

A word cloud graphic featuring various educational terms. The most prominent words are 'students', 'school', 'teaching', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'achievement', 'and', 'increased', 'needs', 'assessment', 'ambitious', 'strategies', 'resources', 'effective', 'leadership', 'supportive', 'problem', 'solving', 'step', 'zero', 'college', 'and', 'career', 'public', 'and', 'mission', 'vision'. The words are arranged in a circular pattern, with 'students' and 'school' being the largest and most central.

## Springview Elementary School

1122 BLUEBIRD AVE, Miami Springs, FL 33166

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

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

58%

**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

The staff and community at Springview Elementary School are committed to the belief that all children should be encouraged to grow, learn, and become productive through involvement in a continuous progression of meaningful learning experiences. We believe that our school's purpose is to challenge all students to apply high levels of critical and creative thinking in achieving academic and social skills. The staff and parents accept and share responsibility for personal, academic, and social growth as well as positive participation in the learning process of their classmates

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

Springview Elementary is committed to developing lifelong learners in a climate of excellence through school, family and community.

#### School Environment

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

Relationships are built through our staff, students, and parents in various manners and in working together to help every person in the school reach their fullest potential. Through various activities such as meet and greet with the teachers, parents, students and administration, Open House, PTA meetings, functions and activities, school wide intercultural activities through out the year. All stakeholders in the educational community of Springview Elementary are expected to learn about students' cultures and build on these relationships.

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

Recognizing good behavior is very important. When students are trying their best, school personnel acknowledges this effort through school wide awards and incentives such as Glad you are here, Do The Right Thing, cafeteria positive reward program, safety patrols, school security and daily core value announcements.

The students are introduced to school wide rules, these are posted through out the school and individual classrooms. Rule infractions will result in consequences outlined below, "Guidelines for Intervention."

In addition, teachers review the student code of conduct.

The teacher/school personnel are at the center of an effective school discipline plan. The teacher will continually emphasize to students the importance of doing their best and helping others do their best. When there is a behavioral problem (Other than a Group III-V Violation (Appendix A) as per the Code of Student Conduct), the teacher will attempt to teach the student how to behave appropriately by referring to the classroom/school wide rules. Parent Contact should be made to advice parents of continuous defiance or insubordination of students. Parent Contact is made to parents of YOUR students ONLY. To avoid disruptions and student misconduct, students must remain under the supervision of their designated teacher AT ALL TIMES!

**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**

Students are engaged and distractions are minimized by keeping a structured curriculum. An established disciplinary plan is in place with clear behavioral expectations instilled by faculty, staff and administration. School personnel are consistently trained through PD and faculty meetings to ensure a fair system is in place. Springview will follow the Code of Student Conduct provided by MDCPS with fidelity.

**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**

The school ensures the social-emotional needs of all students is met by providing counseling, mentoring and other student services. PD is given on a regular basis to faculty and staff in order to establish a healthy social-emotional atmosphere. Through the Character Education curriculum the school adheres to the nine core values; citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect and responsibility. Through the Character Education curriculum we foster ethical, responsible and caring young people by modeling and teaching good character through emphasis on values that are universal and we all share. Character Education focuses on the core civic virtues and moral values that are widely held in our society; laying a foundation for all learning which takes place in school, family and community. By infusing this curriculum into all subject areas, academic achievement, behavior, school culture, peer interaction and parental involvement has improved. Through the implementation of the Character Education curriculum and supporting additional resources; faculty, staff and the administration is able to zoom into students needing additional services to promote a healthy socio-emotional well rounded child. The counselor and psychologist are always available to assist and determine if community agencies are needed to be recommended to parents for further assistance.

### 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**

Our school has limited issues with attendance and tardies; however, an effort is always made to contact those students and their parents in order to improve attendance. We do not have a serious issue with suspensions at our school. Appropriate interventions and support are provided for those students who have not been able to pass the ELA or Math courses. In addition, all students scoring a level 1 on statewide assessment, receive intervention in addition to the core instruction.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	2	1	1	1	2	9
One or more suspensions	0	0	0	0	0	2	2
Course failure in ELA or Math	2	7	1	1	1	0	12
Level 1 on statewide assessment	0	0	0	8	4	6	18

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Our school uses pull out intervention for 3-5th grade students that scored an FCAT level 1 or 2 in addition to any students needing this extra support. These students receive an additional 30 minutes of Wonderworks for Reading/LA. The Math intervention is through Think Central. There will be afterschool tutoring for ELL students. Additionally, I-Ready will be used for Reading and Math as well as the Reflex program for math

**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**

Provide parent workshops in native languages so that parents can help their children at home. Community resource information will be available to parents.

