

# Dr. Rolando Espinosa K 8 Center



2014-15 School Improvement Plan

## Dr. Rolando Espinosa K 8 Center

11250 NW 86TH ST, Doral, FL 33178

<http://drek8.dadeschools.net>

### School Demographics

**School Type**

Combination

**Title I**

No

**Free/Reduced Price Lunch**

39%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

94%

### 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

The Mission of Dr. Rolando Espinosa K-8 Center is to provide an enriching educational environment where students can excel in academics, be responsible citizens, and become successful future leaders in our global society. With the collaboration of the faculty, staff, parents, and community we encourage and guide each of our students to strive for excellence.

##### Provide the school's vision statement

Our Vision at Dr. Rolando Espinosa K-8 Center is to provide a positive learning environment for all students in order for them to achieve their maximum potential as future leaders in our society.

#### School Environment

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

In order to ensure and maintain a school culture for behavior, academics, and climate, Dr. Rolando Espinosa K-8 Center has established a community of administrators, educators and learners committed to continuous improvement and excellence. The school culture focuses on positive interaction and interpersonal relationships between students and faculty. The school has established procedures for identifying potential concerns, and has fostered a culture of community whereby collaboration between the school, the community, and the students has enabled Dr. Rolando Espinosa K-8 Center to maintain high standards for students' behavior and academics. School-wide initiatives recognize the population's multicultural diversity. All grade levels and subject areas dedicate instruction and develop activities for the study of cultures, tolerance, and appreciation of the many cultures represented by our student demographic. These initiatives include, but are not limited to,

- History of the Holocaust and the celebration of Jewish History Month
- History of Africans and African Americans and the celebration of Black History Month
- Hispanic Heritage Month and recognition of contributions by prominent Hispanic figures both Historically and within the local community
- Women's Contributions

Furthermore, the school site has established protocols to ensure relationship-building and collaboration are critical aspects of the school's culture. The administration and faculty work closely through weekly Collaborative Grade Level Planning sessions to ensure all students' needs are being met. The EESAC Committee and the PTSA work closely with administration and faculty to review, support, and foster collaboration for all school initiatives.

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

Every individual at Dr. Rolando Espinosa K-8 Center plays an integral role ensuring students' feel safe, respected and valued. Administrators, Instructional Staff, and School Counselors are committed the students' safety, well-being, and success both academically and socially. The school site has implemented several procedures and protocols to ensure students are safe, have an advocate they can trust and rely upon, and are developing healthy and happy relationships among their peers and within the community. The differentiated system of school counseling services and personnel regularly dedicate time for core social-emotional curricula. Each morning through Closed Circuit TV,



students are engaged in Character as well as Multicultural education. Administrators and students present character education, promote responsibility and accountability, and provide positive encouragement during morning announcements. Additionally, the elementary school counselor presents the Safer, Smarter Kids Curriculum committed to keeping children safe within the community. Anti-bullying presentations are held quarterly across all grade levels in order to prevent bullying and violence as well as ensure the safety and well-being of all students. The school-site has established procedures for reporting any such offenses to counselors and administration in order to provide intervention, support, and collaboratively remedy the issue. Students in the fifth grade participate in the DARE Program presented by the City of Doral police department which offers a comprehensive curriculum for drug-prevention. Students in the fifth grade also serve as Safety Patrols before and after school ensuring that all students are adhering to the school rules and providing support for younger students in the hallways and common areas. The school has an established Safety Committee comprised of administrators, counselors, and faculty members to address any additional safety concerns and maintain a safe, healthy and conducive learning environment for all students.

**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**

A Positive Behavioral Support System is in place to recognize students' positive behavior and exceptional academic contributions, as well as remedy behavioral or academic issues as they arise. Each student is presented with a behavioral contract at the beginning of the school year. The students are held accountable to ensure they abide by the Student Code of Ethics as presented in the Student Handbook. The school has established clear expectations for students' behavior and academic experience. Administrators, instructional and support staff consistently reinforce and spotlight the expectations and maintain a positive school culture by recognizing students' efforts and successes. School-wide recognition systems are in place, such as SPOT Success and Caught Doing the Right Thing. Furthermore, teachers are encouraged to differentiate instruction, strategies, and activities to maintain student engagement and participation. Learning environment and classroom management play critical roles in ensuring students are engaged and authentically learning. In order to promote and support best practices, Teachers are scheduled to present mini-professional development opportunities during collaborative grade level planning. Sharing best practices ensures that students are exposed to positive, productive and collaborative strategies that promote high standards and meaningful learning experiences. Furthermore, teachers generate authentic lesson reflections, identifying the strengths, weaknesses and expectations set forth by each lesson. These reflections serve to improve instruction, promote best practices, and keep students engaged and learning.

**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 needs of all students, both academic and social-emotional, is the cornerstone of an exceptional school site. The school site houses two counselors which work tirelessly with teachers, administrators and students to maintain a positive school climate and meet the individual needs of students. The counselors are engaged regularly with students and teachers, organize school-wide events and initiatives, serve as trustworthy and supportive advocates for students, and are personally committed to the social-emotional well-being of students. The school has developed and implemented a comprehensive school counseling program whereby students may be referred, barriers assessed by the counseling team, and an action plan of positive interventions is established and monitored to ensure each student's success. Dr. Rolando Espinosa K8 Center makes every effort within the school and the community to create partnerships that will best serve the needs of the students. The school site maintains community partnerships to facilitate resources for students and

their families, such as Free ELL Tutoring Programs, Intramural Sports and Activities, and resources for more specific social-emotional needs through partnerships with the Institute for Child and Family Health, The Chrysalis Center, PsychSolutions, Inc, South Miami Psychology Group and the Switchboard of Miami provide counseling, as well as referrals to other community agencies. The counselors also diligently organize school-wide activities to meet the needs of all students as well as serve their interests. The school hosts several subject-specific Family Nights each school year, providing the forum for teachers, students, and parents to come together to celebrate all content areas, share helpful and fun learning strategies and showcase students' exceptional works and efforts. School-wide Career Day fosters collaboration with community members and local business to provide our students with practical information and activities about careers and businesses within the community. At the Middle School level, an annual Magnet Fair is held to expose students to the many programs and curricula available at across the district that are equipped to meet their needs and cater to their interests.

