is being made toward the goal.

**G4.** Our goal is to focus on building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1a

G050137

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- The resources that will be used in order to address the parental and community involvement include setting up parent workshops with pertinent topics being discussed and establishing a partnership with the local college to participate in programs to enhance educational opportunities with the students.

**Targeted Barriers to Achieving the Goal** 3

- The barrier will be parent attendance at the workshops.
- The barrier will be creating a schedule in order to participate in the college community program opportunities for students.

**Plan to Monitor Progress Toward G4.** 8

The data that will be collected to determine progress toward the goal will come from the parent workshop participation logs, evaluations, and student reports and evaluations on college programs.

**Person Responsible**

Lourdes Isla Marrero

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

The results from the reports 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 to increase student achievement by improving core instruction through the integration of writing in all content areas. **1**

 G037380

**G1.B1** The barrier for achieving writing integration with ELA for all students, including the white sub group, learning gains and the lowest 25% is the need to improve students technology skills, and applying the writing skills through reading response questions. **2**

 B127878

**G1.B1.S1** In order to increase technology skills with students, the school will implement programs where students will practice applying technology skills, such as typing, as well as writing format, to address ELA. The school will also block a lab time for classes where students will practice using software programs for writing to address the content areas. **4**

 S140027

### Strategy Rationale

The technology programs have responding to text through writing components requiring students to type their writing, while the lab time will provide students with access to programs like Microsoft Word and Microsoft Powerpoint, where the students will utilize the programs to complete assignments.

### Action Step 1 **5**

The strategy of implementing the programs will be achieved by utilizing the programs I-Ready, Accelerated Reader, myON reader, BrainPop, and Vantage Learning during scheduled lab times.

#### Person Responsible

Pilar Fernandez Rives

#### Schedule

Monthly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Monthly tracking of the student usage of the programs.

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

weekly reports on student performance and usage.

**Person Responsible**

Pilar Fernandez Rives

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***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**

Pilar Fernandez Rives


**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

PLC discussions on the monthly reports.

**G1.B1.S2** In order to improve the learning of writing skills with students, the school will implement a peer conferencing system. 4

 S140028

### Strategy Rationale

The peer conferencing opportunities will enable students to exchange information and perspectives regarding the writing process.

### Action Step 1 5

The strategy of peer conferencing will be achieved by setting up students to conference within their grade levels and vertically across the grade levels.

#### Person Responsible

Pilar Fernandez Rives

#### Schedule

Monthly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Peer conferencing schedule and log

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

The peer conference schedules and logs

#### Person Responsible

Pilar Fernandez Rives

#### Schedule

Monthly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Weekly walk-through observations.



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

School cross curriculum assignments

**Person Responsible**

Pilar Fernandez Rives


**Schedule**

Monthly, from 8/18/2014 to 5/29/2015


**Evidence of Completion**

The data from the school cross curriculum assignments.

**G1.B2** The barrier for achieving writing integration with Math for all students, including learning gains and the lowest 25% is the need to improve students technology skills, and applying the writing skills through reading math response questions. 2

 B127879

**G1.B2.S1** In order to increase technology skills with students, the school will implement programs where students will practice applying technology skills, such as typing, as well as writing format, to address math. The school will also block a lab time for classes where students will practice using software programs for writing to address the content areas. 4

 S140025

**Strategy Rationale**

The technology programs have responding to text through writing components requiring students to type their writing, while the lab time will provide students with access to programs like Microsoft Word and Microsoft Powerpoint, where the students will utilize the programs to complete assignments.

**Action Step 1** 5

The strategy of implementing the programs will be achieved by utilizing the programs I-ready, Reflex Math, and IXL during scheduled lab times

**Person Responsible**

Lourdes Isla Marrero

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Monthly tracking of the student usage of the programs.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

weekly reports on student performance and usage.

**Person Responsible**

Lourdes Isla Marrero

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Discussing and analyzing data reports during PLC meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Program reports on student performance and usage.

**Person Responsible**

Lourdes Isla Marrero


**Schedule**

Monthly, from 8/18/2014 to 5/29/2015


***Evidence of Completion***

PLC discussions on the weekly reports.