**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**

Parents and our Dade Partner community play a vital role in supporting successful learning outcomes. By providing meaningful participation, collaboration and dialogue, we can build relationships that lead to positive action and ultimately, lead to change. The education of our students is a shared responsibility, and by working together, we can benefit the quality of life at Springview Elementary School. Springview Elementary School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Miami-Dade District Pre-K and Early Intervention, Exceptional Student Pre-K, Exceptional Student

Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges and universities internship programs, ELL Programs, Homeless Agencies, the Parent Academy, the PTA/PSTA, and through compacts with local municipalities such as City of Miami Springs as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Representatives from these agencies will meet as necessary to coordinate services for families and children to increase student achievement. Innovation and improvement characterize the partnership at Springview Elementary School between Florida International University (FIU), Miami Dade College (MDC), Barry University as well as other

universities in the area. A partnership between Springview and the universities provide much needed assistance to our teachers while giving their time and talent to the students. Innovative partnerships such as these are essential and provide the school with the ability to maintain a high standard of education which Springview is known for.

Springview's Dade Partners participate in various capacities; from donations, to providing guests speakers for Career Day. From monetary contributions to In-Kind contributions of resources, materials, equipment or product donations. Volunteer hours are crucial and most valuable with our partnerships when assisting our school. The Dade Partner Program is a cooperative agreement between a school and a business, professional or civic group, or governmental agency, to bring resources together to improve student achievement and enhance educational programs in our schools. We, at Springview Elementary School, encourage, support, care and welcome all of our Dade Partners.

## 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
Flor, Catalina	Principal
Castro-Hernandez, Sylvia	Instructional Media
Fernandez, Jennifer	Teacher, K-12
Vizcaino, Jill	Teacher, K-12
Gomez-Lugo, Irene	Assistant Principal

#### Duties

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

The roles and responsibilities of the School Leadership Team is as follows;

Catalina Flor, Principal, responsibilities as the instructional leader of the school are to assure implementation of state and system policies and procedures.

Irene Gomez-Lugo, Assistant Principal, responsibilities include to assist the principal in assuring implementation of state and system policies and procedures.

Sylvia Castro-Hernandez, Media Specialist, responsibilities include scheduling for the media center in order to provide student access at the time of instructional need.

Jill Vizcaino, Teacher K-12 and Teacher of the Gifted, responsibilities include ensuring appropriate evaluation of the Gifted program and implementation of the of State-Wide Curriculum, policies and procedures.

Marisa Menendez, Teacher K-12 and School-Wide PD Liaison, responsibilities include implementation of district policies and procedures for Teacher PD and to provide opportunities to personnel to continue professional growth.

***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 administration determines, on an as needed basis, the frequency of meetings for the school leadership team. The team deciphers test data in the beginning of the school year to determine which students need intervention services as well as after school tutoring.

The district has provided materials for interventions as follows;

Reading intervention teachers utilize "Wonder Works" for the students that have scored below proficiency on the state/district assessments.

Math intervention teachers utilize Think Central to provide students with additional support on skills not mastered.

I-Ready for math and reading will provide classroom teachers with diagnostic information to provide teacher lessons for reteaching and differentiated instruction.

Using title III funds, teachers will be hired for afterschool tutoring of ELL students.

The leadership team will meet to discuss response to students that are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

The team will 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 the data using the Tier 2 problem solving process after each OPM.

Additional resources for enrichment and support from EESAC funds include: Brain Pop, Accelerated Reader program and Sum Dog.

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Catalina Flor	Principal
Teresita Duque	Teacher
Gayla Storr	Teacher
Jan Keenan Harvey	Teacher
Jill Vizcaino	Teacher
Lynda Turner	Teacher
Muriel Solomon	Teacher
Elvira Andreolli	Education Support Employee
Teri Fernandez	Education Support Employee
Blas Cardonne	Parent
Helen Bustamante	Parent
Janin Echemendia	Parent
Cecilia Cabrera	Parent
Louie Cimino	Parent
Manuel Cabrera	Parent
Michael Simon	Business/Community
Paulina Pollack	Student
Allie Aguila	Student
Marisa Menendez	Teacher
Laura Ramirez	Parent
	Education Support Employee

## 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*

At our school's first EESAC meeting for 2014-2015, last year's school improvement plan was reviewed and evaluated. The objectives and strategies were analyzed in relation to the results of FCAT 2.0.

