Charles R Hadley Elementary School

2014-15 School Improvement Plan

Charles R Hadley Elementary School

8400 NW 7TH ST, Miami, FL 33126

http://crhadley.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	85%

Alternative/ESE Center	Charter School	Minority
No	No	98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To ensure student achievement by providing a quality education in a safe, nurturing environment.

Provide the school's vision statement

The school's vision is to guarantee all students a solid foundation of knowledge.

School Environment

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

The school exceeds expectations, all staff members continuously create a climate of acceptance and respect of all students. Teachers are attentive and responsive to students and interact in a way that builds confidence, extends learning, encourages values, and builds trusting relationships.

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

The school's expectation is that all students can and will learn when provided with a safe, nurturing yet stimulating environment during, before and after school. On a daily basis students are provided with a print-rich environment, differentiated instruction, tutoring as needed and enrichment activities to motivate each individual student to reach their highest potential.

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

Classroom management techniques are applied by instructional staff , as well as support staff to minimize disruptions and maintain students engaged at all times. The counselors and the administrative team are actively involved in all aspects of behavior and discipline, seeking resources for students and parents as needed.

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

Counselors are available following an open door policy should students require assistance. Teachers are encouraged to refer any potential social-emotional issues to school counselors and administration. Lessons and one to one counseling sessions are conducted regularly. The school psychologist is also highly involved in this process.

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

Students who miss 10% or more of available instructional time;
Students retained pursuant to s. 1008.25, F.S.;
Students who are not proficient in reading by third grade;
Students who receive two or more behavior referrals;
Students who receive one or more behavior referrals that lead to suspension, as defined in s. 1003.01 (5), F.S.

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	17	13	6	6	5	7	54
One or more suspensions	0	0	0	0	0	5	5
Course failure in ELA or Math	23	28	18	26	20	8	123
Level 1 on statewide assessment	0	0	0	44	42	35	121

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

Intervention strategies employed by the school include implementation of the Wonders Intervention Program school-wide. Tutoring and Homework Help Programs are also available through the school's Community School Program. The Parent Resource Center is available to all students and the Accelerated Reader Program is set up in order for students to enhance their literacy.

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?
Yes

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

Description

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

Through collaboration with the Community Involvement Specialist and the school's PTA, partnerships are established and maintained with neighboring businesses, such as Publix Supermarkets. Said

partnerships provide our students with resources and incentives to enhance their educational experience.

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
Menchero, Maria	Principal
Gil, Cristina	Assistant Principal
Vazquez, Stacey	Instructional Media
Martinez, Ana	Instructional Coach
Rodriguez, Mary	Instructional Coach
Rodriguez, Vivian	Assistant Principal

Duties

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

The Charles R. Hadley MTSS/RtI Leadership Team will meet to actively discuss and review the following: Review universal screening data and link to instructional decisions by monitoring and discussing data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk of not meeting benchmarks. The team will analyze resources that will facilitate the implementation of intervention strategies in the classroom to address each student's need. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also meet individually with each grade level, review the data and discuss the resources needed in each individual classroom to achieve success. The team will collaborate on a regular basis to share effective practices and evaluate implementation. The team will network on a regular basis with other schools
and fellow educators to ensure implementation of the latest research based assessment tools and other valuable resources.
MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and

revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Principal: Ensures implementation of intervention support provides adequate professional development to support the MTSS/RtI model and communicates to parents and community the school-based MTSS/RtI plans.

Assistant Principals: Provide appropriate instructional feedback based on Leadership Meeting discussions of data trends. Monitors data collection activities and assists in data analysis to ensure data-based instructional planning.

General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrated Tier 1 materials/instruction with classroom instruction.

Exceptional Student Education Teachers: Participate in student data collection, integrate core instructional activities/materials into instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Coaches (Reading, Mathematics and Science): Develop and evaluate curriculum and intervention approaches, as well as, analyze data, identify appropriate evidence based intervention of and create a plan of action based on the findings. Meet with administration, specialists and classroom teachers to share plans of action around specific trends seen in the data. Work to increase the instructional density in the individual classrooms.

PD Liaison: Provides and facilitates professional development opportunities for teachers targeting data analysis, data based instructional planning and facilitation of the focus calendars. Technology Specialist: Provides professional development and technical support to teachers and staff regarding data management and display.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions they ensure they continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in the collection, interpretation and analysis of data. Provides support with intervention fidelity and assistance with OPM (On-going Progress Monitoring).

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Tier 1 (Leadership Team)

• Administrators (M. Menchero, C. Totorica-Gil and V. Rodriguez) will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school's administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/RtI problem solving

• School reading, math, science and behavior specialists: M. Rodriguez, A. Martinez, M. Jorge

• Special education personnel: E. Dela Maza

• School guidance counselor C. Perez, M. Rojo

• School psychologist : A. Calderon

• School social worker : R. Almond

• Member of advisory group: S. Vazquez, E. Sanchez,F. Deschapelles, M. Ovalles,

• I. Valle, S. marino, B. Sanchez, C. Vargas

• Community stakeholders: C. Fonseca, C. Temperan

• Parents: E. Vazquez, D. Suarez, C. Alzate, J. Rodriguez, B. Ortega

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (monthly) to review consensus, infrastructure, and implementation of building level MTSS/RtI.