### 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**

Dr. Rolando Espinosa (DRE) K-8 Center's early warning systems (EWS) include attendance, suspensions, course failure in English Language Arts or mathemaitcs, and a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. DRE diligently monitors EWS by ensuring that the school is equipped to identify, respond, and monitor students in order to meet their needs, identify possible barriers to their success and implement procedures to improve the students' academic experience and achievement. The school monitors the EWS utilizing the following data sources:

- Daily attendance reports
- Student Case Management System
- Student progress reports
- Gradebook
- Feedback from faculty and staff
- District reports
- School developed forms

The data sources mentioned above are compiled, monitored and reviewed to assess students' progress. Cautious monitoring of students' attendance and achievement data provides the school the insight to determine strategies and interventions to best meet the needs of the students and facilitate academic success. The school compiles and disseminates a daily attendance bulletin indicating student absences by homeroom, as well as students' arriving tardy and/or students having left early the preceding school day.

Course failure, as well as failing to demonstrate proficiency on statewide assessments, is closely monitored at the school site to provide students with strategic and viable interventions that will enhance their proficiency in the core subject areas. As a data-driven school site, administrators and instructional staff are provided with a comprehensive overview of the students' overall performance. Intervention strategies are implemented based on the students' individual needs and monitored. Students failing to demonstrate improvement may be referred to the schools RtI/SST team for diagnostic testing and an individual student progression plan.

#### **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	6	7	8		
Attendance below 90 percent	18	22	8	16	10	20	0	0	0	94	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	4	1	27	20	7	21	33	26	15	154	
Level 1 on statewide assessment	0	0	0	74	58	66	0	0	0	198	
Level 1 on statewide assessment	0	0	0	0	0	0	61	53	54	168	
Attendance below 90 percent	0	0	0	0	0	0	8	9	15	32	

**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**

The attendance bulletin provides the basis for monitoring student attendance, and identifying students and families that need support, and/or intervention to ensure students are in school daily. Should the system indicate excessive tardies and/or absences, then the school has implemented protocols and procedures for interventions in an effort to improve attendance in school. The registrar and teachers identify and refer students who may be developing a pattern of non-attendance to the Attendance Review Committee and review the District’s attendance policy. Utilizing the FCIM, the Attendance Review Committee and administration will monitor attendance and provide interventions as necessary. Students with 10 or more tardies or absences (excused or unexcused) are issued a SCAM and referred to the counselors. The counselors and administration meet with parents/legal guardians and review attendance policy, truancy laws and procedures. Monitoring student attendance is a school-wide effort whereby the administration, registrar, teachers and counselors are integral components of the action plan to ensure students are in attendance daily, receiving the instruction they need enhance their academic development.

As a data-driven school site, administrators and instructional staff are provided with a comprehensive overview of the students' overall performance across all subject areas. Identifying students' academic deficiencies enables educators and staff to tailor interventions and strategies that will target the student's individual needs. Instructional and support staff collaborate to identify systematic patterns of student needs and provide evidenced-based intervention strategies to improve student progress, contact parents continually and maintain log of parents contacted to inform them of the student’s progress and provide interventions with fidelity. Intervention strategies are implemented based on the students' individual needs and monitored. Students failing to demonstrate improvement may be referred to the school RtI/SST team for diagnostic testing and an individual student progression plan. Current evidence-based intervention strategies and programs offered by the school to improve students' academic proficiency and achievement include Read 180, McGraw-Hill Wonder Works, Reading Plus, Imagine Learning, ELL Tutoring, iReady, MyOnReader, and Reflex. Programs and interventions are selected and implemented with fidelity according to students' individual needs. The Early Warning Systems in place ensure that student progress and proficiency are closely monitored and interventions are developed comprehensively and based on the students' needs.

**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**

Much research indicates that parent involvement is a strong indicator of academic success, therefore establishing a collaborative and supportive relationship with parents and the community is an essential component of ensuring the success of the students. The school site strives to provide ample opportunities for parents to engage in school-related activities to increase parental involvement. First and foremost, the school ensures communication between families, educators and the school is of utmost importance by maintaining the school website, and creating school-wide distribution lists in order disseminate information, the school calendar, upcoming events, academic or attendance alerts, and feature upcoming events and programs available to students and families. The school hosts several academically-focused "Family Nights" providing parents and with hands-on strategies, games, and experiments to support and enrich learning at home. Family Math Night, Literacy Night, and Science Fair Night are featured annually, presented by instructional and support staff, and supported by the PTSA to bring the school, students, parents and the community together to improve the academic experience and success of the students. The school site also offers several Parent Workshops throughout the school year addressing academics, achievement, and transitions between grade levels such as Open House, Parent Meetings at all grade levels to address academic expectations and state-mandated assessments, and how best to support students at home.

**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**

Dr. Rolando Espinosa K-8 Center maintains partnerships within the community to enhance students' academic experience and progress. Through close relationships with stakeholders in the community the school collaboratively plans and monitors progress through the schools EESAC committee. The EESAC committee ensures that all stakeholders are involved in the decision-process to improve the school's climate, progress and achievement. Furthermore, through these relationships forged with community members, DRE regularly collaborates with local newspapers, businesses, and organizations to enhance school involvement. Career day is held annually and features local leaders in the community, city officials, and exposes students to the resources and careers available within their community. Dade Partners remains an essential community resource as teachers, administrators, and school liaisons contact local businesses and resources which support and sponsor our school events that promote involvement and learning.

**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
Caceres, Marie	Principal
Rodriguez, Estela	Assistant Principal
Suarez, Liliana	Assistant Principal
Nelson, Stan	Assistant Principal

### Duties

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

Tier 1(Leadership Team)

Principal: Marie P. Caceres will, along with the administrative team, collaborate with teachers in disaggregating, analyzing, and interpreting data. Provide feedback and information for the appropriate implementation of data.

Assistant Principals: Stanley Nelson, Estela M. Rodriguez, and Liliana Suarez will conduct assessment of MTSS/Rtl skills of school staff. Identify students based on previous year's scores, and initiate supplemental instruction and intervention groups that provide remediation in alignment and in addition to effective core instruction. Identify and analyze existing literature on research based support material and intervention approaches. Develop intervention schedules.

LEA Representative: Estela M. Rodriguez will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources and adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

In addition to the school administrator(s), the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving.