*Development of this school improvement plan*

Our school's EESAC meets to review the School Improvement Plan (SIP), discuss strategies and approves by unanimous consensus before implementation.

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

EESAC is responsible for assisting in the preparation and evaluation of the school's annual budget. Stakeholders participate in school management, financing and organizing of resources, budgeting, and implementation of policies. The EESAC directly affects students' academic performance.

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

EESAC funds from 2013-2014 was used to purchase Brain Pop, Art supplies, medals and certificates totaling \$1495.00, Accelerated Reader program for \$1000.00, Sum Dog for \$142.00, printer ink for \$500.00 and \$388.00 for copy paper. The amount allocated for school improvement from EESAC funds was \$3525.00.

**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
Flor, Catalina	Principal
Gomez-Lugo, Irene	Assistant Principal
Castro-Hernandez, Sylvia	Instructional Media
Vizcaino, Jill	Teacher, K-12
Fernandez, Jennifer	Teacher, K-12

#### Duties

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

The LLT is an integral part of the school's literacy reform process. The principal will provide necessary resources to the LLT. The School Site Reading Representative will serve as a member of the LLT and will share her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. Guidelines and activities are being developed to assist teachers in the integration of the Common Core Reading Standards to their curriculum. The School Site Reading Representative will provide motivation and promote a spirit of collaboration within the LLT to create a school-wide focus on literacy and reading achievement by establishing model classrooms, conferencing with teachers and administrators, analyzing data, and providing professional development.

#### 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**

In order to encourage positive working relationships between the faculty, teachers have collaborative planning times included in their daily schedules. Teachers meet by grade level and by department as well. These common planning sessions provide additional support for teachers that may need assistance in the implementation of specific strategies such as differentiated instruction.

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

Offer professional development determined by a needs assessment. Provide opportunities for collaboration amongst grade levels. Provide opportunities for peer observation within subject areas/grade levels.

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

Common planning that allows for novice teachers to collaborate with experienced teachers. Professional development based on needs assessment. Pairing experienced teachers with novice teachers based on subject area/grade level.

## **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***

Teachers use the district approved curriculum which is aligned to 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***

Teachers analyze data to create flexible groups and use small group instruction to target weaknesses. Students having difficulty attaining proficiency receive an additional 30 minutes of intervention in addition to the core 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:** 6,000

After School Tutoring: Students will be grouped according to current achievement levels and deficiencies.

**Strategy Rationale**

Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Flor, Catalina, pr5361@dadeschools.net

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

Data collected includes the Baseline Assessment, Fall and Winter Interim Assessments, STAR tests, AR, and FAIR. Grade Level Data Chats are held to discuss different strategies that have been used, modifications that need to be made, as well as new strategies to target weaknesses.

**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**

Preschool- Fifth Grade children and their parents are assisted with the transition from early childhood to elementary school programs through the presentation of Parent Drop-in Day, the Kindergarten Orientation Meeting, Open House, middle school transition meetings with feeder pattern schools and College Bound Meetings. Through the College Bound Programs, parents are able to participate in an online, research based parent training support program which is offered in English and Spanish in order to develop a partnership with the school. The Family Enrichment Center offers several training/ workshops to help the parents with the transition. The Building Early Language Literacy (BELL) prekindergarten ESE program is used to assist those students with low readiness rates. Kindergarten students continue to be monitored through the use of the WSS and FLKRS assessment (for readiness), FAIR and OLPS/RLDA ESOL assessment. Preschool through Fifth Grade teachers are responsible for implementing strategies that will assist the students in transition from one school level to another with the mastery of skills.

**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

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase student achievement by improving core instruction in all content areas.
- G2.** To use the Early Warning Systems (EWS) to identify at-risk students to provide support and intervention to increase achievement.
- G3.** To increase student achievement and improve core instruction by utilizing STEM strategies.
- G4.** Increase parent participation and involvement in school related activities.