**G1.B3** The barrier for achieving writing integration with Science for all students, is the need to improve students technology skills, and applying the writing skills through reading science response questions. 2

 B127880

**G1.B3.S1** In order to increase technology skills with students, the school will implement programs where students will practice applying technology skills, such as typing, as well as writing format, to address the science. The school will also block a lab time for classes where students will practice using software programs for writing to address the content areas. 4

 S140023

### **Strategy Rationale**

The technology programs have responding to text through writing components requiring students to type their writing, while the lab time will provide students with access to programs like Microsoft Word and Microsoft Powerpoint, where the students will utilize the programs to complete assignments.

### **Action Step 1** 5

The strategy of implementing the programs will be achieved by utilizing the programs BrainPop and Discovery Education streaming during scheduled lab times.

#### **Person Responsible**

Evelyn Gomez

#### **Schedule**

Monthly, from 8/18/2014 to 5/29/2015

#### **Evidence of Completion**

Monthly tracking of the student usage of the programs.

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

weekly reports on student performance and usage.

#### **Person Responsible**

Evelyn Gomez

#### **Schedule**

Monthly, from 8/18/2014 to 5/29/2015

#### **Evidence of Completion**

Discussing and analyzing data reports during PLC meetings.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Program reports on student performance and usage.

**Person Responsible**

Evelyn Gomez

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

PLC discussions on the weekly reports.


**G2.** Our goal is to provide interventions and strategies in order to address specific elements in the areas of attendance, behavior, and academic performance that will lead to greater success for students identified as at-risk. 1

 G050095

**G2.B1** The barrier for addressing Level 1, failing or failing two or more subjects in ELA and math students, is availability to provide a schedule for interventions. 2

 B125460

**G2.B1.S1** The interventionist will schedule time during each teacher's differentiated instruction to work with the students who require interventions because of failure notices or Level 1 scores, which will include tutoring funded by SAC committee. 4

 S137355

**Strategy Rationale**

The interventions during differentiated instruction will not affect the students' general content area instruction.

**Action Step 1 5**

The strategy of scheduling interventions during differentiated instruction will be achieved by consulting the master schedule and arranging for the SAC sponsored tutoring.

**Person Responsible**

Pilar Fernandez Rives

**Schedule**

Daily, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Submission of the schedule

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

weekly reports on student performance during interventions and tutoring reports.

**Person Responsible**

Pilar Fernandez Rives

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

The student intervention log.

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

weekly reports on student performance during interventions and tutoring program.

**Person Responsible**

Pilar Fernandez Rives


**Schedule**

Monthly, from 9/8/2014 to 5/29/2015


***Evidence of Completion***

Review of the monthly student performance reports.

**G2.B2** The barrier for addressing suspensions is parent attendance at workshops aimed to prevent suspensions. **2**

 B125464

**G2.B2.S1** The attendance at parent workshops to address suspensions will be promoted via mass communication medians- Connect-Ed text messages, phone calls and e-mails; as well as school web site, flyers sent home, and social media feeds. **4**

 S137358

### **Strategy Rationale**

The availability of information in different medians will provide parents with access to the information in different ways.

### **Action Step 1** **5**

The strategy of promoting parent workshops will be achieved by using the Connect-Ed tool and school web site and social media feeds.

#### **Person Responsible**

Pilar Fernandez Rives

#### **Schedule**

On 5/29/2015

#### **Evidence of Completion**

Text templates in Connect-Ed and web site/social media.

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1** **6**

reports on sent messages and updated sites

#### **Person Responsible**

Pilar Fernandez Rives

#### **Schedule**

On 5/29/2015

#### **Evidence of Completion**

Connect-Ed and web site update reports.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Surveys to parents on how the information was received.

**Person Responsible**

Evelyn Gomez


**Schedule**

On 5/29/2015

**Evidence of Completion**

Review of the survey results.

**G2.B2.S2** The attendance at parent workshops to address suspensions will be provided with incentives, including volunteer hours and classroom incentives like no uniform day, etc. 4

 S137359

**Strategy Rationale**

The incentive will provide a motivation to participate in the workshop.

**Action Step 1** 5

The strategy of providing incentives will be determined according to the type of workshop.

