



## Gulfstream Elementary School

20900 SW 97TH AVE, Cutler Bay, FL 33189

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

85%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

91%

### School Grades History

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

### 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**

Gulfstream Elementary School will provide the educational foundation for students to become productive members of society.

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

Support and encourage children to achieve success to develop their maximum potential.

#### School Environment

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

At Gulfstream Elementary, teachers and staff are committed to nurturing and fostering the whole student. Teachers are concerned with working on them both emotionally and academically. Students are seen as individuals and teachers work to help them reach their maximum potential. Programs that help facilitate this process includes in both enrichment and remediation such as tutoring and STEM. Students are also taught social skills by making sure collaborative and cooperative activities are embedded throughout the content areas.

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

The safety and security of our students is a constant priority. We have a Critical Incident Response Team which consistently meets and discusses procedures and protocols to make sure they are effective. A full-time uniformed security officer is at the front of the school and requires visitors to sign in and show proper identification. Visitors are then provided a visitor's pass and directed to the main office. A sweep of the building is done every morning and access points are secured. We also have cafeteria monitors to implement safe cafeteria behavior rules during breakfast and lunch. Faculty and staff are visible and at their posts to ensure the safe arrival and dismissal of the students. Two-way radios are used by administrative staff to facilitate communication throughout the building. Faculty and staff are required to wear their staff ID's and a mandatory uniform policy is strictly enforced. Students travel in pairs throughout the hallway.

##### **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**

Gulfstream Elementary School implements a school wide behavior plan that encourages positive core values. Teachers have classroom behavior systems in place. Staff, students and parents are informed of the Code of Student Conduct and a behavior contract is reviewed and signed. Referrals are closely monitored and parent meetings are held to discuss and remediate problem behaviors collaboratively. Teachers are provided with professional development targeting behavior strategies in the classroom.

##### **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 has a full-time counselor who works closely with teachers and administration informing them of student issues that may arise. The counselor meets with students in whole group, small group, and individual basis to address the various needs of students. Additionally, the school social worker and psychologist are consulted on an as needed basis. When appropriate families are referred to outside agencies. Students with academic difficulties are monitored through the RTI process and counseling is given to ensure that their social-emotional needs are met.

**Early Warning Systems**

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

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

The early warning indicators at Gulfstream Elementary School are 10 absences, one or more suspensions, receiving a score of level 1 on standardized assessments and failing grades in ELA or Mathematics.

Gulfstream Elementary School's Early Warning System identifies students with excessive absences/suspensions and provides counseling and parent conferences. Students identified as scoring a level 1 are targeted through the Student Services Team and provided with additional intervention strategies.

**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	23	29	12	12	14	14	104
One or more suspensions	10	0	0	0	0	0	10
Course failure in ELA or Math	6	9	8	13	3	2	41
Level 1 on statewide assessment	0	0	0	24	9	7	40

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	8	9	8	3	3	38

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

A variety of intervention strategies are used to improve the academic performance of students identified by the early warning system. A daily attendance incentive program has been implemented to increase attendance and motivate students to come to school daily. Gulfstream Elementary also implements the "Do The Right Thing" program where students are recognized for positive behavior. Additionally, a core student of the month program is utilized to identify positive behavior. The Alternative to School Suspension program is also implemented at the school. Students who are performing below grade level are identified and placed into the appropriate intervention group. These students receive an additional thirty minutes outside of the instruction block. These students are continually monitored and observed to ensure progress is being made.

## 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**

## 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
Garcia, Maritza	Principal
Baldessari, Marybel	Assistant Principal
Bowers, JoAnne	Instructional Coach
Gonzalez, Leslie	Instructional Coach

#### **Duties**

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

Ms. Concepcion Santana - Principal (Personnel, Daily Operations), Ms. Marybel Baldessari (Attendance, Discipline, Curriculum, Assessment) - Assistant Principal, Ms. Mariela Rapp – Reading Liaison (Reading Curriculum), Ms. Leslie Gonzalez - Math/Science Liaison (Math/Science Curriculum)

The leadership team meets on a weekly basis to discuss a variety of topics such as data, curriculum and instruction, professional development or any other needs that may arise.

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

The MTSS Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, monitor the fidelity of the delivery of instruction and

intervention and provide levels of support and interventions to students based on data. The Response to Intervention Leadership Team met with the Education Excellence School Advisory Committee, the Principal and the Assistant Principal to develop the School Improvement Plan (SIP). The team identified the areas in need of additional support. Rigor, relevance and relationships were stressed. The MTSS Leadership Team developed a systematic approach to completing the SIP listing additional support strategies to increase student mastery in each subject area. A schedule of meetings in order to complete the SIP was created. Services are provided to ensure that Gulfstream Elementary School students requiring additional remediation are assisted through extended learning opportunities (Gulfstream Elementary School Before-School and/or After-School Programs or Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to Gulfstream Elementary School students and families. Gulfstream Elementary school based Title I funded Community Involvement Specialist (CIS) serves as a 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, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Liaison 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 need 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 and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

The District uses Title II 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 time 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 funds are used to supplement and enhance the programs for English Language Learners (ELL) and

immigrant students by providing funds to implement and/or provide:

- Tutorial programs
- Parent outreach activities
- Reading and supplementary instructional materials

The district provides referrals for services and resources (clothing, school supplies, social services) for

students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

The school offers a Safe and Drug-Free Schools Program that addresses violence and drug prevention and

intervention services for students through curriculum implemented by Department Chairs and the counselor.