Reading Liaisons: Kim Ovcarich (Primary) and Cynthia Saavedra (Intermediate)

Mathematics Liaisons: Ingrid Lacosta (Primary) and Corey Black (Intermediate)

Science Liaisons: Ana Polanco (Primary) and Deborah Fisher (Intermediate)

School Guidance Counselor (Primary): Philip Balbi

School Guidance Counselor (Intermediate): Ivette Dominguez

Media Specialist: Vandyke McKenzie

Kindergarten Grade Level Chairperson: Margarita Ramirez

First Grade Level Chairperson: Allison Faehnle

Second Grade Level Chairperson: Erika Pell-Lopez

Third Grade Level Chairperson: Claudia Salhuana

Fourth Grade Level Chairperson: Marta Gonzalez

Fifth Grade Level Chairperson: Christine Rodriguez

Reading/Language Arts Department Head: Cynthia Saavedra

Mathematics/Science Department Head: Corey Black

Social Studies Department Head: Richard Rodriguez

SPED Chairperson: Margret Bertram

ESOL Chairperson: Ana Perez

School Psychologist: Mairene Garcia

Social Worker: Sarah Lauciani

The Leadership Team members will develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs. Collaborate with teachers in disaggregating, analyzing, and interpreting data. Provide feedback and information for the appropriate implementation of data. In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review

consensus, infrastructure, and implementation of building level MTSS.

#### Tier 2 Team

Administration, the Media Specialist, Counselors, the SPED Chairperson and ESOL Chairperson of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

#### Tier 3 SST

The school psychologist, social worker, LEA Representative, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

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

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

#### Tier 2

The second level of support consists of supplemental instruction and interventions provided to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur on a regular basis to:

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

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

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

### Title III

Dr. Rolando Espinosa K-8 Center utilizes Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (2-8)
- parent outreach activities (K-8)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-8)
- reading and supplementary instructional materials (K-8)
- cultural supplementary instructional materials (K-8)
- cultural activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2014-2015 school year and should the FLDOE approve the application(s).

### Violence Prevention Programs

Dr. Rolando Espinosa K-8 Center offers the Safe and Drug-Free Schools Program which addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and counselors.

### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators at Dr. Rolando Espinosa K-8 Center and designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report. All Staff, Students, and Parents/Volunteers receive training on an annual basis.
- Dr. Rolando Espinosa K-8 Center implements five curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 8th grade.

### Nutrition Programs

Dr. Rolando Espinosa K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. Our school Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

### Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Margaret Bertram	Education Support Employee
Marie P. Caceres	Principal
Karen Cleare	Teacher
Margarita Garcia	Teacher
Allison Faehnle	Teacher
Claudia Salhuana	Teacher
Claudia Perez	Teacher
Ana Resillez	Teacher
Mayde Freire	Education Support Employee
Flavia Pedrosa	Parent
Olga Navon	Parent
Marylin Bello	Parent
Mariela Rodulfo	Parent
Ronke Olufidipe	Parent
Yinka Olufidipe	Parent
Isabel Pineda	Parent
Nolly Granados	Parent
Francisco Brizuela	Parent
Catarina Bonatto Salmi	Parent
Andres Mirowski	Student
Tom Erikson	Business/Community

## 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 reviewed last year's school improvement plan along with the school's annual score card and final state-assessment results. Based on the school's continuing improvement, the SAC Committee sought to further advance Dr. Rolando Espinosa's current standing by collaborating to identify and improve barriers while implementing strategies and initiatives that will continue to positively impact students' academic experience. The barriers and strategies addressed as well as the action plans for the 2014-2015 school year were reviewed and approved during the September meeting.

### *Development of this school improvement plan*

Members of the SAC meet with teachers and parents to discuss the strategies and programs in place to ensure students are making adequate progress. The SAC reviews school performance data and monitors that strategies to improve student achievement are in place and are being implemented.

### *Preparation of the school's annual budget and plan*

The EESAC Committee meets once a year to discuss the annual budget plan. During this meeting, resources necessary to supplement instruction are discussed and planned out for the school year.



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

The use of school improvement funds allocated last year include:

-\$7000.00 which was utilized for the Accelerated Reader Program to motivate students and encourage independent reading.

-\$800.00 which was utilized to promote the attendance of students by purchasing rewards and incentive.

**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
Caceres, Marie	Principal
Rodriguez, Estela	Assistant Principal
Suarez, Liliana	Assistant Principal
Nelson, Stan	Assistant Principal
Balbi, Philip	Guidance Counselor
Bertram, Margaret	Teacher, ESE
Black, Corey	Teacher, K-12
Dominguez, Ivette	Guidance Counselor
Faehnle, Allison	Teacher, K-12
Fisher, Deborah	Teacher, K-12
Garcia, Mairene	Psychologist
Gonzalez, Marta	Teacher, K-12
Lacosta, Ingrid	Teacher, K-12
Laucirica, Sarah	Other
McKenzie, Vandyke	Instructional Media
Ovcarich, Kim	Teacher, K-12
Pell-Lopez, Erika	Teacher, K-12
Polanco, Ana	Teacher, K-12
Ramirez, Margarita	Teacher, K-12
Rodriguez, Christine	Teacher, K-12

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

The Literacy Leadership Team meets once a month to discuss professional development, reading issues, trends, strategies, assessments, data, and interventions. The principal selects members that

are highly qualified professionals that will work to improve literacy instruction. The LLT will encourage school-wide literacy initiatives across all content areas. The principal will provide the necessary resources for the LLT to operate and implement programs and initiatives effectively. The Reading Liaisons will share experience in reading instruction to assist the team with instructional decision-making and strategic planning. The Reading Liaisons, in collaboration with the LLT, will create school-wide focus on literacy by organizing model classrooms, conferencing with teachers and administrators to provide professional development. In addition, the LLT will maintain a connection with the RtI process by utilizing the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Additionally, the LLT will develop Lesson Studies that focus on developing and implementing instructional routines that utilize complex texts and incorporate text-dependent questions. Multi-disciplinary teams will develop lessons that provide students with the opportunity for research and incorporate writing throughout the curriculum.

What will be the major initiatives of the LLT this year?

