

# Jane S. Roberts K 8 Center



2014-15 School Improvement Plan

## Jane S. Roberts K 8 Center

14850 COTTONWOOD CIR, Miami, FL 33185

<http://jsr.dadeschools.net/>

### School Demographics

**School Type**

Combination

**Title I**

No

**Free/Reduced Price Lunch**

63%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

95%

### 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**

Jane S. Roberts K-8 center enriches the community through educational excellence and continued commitment and support of our teachers, staff, students, families, and the community that we serve. The extension of the services that the school provides encompasses the needs of the whole individual and ensures academic, social, and personal growth within a supportive, creative, and flexible environment.

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

Jane S. Roberts K-8 Center holds the following beliefs that all educational endeavors undertaken by the school ideally develop and align a positive school image through the advancement of the academic, social, and personal well being of the student body.

#### School Environment

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

Our school focuses on creating an environment that both recognizes and respects the diversity in our students, families and community. Several events throughout the year, such as Hispanic Heritage month and Black History month highlight our multicultural backgrounds. In addition, lessons are taught throughout the school in each grade level that focus on character education, and teach students about respecting others. All communication that is sent home is sent home in both English and Spanish.

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

School administrators supervise the students during morning arrival and afternoon dismissal. This creates an environment where students have daily access to administration in order to address any concerns or issues. In addition to administration, multiple faculty members are also present during arrival and dismissal and are prompt to handle any student concerns. During the school day, students receive lessons in bullying prevention, character education and violence prevention through our student services team. Students, parents and faculty all receive training each year on the school's zero tolerance policy for bullying and harassment, which is in line with the Jeffrey Johnston Stand Up for All Students Act of 2008. Students are taught multiple ways to report concerns that include online anonymous reporting, text messaging, and hotline reports.

##### **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**

The school follows the Miami-Dade County Code of Student Conduct and provides parents and students a copy of the handbook at the beginning of the year. The school documents disciplinary incidents on a discipline plan checklist form. The form allows for documentation of incidents as well as keeps track of progressive corrective actions. The school encourages corrective actions that adhere to the Code of Student Conduct that will assist the student but have minimal impact on their



learning time. Some of these interventions include individual, family and group counseling; the alternative to suspension program, mediation, and conflict management training. Students participate in an annual assembly about behavior expectations and rights and responsibilities.

**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**

Through our student services team, students and families can receive: individual, family and group counseling; crisis intervention services, including risk assessments; and referrals to community providers. Faculty, parents, administration, peers and students themselves are able to make referrals to the student services team, who follow up immediately with each referral and assess the needs of the child. Our student services team also serves as the liaison between the school and private providers for our students who have unique needs.

**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**

The School's Early Warning System consists in monitoring the following: Students who miss 10 percent or more of available instructional time; students retained or middle school students who fail a math course, an English Language Arts course; students who fail two or more courses or receive behavior referrals (referrals which may lead to suspension). Both the elementary and middle schools will monitor lists of students with one or more early warning indicators.

Data is collected and looked at before the school year begins.. Students that scored a level one or two in Reading, are placed in Intensive reading classes at the middle school. Students in grades 6-8 who scored level one or two on the Math FCAT are also placed in Intensive Math classes. Students are required to bring notes for absences. If students miss more than two days of school, a call is placed to parents/guardians. Letters are sent home and parents contacted for excessive absences.

Grades are looked at and monitored on a weekly basis. Interventions are implemented and PMP's (progress monitoring plans) are initiated. The middle school creates an ongoing list of students that need interventions and are in danger of failing a class(es).

**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	3	4	5	6	7	8	
Attendance below 90 percent	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	1	0	0	1
Course failure in ELA or Math	2	0	1	3	18	8	3	35
Level 1 on statewide assessment	0	9	8	7	13	8	8	53

**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 following intervention strategies are Wonder Works which focuses on K-5 Reading, DI, silent reading (focus on vocabulary), Guided Reading, RTI process. The middle school implements the Reflex program in Math and Intensive Math for students who scored levels one or 2 on the 2014 Math FCAT. There are Intensive Reading classes for grades 6-8.

**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**

Opportunities will be provided for parents to become more involved in school. Connect Ed messages will be issued for all school events, reminders and opportunities for involvement. There will also be a monthly Parent calendar distributed to provide parents with school information and activities. Parent workshops will be given at the school site on a monthly basis through the District Parent Academy. The school target is to have more parents attend the monthly parent workshops.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school holds an annual Career Day in order for students to gain knowledge on the varying careers and opportunities in the post graduate level. There is also a McDonald's Family Night in which administrators and teachers and community participate and in turn, McDonald's provides 20% of sales to the school. The middle school Biomedical students will participate in various field trips pertaining to the Biomedical field such as the Mast Academy Weather on Wheels program.