The school offers the program to students that include counseling, incentives and field trips. In addition, the

school also participates in the Core Essentials program which is a Values Education Curriculum for Grades K-

5. This program helps schools create a culture to treat others right, make smart decisions, and maximize

student's potential.

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.

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

### **Membership**

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

Name	Stakeholder Group
Concepcion Santana	Principal
Rosemary Homeyer	Parent
Chris Bulgarin	Business/Community
Stephany Cardenas	Parent
Colethia Issac-Damon	Parent
Leslie Gonzalez	Teacher
Mariela Rapp	Teacher
Cristy Altamirano	Parent
Laquesha Hamilton	Parent
Desmond Beaumont	Parent
Brittney Walker	Parent
Lakeshia Mcfarland	Teacher
Jose Burgos	Student
Janese Fayson	Student

## Duties

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

### *Evaluation of last year's school improvement plan*

The SAC members met to evaluate and discuss the 2013-2014 school improvement plan. Data was analysed and school targets were discussed. The members also discussed school goals that were met and those that require further consideration. 2014-2015 goals and targets were created after a discussion pertaining to school needs.

### *Development of this school improvement plan*

The SAC assists in the preparation and evaluation of the School Improvement Plan and the Parental Involvement Plan. Additionally, the SAC reviews, documents and approves all changes in the development and implementation of the School Improvement Plan. It targets specific school needs and activities that will have the greatest impact on the school community.

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

The projected 2014-2015 school budget was shared with members and input was solicited. Additionally, continuous review of the school improvement plan and budget is reviewed and discussed throughout the year to ensure proper allocation of funds to maximize academic achievement.

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

Purchasing of paper for supplemental educational materials (\$500.00); Absence and Tardy Prevention- Provide incentives for students with improved attendance (\$300.00); Guidance Counselor and the Assistant Principal will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct. Implementation of the student Code of Conduct through the Core Student of the Month

Curriculum/Incentive program (\$200.00). Purchasing of media materials for the Media Center (\$3,000.00).

**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
Garcia, Maritza	Principal
Baldessari, Marybel	Assistant Principal
Bowers, JoAnne	Instructional Coach
Gonzalez, Leslie	Instructional Coach
Parkman, Ida	Teacher, K-12
Swigert, Brooke	Teacher, K-12
Salinero, Alexandra	Teacher, K-12
Roque, Jacqueline	Teacher, K-12
Nova-Marsh, Margarita	Teacher, K-12
Diaz, Vania	Teacher, K-12

**Duties**

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

The Literacy Leadership Team at Gulfstream Elementary will participate in several initiatives. They will understand the theory and research on how literacy develops in young people by sharing best practices and research on reading acquisition with all stakeholders (staff, parents, community). Model and demonstrate literacy strategies to support and encourage developing readers. Help students to see themselves as successful readers, growing in confidence and competence, and setting goals to increase literacy achievement. Develop a literacy mandate for the entire school, with teams of teachers engaged in building competent readers and writers. Our initiatives align with district initiatives in that we are targeting the students in the lowest quartile and students in the low performing sub groups. Our instructional Liaison will be modeling and assisting teachers in developing effective reading strategies and activities through differentiated instruction. Teachers in Kindergarten-5th grade will implement the Florida Standards.

**Public and Collaborative Teaching**

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

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

A multitude of strategies are implemented to encourage collaboration amongst teachers including scheduled weekly common planning times per grade level, bi-monthly PLCs, on-going data chats, bi-

weekly faculty meetings, monthly curriculum team meetings with grade level chair and weekly leadership team meetings to collaborate on best practices and instructional strategies.

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

1. District hosted recruitment events.
2. On-going professional learning communities and professional development.
3. Mentoring program new teachers.

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

New teachers are paired with trained mentor teachers through the MINT (Mentoring and Induction of New Teachers) Program. The master teachers share best practices and offer instructional support as needed such as lesson planning, classroom management and content knowledge.

## **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***

Gulfstream Elementary School's curriculum team uses FSA Test Item Specifications and district-based pacing guides to ensure that its core instructional programs and materials are aligned to the Florida Standards. Additionally, bi-weekly PLCs and grade level collaborative conversations are held to ensure that the instructional programs and materials are compliant to Florida's 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***

Gulfstream Elementary School aligns data with instruction to ensure student's needs are met. Continuous disaggregation of data occurs following both formative and summative assessments and students are grouped for targeted instruction. Students are monitored and additional resources are used to supplement instruction as needed. Students who are performing below grade level will be targeted during differentiated instruction and groups are fluid based on student needs. Intervention is provided with fidelity 30 minutes daily in addition to the Reading block. Students performing at an advanced level are provided with supplemental instruction to meet their needs.