- Implementation of MTSS/RtI
- Continue the successful use of FAIR (screening, ongoing progress monitoring, and end of year outcome)
- Implementation of Writing Process Across the Grade Levels (Kindergarten through 8th grade)
- Reading Strategies in the Content Area
- Successful implementation of the K-12 Florida Standards

## 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**

The school has established a set schedule of collaborative grade level and department meetings whereby teachers and administrators monitor, plan, and assess student progress and instructional initiatives. Through collaborative grade level and department planning meetings, teachers have the opportunity to share best practices, review and unpack standards, and plan cross-curricular instructional initiatives to strengthen students' skills across all subjects and grade levels. The school also encourages the establishment of Professional Learning Communities whereby educators may come together to solve problems, develop effective interventions, review research-based strategies and adjust instructional procedures to enhance student engagement and learning. Administration regularly schedules data chats whereby student progress and achievement data is reviewed in order to plan strategic instruction, identify instructional or curricular needs, and address specific grade level concerns.

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

Administration will recruit highly qualified teachers, certified-in-field, and effective teacher to the school by working with Universities, their educational programs, and the District. Dr. Rolando Espinosa K-8 Center will retain highly qualified teachers by providing professional development in areas of need to prepare teachers with new skills, provide mentoring for beginning teachers in order to offer support, and acknowledging teachers that achieve outstanding student performance throughout the school year.

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

Beginning teachers are assigned a mentor teacher who has been trained by the district's MINT program. Teachers meet during their planning time, before and after school to discuss classroom management strategies and share instructional tips with their mentees. In addition, time is allotted for peer classroom visits and observation. We continue to implement proven techniques and research based strategies for

improving teacher morale. Ensuring beginning teachers have ample support and guidance will enable them to become highly effective educators at Dr. Rolando Espinosa K8enter.

## 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***

The school effectively utilizes the curriculum, instructional programs, and materials adopted by the District to ensure that instruction is aligned with the Florida Standards. The school creates ongoing opportunities for teachers to plan collaboratively, unpack standards and develop lessons that promote deeper comprehension, critical thinking, and higher order skills. Through the development of Professional Learning Communities, Professional Development opportunities, and collaborative planning, the school aims to promote dialogue and collaboration to ensure all educators are providing quality instruction and implementing best practices that are aligned with the 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***

Student data is utilized to drive instruction, identify curricular needs, and plan strategic interventions. Administration regularly hosts data chats during collaborative grade level planning to identify students' needs, provide instructional and curricular support, and share best practices. Students failing to make adequate progress are referred to the Rtl team for further assessment and strategic interventions to improve students' skills and abilities. Teachers and the Rtl team may elect to generate a Progress Monitoring Plan and/or Individualized Education Plan in order to best meet the students' needs, ensure interventions are provided with fidelity and strategically designed to address the students' academic needs. Individual teachers provide differentiated instruction to meet diverse needs within the classroom. In addition, teachers provide before and afterschool one on one tutoring to best meet the needs of students outside the allotted instructional block.

***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:** 180

Dr. Rolando Espinosa K-8 Center offers services through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learners and immigrant students by providing funds to implement and/or provide before and after-school tutorial programs. In addition, the after-school care program provides tutoring to enrich and enhance student learning. Other components that are integrated into the school-wide program after school include Chess club, Student Council, and Junior Honor Society.

**Strategy Rationale**

Instruction in core academic subjects

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Caceres, Marie, mcaceres@dadeschools.net

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

Data is comprised of Interim Assessments and FCAT scores, in addition to teacher generated formal and informal assessments. Data trends are identified and decisions are made based on the most current data available.

**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**

Dr. Rolando Espinosa K-8 Center assists with preschool children transitioning from early childhood programs to elementary school through conducting meetings with the some of the local preschool center directors. All in-coming kindergarten students are assessed within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing through the school's core program. Furthermore, the Florida Kindergarten Readiness Screener (FLKRS) is administered within the first 30 days of school. The FLKRS is made up of the Early Childhood Observation System (ECHOS). The ECHOS measures benchmarks in seven domains. It provides a simple, uniform method for observing and measuring the progress of young readers. Another assessment tool utilized is the Acuscreen assessment which includes valuable data on cognitive development, perceptual-motor development, language development, and social development. This assessment is administered at the beginning of the year, mid-year and at the end of the year by observing and documenting specific developmental behaviors. It consists of 33 specific questions and additional notes made by the teacher of behaviors made during the observation which may not be included in the test questions. It is continuously used to measure progress and determine specific weaknesses. Additionally, the FLKRS assessment is administered to all kindergarten students to determine the effectiveness of the Pre-K program. Also, transition packets are distributed during Spring time. Orientation sessions are held at this time in order to prepare students and their parents as well as share expectations for the upcoming school year.

## 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***

Articulation meetings are held for students in grades 5-8 in the Spring and course selection is done with the help and guidance of the school counselor and the social studies teachers. In addition, articulation with the local High School is done with the incoming ninth graders in the Spring after the Curriculum Fair visit. The counselors from the high school visit the eighth graders and discuss the subject selection process in detail to ensure each student's course of study is meaningful and right for them. The students also take a field trip to the high school where they receive a tour of the school.

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

Dr. Rolando Espinosa K-8 Center hosts an annual Magnet Fair in November for the eighth grade students. Schools from all over Miami-Dade County set up booths and send representatives to discuss the various magnet programs offered at the high schools. Students are invited to tour the Fair, ask questions and acquire brochures with information on the different programs.

***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

***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

## 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.** To increase student achievement by improving core instruction in all content areas.
- G2.** EWS at our school include decreasing the attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, decreasing students who have referrals that lead to suspension, decreasing students score at FCAT (FSA) Level 1 in either ELA or Math, decreasing students who are not proficient in reading by Grade 3 and those retained, decreasing students who fail either ELA or Math and who fail 2 or more of any course.
- G3.** Our goal for the 2014-2015 school year is to have 10% of the students in Grades K-8 participate in STEM-related experiences.
- G4.** During the 2013-2014 school year, parent participation in school-wide activities was 80%. Our goal for the 2014-2015 school year is to increase parent participation by 1 percentage point, from 80% to 81%.