**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
Othon, Ana	Principal

**Duties**

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

The school-based MTSS/Rtl meets a minimum of once a month. The principal chairs the meetings but ideas and responsibilities are shared among staff and leadership team members. The MTSS/Rtl Team will use the Tier 1 problem solving goals to monitor instructional and behavioral methodologies, practices, and support for all students. Data will be gathered and analyzed at each of the Tier levels to discuss possible professional development for faculty. The Team will also use the four step problem solving process for planning and program evaluation during all meetings. Focus calendars are developed at the school site. This ensures that all students are involved in curriculum based standards and that there is a common assessment for students including subgroups and standard curriculum students. Ongoing progress monitoring will continue as well as Interventions and enrichment opportunities are available to students.

***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/Rtl assists in the development of the School Improvement Plan. In addition, the SAC committee is asked for input. The MTSS/Rtl Team will monitor the fidelity of the implementation of instruction and intervention. The Team will provide data on all students and suggestions for student achievement.

The Health Connect in Our Schools Program is implemented at our school at both the elementary and middle schools. Students may visit the clinic with concerns where a Health Connect nurse is available. The Safe and Drug Free School/Violence Program is also implemented in order to assist students with concerns related to safety, drugs and violence. Several presentations such as Cyberbullying, Anti-gang and Anti-gun have been coordinated to raise awareness for safety. These presentations are also aligned with the District Policy Against Bullying and Harassment program. Our fifth and eighth grade students receive the AIDS/HIV curriculum through their respective science classes.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Ana Othon	Principal
Kendra Alvarez	Education Support Employee
Burlie Hall	Education Support Employee
Jose Trueba	Teacher
Vivian Miranda	Teacher
Pamela Acosta	Teacher
Virginia Braddock	Business/Community
Miriam Gomez	Teacher
Madison Capote	Student
Teresa Vazquez	Student
Ana Perez	Parent
Carlos Vargas Jr.	Parent
Kenia Alvarez	Parent
Daniel Sterling	Parent
Analeidy Meeker-Espinales	Parent
Gonzalo Revilla	Parent
Alex Martinez	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 met to discuss the School Improvement Plan and other school initiatives. The EESAC reviewed and discussed the SIP goals. They analyze the budget and decide the budget and where funds should be spent.

Department and grade chairs review last year's SIP as well as student data and provide suggestions and strategies for the current year. The SIP is presented at the SAC meeting and SAC members provide suggestions. The SIP is reviewed, discussed and voted on for compliance.

### *Development of this school improvement plan*

Department and grade chairs review last year's SIP and provide suggestions and strategies for current year. The SIP is presented at the SAC meeting and SAC members provide suggestions. The SIP is reviewed, discussed and voted on for compliance.

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

The principal begins to prepare for the following school year's budget in May (preliminary). In July the principal attends a tentative budget conference at the Region office. Enrollment at the school determines the number of staff. In September, the principal attends the final budget conference. Final budget is shared with EESAC.

EESAC is also given a budget. Once EESAC funds are available, teachers may turn in proposals requesting EESAC funds in support of SIP goals.

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

Supplemental materials for Common Core, Math workbooks, increase technology in the middle school were purchased to assist teachers in the classrooms.

**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
Othon, Ana	Principal

**Duties**

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

The Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. Instructional focus lessons are developed through grade level meetings, vertical planning in conjunction with FAIR and Interim Assessments. Teachers will determine which lessons to implement according to student data results and needs. Teachers will include lessons in lesson plans and will determine whether to apply lessons as class openers and/or supplemental resources. Content area teachers will teach focus lessons by applying benchmarks and lessons needed to develop student skills according to data results. The Literacy Leadership Team will be responsible for data analysis at the grade level and will be responsible for assisting in the dissemination of modifications and changes to be made. On a monthly basis, curricular adjustments/changes will be reviewed and determined if necessary during grade level and literacy team meetings. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. Grade/Department Chairs will play a vital role in the development of Instructional Focus. Their responsibilities will include sharing BEST Practices with teachers, modeling lessons, providing support to teachers and monitoring student progress through test results.

**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**

Teachers have a common planning time at the elementary and middle school. During common planning time, teachers and/or departments meet to collaborate and share BEST Practices. PLC's will also be created at the school site so that teachers will further develop and share skills and BEST practices.

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

The majority of the teachers are certified in the field that they teach. The only current waivers on file are for gifted. The person responsible for this is the principal. Teachers are offered opportunities for collaboration through biweekly/monthly meetings to share Best practices. Professional Development opportunities are also offered at the school and District levels.