**Person Responsible**

Frank Castillo

**Schedule**

On 5/29/2015

**Evidence of Completion**

The submission of the written incentive plan to accompany the mass media.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

reports on the incentives for the workshops

**Person Responsible**

Frank Castillo

**Schedule**

On 5/29/2015

***Evidence of Completion***

Connect-Ed and web site incentive reports.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Tracking the parent attendance logs.

**Person Responsible**

Frank Castillo

**Schedule**


On 5/29/2015

***Evidence of Completion***


Review of the parent attendance at workshops with incentives.



**G2.B3** The barrier for addressing attendance will be communicating and meeting with the individual families regarding attendance. 2

 B125465

**G2.B3.S1** The administration will set aside a weekly time block on Mondays after-school to accommodate and meet with the families regarding attendance. 4

 S137381

### Strategy Rationale

The presence of a specific block will enable for facilitation of scheduling to meet with families.

### Action Step 1 5

The strategy of scheduling meetings about attendance will be developed and maintained by administration.

#### Person Responsible

Frank Castillo

#### Schedule

On 6/4/2015

#### Evidence of Completion

Schedule

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

monthly checks on attendance reports cross-referenced with the individual family meetings.

#### Person Responsible

Frank Castillo

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

the attendance reports.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

monthly attendance reports.

**Person Responsible**

Frank Castillo

**Schedule**

On 5/29/2015


**Evidence of Completion**

Review of the monthly attendance reports and meeting schedules.


**G3.** Our goal is to prepare students to be college ready by providing for opportunities to engage in STEM related activities. 1

 G050111

**G3.B1** The barrier to implementing STEM initiatives is funding to procure materials and resources. 2

 B125520

**G3.B1.S1** In order to increase funding for the procurement of resources and equipment for STEM initiatives, our school will apply for several grants throughout the school year. 4

 S137444

**Strategy Rationale**

The submission of grant applications and outreach to the community will promote STEM funding awareness for the school.

**Action Step 1** 5

The strategy of increasing funding will be achieved through applying for grants, such as Engineering is Elementary program.

**Person Responsible**

Evelyn Gomez

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

The grant applications.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

The review of the grant applications by the science PLC group

**Person Responsible**

Evelyn Gomez

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

The PLC group will review the grant application submissions.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

The grant applications

**Person Responsible**

Lourdes Isla Marrero

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

The evaluating of what grants are received in accordance with the school budget.

**G3.B2** The barrier to implementing STEM initiatives is training of teachers to provide quality STEM experiences in the classroom setting. 2

 B125542

**G3.B2.S1** In order to improve teacher knowledge and skill with STEM, professional development opportunities will be communicated to instructional staff. 4

 S137405

### Strategy Rationale

The professional development will provide teachers with access to information and strategies to incorporate STEM in classroom instruction.

### Action Step 1 5

The strategy of enhancing teacher knowledge will be achieved through professional development.

#### Person Responsible

Evelyn Gomez

#### Schedule

Quarterly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

The e-mail communications sent to teachers regarding STEM trainings being offered.

### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

The lesson plans will reflect the relevant information on the content being instructed.

#### Person Responsible

Evelyn Gomez

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Classroom walk-throughs

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

The walk-through observations

**Person Responsible**

Lourdes Isla Marrero

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015


**Evidence of Completion**

The discussion of the walk-through results during PLC meetings.


**G4.** Our goal is to focus on building strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1

 G050137

**G4.B1** The barrier will be parent attendance at the workshops. 2

 B125597

**G4.B1.S1** The attendance at parent workshops to address suspensions will be promoted via mass communication medians- Connect-Ed text messages, phone calls and e-mails; as well as school web site, flyers sent home, and social media feeds. 4

 S137471

**Strategy Rationale**

The availability of information in different medians will provide parents with access to the information in different ways.

**Action Step 1 5**

The strategy of promoting parent workshops will be achieved by using the Connect-Ed tool and school web site and social media feeds.

**Person Responsible**

Pilar Fernandez Rives

**Schedule**

On 5/29/2015

**Evidence of Completion**

Text templates in Connect-Ed and web site/social media.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

reports on sent messages and updated sites

**Person Responsible**

Pilar Fernandez Rives

**Schedule**

On 5/29/2015

***Evidence of Completion***

Connect-Ed and web site update reports

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Surveys to parents on how the information was received.