Tier 2

Selected members of the MTSS/RtI Leadership Team (assistant principal, counselors, and reading coach) will conduct regular meetings to evaluate intervention efforts for students.
In addition to these selected teachers, other personnel will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected (administrators, counselors, Reading and classroom teacher) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The MTSS/RtI Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS/RtI/RtI/RtI problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. 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.
7 .Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:
1. Review OPM data for intervention groups to evaluate group and individual student response.
2.Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention
The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/RtI Tier 1 worksheets completed three times per year.to The MTSS/RtI Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS/RtI End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

Title I, Part A

At Charles R. Hadley Elementary, services are provided to ensure that students requiring additional remediation are assisted through before and after-school tutorial program. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP-which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region Meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school wide program include an extensive Parental Outreach Program and special support services to special needs populations such as homeless, migrant and neglected students.

Title I, Part C- Migrant

Charles R. Hadley Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before and after-school) by the Title I, Part C, and Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

• Training to certify qualified mentors for the New Teacher (MINT) Program

• Training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• Tutorial programs (K-5)

• Parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)

• Professional development on best practices for ESOL and content area teachers
• Reading and supplementary instructional materials (K-5)
• Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-5, RFP Process)

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title VI, Part B – NA

Title X- Homeless

Although C.R. Hadley does not have any students identified as homeless, we are eligible to receive services and will do so upon identification and classification of a student as homeless.

Violence Prevention Programs

The school offers D.A.R.E., which is a police officer-led program that teaches children how to resist peer pressure and live productive drug and violence-free lives. Character Education is also implemented during the school year by the counselors.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education

Through our partnerships with Dade Partners and through our Career Day Event, students are exposed to a myriad of information related to different career paths. Also, through instructional lessons provided in the classrooms, career related topics are infused within the curriculum.

Other

Health Connect in Our Schools

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

•Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

•HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

•HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

•HCiOS enhances the health education activities provided by the schools and by the health department.

•HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Miami Lighthouse/Heiken Children's Vision Program

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Mary Menchero	Principal
Stacey Vazquez	Teacher
Brett Fankhauser	Teacher
Elaine Sanchez	Teacher
Elsie De La Maza	Teacher
Fabiola Deschapelles	Teacher
Maria Ovalles	Teacher
Isabel Valle	Teacher
Sylvia Marino	Education Support Employee
Barbara Sanchez	Education Support Employee
Jake Valdes	Student
EJ Vazquez	Student
Nerida Rey	Business/Community
Carlos Fonseca	Business/Community
Cecilia Villegas	Parent
Ernesto Vazquez	Parent
Michelle Valdes	Parent
Claudia Alzate	Parent
Blanca Ortega	Parent
Johana Rodriguez	Parent

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

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions

Development of this school improvement plan

The EESAC is responsible for developing, monitoring, and final decision-making related to the implementation of the school improvement plan. The EESAC also addresses issues related to core academic areas, parental involvement, budget, opportunities for professional development, and instructional materials.

Preparation of the school's annual budget and plan

The EESAC Committee met and prepared the annual budget and plan concentrating on areas in need of improvement and growth. A consensus was reached as stipulated below.

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

The projected use of school improvement funds is as follows: $3,000 to provide tutoring in the core area of reading, $1,000 to provide tutoring in the core area of mathematics, and $1,000 to provide Brainpop to enhance instruction in the area of science.

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
Menchero, Maria	Principal
Gil, Cristina	Assistant Principal
Rodriguez, Vivian	Assistant Principal
Jorge, Marylis	Teacher, K-12
Martinez, Ana	Instructional Coach
Rodriguez, Mary	Instructional Coach
Vazquez, Stacey	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team is a management system that encourages a literate climate to support effective teaching and learning. The LLT meets once a month to interpret grade level assessment data, incorporate literacy across the curriculum, plan literacy activities, and coordinate intervention services. The LLT also provides direction on instructional procedures/modeling for all grade levels.The Literacy Leadership Team is an integral part of the school's literacy reform process. The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the LLT. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach 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

Through the process of scheduling, common planning time has been established throughout all grade levels. Also, once a month, Professional Development is offered in an effort to facilitate rigorous teaching and learning. Instructional Coaches are available to assist teachers and to provide guidance as to the latest trends instruction and its delivery.

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

1. Recruit highly qualified university interns.
2. Receive referrals on highly qualified from current employees.
3. Partnering new teachers with veteran highly qualified teachers.

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

1. A primary and an intermediate teacher received training through a mentor program.
2. Mentors are assigned to mentees when needed.
3. Mentors are responsible to provide assistance in planning, instruction and data analysis.

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

Through the use of District Pacing Guides and the Florida Standards, as well as through training received throughout the year and classroom walk-throughs, alignment of instructional programs and materials are ensured. Instructional Coaches and Administration monitor this process for fidelity.