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

The school's mentoring program consists of students-teachers and teachers who are certified to participate in the mentoring program. Student-teachers are then paired with a school-site teacher according to certification and grade level. The mentors and mentee will meet biweekly in a professional learning community to discuss research-based strategies.

## **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 Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. Instructional focus lessons are developed through grade level meetings, vertical planning in conjunction with Interim Assessments. Teachers will determine which lessons to implement according to student data results and needs. Teachers will include lessons in lesson plans and will determine whether to apply lessons as class openers and/or supplemental resources. Content area teachers will teach focus lessons by applying benchmarks and lessons needed to develop student skills according to data results. The Literacy Leadership Team will be responsible for data analysis at the grade level and will be responsible for assisting in the dissemination of modifications and changes to be made. On a monthly basis, curricular adjustments/changes will be reviewed and determined if necessary during grade level and literacy team meetings. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. Grade/Department Chairs will play a vital role in the development of Instructional Focus. Their responsibilities will include sharing BEST Practices with teachers, modeling lessons, providing support to teachers and monitoring student progress through test results.

#### **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***

Data is looked at and analyzed from the results of the 2013-2014 FCAT. Students in grades 6-8 who scored a level one or two in Reading and/or Mathematics, are placed in Intensive Reading and/or Intensive math classes accordingly. Students are also placed in Intensive reading plus courses according to FAIR testing results. Students in the elementary level are placed in interventions according to FCAT and/or FAIR scores during their Spanish time.

##### ***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 morning tutoring is for ELL students in the middle school. The students receive enrichment instruction in the area of Reading, Mathematics and Science. Mathematics and Language Arts Teachers at the middle school tutor students on a voluntary basis to assist students with improving math and reading skills.

### **Strategy Rationale**

Research shows that student who have not mastered the English language are at a disadvantage to other students and need the additional assistance to assist them to develop language proficiency.

### **Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Othon, Ana, pr4691@dadeschools.net

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

Teachers review data such as assessments from students in program on a weekly basis. Tutoring teachers corroborate with subject area teachers to assess data and adjust instruction in areas of need.

## **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**

An Open House is done in the month of May to facilitate the transition between Preschool and Kindergarten. Pre-school teachers meet with administration to discuss strategies for assessing early indicators. Teachers can then assist students in preparing for kindergarten. Pre-kindergarten and kindergarten teachers collaborate to share Best Practices and prepare students.

### **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 in all content areas.

## 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 in all content areas.** 1a

G044992

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	81.0
FSA - English Language Arts - Proficiency Rate	81.0
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	
AMO Math - All Students	77.0
FSA - Mathematics - Proficiency Rate	
Math Gains	
Math Lowest 25% Gains	
FCAT 2.0 Science Proficiency	

**Resources Available to Support the Goal** 2

- State and District assessment results; Intervention/Supplemental Programs (Scholastic Read 180, Achieve 3000, SuccessMaker)
- State and District Assessment results; HMH Go Math;GIZMOS; Algebra Nation;Pearson McGraw-Hill
- State and District assessment results; GIZMOS; ELL Tutoring; Scott-Foresman
- State and District assessment results; Instruction technology via tablets; Mc-Graw Hill

**Targeted Barriers to Achieving the Goal** 3

- There is limited evidence of higher order questioning strategies in the delivery of instruction in all content areas.

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

Consistently monitor the fidelity and effectiveness of the implementation of rigorous activities and higher order thinking in the classroom during instruction, based on results from data from interim assessments.

**Person Responsible**

Ana Othon

**Schedule**

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

**Evidence of Completion**

State and District Assessment results.

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Our goal is to increase student achievement by improving core instruction in all content areas. **1**

 G044992

**G1.B1** There is limited evidence of higher order questioning strategies in the delivery of instruction in all content areas. **2**

 B110939

**G1.B1.S1** Implement questioning strategies and activities in reading to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. **4**

 S123083

### Strategy Rationale

There is lack of evidence of rigorous instruction and higher order thinking skills throughout the content areas.

### Action Step 1 **5**

Collaborate to develop a presentation that will be used as a framework during the professional development session that will be provided to classroom teachers focusing on rigorous activities and higher order thinking.

#### Person Responsible

Ana Othon

#### Schedule

On 10/1/2014

#### Evidence of Completion

Agenda, powerpoint, sign in sheets

### Action Step 2 5

Introduce the plan to focus on rigorous activities and higher order thinking to the staff during a faculty meeting.

**Person Responsible**

Ana Othon

**Schedule**

On 10/8/2014

***Evidence of Completion***

Sign in sheet, agenda, handouts

### Action Step 3 5

Introduce strategies that focus on rigorous activities and higher order thinking during a professional development session that will be held during grade level / department meetings.