**Person Responsible**

Evelyn Gomez


**Schedule**

On 5/29/2015

***Evidence of Completion***

Review of the survey results.

**G4.B1.S2** The attendance at parent workshops will be provided with incentives, including volunteer hours and classroom incentives like no uniform day, etc. 4

 S137472

### **Strategy Rationale**

The incentive will provide a motivation to participate in the workshop.

### **Action Step 1** 5

The strategy of providing incentives will be determined according to the type of workshop.

#### **Person Responsible**

Frank Castillo

#### **Schedule**

On 5/29/2015

#### **Evidence of Completion**

The submission of the written incentive plan to accompany the mass media.

### **Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

reports on the incentives for the workshops

#### **Person Responsible**

Frank Castillo

#### **Schedule**

On 5/29/2015

#### **Evidence of Completion**

Connect-Ed and web site incentive reports.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7**

Tracking the parent attendance logs.

**Person Responsible**

Frank Castillo


**Schedule**

On 5/29/2015


**Evidence of Completion**

Review of the parent attendance at workshops with incentives.

**G4.B2** The barrier will be creating a schedule in order to participate in the college community program opportunities for students. 2

 B125598

**G4.B2.S1** The college community programs will be scheduled in the school's master schedule on available and appropriate days to not affect students' general content area instructional days. 4

 S137498

**Strategy Rationale**

The pre-scheduling of the programs will enable for teachers to plan their instruction accordingly.

**Action Step 1 5**

The strategy of scheduling programs with the college will be achieved by consulting the master schedule.

**Person Responsible**

Pilar Fernandez Rives

**Schedule**

On 5/29/2015

**Evidence of Completion**

Submission of the schedule



**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

student reports on the application of the experiences at the college.

**Person Responsible**

Pilar Fernandez Rives

**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

The student field trip response essays.

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

student evaluations on the experiences.