## 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. To increase student achievement by improving core instruction in all content areas. 1a**

G045143

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Reading - Asian	95.0
AMO Reading - Hispanic	77.0
AMO Reading - White	85.0
AMO Reading - ELL	69.0
AMO Reading - SWD	55.0
AMO Reading - ED	71.0
AMO Math - All Students	78.0
AMO Math - Asian	100.0
AMO Math - Hispanic	77.0
AMO Math - White	84.0
AMO Math - ELL	73.0
AMO Math - SWD	49.0
AMO Math - ED	71.0
FCAT 2.0 Science Proficiency	54.0
Algebra I EOC Pass Rate	100.0
Math Gains	71.0
Math Lowest 25% Gains	63.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	72.0
CELLA Writing Proficiency	45.0

**Resources Available to Support the Goal 2**

- Smart boards
- Tablets
- Reading, Mathematics, Science, and Social Studies liaisons
- Pacing guides
- Core textbook
- In-house professional learning communities (grade level/department meetings)
- Professional development
- Gizmos
- ESOL HLSB Paraprofessional
- SECME Club

**Targeted Barriers to Achieving the Goal 3**

- Instructional shifts related to Florida Standards (FS) must be made across all grade levels and all content areas in order to ensure students master essential content and skills to succeed academically and increase rigor across all content areas.

**Plan to Monitor Progress Toward G1. 8**

Administrative team will monitor the implementation of effective instruction by conducting weekly classroom walkthroughs.

**Person Responsible**

Marie Caceres

**Schedule**


Weekly, from 10/17/2014 to 11/26/2014

**Evidence of Completion**

Classroom walkthrough logs



**G2.** EWS at our school include decreasing the attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, decreasing students who have referrals that lead to suspension, decreasing students score at FCAT (FSA) Level 1 in either ELA or Math, decreasing students who are not proficient in reading by Grade 3 and those retained, decreasing students who fail either ELA or Math and who fail 2 or more of any course. **1a**

 G047909

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

Indicator	Annual Target
Attendance Below 90%	14.0
Truancy rate	0.0
One or More Suspensions	0.0
2+ Behavior Referrals	5.0
Course Failures ELA	15.0
Non-proficient Reading by Grade 03	9.0
Course Failures Mathematics	20.0

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

- Daily attendance reports
- Student Case Management System
- Student progress reports
- Gradebook
- Feedback from faculty and staff
- District reports
- School developed forms

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

- Students attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- Students retained and students who are not proficient in reading by grade 3.
- Students with 2 or more behavior referrals/one or more that lead to suspension.
- Students with a Level 1 or equivalent score on statewide assessment in ELA or mathematics.

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

Utilizing The FCIM, MTSS/Rtl team, Attendance Review Committee and administration will monitor attendance, students retained, students not proficient in reading by grade 3, students with 2 or more behavioral referrals/one or more that lead to suspension and provide interventions as necessary.

**Person Responsible**

Ivette Dominguez

**Schedule**

Monthly, from 8/25/2014 to 5/18/2015

**Evidence of Completion**

Formative Assessment: Attendance Review Committee reports and COGNOS for Behavior and Academic Referrals. Summative Assessment: Attendance reports, Behavioral and Academic reports.

**G3.** Our goal for the 2014-2015 school year is to have 10% of the students in Grades K-8 participate in STEM-related experiences. 1a

G047911

**Targets Supported** 1b

Indicator	Annual Target
	10.0

**Resources Available to Support the Goal** 2

- .

**Targeted Barriers to Achieving the Goal** 3

- Students are not exposed to enough enrichment activities targeting the correlation between Science, Technology, Engineering, and Mathematics (STEM).

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

Utilizing the FCIM, the Science Liaison and administration will look for increased participation in STEM related field trips and competitions.

**Person Responsible**

Ana Polanco

**Schedule**

Quarterly, from 8/25/2014 to 5/22/2015

**Evidence of Completion**

District Interim Assessment and student authentic work

**G4.** During the 2013-2014 school year, parent participation in school-wide activities was 80%. Our goal for the 2014-2015 school year is to increase parent participation by 1 percentage point, from 80% to 81%. 1a

G047912

**Targets Supported** 1b

Indicator	Annual Target
	81.0

**Resources Available to Support the Goal** 2

- Connect-Ed
- Parent Academy Workshops
- PTA
- Monthly Calendar
- School Website

**Targeted Barriers to Achieving the Goal** 3

- Failure of students to give notices or flyers to parents in a timely manner, as well as our current demographics which includes many families new to the United States who are not familiar with our educational system and the activities offered.

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

Utilizing the FCIM, administration will maintain a binder with data regarding parent participation and parent engagements offered throughout the school year.

**Person Responsible**

Estela Rodriguez

**Schedule**

Quarterly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Sign-in Sheets

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

 G045143

**G1.B1** Instructional shifts related to Florida Standards (FS) must be made across all grade levels and all content areas in order to ensure students master essential content and skills to succeed academically and increase rigor across all content areas. **2**

 B111374

**G1.B1.S1** Close Reading **4**

 S122849

### Strategy Rationale

Implement close reading as an instructional strategy to support students in a more rigorous analysis of text by explicitly teaching students to focus on significant details and patterns to determine what the text states, how it is stated and what it means. Students will develop a deep understanding of the text's form and craft and how they contribute to meaning and style in ELA and Social Sciences.

### Action Step 1 **5**

The school site will provide professional development on rigor for instructional staff across all grade levels and content areas in an effort to promote higher order thinking and skills and increase rigor.

#### Person Responsible

Richard Rodriguez

#### Schedule

Weekly, from 9/15/2014 to 11/26/2014

#### Evidence of Completion

Agenda, Handouts, Sign-in Sheets

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

Conduct Common Planning Sessions utilizing pacing guides, items specifications, questioning techniques, and Depth of Knowledge strategies to incorporate rigor as a strategic part of the planning process in the classroom.

**Person Responsible**

Marie Caceres

**Schedule**

On 9/30/2014

***Evidence of Completion***

Lesson Plans, Sign-in Sheets, Handouts

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

Administrative team will follow-up and support the implementation of the utilization of high order thinking questioning by providing instructional feedback and opportunities to visit model classrooms.

**Person Responsible**

Marie Caceres

**Schedule**

On 11/26/2014

***Evidence of Completion***

Peer visitation schedule, debriefings, and Authentic Student Work Samples

**G1.B1.S2 Increase Rigor and Higher Order Thinking Skills** 4

S122855

**Strategy Rationale**

Infuse a variety of High Order Thinking Strategies into the delivery of instruction in Mathematics and Science.