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

G044332

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - SWD	53.0
AMO Reading - All Students	83.0
AMO Math - All Students	83.0
FCAT 2.0 Science Proficiency	74.0
ELA/Reading Gains	96.0
ELA/Reading Lowest 25% Gains	99.0
FSA - English Language Arts - Proficiency Rate	87.0
Math Lowest 25% Gains	82.0
Math Gains	87.0
FSA - Mathematics - Proficiency Rate	94.0

**Resources Available to Support the Goal** 2

- Promethean and/or Smart Boards in every classroom, PTA, common planning, department meetings, computer lab, media center, reading contact, 3-4 computers in the classroom, ELMOS (Document Camera's), STAR/AR Web-based, ReadingPlus, CORE Reading materials, Time for Kids, Story Works (3rd-5th Grade), Core Math Materials, Math Contact, SumDog, Science Contact, , Discovery Education, P-SELL materials, Sciensaurus, StudyJams, BrainPop, Super Science Magazine

**Targeted Barriers to Achieving the Goal** 3

- Limited evidence of data analysis to guide differentiated instruction.

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

Monitor for progress toward meeting goal through data analysis from District Interim and FSA through data chats.

**Person Responsible**

Catalina Flor

**Schedule**

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

**Evidence of Completion**

District Interim/FSA results, data binders, and protocol sheets.

**G2.** To use the Early Warning Systems (EWS) to identify at-risk students to provide support and intervention to increase achievement. 1a

G044385

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	97.38
2+ Behavior Referrals	
Students exhibiting two or more EWS indicators (Total)	

**Resources Available to Support the Goal** 2

- Attendance review committee, behavior referral forms, daily attendance report, school social worker, and school counselor.

**Targeted Barriers to Achieving the Goal** 3

- Lack of parental support in order to improve student attendance.

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

Daily Attendance bulletin (provided by registrar) and behavior report provided by counselor

**Person Responsible**

Irene Gomez-Lugo

**Schedule**

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

**Evidence of Completion**

Attendance/Behavior Report provided by the district

**G3. To increase student achievement and improve core instruction by utilizing STEM strategies.** 1a

G044379

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	74.0

**Resources Available to Support the Goal** 2

- Discovery Education, Think Central, Khan Academy, NBC Learn, Administrators, Science Contact, District Science Website, Gizmos, and District Pacing Guides

**Targeted Barriers to Achieving the Goal** 3

- Limited use of technology for teachers to create assessments and analyze the data.

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

Analyzing assessments (District Interim Assessments, District Technology usage reports such as Gizmos, I-Ready) and student data.

**Person Responsible**

Catalina Flor

**Schedule**

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

**Evidence of Completion**

Sign-In Sheets (STEM Family Night and data chats), Thinkgate reports and administrative observation logs

**G4. Increase parent participation and involvement in school related activities.** 1a

G044393

**Targets Supported** 1b

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

- Parent Academy, Administrators, Counselor, Media Specialist

**Targeted Barriers to Achieving the Goal** 3

- Scheduling conflicts due to parent work schedules

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

The Parent Academy will provide the school with attendance logs and agenda.

**Person Responsible**

Irene Gomez-Lugo

**Schedule**

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

**Evidence of Completion**

Sign In Log, agenda

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

 G044332

**G1.B1** Limited evidence of data analysis to guide differentiated instruction. **2**

 B108977

**G1.B1.S1** Data Guided Instruction: Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. **4**

 S120469

### Strategy Rationale

We will use data to set goals in order to increase student achievement by improving core instruction in all content areas.

### Action Step 1 **5**

Provide a professional development in all content areas during department meeting to analyze multiple forms of data to identify differentiated instruction needs to drive instruction.

#### Person Responsible

Sylvia Castro-Hernandez

#### Schedule

On 10/10/2014

#### Evidence of Completion

Sign-in sheets, agenda, data binders

### Action Step 2 5

Provide professional development on utilizing Thinkgate to effectively use data to guide differentiated instruction within all content areas..

**Person Responsible**

Jennifer Fernandez

**Schedule**

On 11/4/2014

***Evidence of Completion***

Sign-in Sheets, data binder,

### Action Step 3 5

Teachers will use data to plan and guide differentiated instruction in all content areas.