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 chats
-PD on rigorous planning
-Intervention on an as needed basis
-Differentiated Instruction
-Small Group settings based on student's level of knowledge

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: After School Program
Minutes added to school year: 2,760

Tutoring academy takes place from October to April. Classes are held twice a week, for one hour, during the before and after school hours. A pretest and post test will be administered to ensure progress. Research - based materials are utilized in the tutoring academy to ensure student success on tested benchmarks.

In addition, the Reading Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. Teachers are given the ability to collaborate, plan and engage in professional development through common planning time and in-house professional development provided by coaches and selected teachers.

Strategy Rationale

Through intensive tutoring provided, students will be more apt to succeed academically and increase their core knowledge base.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Menchero, Maria, pr2331@dadeschools.net

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

A pretest is given at the start of tutoring academy and a post test is given at the conclusion of the program. In addition, tutors are mandated to keep a progress monitoring folder for each individual student in the academy throughout the program.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Title I administration assists Charles R. Hadley Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful, learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

Preschool children and their parents are assisted with the transition from early childhood to elementary school programs through the presentation of a Get Acquainted Meeting, the Kindergarten Orientation Meeting and Open House. In addition, the Family Enrichment Center offers several training/workshops to help the parents with the transition.
ALL TRANSITIONS

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   We will increase student achievement by improving core instruction in all content areas.

G2.   To improve attendance, behavior and achievement of students as indicated by the Early Warning System (EWS)

G3.   To utilize the resources provided by the district to increase participation and performance in STEM/CTE initiatives

G4.   See Title I PIP

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. We will increase student achievement by improving core instruction in all content areas. 1a

Targets Supported 1b

🔍 G044380

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Reading - ED	72.0
AMO Reading - ELL	66.0
AMO Reading - Hispanic	73.0
AMO Reading - SWD	46.0
AMO Math - All Students	79.0
AMO Math - ED	79.0
AMO Math - ELL	76.0
AMO Math - Hispanic	79.0
AMO Math - SWD	65.0
ELA/Reading Gains	77.0
ELA/Reading Lowest 25% Gains	71.0
Math Gains	61.0
Math Lowest 25% Gains	64.0

Resources Available to Support the Goal 2

- Common Planning, Content Area Planning, Before and After Care Tutoring, WonderWorks Intervention, Use of Technology Programs, Reading Coach, PD Liaison, Teacher Buy-in, High Parental Involvement, Active PTA, Family Enrichment Center, Computer in the classroom, Computer on Wheels, Every classroom has projection devices, Community School Programs

Targeted Barriers to Achieving the Goal 3

- Lack of rigorous planning and delivery of instruction

Plan to Monitor Progress Toward G1. 8

Monitor rigorous planning in the delivery of instruction, including Differentiation, utilizing the Florida Standards

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Administrative Observations, Assessment Data, Data Chats, FSA student results,FAIR Assessments,iReady reports

G2. To improve attendance, behavior and achievement of students as indicated by the Early Warning System (EWS) `1a`

🔍 G044391

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	
Attendance rate	
Level 1 - All Grades	

Resources Available to Support the Goal `2`

- Character Education Curriculum, DARE, Do the Right Thing, outside agencies, Bullying Curriculum, Red Ribbon Campaign

Targeted Barriers to Achieving the Goal `3`

- Students who are not proficient in reading

- Conflict resolution solving skills

- Low student attendance

Plan to Monitor Progress Toward G2. `8`

Monitor attendance, behavior and progress of students to improve student achievement

Person Responsible
Maria Menchero

Schedule
Weekly, from 10/20/2014 to 11/26/2014

Evidence of Completion
Attendance reports, lesson plans, assessment data, student referrals

G3. To utilize the resources provided by the district to increase participation and performance in STEM/CTE initiatives `1a`

🔑 G044392

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal `2`

- Common planning, content area planning, use of technology programs, Science Liaison, PD Liaison, teacher buy-in, parental involvement, PTA, Family Enrichment Center, computers in the classrooms, Gizmos, Discovery Education, Computers on Wheels, every classroom has projection devices

Targeted Barriers to Achieving the Goal `3`

- Lack of hands on/lab activities

Plan to Monitor Progress Toward G3. `8`

Monitor the participation and performance of the STEM/CTE resources

Person Responsible

Maria Menchero

Schedule

Monthly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Lesson plans, lab notebooks

G4. See Title I PIP `1a`

🔑 G050520

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

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. We will increase student achievement by improving core instruction in all content areas. `1`

🔑 G044380

G1.B1 Lack of rigorous planning and delivery of instruction `2`

🔑 B109068

G1.B1.S1 Reading - Effective Planning and Instructional Delivery `4`

🔑 S120566

Strategy Rationale

To implement effective planning and instructional delivery based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Action Step 1 `5`

Provide Professional Development in rigorous planning, including Differentiated Instruction, utilizing the Florida Standards in Reading.

Person Responsible

Maria Menchero

Schedule

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

Evidence of Completion

Ms. Rodriguez, Reading Coach; Ms. Garcia, PD Liaison; District offered PD

Action Step 2 5

Develop rigorous lesson plans during common planning time in order to facilitate rigorous instruction.