**Action Step 1** 5

The school site will provide professional development on rigor for instructional staff across all grade levels and content areas in an effort to promote higher order thinking and skills and increase rigor.

**Person Responsible**

Richard Rodriguez

**Schedule**

Monthly, from 9/22/2014 to 11/26/2014

**Evidence of Completion**

Agenda, Handouts, Sign-in sheets

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

Conduct Common Planning Sessions utilizing pacing guides, items specifications, questioning techniques, and Depth of Knowledge strategies to incorporate rigor as a strategic part of the planning process in the classroom.

**Person Responsible**

Marie Caceres

**Schedule**

Weekly, from 8/25/2014 to 11/26/2014

**Evidence of Completion**

Lesson plans, Sign-in sheets, Handouts

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

Administrative team will follow-up and support the implementation of the utilization of high order thinking questioning by providing instructional feedback and opportunities to visit model classrooms.

**Person Responsible**

Marie Caceres


**Schedule**

On 11/26/2014


***Evidence of Completion***

Peer visitation schedule and debriefings

**G2.** EWS at our school include decreasing the attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, decreasing students who have referrals that lead to suspension, decreasing students score at FCAT (FSA) Level 1 in either ELA or Math, decreasing students who are not proficient in reading by Grade 3 and those retained, decreasing students who fail either ELA or Math and who fail 2 or more of any course. **1**

 G047909

**G2.B1** Students attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. **2**

 B119318

**G2.B1.S1** Students attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. **4**

 S131113

### Strategy Rationale

Identify and refer students who may be developing a pattern of non-attendance to the Attendance Review Committee and review the District's attendance policy.

### Action Step 1 **5**

Utilizing the FCIM, the Attendance Review Committee and administration will monitor attendance and provide interventions as necessary.

#### Person Responsible

Philip Balbi

#### Schedule

Daily, from 8/25/2014 to 6/4/2015

#### Evidence of Completion

Attendance Review Committee reports

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

Utilizing the FCIM, the Attendance Review Committee and administration will monitor attendance and provide interventions as necessary.

#### Person Responsible

Philip Balbi

#### Schedule

Daily, from 8/25/2014 to 6/4/2015

#### Evidence of Completion

Attendance Review Committee reports



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

Utilizing the FCIM, the Attendance Review Committee and administration will monitor attendance and provide interventions as necessary.

**Person Responsible**

Philip Balbi


**Schedule**

Weekly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Attendance Review Committee

**G2.B2** Students retained and students who are not proficient in reading by grade 3. 2

 B126575

**G2.B2.S1** Students retained and students who are not proficient in reading by grade 3. 4

 S138534

**Strategy Rationale**

Identify systematic patterns of student needs and provide evidenced-based intervention strategies to improve student progress, contact parents continually and maintain log of parents contacted to inform them of the student's progress and provide interventions with fidelity.

**Action Step 1** 5

Identify systematic patterns of student needs and provide evidenced-based intervention strategies to improve student progress, contact parents continually and maintain log of parents contacted to inform them of the student's progress and provide interventions with fidelity.

**Person Responsible**

Estela Rodriguez

**Schedule**

Monthly, from 8/25/2014 to 5/18/2015

**Evidence of Completion**

Bi-weekly Assessments, iReady reports, and District Interim Assessment

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

Utilizing The FCIM, MTSS/Rtl team and administration will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

**Person Responsible**

Estela Rodriguez

**Schedule**

Monthly, from 8/25/2014 to 5/18/2015

**Evidence of Completion**

Bi-weekly Assessments, iReady reports, and District Interim Assessment

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

Utilizing The FCIM, MTSS/Rtl team and administration will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.

**Person Responsible**

Estela Rodriguez


**Schedule**

Monthly, from 8/25/2014 to 5/18/2015


**Evidence of Completion**

Bi-weekly Assessments, iReady reports, and District Interim Assessment

**G2.B3** Students with 2 or more behavior referrals/one or more that lead to suspension. 2

 B126579

**G2.B3.S1** Students with 2 or more behavior referrals/one or more that lead to suspension. 4

 S139471

**Strategy Rationale**

Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

**Action Step 1** 5

Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

**Person Responsible**

Stan Nelson

**Schedule**

***Evidence of Completion***

COGNOS for Behavior and Academic Referrals.

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

Utilizing the FCIM, the MTSS/Rtl team and administration will monitor students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension and provide interventions as necessary.

**Person Responsible**

Stan Nelson

**Schedule**

***Evidence of Completion***

COGNOS for Behavior and Academic Referrals.

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

Utilizing the FCIM, the MTSS/RtI team and administration will monitor students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension and provide interventions as necessary.

**Person Responsible**


Stan Nelson

**Schedule**

**Evidence of Completion**


COGNOS for Behavior and Academic Referrals.

**G2.B6** Students with a Level 1 or equivalent score on statewide assessment in ELA or mathematics. 2

 B127294

**G2.B6.S1** Students with a Level 1 or equivalent score on statewide assessment in ELA or mathematics.

4

 S139474

**Strategy Rationale**

Establish tutorial programs to address students' areas of need. Students will also be enrolled in recovery courses.

**Action Step 1** 5

Establish tutorial programs to address students' areas of need. Students will also be enrolled in recovery courses.

**Person Responsible**

Liliana Suarez

**Schedule**

**Evidence of Completion**

District Interim Assessments

**Plan to Monitor Fidelity of Implementation of G2.B6.S1** 6

Utilizing the FCIM, Middle School Counselor and administration will monitor the number of students who are non-proficient in a Mathematics course, Language Arts course, or two or more courses and provide interventions as necessary.

**Person Responsible**

Ivette Dominguez

**Schedule**

***Evidence of Completion***

District Interim Assessments

**Plan to Monitor Effectiveness of Implementation of G2.B6.S1** 7

Utilizing the FCIM, Middle School Counselor and administration will monitor the number of students who are non-proficient in a Mathematics course, Language Arts course, or two or more courses and provide interventions as necessary.

**Person Responsible**

Ivette Dominguez

**Schedule**

***Evidence of Completion***

District Interim Assessment

**G3.** Our goal for the 2014-2015 school year is to have 10% of the students in Grades K-8 participate in STEM-related experiences. 1

G047911

**G3.B1** Students are not exposed to enough enrichment activities targeting the correlation between Science, Technology, Engineering, and Mathematics (STEM). 2

B126581

**G3.B1.S1** Students are not exposed to enough enrichment activities targeting the correlation between Science, Technology, Engineering, and Mathematics (STEM). 4

S138539

### Strategy Rationale

Assign projects and activities based on student interest and give students the opportunity to demonstrate what they have learned through participating in STEM-related experiences.