**Person Responsible**

Pilar Fernandez Rives

**Schedule**

Quarterly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Review of the student evaluations.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	The strategy of scheduling interventions during differentiated instruction will be achieved by consulting the master schedule and arranging for the SAC sponsored tutoring.	Fernandez Rives, Pilar	9/8/2014	Submission of the schedule	5/29/2015 daily
G2.B2.S1.A1	The strategy of promoting parent workshops will be achieved by using the Connect-Ed tool and school web site and social media feeds.	Fernandez Rives, Pilar	8/18/2014	Text templates in Connect-Ed and web site/social media.	5/29/2015 one-time
G2.B2.S2.A1	The strategy of providing incentives will be determined according to the type of workshop.	Castillo, Frank	8/18/2014	The submission of the written incentive plan to accompany the mass media.	5/29/2015 one-time
G2.B3.S1.A1	The strategy of scheduling meetings about attendance will be developed and maintained by administration.	Castillo, Frank	8/18/2014	Schedule	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	The strategy of enhancing teacher knowledge will be achieved through professional development.	Gomez, Evelyn	8/18/2014	The e-mail communications sent to teachers regarding STEM trainings being offered.	6/4/2015 quarterly
G3.B1.S1.A1	The strategy of increasing funding will be achieved through applying for grants, such as Engineering is Elementary program.	Gomez, Evelyn	8/18/2014	The grant applications.	5/29/2015 quarterly
G4.B1.S1.A1	The strategy of promoting parent workshops will be achieved by using the Connect-Ed tool and school web site and social media feeds.	Fernandez Rives, Pilar	8/18/2014	Text templates in Connect-Ed and web site/social media.	5/29/2015 one-time
G4.B1.S2.A1	The strategy of providing incentives will be determined according to the type of workshop.	Castillo, Frank	8/18/2014	The submission of the written incentive plan to accompany the mass media.	5/29/2015 one-time
G4.B2.S1.A1	The strategy of scheduling programs with the college will be achieved by consulting the master schedule.	Fernandez Rives, Pilar	9/8/2014	Submission of the schedule	5/29/2015 one-time
G1.B1.S1.A1	The strategy of implementing the programs will be achieved by utilizing the programs I-Ready, Accelerated Reader, myON reader, BrainPop, and Vantage Learning during scheduled lab times.	Fernandez Rives, Pilar	8/18/2014	Monthly tracking of the student usage of the programs.	5/29/2015 monthly
G1.B1.S2.A1	The strategy of peer conferencing will be achieved by setting up students to conference within their grade levels and vertically across the grade levels.	Fernandez Rives, Pilar	8/18/2014	Peer conferencing schedule and log	5/29/2015 monthly
G1.B2.S1.A1	The strategy of implementing the programs will be achieved by utilizing the programs I-ready, Reflex Math, and IXL during scheduled lab times	Isla Marrero, Lourdes	8/18/2014	Monthly tracking of the student usage of the programs.	5/29/2015 monthly
G1.B3.S1.A1	The strategy of implementing the programs will be achieved by utilizing the programs BrainPop and Discovery Education streaming during scheduled lab times.	Gomez, Evelyn	8/18/2014	Monthly tracking of the student usage of the programs.	5/29/2015 monthly
G1.MA1	The data that will be collected to determine progress toward the goal will come from the technology resource programs, software programs, progress monitoring writing assessments, PLC session logs, walk-through observations, and professional development opportunities.	Isla Marrero, Lourdes	8/18/2014	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.	6/4/2015 quarterly
G1.B3.S1.MA1	Program reports on student performance and usage.	Gomez, Evelyn	8/18/2014	PLC discussions on the weekly reports.	5/29/2015 monthly
G1.B3.S1.MA1	weekly reports on student performance and usage.	Gomez, Evelyn	8/18/2014	Discussing and analyzing data reports during PLC meetings.	5/29/2015 monthly
G1.B2.S1.MA1	Program reports on student performance and usage.	Isla Marrero, Lourdes	8/18/2014	PLC discussions on the weekly reports.	5/29/2015 monthly
G1.B2.S1.MA1	weekly reports on student performance and usage.	Isla Marrero, Lourdes	8/18/2014	Discussing and analyzing data reports during PLC meetings.	5/29/2015 monthly
G1.B1.S1.MA1	Program report on student performance and usage.	Fernandez Rives, Pilar	8/18/2014	PLC discussions on the monthly reports.	5/29/2015 monthly
G1.B1.S1.MA1	weekly reports on student performance and usage.	Fernandez Rives, Pilar	8/18/2014	Discussing and analyzing data reports during PLC meetings.	5/29/2015 monthly
G1.B1.S2.MA1	School cross curriculum assignments	Fernandez Rives, Pilar	8/18/2014	The data from the school cross curriculum assignments.	5/29/2015 monthly
G1.B1.S2.MA1	The peer conference schedules and logs	Fernandez Rives, Pilar	8/18/2014	Weekly walk-through observations.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	The data that will be collected to determine progress toward the goal will come from the intervention student group schedule and data, attendance reports, and suspension reports as well as parent workshop participation.	Isla Marrero, Lourdes	9/8/2014	The results from the reports will provide evidence on whether or not the progress is being made toward the goal.	5/29/2015 monthly
G2.B1.S1.MA1	weekly reports on student performance during interventions and tutoring program.	Fernandez Rives, Pilar	9/8/2014	Review of the monthly student performance reports.	5/29/2015 monthly
G2.B1.S1.MA1	weekly reports on student performance during interventions and tutoring reports.	Fernandez Rives, Pilar	9/8/2014	The student intervention log.	5/29/2015 weekly
G2.B2.S1.MA1	Surveys to parents on how the information was received.	Gomez, Evelyn	8/18/2014	Review of the survey results.	5/29/2015 one-time
G2.B2.S1.MA1	reports on sent messages and updated sites	Fernandez Rives, Pilar	8/18/2014	Connect-Ed and web site update reports.	5/29/2015 one-time
G2.B3.S1.MA1	monthly attendance reports.	Castillo, Frank	8/18/2014	Review of the monthly attendance reports and meeting schedules.	5/29/2015 one-time
G2.B3.S1.MA1	monthly checks on attendance reports cross-referenced with the individual family meetings.	Castillo, Frank	8/18/2014	the attendance reports.	6/4/2015 monthly
G2.B2.S2.MA1	Tracking the parent attendance logs.	Castillo, Frank	8/18/2014	Review of the parent attendance at workshops with incentives.	5/29/2015 one-time
G2.B2.S2.MA1	reports on the incentives for the workshops	Castillo, Frank	8/18/2014	Connect-Ed and web site incentive reports.	5/29/2015 one-time
G3.MA1	The grant applications	Isla Marrero, Lourdes	8/18/2014	The results from the progress monitoring assessments will provide evidence on whether or not progress is being made toward the goal.	6/4/2015 quarterly
G3.B2.S1.MA1	The walk-through observations	Isla Marrero, Lourdes	8/18/2014	The discussion of the walk-through results during PLC meetings.	6/4/2015 weekly
G3.B2.S1.MA1	The lesson plans will reflect the relevant information on the content being instructed.	Gomez, Evelyn	8/18/2014	Classroom walk-throughs	6/4/2015 weekly
G3.B1.S1.MA1	The grant applications	Isla Marrero, Lourdes	8/18/2014	The evaluating of what grants are received in accordance with the school budget.	5/29/2015 quarterly
G3.B1.S1.MA1	The review of the grant applications by the science PLC group	Gomez, Evelyn	8/18/2014	The PLC group will review the grant application submissions.	5/29/2015 monthly
G4.MA1	The data that will be collected to determine progress toward the goal will come from the parent workshop participation logs, evaluations, and student reports and evaluations on college programs.	Isla Marrero, Lourdes	9/8/2014	The results from the reports will provide evidence on whether or not the progress is being made toward the goal.	5/29/2015 monthly
G4.B1.S1.MA1	Surveys to parents on how the information was received.	Gomez, Evelyn	8/18/2014	Review of the survey results.	5/29/2015 one-time
G4.B1.S1.MA1	reports on sent messages and updated sites	Fernandez Rives, Pilar	8/18/2014	Connect-Ed and web site update reports	5/29/2015 one-time
G4.B2.S1.MA1	student evaluations on the experiences.	Fernandez Rives, Pilar	9/8/2014	Review of the student evaluations.	5/29/2015 quarterly
G4.B2.S1.MA1	student reports on the application of the experiences at the college.	Fernandez Rives, Pilar	9/8/2014	The student field trip response essays.	5/29/2015 quarterly
G4.B1.S2.MA1	Tracking the parent attendance logs.	Castillo, Frank	8/18/2014	Review of the parent attendance at workshops with incentives.	5/29/2015 one-time
G4.B1.S2.MA1	reports on the incentives for the workshops	Castillo, Frank	8/18/2014	Connect-Ed and web site incentive reports.	5/29/2015 one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Our goal is to increase student achievement by improving core instruction through the integration of writing in all content areas.