Person Responsible

Maria Menchero

Schedule

Daily, from 9/26/2014 to 6/5/2015

Evidence of Completion

Lesson plans, observations, walk throughs,agendas/minutes

Action Step 3 5

Follow up and support will be provided by Reading Coach and selected proficient teachers on an as needed basis.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Leadership team meeting minutes, lesson plans, reading coach's notes

Action Step 4 5

Monitor rigorous planning in the delivery of instruction, including differentiation, utilizing the Florida Standards

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Administrative observations, assessment data, lesson plans, data chats

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

The fidelity of implementation will be monitored by the administration using various strategies such as classroom observations, monitoring effective lesson planning, data chats, common planning meetings, faculty meeting conversations and grade level meetings.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Administrative Observations, Assessment Data, Data Chat, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

Student work will be reviewed to ensure that rigorous planning and delivery of instruction is being implemented.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Administrative Observations, Interim Assessments, Data Chats, Florida Standard Assessment, Science FCAT 2.0

G1.B1.S2 Math - Effective Planning and Instructional Delivery `4`

S120567

Strategy Rationale

To implement effective planning and instructional delivery based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Action Step 1 `5`

Provide Professional Development in rigorous planning, including Differentiated Instruction, utilizing the Florida Standards in Mathematics.

Person Responsible

Maria Menchero

Schedule

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

Evidence of Completion

Agenda, Sign-in Sheets, lesson plans, observations, walk throughs

Action Step 2 `5`

Develop rigorous lesson plans during common planning time in order to facilitate rigorous instruction.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Lesson plans, observations, walk throughs

Action Step 3 5

Follow up and support will be provided by Math Coach and selected proficient teachers and on an as needed basis.

Person Responsible

Maria Menchero

Schedule

Monthly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Minutes from the Leadership Team meetings, lesson plans, Math Coach's notes

Action Step 4 5

Monitor rigorous planning in the delivery of instruction, including differentiation.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Administrative observation, data chats, assessment data, lesson plans

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

The fidelity of implementation will be monitored by the administration using various strategies such as classroom observations, monitoring effective lesson planning, data chats, common planning meetings, faculty meeting conversations and grade level meetings.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Administrative observations, assessment data, data chats, lesson plans

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

Monitor rigorous planning in the delivery of instruction, including Differentiation, utilizing the Florida Standards

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Administrative observations, Assessments Data, Data Chats

G1.B1.S3 Writing - Provide instruction of the various modalities of writing throughout the writing process (pre-writing, drafting, revising, conferencing, editing, and publishing) using the Gradual Release Model. `4`

🔧 S120568

Strategy Rationale

Implement academic writing as a part of an instructional framework to support students in the production of more coherent writing about text, by explicitly teaching how to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Action Step 1 `5`

Provide Professional Development in the Gradual Release of Responsibility Model as an instructional framework for teaching the writing process.

Person Responsible

Maria Menchero

Schedule

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

Evidence of Completion

Agendas, Sign-in Sheets, Hand-outs

Action Step 2 5

Develop rigorous lesson plans during common planning time utilizing the Gradual Release Model.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Lesson plans, Observations, Walk throughs

Action Step 3 5

Follow up and support will be provided by Reading Coach and selected proficient teachers and on an as needed basis

Person Responsible

Maria Menchero

Schedule

Monthly, from 9/12/2014 to 11/26/2014

Evidence of Completion

Leadership Team meeting minutes, lesson plans, Reading Coach's notes

Action Step 4 5

Monitor the utilization of the Gradual Release Model through the delivery of writing instruction.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Administrative observations, data chats, assessment data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

The fidelity of implementation will be monitored by the administration using various strategies such as classroom observations, monitoring effective lesson planning, data chats, common planning meetings, faculty meeting conversations and grade level meetings. .

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Administrative Observations, Assessments Data, Data Chats, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Monitor rigorous planning in the delivery of instruction utilizing the Gradual Release Model.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Administrative observations, Data Assessment, Data Chats

G1.B1.S4 Science - Effective Planning and Instructional Delivery 4

S120569

Strategy Rationale

To implement effective planning and instructional delivery based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Action Step 1 5

Provide professional development in rigorous planning, including differentiated instruction, utilizing the NGSSS.

Person Responsible

Maria Menchero

Schedule

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

Evidence of Completion

Agenda, Sign-in Sheets, lesson plans, observations, walk throughs

Action Step 2 5

Develop rigorous lesson plans during common planning time in order to facilitate rigorous instruction.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Lesson plans, observations, walk throughs

Action Step 3 5

Follow up and support will be provided by Science Liaison and selected proficient teachers on an as needed basis.

Person Responsible

Maria Menchero

Schedule

On 11/26/2014

Evidence of Completion

Minutes from the Leadership Team meetings, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

The fidelity of implementation will be monitored by the administration using various strategies such as classroom observations, monitoring effective lesson planning, data chats, common planning meetings, faculty meeting conversations and grade level meetings.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Administrative observations, Assessment Data, Data Chats, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Monitor rigorous planning in the delivery of instruction.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Administrative observations, Data Assessments, Data Chats

G2. To improve attendance, behavior and achievement of students as indicated by the Early Warning System (EWS) [1]

🔑 G044391

G2.B1 Students who are not proficient in reading [2]

🔑 B109109

G2.B1.S1 Provide daily intervention in reading [4]

🔑 S120639

Strategy Rationale

To provide assistance to non proficient students in order to improve student achievement.