### Action Step 1 5

Assign projects and activities based on student interest and give students the opportunity to demonstrate what they have learned through participating in STEM-related experiences.

#### Person Responsible

Ana Polanco

#### Schedule

Monthly, from 8/25/2014 to 5/22/2015

#### Evidence of Completion

District Interim Assessments and student authentic work

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

Utilizing the FCIM, the Science Liaison and administration will look for increased participation in STEM related field trips and competitions.

#### Person Responsible

Ana Polanco

#### Schedule

Monthly, from 8/25/2014 to 5/22/2015

#### Evidence of Completion

District Interim Assessment and student authentic work

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

Utilizing the FCIM, the Science Liaison and administration will look for increased participation in STEMrelated field trips and competitions.

**Person Responsible**

Ana Polanco

**Schedule**

Monthly, from 8/25/2014 to 5/22/2015

***Evidence of Completion***

District Interim Assessment and student authentic work

**G4.** During the 2013-2014 school year, parent participation in school-wide activities was 80%. Our goal for the 2014-2015 school year is to increase parent participation by 1 percentage point, from 80% to 81%. 1

G047912

**G4.B1** Failure of students to give notices or flyers to parents in a timely manner, as well as our current demographics which includes many families new to the United States who are not familiar with our educational system and the activities offered. 2

B126580

**G4.B1.S1** During the 2013-2014 school year, parent participation in school-wide activities was 80%. Our goal for the 2014-2015 school year is to increase parent participation by 1 percentage point, from 80% to 81%. 4

S138536

### Strategy Rationale

Failure of students to give notices or flyers to parents in a timely manner, as well as our current demographics which includes many families new to the United States who are not familiar with our educational system and the activities offered.

### Action Step 1 5

Monitor the number of parents in attendance at the parent engagement opportunities offered throughout the year.

#### Person Responsible

Estela Rodriguez

#### Schedule

Quarterly, from 8/25/2014 to 5/29/2015

#### Evidence of Completion

Formative Assessment: Sign-in Sheets Summative Assessment: Parent Academy Sign-in Sheets and ConnectEd logs



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

Utilizing the FCIM, administration will maintain a binder with data regarding parent participation and parent engagements offered throughout the school year.

**Person Responsible**

Estela Rodriguez

**Schedule**

Quarterly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Sign-in Sheets

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

Utilizing the FCIM, administration will maintain a binder with data regarding parent participation and parent engagements offered throughout the school year.

**Person Responsible**

Estela Rodriguez

**Schedule**

Quarterly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Sign-in Sheets

**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
G1.B1.S1.A1	The school site will provide professional development on rigor for instructional staff across all grade levels and content areas in an effort to promote higher order thinking and skills and increase rigor.	Rodriguez, Richard	9/15/2014	Agenda, Handouts, Sign-in Sheets	11/26/2014 weekly
G1.B1.S2.A1	The school site will provide professional development on rigor for instructional staff across all grade levels and content areas in an effort to promote higher order thinking and skills and increase rigor.	Rodriguez, Richard	9/22/2014	Agenda, Handouts, Sign-in sheets	11/26/2014 monthly