**Person Responsible**

Jennifer Fernandez

**Schedule**

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

***Evidence of Completion***

Sign-in sheets, agenda student rotation schedule, flexible grouping

### Action Step 4 5

Grade level common planning sessions to provide additional support for differentiated instruction in all content areas.

**Person Responsible**

Irene Gomez-Lugo

**Schedule**

Weekly, from 9/11/2014 to 11/24/2014

***Evidence of Completion***

Sign-in sheets, agenda, meeting minutes

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

Administrators will monitor fidelity of professional development through attendance at professional development and common planning sessions, implementation of data driven differentiated instruction during utilizing walkthroughs & observations.

**Person Responsible**

Catalina Flor

**Schedule**

Weekly, from 9/10/2014 to 11/26/2014

***Evidence of Completion***

Sign-in sheets, agenda, and administrative logs.

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

Monitor effectiveness through data analysis from District Interim and FSA.

**Person Responsible**

Catalina Flor

**Schedule**

Weekly, from 9/10/2014 to 11/26/2014


***Evidence of Completion***

Sign-In sheets, data charts, protocol sheets


**G2.** To use the Early Warning Systems (EWS) to identify at-risk students to provide support and intervention to increase achievement. 1

 G044385

**G2.B1** Lack of parental support in order to improve student attendance. 2

 B109072

**G2.B1.S1** Reward students with perfect attendance with attendance incentives such as: Glad you're here program, certificates and medals. 4

 S120582

### **Strategy Rationale**

To improve and maintain high attendance

### **Action Step 1** 5

Attend the Truancy Intervention Program (TIP) training and implement TIP school-wide.

#### **Person Responsible**

Irene Gomez-Lugo

#### **Schedule**

On 9/5/2014

#### **Evidence of Completion**

Sign-In Sheet, Master Plan Points

### **Action Step 2** 5

Teachers will refer students with behavior issues to the counselor for individual/group counseling.

#### **Person Responsible**

Irene Gomez-Lugo

#### **Schedule**

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

#### **Evidence of Completion**

Referral forms, behavior referrals, counselor referrals and student conduct grades

### Action Step 3 5

Attendance and behavior reports will be used to monitor the target students' attendance and behavior for improvements.

**Person Responsible**

Catalina Flor

**Schedule**

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

***Evidence of Completion***

Attendance reports and counseling referrals.

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

Utilizing the daily attendance bulletin, the administration will monitor daily absentee students and determine implementation of the TIP program.

**Person Responsible**

Catalina Flor

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

SCMS (referrals), daily attendance bulletin

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

Students with five or more absences will be referred to the Attendance Review Committee.

**Person Responsible**

Irene Gomez-Lugo

**Schedule**

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

***Evidence of Completion***

SCMS (referrals), daily attendance bulletin


**G3.** To increase student achievement and improve core instruction by utilizing STEM strategies. 1

 G044379

**G3.B1** Limited use of technology for teachers to create assessments and analyze the data. 2

 B109063

**G3.B1.S1** Use STEM strategies and data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. 4

 S120560

### **Strategy Rationale**

By analyzing the data we will have the ability to target student needs.

### **Action Step 1** 5

Professional Development on effective use of data analysis to guide differentiated instruction

#### **Person Responsible**

Jennifer Fernandez

#### **Schedule**

On 11/4/2014

#### **Evidence of Completion**

Sign-In sheets, agenda, data binders

### **Action Step 2** 5

Teachers will use data to plan and guide differentiated instruction.

#### **Person Responsible**

Catalina Flor

#### **Schedule**

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

#### **Evidence of Completion**

Sign-In sheets, weekly bulletin and agenda

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

Monitor the implementation of the use of data and technology embedded in Science and Math lessons.

**Person Responsible**

Catalina Flor

**Schedule**

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

***Evidence of Completion***

Administrator Notes, data binders, authentic student work and observation logs.

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

Monitor the effectiveness of the use of data and technology embedded in Science and Math lessons.

**Person Responsible**

Irene Gomez-Lugo


**Schedule**

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


***Evidence of Completion***

Data chats, District Interim Assessments, protocol sheets, classroom walkthroughs and student data.


**G4. Increase parent participation and involvement in school related activities.** 1

 G044393

**G4.B1 Scheduling conflicts due to parent work schedules** 2

 B109096

**G4.B1.S1 Flexible scheduling of workshops through the parent academy** 4

 S120596

**Strategy Rationale**

To improve parental involvement in school related activities

**Action Step 1** 5

Provide and communicate in their home language workshops and activities to improve parental involvement through before and after school times.