**G1.B1** The barrier for achieving writing integration with ELA for all students, including the white sub group, learning gains and the lowest 25% is the need to improve students technology skills, and applying the writing skills through reading response questions.

**G1.B1.S1** In order to increase technology skills with students, the school will implement programs where students will practice applying technology skills, such as typing, as well as writing format, to address ELA. The school will also block a lab time for classes where students will practice using software programs for writing to address the content areas.

### **PD Opportunity 1**

The strategy of implementing the programs will be achieved by utilizing the programs I-Ready, Accelerated Reader, myON reader, BrainPop, and Vantage Learning during scheduled lab times.

#### **Facilitator**

Generation Ready

#### **Participants**

K-5 teachers

#### **Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**G1.B3** The barrier for achieving writing integration with Science for all students, is the need to improve students technology skills, and applying the writing skills through reading science response questions.

**G1.B3.S1** In order to increase technology skills with students, the school will implement programs where students will practice applying technology skills, such as typing, as well as writing format, to address the science. The school will also block a lab time for classes where students will practice using software programs for writing to address the content areas.

### **PD Opportunity 1**

The strategy of implementing the programs will be achieved by utilizing the programs BrainPop and Discovery Education streaming during scheduled lab times.

#### **Facilitator**

Discovery Education

#### **Participants**

K-5 teachers

#### **Schedule**

Monthly, from 8/18/2014 to 5/29/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> Our goal is to increase student achievement by improving core instruction through the integration of writing in all content areas.	5,920
<b>Grand Total</b>	<b>5,920</b>

Goal 1: Our goal is to increase student achievement by improving core instruction through the integration of writing in all content areas.		
Description	Source	Total
B1.S1.A1	General Fund	5,480
B3.S1.A1	General Fund	440
<b>Total Goal 1</b>		<b>5,920</b>