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	Utilizing the FCIM, the Attendance Review Committee and administration will monitor attendance and provide interventions as necessary.	Balbi, Philip	8/25/2014	Attendance Review Committee reports	6/4/2015 daily
G2.B2.S1.A1	Identify systematic patterns of student needs and provide evidenced-based intervention strategies to improve student progress, contact parents continually and maintain log of parents contacted to inform them of the student's progress and provide interventions with fidelity.	Rodriguez, Estela	8/25/2014	Bi-weekly Assessments, iReady reports, and District Interim Assessment	5/18/2015 monthly
G4.B1.S1.A1	Monitor the number of parents in attendance at the parent engagement opportunities offered throughout the year.	Rodriguez, Estela	8/25/2014	Formative Assessment: Sign-in Sheets Summative Assessment: Parent Academy Sign-in Sheets and ConnectEd logs	5/29/2015 quarterly
G3.B1.S1.A1	Assign projects and activities based on student interest and give students the opportunity to demonstrate what they have learned through participating in STEM-related experiences.	Polanco, Ana	8/25/2014	District Interim Assessments and student authentic work	5/22/2015 monthly
G2.B3.S1.A1	Monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.	Nelson, Stan	COGNOS for Behavior and Academic Referrals.	quarterly	
G2.B6.S1.A1	Establish tutorial programs to address students' areas of need. Students will also be enrolled in recovery courses.	Suarez, Liliana	District Interim Assessments	4/15/0006 quarterly	
G1.MA1	Administrative team will monitor the implementation of effective instruction by conducting weekly classroom walkthroughs.	Caceres, Marie	10/17/2014	Classroom walkthrough logs	11/26/2014 weekly
G1.B1.S1.MA1	Administrative team will follow-up and support the implementation of the utilization of high order thinking questioning by providing instructional feedback and opportunities to visit model classrooms.	Caceres, Marie	10/1/2014	Peer visitation schedule, debriefings, and Authentic Student Work Samples	11/26/2014 one-time
G1.B1.S1.MA1	Conduct Common Planning Sessions utilizing pacing guides, items specifications, questioning techniques, and Depth of Knowledge strategies to incorporate rigor as a strategic part of the planning process in the classroom.	Caceres, Marie	9/30/2014	Lesson Plans, Sign-in Sheets, Handouts	9/30/2014 one-time
G1.B1.S2.MA1	Administrative team will follow-up and support the implementation of the utilization of high order thinking questioning by providing instructional feedback and opportunities to visit model classrooms.	Caceres, Marie	8/25/2014	Peer visitation schedule and debriefings	11/26/2014 one-time
G1.B1.S2.MA1	Conduct Common Planning Sessions utilizing pacing guides, items specifications, questioning techniques, and Depth of Knowledge strategies to incorporate rigor as a strategic part of the planning process in the classroom.	Caceres, Marie	8/25/2014	Lesson plans, Sign-in sheets, Handouts	11/26/2014 weekly
G2.MA1	Utilizing The FCIM, MTSS/RtI team, Attendance Review Committee and administration will monitor attendance, students retained, students not proficient in reading by grade 3, students with 2 or more behavioral	Dominguez, Ivette	8/25/2014	Formative Assessment: Attendance Review Committee reports and COGNOS for Behavior and Academic Referrals. Summative Assessment: Attendance reports, Behavioral and Academic reports.	5/18/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	referrals/one or more that lead to suspension and provide interventions as necessary.				
G2.B1.S1.MA1	Utilizing the FCIM, the Attendance Review Committee and administration will monitor attendance and provide interventions as necessary.	Balbi, Philip	8/25/2014	Attendance Review Committee	6/5/2015 weekly
G2.B1.S1.MA1	Utilizing the FCIM, the Attendance Review Committee and administration will monitor attendance and provide interventions as necessary.	Balbi, Philip	8/25/2014	Attendance Review Committee reports	6/4/2015 daily
G2.B2.S1.MA1	Utilizing The FCIM, MTSS/Rtl team and administration will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.	Rodriguez, Estela	8/25/2014	Bi-weekly Assessments, iReady reports, and District Interim Assessment	5/18/2015 monthly
G2.B2.S1.MA1	Utilizing The FCIM, MTSS/Rtl team and administration will analyze data from bi-weekly assessments to ensure that students are making progress and that instruction is being modified appropriately.	Rodriguez, Estela	8/25/2014	Bi-weekly Assessments, iReady reports, and District Interim Assessment	5/18/2015 monthly
G2.B3.S1.MA1	Utilizing the FCIM, the MTSS/Rtl team and administration will monitor students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension and provide interventions as necessary.	Nelson, Stan	COGNOS for Behavior and Academic Referrals.	one-time	
G2.B3.S1.MA1	Utilizing the FCIM, the MTSS/Rtl team and administration will monitor students who receive two or more behavioral referrals, and those students who received one or more behavioral referrals that lead to suspension and provide interventions as necessary.	Nelson, Stan	COGNOS for Behavior and Academic Referrals.	quarterly	
G2.B6.S1.MA1	Utilizing the FCIM, Middle School Counselor and administration will monitor the number of students who are non-proficient in a Mathematics course, Language Arts course, or two or more courses and provide interventions as necessary.	Dominguez, Ivette	District Interim Assessment	4/15/0006 quarterly	
G2.B6.S1.MA1	Utilizing the FCIM, Middle School Counselor and administration will monitor the number of students who are non-proficient in a Mathematics course, Language Arts course, or two or more courses and provide interventions as necessary.	Dominguez, Ivette	District Interim Assessments	4/15/0006 quarterly	
G3.MA1	Utilizing the FCIM, the Science Liaison and administration will look for increased participation in STEM related field trips and competitions.	Polanco, Ana	8/25/2014	District Interim Assessment and student authentic work	5/22/2015 quarterly
G3.B1.S1.MA1	Utilizing the FCIM, the Science Liaison and administration will look for increased participation in STEMrelated field trips and competitions.	Polanco, Ana	8/25/2014	District Interim Assessment and student authentic work	5/22/2015 monthly
G3.B1.S1.MA1	Utilizing the FCIM, the Science Liaison and administration will look for increased participation in STEM related field trips and competitions.	Polanco, Ana	8/25/2014	District Interim Assessment and student authentic work	5/22/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.MA1	Utilizing the FCIM, administration will maintain a binder with data regarding parent participation and parent engagements offered throughout the school year.	Rodriguez, Estela	8/25/2014	Sign-in Sheets	5/29/2015 quarterly
G4.B1.S1.MA1	Utilizing the FCIM, administration will maintain a binder with data regarding parent participation and parent engagements offered throughout the school year.	Rodriguez, Estela	8/25/2014	Sign-in Sheets	5/29/2015 quarterly
G4.B1.S1.MA1	Utilizing the FCIM, administration will maintain a binder with data regarding parent participation and parent engagements offered throughout the school year.	Rodriguez, Estela	8/25/2014	Sign-in Sheets	5/29/2015 quarterly

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

**G1.B1** Instructional shifts related to Florida Standards (FS) must be made across all grade levels and all content areas in order to ensure students master essential content and skills to succeed academically and increase rigor across all content areas.

#### G1.B1.S1 Close Reading

##### PD Opportunity 1

The school site will provide professional development on rigor for instructional staff across all grade levels and content areas in an effort to promote higher order thinking and skills and increase rigor.

##### Facilitator

Grade Level Chairpersons (K-5): M. Ramirez, A. Faehnle, E. Pell-Lopez, C. Salhuana, M. Gonzalez, C. Rodriguez  
Department Heads (6-8): C. Saavedra, C. Black, Ri. Rodriguez, D. Fisher and Instructional Staff

##### Participants

Reading and Social Science Teachers

##### Schedule

Weekly, from 9/15/2014 to 11/26/2014

#### G1.B1.S2 Increase Rigor and Higher Order Thinking Skills

##### PD Opportunity 1

The school site will provide professional development on rigor for instructional staff across all grade levels and content areas in an effort to promote higher order thinking and skills and increase rigor.

##### Facilitator

C. Perez (K-2), C. Lopez and K. Ovcovich (3-5), and Ri. Rodriguez and C. Saavedra (6-8)

##### Participants

Math and Science Teachers

##### Schedule

Monthly, from 9/22/2014 to 11/26/2014

## 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 2:</b> EWS at our school include decreasing the attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, decreasing students who have referrals that lead to suspension, decreasing students score at FCAT (FSA) Level 1 in either ELA or Math, decreasing students who are not proficient in reading by Grade 3 and those retained, decreasing students who fail either ELA or Math and who fail 2 or more of any course.	7,800
<b>Grand Total</b>	<b>7,800</b>

**Goal 2:** EWS at our school include decreasing the attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, decreasing students who have referrals that lead to suspension, decreasing students score at FCAT (FSA) Level 1 in either ELA or Math, decreasing students who are not proficient in reading by Grade 3 and those retained, decreasing students who fail either ELA or Math and who fail 2 or more of any course.

Description	Source	Total
<b>B2.S1.A1</b> - Utilize the EESAC funds to purchase tablets for retainee classes and Florida Standard Assessment.	Other	7,800
<b>Total Goal 2</b>		<b>7,800</b>