**Person Responsible**

Catalina Flor

**Schedule**

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

***Evidence of Completion***

Sign-In Sheets, Connect Ed, Parent Calendar and agendas

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

Monitor attendance of parent involvement through sign in sheets and provide workshops in parents home language.

**Person Responsible**

Irene Gomez-Lugo

**Schedule**

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

***Evidence of Completion***

Sign In sheets

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

Through parent conferences and parental attendance at school related activities

**Person Responsible**

Irene Gomez-Lugo

**Schedule**

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

**Evidence of Completion**

Sign In Sheets, parent logs, e-mail and agendas.

**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	Provide a professional development in all content areas during department meeting to analyze multiple forms of data to identify differentiated instruction needs to drive instruction.	Castro-Hernandez, Sylvia	9/11/2014	Sign-in sheets, agenda, data binders	10/10/2014 one-time
G3.B1.S1.A1	Professional Development on effective use of data analysis to guide differentiated instruction	Fernandez, Jennifer	11/4/2014	Sign-In sheets, agenda, data binders	11/4/2014 one-time
G2.B1.S1.A1	Attend the Truancy Intervention Program (TIP) training and implement TIP school-wide.	Gomez-Lugo, Irene	9/5/2014	Sign-In Sheet, Master Plan Points	9/5/2014 one-time
G4.B1.S1.A1	Provide and communicate in their home language workshops and activities to improve parental involvement through before and after school times.	Flor, Catalina	8/18/2014	Sign-In Sheets, Connect Ed, Parent Calendar and agendas	6/4/2015 semiannually
G1.B1.S1.A2	Provide professional development on utilizing Thinkgate to effectively use data to guide differentiated instruction within all content areas..	Fernandez, Jennifer	11/4/2014	Sign-in Sheets, data binder,	11/4/2014 one-time
G3.B1.S1.A2	Teachers will use data to plan and guide differentiated instruction.	Flor, Catalina	8/18/2014	Sign-In sheets, weekly bulletin and agenda	6/4/2015 daily
G2.B1.S1.A2	Teachers will refer students with behavior issues to the counselor for individual/group counseling.	Gomez-Lugo, Irene	8/18/2014	Referral forms, behavior referrals, counselor referrals and student conduct grades	6/4/2015 biweekly
G1.B1.S1.A3	Teachers will use data to plan and guide differentiated instruction in all content areas.	Fernandez, Jennifer	9/11/2014	Sign-in sheets, agenda student rotation schedule, flexible grouping	11/26/2014 weekly
G2.B1.S1.A3	Attendance and behavior reports will be used to monitor the target students' attendance and behavior for improvements.	Flor, Catalina	8/18/2014	Attendance reports and counseling referrals.	6/4/2015 daily
G1.B1.S1.A4	Grade level common planning sessions to provide additional support for differentiated instruction in all content areas.	Gomez-Lugo, Irene	9/11/2014	Sign-in sheets, agenda, meeting minutes	11/24/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Monitor for progress toward meeting goal through data analysis from District Interim and FSA through data chats.	Flor, Catalina	8/18/2014	District Interim/FSA results, data binders, and protocol sheets.	6/4/2015 quarterly
G1.B1.S1.MA1	Monitor effectiveness through data analysis from District Interim and FSA.	Flor, Catalina	9/10/2014	Sign-In sheets, data charts, protocol sheets	11/26/2014 weekly
G1.B1.S1.MA1	Administrators will monitor fidelity of professional development through attendance at professional development and common planning sessions, implementation of data driven differentiated instruction during utilizing walkthroughs & observations.	Flor, Catalina	9/10/2014	Sign-in sheets, agenda, and administrative logs.	11/26/2014 weekly
G2.MA1	Daily Attendance bulletin (provided by registrar) and behavior report provided by counselor	Gomez-Lugo, Irene	8/18/2014	Attendance/Behavior Report provided by the district	6/4/2015 quarterly
G2.B1.S1.MA1	Students with five or more absences will be referred to the Attendance Review Committee.	Gomez-Lugo, Irene	8/18/2014	SCMS (referrals), daily attendance bulletin	6/4/2015 weekly
G2.B1.S1.MA1	Utilizing the daily attendance bulletin, the administration will monitor daily absentee students and determine implementation of the TIP program.	Flor, Catalina	8/18/2014	SCMS (referrals), daily attendance bulletin	6/5/2015 daily
G3.MA1	Analyzing assessments (District Interim Assessments, District Technology usage reports such as Gizmos, I-Ready) and student data.	Flor, Catalina	8/18/2014	Sign-In Sheets (STEM Family Night and data chats), Thinkgate reports and administrative observation logs	5/29/2015 quarterly
G3.B1.S1.MA1	Monitor the effectiveness of the use of data and technology embedded in Science and Math lessons.	Gomez-Lugo, Irene	8/18/2014	Data chats, District Interim Assessments, protocol sheets, classroom walkthroughs and student data.	5/29/2015 quarterly
G3.B1.S1.MA1	Monitor the implementation of the use of data and technology embedded in Science and Math lessons.	Flor, Catalina	8/18/2014	Administrator Notes, data binders, authentic student work and observation logs.	5/29/2015 weekly
G4.MA1	The Parent Academy will provide the school with attendance logs and agenda.	Gomez-Lugo, Irene	8/18/2014	Sign In Log, agenda	6/4/2015 semiannually
G4.B1.S1.MA1	Through parent conferences and parental attendance at school related activities	Gomez-Lugo, Irene	8/18/2014	Sign In Sheets, parent logs, e-mail and agendas.	6/4/2015 semiannually
G4.B1.S1.MA1	Monitor attendance of parent involvement through sign in sheets and provide workshops in parents home language.	Gomez-Lugo, Irene	8/18/2014	Sign In sheets	6/4/2015 semiannually