Action Step 1 [5]

Provide students with intervention opportunities as determined by data

Person Responsible

Maria Menchero

Schedule

Daily, from 9/26/2014 to 6/5/2015

Evidence of Completion

Attendance logs, lesson plans, weekly assessments

Action Step 2 [5]

Communication between the classroom teacher and interventionist during common planning time.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Assessment data, agendas

Action Step 3 `5`

Utilize Wonder Works assessments to progress monitor students' mastery of skills.

Person Responsible

Maria Menchero

Schedule

Every 6 Weeks, from 9/12/2014 to 6/5/2015

Evidence of Completion

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

Monitor daily intervention through the WonderWorks program

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Observations, walk throughs

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

Monitor the effectiveness of intervention by reviewing assessment data

Person Responsible

Maria Menchero

Schedule

Every 6 Weeks, from 9/26/2014 to 6/5/2015

Evidence of Completion

Assessment data, student work folders, progress monitoring report

G2.B2 Conflict resolution solving skills 2

🔑 B109124

G2.B2.S1 Individual and group counseling will be available to students on a needs basis to provide conflict resolution problem solving strategies. 4

🔑 S120644

Strategy Rationale

By providing students with counseling, students will know how to make better choices when faced with a conflict.

Action Step 1 5

Counselors will implement the Character Education Curriculum with the students

Person Responsible

Maria Menchero

Schedule

Monthly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Action Step 2 5

Outside agencies will provide support in problem solving strategies.

Person Responsible

Maria Menchero

Schedule

Semiannually, from 9/26/2014 to 6/5/2015

Evidence of Completion

Logs

Action Step 3 `5`

Counselors implement the Anti-Bullying Curriculum

Person Responsible

Maria Menchero

Schedule

On 6/5/2015

Evidence of Completion

Bullying Report Box, lesson plans

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

Provide students with conflict resolution problem solving opportunities

Person Responsible

Maria Menchero

Schedule

Every 2 Months, from 10/20/2014 to 4/10/2015

Evidence of Completion

Lesson plans

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

Review the number of student referrals in order to monitor effectiveness.

Person Responsible

Maria Menchero

Schedule

Weekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Reduction of student referrals

G2.B3 Low student attendance 2

🔍 B126784

G2.B3.S1 Students are provided with incentives for good attendace 4

🔍 S138758

Strategy Rationale

Student academic development is correlated to student attendance

Action Step 1 5

Provide students with incentives midyear and at the end of the school year

Person Responsible

Maria Menchero

Schedule

Semiannually, from 9/26/2014 to 6/5/2015

Evidence of Completion

Attendance reports

Action Step 2 5

Teachers will contact parents after 3 absences

Person Responsible

Maria Menchero

Schedule

Daily, from 9/26/2014 to 6/5/2015

Evidence of Completion

Communication logs

Action Step 3 5

School counselors and CIS will contact parents after 5 absences to provide assistance to famillies

Person Responsible

Maria Menchero

Schedule

Daily, from 9/12/2014 to 6/5/2015

Evidence of Completion

Communication logs

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

Monitor that students are provided with incentives with good attendance

Person Responsible

Maria Menchero

Schedule

Semiannually, from 9/26/2014 to 6/5/2015

Evidence of Completion

Attendance Reports

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

Monitor the attendance data for effectiveness in reducing absences.

Person Responsible

Maria Menchero

Schedule

Quarterly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Attendance Reports

G3. To utilize the resources provided by the district to increase participation and performance in STEM/CTE initiatives `1`

`G044392`

G3.B1 Lack of hands on/lab activities `2`

`B109110`

G3.B1.S1 Infusing technology in the investigation and application of science `4`

`S120634`

Strategy Rationale

Regularly provide students with meaningful opportunities to apply science content and skills.

Action Step 1 `5`

Provide professional development in rigorous planning, utilizing the NGSSS.

Person Responsible

Maria Menchero

Schedule

Monthly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Agendas, Sign-in Sheets, handouts, lesson plans

Action Step 2 `5`

Fourth and fifth grade science teachers will provide students with the opportunity to attend a field trip that is scientific, technological, engineering, and mathematical concepts

Person Responsible

Maria Menchero

Schedule

Evidence of Completion

Lesson plans, field trip rosters, student follow-up activities

Action Step 3 [5]

All kindergarten and first grade homeroom teachers will create a classroom science project. All second through fifth grade students will create their own science project.