**Person Responsible**

Ana Othon

**Schedule**

On 10/17/2014

***Evidence of Completion***

Sign in sheet, agenda, handouts

### Action Step 4 5

Implement strategies learned at the professional development session that focus on rigorous activities and higher order thinking during instruction.

**Person Responsible**

Ana Othon

**Schedule**

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

***Evidence of Completion***

Lesson plans with checklist and samples of student work

### Action Step 5 5

Debrief and provide feedback to teachers. Provide follow up support when necessary by having teachers observe another teacher in a model classroom during instruction.

**Person Responsible**

Ana Othon

**Schedule**

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

***Evidence of Completion***

Feedback and debriefing notes

### Action Step 6 5

Consistently monitor the fidelity and effectiveness of the implementation of rigorous activities and higher order thinking in the classroom during instruction.

**Person Responsible**

Ana Othon

**Schedule**

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

***Evidence of Completion***

Walkthrough log

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

Consistently monitor the fidelity of the implementation of rigorous activities and higher order thinking in the classroom during instruction.

**Person Responsible**

Ana Othon

**Schedule**

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

***Evidence of Completion***

Walkthrough log

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

Consistently monitor the effectiveness of the implementation of rigorous activities and higher order thinking in the classroom during instruction.

**Person Responsible**

Ana Othon

**Schedule**

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

**Evidence of Completion**

Walkthrough log

**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	Collaborate to develop a presentation that will be used as a framework during the professional development session that will be provided to classroom teachers focusing on rigorous activities and higher order thinking.	Othon, Ana	10/1/2014	Agenda, powerpoint, sign in sheets	10/1/2014 one-time
G1.B1.S1.A2	Introduce the plan to focus on rigorous activities and higher order thinking to the staff during a faculty meeting.	Othon, Ana	10/8/2014	Sign in sheet, agenda, handouts	10/8/2014 one-time
G1.B1.S1.A3	Introduce strategies that focus on rigorous activities and higher order thinking during a professional development session that will be held during grade level / department meetings.	Othon, Ana	10/1/2014	Sign in sheet, agenda, handouts	10/17/2014 one-time
G1.B1.S1.A4	Implement strategies learned at the professional development session that focus on rigorous activities and higher order thinking during instruction.	Othon, Ana	8/18/2014	Lesson plans with checklist and samples of student work	6/4/2015 daily
G1.B1.S1.A5	Debrief and provide feedback to teachers. Provide follow up support when necessary by having teachers observe another teacher in a model classroom during instruction.	Othon, Ana	8/18/2014	Feedback and debriefing notes	6/4/2015 quarterly
G1.B1.S1.A6	Consistently monitor the fidelity and effectiveness of the implementation of rigorous activities and higher order thinking in the classroom during instruction.	Othon, Ana	8/18/2014	Walkthrough log	6/4/2015 monthly
G1.MA1	Consistently monitor the fidelity and effectiveness of the implementation of rigorous activities and higher order thinking in the classroom during instruction, based on results from data from interim assessments.	Othon, Ana	8/18/2014	State and District Assessment results.	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Consistently monitor the effectiveness of the implementation of rigorous activities and higher order thinking in the classroom during instruction.	Othon, Ana	8/18/2014	Walkthrough log	6/4/2015 monthly
G1.B1.S1.MA1	Consistently monitor the fidelity of the implementation of rigorous activities and higher order thinking in the classroom during instruction.	Othon, Ana	8/18/2014	Walkthrough log	6/4/2015 monthly

## 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 in all content areas.

**G1.B1** There is limited evidence of higher order questioning strategies in the delivery of instruction in all content areas.

**G1.B1.S1** Implement questioning strategies and activities in reading to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

### **PD Opportunity 1**

Introduce strategies that focus on rigorous activities and higher order thinking during a professional development session that will be held during grade level / department meetings.

#### **Facilitator**

Jessica Calis-Veloso, Reading Department Chair; Grade Level(Chairs: Yvette Hernandez (K), Sherri Whiting (1), Nora Fabricio (2), Consuelo Perez (3), Carol Jones (4), Vivian Miranda (5)

#### **Participants**

Classroom Teachers

#### **Schedule**

On 10/17/2014

## 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 1:</b> Our goal is to increase student achievement by improving core instruction in all content areas.	1,377
<b>Grand Total</b>	<b>1,377</b>

### Goal 1: Our goal is to increase student achievement by improving core instruction in all content areas.

Description	Source	Total
<b>B1.S1.A4</b> - Time Magazine for students, Phonics books, A-Z Reader	School Improvement Funds	1,377
<b>Total Goal 1</b>		<b>1,377</b>