## 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.** Increase student achievement by improving core instruction in all content areas.

**G1.B1** Limited evidence of data analysis to guide differentiated instruction.

**G1.B1.S1** Data Guided Instruction: Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

### PD Opportunity 1

Provide a professional development in all content areas during department meeting to analyze multiple forms of data to identify differentiated instruction needs to drive instruction.

#### Facilitator

Sylvia Castro-Hernandez(Literacy), Araceli Prieto (Math), Chris Tabch (Science)

#### Participants

All Content Area Teachers

#### Schedule

On 10/10/2014

### PD Opportunity 2

Provide professional development on utilizing Thinkgate to effectively use data to guide differentiated instruction within all content areas..

#### Facilitator

Marisa Menendez

#### Participants

All Content Area Teachers

#### Schedule

On 11/4/2014

### **PD Opportunity 3**

Teachers will use data to plan and guide differentiated instruction in all content areas.

#### **Facilitator**

All Content Area Teachers

#### **Participants**

All Content Area Teachers

#### **Schedule**

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

### **PD Opportunity 4**

Grade level common planning sessions to provide additional support for differentiated instruction in all content areas.

#### **Facilitator**

All Content Area Teachers

#### **Participants**

All Content Area Teachers

#### **Schedule**

Weekly, from 9/11/2014 to 11/24/2014

**G2.** To use the Early Warning Systems (EWS) to identify at-risk students to provide support and intervention to increase achievement.

**G2.B1** Lack of parental support in order to improve student attendance.

**G2.B1.S1** Reward students with perfect attendance with attendance incentives such as: Glad you're here program, certificates and medals.

**PD Opportunity 1**

Attend the Truancy Intervention Program (TIP) training and implement TIP school-wide.

**Facilitator**

Joseph Estrada

**Participants**

Assistant Principal and Counselor

**Schedule**

On 9/5/2014

**G3.** To increase student achievement and improve core instruction by utilizing STEM strategies.

**G3.B1** Limited use of technology for teachers to create assessments and analyze the data.

**G3.B1.S1** Use STEM strategies and data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

**PD Opportunity 1**

Professional Development on effective use of data analysis to guide differentiated instruction

**Facilitator**

Chris Tabsch

**Participants**

Teachers

**Schedule**

On 11/4/2014

## 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> Increase student achievement by improving core instruction in all content areas.	1,000
<b>Grand Total</b>	<b>1,000</b>

### Goal 1: Increase student achievement by improving core instruction in all content areas.

Description	Source	Total
<b>B1.S1.A1</b> - Notes EESAC	Other	1,000
<b>Total Goal 1</b>		<b>1,000</b>