Person Responsible

Maria Menchero

Schedule

Evidence of Completion

Science projects

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

Provide professional development utilizing technology in the area of science

Person Responsible

Maria Menchero

Schedule

Monthly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Agendas, Sign-in Sheets, lesson plans, handouts

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 [7]

Monitor demonstration of hands on activities in the science classrooms

Person Responsible

Maria Menchero

Schedule

Biweekly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Lesson plans, lab notebooks

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 Professional Development in rigorous planning, including Differentiated Instruction, utilizing the Florida Standards in Reading.	Menchero, Maria	9/26/2014	Ms. Rodriguez, Reading Coach; Ms. Garcia, PD Liaison; District offered PD	11/26/2014 weekly
G1.B1.S2.A1	Provide Professional Development in rigorous planning, including Differentiated Instruction, utilizing the Florida Standards in Mathematics.	Menchero, Maria	9/26/2014	Agenda, Sign-in Sheets, lesson plans, observations, walk throughs	11/26/2014 weekly
G1.B1.S3.A1	Provide Professional Development in the Gradual Release of Responsibility Model as an instructional framework for teaching the writing process.	Menchero, Maria	9/26/2014	Agendas, Sign-in Sheets, Hand-outs	11/26/2014 weekly
G1.B1.S4.A1	Provide professional development in rigorous planning, including differentiated instruction, utilizing the NGSSS.	Menchero, Maria	9/26/2014	Agenda, Sign-in Sheets, lesson plans, observations, walk throughs	11/26/2014 weekly
G3.B1.S1.A1	Provide professional development in rigorous planning, utilizing the NGSSS.	Menchero, Maria	9/26/2014	Agendas, Sign-in Sheets, handouts, lesson plans	6/5/2015 monthly
G2.B2.S1.A1	Counselors will implement the Character Education Curriculum with the students	Menchero, Maria	9/26/2014	Lesson plans	6/5/2015 monthly
G2.B1.S1.A1	Provide students with intervention opportunities as determined by data	Menchero, Maria	9/26/2014	Attendance logs, lesson plans, weekly assessments	6/5/2015 daily
G2.B3.S1.A1	Provide students with incentives midyear and at the end of the school year	Menchero, Maria	9/26/2014	Attendance reports	6/5/2015 semiannually
G1.B1.S1.A2	Develop rigorous lesson plans during common planning time in order to facilitate rigorous instruction.	Menchero, Maria	9/26/2014	Lesson plans, observations, walk throughs,agendas/minutes	6/5/2015 daily
G1.B1.S2.A2	Develop rigorous lesson plans during common planning time in order to facilitate rigorous instruction.	Menchero, Maria	9/26/2014	Lesson plans, observations, walk throughs	6/5/2015 weekly
G1.B1.S3.A2	Develop rigorous lesson plans during common planning time utilizing the Gradual Release Model.	Menchero, Maria	9/26/2014	Lesson plans, Observations, Walk throughs	6/5/2015 weekly
G1.B1.S4.A2	Develop rigorous lesson plans during common planning time in order to facilitate rigorous instruction.	Menchero, Maria	9/26/2014	Lesson plans, observations, walk throughs	6/5/2015 weekly
G3.B1.S1.A2	Fourth and fifth grade science teachers will provide students with the opportunity to attend a field trip that is scientific, technological, engineering, and mathematical concepts	Menchero, Maria	Lesson plans, field trip rosters, student follow-up activities	one-time	
G2.B2.S1.A2	Outside agencies will provide support in problem solving strategies.	Menchero, Maria	9/26/2014	Logs	6/5/2015 semiannually
G2.B1.S1.A2	Communication between the classroom teacher and interventionist during common planning time.	Menchero, Maria	9/26/2014	Assessment data, agendas	6/5/2015 weekly
G2.B3.S1.A2	Teachers will contact parents after 3 absences	Menchero, Maria	9/26/2014	Communication logs	6/5/2015 daily
G1.B1.S1.A3	Follow up and support will be provided by Reading Coach and selected proficient teachers on an as needed basis.	Menchero, Maria	9/12/2014	Leadership team meeting minutes, lesson plans, reading coach's notes	11/26/2014 weekly
G1.B1.S2.A3	Follow up and support will be provided by Math Coach and selected proficient teachers and on an as needed basis.	Menchero, Maria	9/12/2014	Minutes from the Leadership Team meetings, lesson plans, Math Coach's notes	11/26/2014 monthly
G1.B1.S3.A3	Follow up and support will be provided by Reading Coach and selected	Menchero, Maria	9/12/2014	Leadership Team meeting minutes, lesson plans, Reading Coach's notes	11/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	proficient teachers and on an as needed basis				
G1.B1.S4.A3	Follow up and support will be provided by Science Liaison and selected proficient teachers on an as needed basis.	Menchero, Maria	9/12/2014	Minutes from the Leadership Team meetings, lesson plans	11/26/2014 one-time
G3.B1.S1.A3	All kindergarten and first grade homeroom teachers will create a classroom science project. All second through fifth grade students will create their own science project.	Menchero, Maria	Science projects	one-time	
G2.B2.S1.A3	Counselors implement the Anti-Bullying Curriculum	Menchero, Maria	9/12/2014	Bullying Report Box, lesson plans	6/5/2015 one-time
G2.B1.S1.A3	Utilize Wonder Works assessments to progress monitor students' mastery of skills.	Menchero, Maria	9/12/2014		6/5/2015 every-6-weeks
G2.B3.S1.A3	School counselors and CIS will contact parents after 5 absences to provide assistance to famillies	Menchero, Maria	9/12/2014	Communication logs	6/5/2015 daily
G1.B1.S1.A4	Monitor rigorous planning in the delivery of instruction, including differentiation, utilizing the Florida Standards	Menchero, Maria	9/12/2014	Administrative observations, assessment data, lesson plans, data chats	6/5/2015 weekly
G1.B1.S2.A4	Monitor rigorous planning in the delivery of instruction, including differentiation.	Menchero, Maria	9/12/2014	Administrative observation, data chats, assessment data, lesson plans	6/5/2015 weekly
G1.B1.S3.A4	Monitor the utilization of the Gradual Release Model through the delivery of writing instruction.	Menchero, Maria	9/12/2014	Administrative observations, data chats, assessment data	6/5/2015 weekly
G1.MA1	Monitor rigorous planning in the delivery of instruction, including Differentiation, utilizing the Florida Standards	Menchero, Maria	9/24/2014	Administrative Observations, Assessment Data, Data Chats, FSA student results,FAIR Assessments,iReady reports	6/5/2015 weekly
G1.B1.S1.MA1	Student work will be reviewed to ensure that rigorous planning and delivery of instruction is being implemented.	Menchero, Maria	9/24/2014	Administrative Observations, Interim Assessments, Data Chats, Florida Standard Assessment, Science FCAT 2.0	6/5/2015 weekly
G1.B1.S1.MA1	The fidelity of implementation will be monitored by the administration using various strategies such as classroom observations, monitoring effective lesson planning, data chats, common planning meetings, faculty meeting conversations and grade level meetings.	Menchero, Maria	9/26/2014	Administrative Observations, Assessment Data, Data Chat, lesson plans	6/5/2015 weekly
G1.B1.S2.MA1	Monitor rigorous planning in the delivery of instruction, including Differentiation, utilizing the Florida Standards	Menchero, Maria	9/26/2014	Administrative observations, Assessments Data, Data Chats	6/5/2015 weekly
G1.B1.S2.MA1	The fidelity of implementation will be monitored by the administration using various strategies such as classroom observations, monitoring effective lesson planning, data chats, common planning meetings, faculty meeting conversations and grade level meetings.	Menchero, Maria	9/26/2014	Administrative observations, assessment data, data chats, lesson plans	6/5/2015 weekly
G1.B1.S3.MA1	Monitor rigorous planning in the delivery of instruction utilizing the Gradual Release Model.	Menchero, Maria	9/26/2014	Administrative observations, Data Assessment, Data Chats	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA1	The fidelity of implementation will be monitored by the administration using various strategies such as classroom observations, monitoring effective lesson planning, data chats, common planning meetings, faculty meeting conversations and grade level meetings. .	Menchero, Maria	9/26/2014	Administrative Observations, Assessments Data, Data Chats, lesson plans	6/5/2015 weekly
G1.B1.S4.MA1	Monitor rigorous planning in the delivery of instruction.	Menchero, Maria	9/26/2014	Administrative observations, Data Assessments, Data Chats	6/5/2015 weekly
G1.B1.S4.MA1	The fidelity of implementation will be monitored by the administration using various strategies such as classroom observations, monitoring effective lesson planning, data chats, common planning meetings, faculty meeting conversations and grade level meetings.	Menchero, Maria	9/26/2014	Administrative observations, Assessment Data, Data Chats, lesson plans	6/5/2015 weekly
G2.MA1	Monitor attendance, behavior and progress of students to improve student achievement	Menchero, Maria	10/20/2014	Attendance reports, lesson plans, assessment data, student referrals	11/26/2014 weekly
G2.B1.S1.MA1	Monitor the effectiveness of intervention by reviewing assessment data	Menchero, Maria	9/26/2014	Assessment data, student work folders, progress monitoring report	6/5/2015 every-6-weeks
G2.B1.S1.MA1	Monitor daily intervention through the WonderWorks program	Menchero, Maria	9/5/2014	Observations, walk throughs	6/5/2015 weekly
G2.B2.S1.MA1	Review the number of student referrals in order to monitor effectiveness.	Menchero, Maria	9/26/2014	Reduction of student referrals	6/5/2015 weekly
G2.B2.S1.MA1	Provide students with conflict resolution problem solving opportunities	Menchero, Maria	10/20/2014	Lesson plans	4/10/2015 every-2-months
G2.B3.S1.MA1	Monitor the attendance data for effectiveness in reducing absences.	Menchero, Maria	9/26/2014	Attendance Reports	6/5/2015 quarterly
G2.B3.S1.MA1	Monitor that students are provided with incentives with good attendance	Menchero, Maria	9/26/2014	Attendance Reports	6/5/2015 semiannually
G3.MA1	Monitor the participation and performance of the STEM/CTE resources	Menchero, Maria	9/26/2014	Lesson plans, lab notebooks	6/5/2015 monthly
G3.B1.S1.MA1	Monitor demonstration of hands on activities in the science classrooms	Menchero, Maria	9/26/2014	Lesson plans, lab notebooks	6/5/2015 biweekly
G3.B1.S1.MA1	Provide professional development utilizing technology in the area of science	Menchero, Maria	9/26/2014	Agendas, Sign-in Sheets, lesson plans, handouts	6/5/2015 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 Opportuntities

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

G1. We will increase student achievement by improving core instruction in all content areas.

G1.B1 Lack of rigorous planning and delivery of instruction

G1.B1.S1 Reading - Effective Planning and Instructional Delivery

PD Opportunity 1

Provide Professional Development in rigorous planning, including Differentiated Instruction, utilizing the Florida Standards in Reading.

Facilitator

Reading Coach and PD Liaison

Participants

All ELA Teachers

Schedule

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

PD Opportunity 2

Develop rigorous lesson plans during common planning time in order to facilitate rigorous instruction.

Facilitator

Grade level chairpersons, Reading Coach

Participants

All ELA Teachers

Schedule

Daily, from 9/26/2014 to 6/5/2015

PD Opportunity 3

Follow up and support will be provided by Reading Coach and selected proficient teachers on an as needed basis.

Facilitator

Reading Coach, selected proficient teachers

Participants

All ELA Teachers

Schedule

Weekly, from 9/12/2014 to 11/26/2014

PD Opportunity 4

Monitor rigorous planning in the delivery of instruction, including differentiation, utilizing the Florida Standards

Facilitator

Administration

Participants

All ELA Teachers

Schedule

Weekly, from 9/12/2014 to 6/5/2015

G1.B1.S2 Math - Effective Planning and Instructional Delivery

PD Opportunity 1

Provide Professional Development in rigorous planning, including Differentiated Instruction, utilizing the Florida Standards in Mathematics.

Facilitator

Ms. Martinez, Math Coach

Participants

All Math Teachers

Schedule

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

PD Opportunity 2

Develop rigorous lesson plans during common planning time in order to facilitate rigorous instruction.

Facilitator

Grade level Chairpersons

Participants

All Math Teachers

Schedule

Weekly, from 9/26/2014 to 6/5/2015

PD Opportunity 3

Follow up and support will be provided by Math Coach and selected proficient teachers and on an as needed basis.

Facilitator

Math Coach and selected proficient teachers

Participants

All Math Teachers

Schedule

Monthly, from 9/12/2014 to 11/26/2014

PD Opportunity 4

Monitor rigorous planning in the delivery of instruction, including differentiation.

Facilitator

Administration

Participants

All Math Teachers

Schedule

Weekly, from 9/12/2014 to 6/5/2015

G1.B1.S3 Writing - Provide instruction of the various modalities of writing throughout the writing process (pre-writing, drafting, revising, conferencing, editing, and publishing) using the Gradual Release Model.

PD Opportunity 1

Provide Professional Development in the Gradual Release of Responsibility Model as an instructional framework for teaching the writing process.

Facilitator

Ms. Rodriguez, Reading Coach; Ms. Garcia, PD Liaison; District offered PD

Participants

All ELA Teachers

Schedule

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

PD Opportunity 2

Develop rigorous lesson plans during common planning time utilizing the Gradual Release Model.

Facilitator

Grade level Chairpersons

Participants

All ELA Teachers

Schedule

Weekly, from 9/26/2014 to 6/5/2015

PD Opportunity 3

Follow up and support will be provided by Reading Coach and selected proficient teachers and on an as needed basis

Facilitator

Reading Coach, selected proficient teachers

Participants

All ELA Teachers

Schedule

Monthly, from 9/12/2014 to 11/26/2014

PD Opportunity 4

Monitor the utilization of the Gradual Release Model through the delivery of writing instruction.

Facilitator

Administration

Participants

All ELA Teachers

Schedule

Weekly, from 9/12/2014 to 6/5/2015

G1.B1.S4 Science - Effective Planning and Instructional Delivery

PD Opportunity 1

Provide professional development in rigorous planning, including differentiated instruction, utilizing the NGSSS.

Facilitator

Ms. Garcia, PD Liaison; District offered PD

Participants

All Science Teachers

Schedule

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

PD Opportunity 2

Develop rigorous lesson plans during common planning time in order to facilitate rigorous instruction.

Facilitator

Grade level Chairpersons

Participants

All Science Teachers

Schedule

Weekly, from 9/26/2014 to 6/5/2015

PD Opportunity 3

Follow up and support will be provided by Science Liaison and selected proficient teachers on an as needed basis.

Facilitator

Science Liaison, proficient science teachers

Participants

All Science Teachers

Schedule

On 11/26/2014

G3. To utilize the resources provided by the district to increase participation and performance in STEM/CTE initiatives

G3.B1 Lack of hands on/lab activities

G3.B1.S1 Infusing technology in the investigation and application of science

PD Opportunity 1

Provide professional development in rigorous planning, utilizing the NGSSS.

Facilitator

Ms. Garcia, PD Liaison, Ms. Jorge, Science Liaison

Participants

Science Teachers

Schedule

Monthly, from 9/26/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: To improve attendance, behavior and achievement of students as indicated by the Early Warning System (EWS)	4,464
Grand Total	**4,464**

Goal 2: To improve attendance, behavior and achievement of students as indicated by the Early Warning System (EWS)		
Description	**Source**	**Total**
B2.S1.A1 - Tutors	School Improvement Funds	4,464
Total Goal 2		**4,464**