***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: 1,600**

Students receive 120 minutes per week of remediation in the area of Reading and Math during after school tutoring. Additionally, students receive enrichment through activities provided in the STEM Club.

**Strategy Rationale**

Students are chosen for tutoring and enrichment based on the results of state, district interim assessment and teacher recommendation.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Baldessari, Marybel, marybaldessari@dadeschools.net

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

Data is collected on an on-going basis using district interim assessments and is analyzed through student and teacher data chats.

**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**

Prekindergarten classes visit kindergarten classes in order to prepare for the transition to kindergarten.

Kindergarten transition workshops were held for the parents to help them assist their child at home with the transition to kindergarten. Exit interviews and assessments are given to pre-kindergarten students to

determine overall readiness for kindergarten. Prior to the beginning of the school year, a kindergarten orientation is given to incoming kindergarten parents and students in order to give them additional information and support. Upon entering kindergarten, students are assessed in order to determine individual and group needs. Students are assessed in the Basic Skills/School Readiness, Print/Letter Knowledge, Phonemic Awareness and FLKRS. The data collected from the assessments is used to plan daily academic and social/emotional instruction for all students and intervention is provided as needed. Families of preschool SPED students are provided transition assistance through the school's SPED department. The school works with the district by providing readiness diagnostic assessments for students from Head Start and VPK programs outside of the school.

Kindergarten registration was on-going throughout the summer months. Open House was held September 16th, 2014.

**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.** To increase student achievement by improving core instruction across all content areas.
- G2.** To use the Early Warning System to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement.
- G3.** The STEM goal is to increase inquiry-based activities in the science and mathematics classrooms that optimize real-world application of science, technology, engineering and mathematics.
- 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. To increase student achievement by improving core instruction across all content areas.** 1a

G045141

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - ELL	69.0

**Resources Available to Support the Goal** 2

- I-Ready, push-in/pull-out support staff, Professional Learning Communities, Reading Liaison, Math Liaison, Science Liaison, Curriculum Lead Team, common planning structures, computer lab/technology.

**Targeted Barriers to Achieving the Goal** 3

- Effective utilization of instructional time

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

Reading and Math/Science Liaisons will attend grade level meetings to disaggregate data and debrief with teachers on the implementation of topics discussed during Professional Learning Community; providing support on an as needed basis.

**Person Responsible**

Maritza Garcia

**Schedule**

Biweekly, from 11/3/2014 to 2/25/2015

**Evidence of Completion**

Grade-level minutes, Interim Assessments

**G2.** To use the Early Warning System to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement. 1a

G050156

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	18.0
One or More Suspensions	1.0
Non-proficient Reading by Grade 03	15.0

**Resources Available to Support the Goal** 2

- Attendance Incentive Plan, Core Student of the Month, Writer of the Month and Behavior Incentive Plan

**Targeted Barriers to Achieving the Goal** 3

- Diverse needs of our large population of varied exceptionalities

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

Administration will attend grade level meetings to discuss trends in behavior/attendance/ academic progress with teachers and procedures for proper documentation of behavior/attendance/academic progress.

**Person Responsible**

Marybel Baldessari

**Schedule**

Weekly, from 10/23/2014 to 6/4/2015

**Evidence of Completion**

Meeting Agendas, Meeting Minutes, Sign-In Sheets

**G3.** The STEM goal is to increase inquiry-based activities in the science and mathematics classrooms that optimize real-world application of science, technology, engineering and mathematics. 1a

G050856

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- Computer Lab, Gizmos, Discovery Education, Science Fair, District STEM/Science Contests

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher knowledge on the implementation of STEM in the classroom

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

Reading and Math/Science Liaisons will attend grade level meetings to disaggregate data and debrief with teachers on the implementation of topics discussed during Professional Learning Community; providing support on an as needed basis.

**Person Responsible**

Maritza Garcia

**Schedule**

Biweekly, from 11/3/2014 to 2/25/2015

**Evidence of Completion**

Grade-level minutes, Interim Assessments

**G4.** See Title I PIP 1a

G050868

**Targets Supported** 1b

Indicator	Annual Target
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**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.** To increase student achievement by improving core instruction across all content areas. **1**

 G045141

**G1.B4** Effective utilization of instructional time **2**

 B116434

**G1.B4.S1** Teachers will implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. **4**

 S128196

### Strategy Rationale

The Gradual Release Model of Responsibility was selected to provide instructional staff with frameworks that would allow for the effective implementation of the core curriculum across all grade levels.

### Action Step 1 **5**

Conduct professional development of the Gradual Release Model.

#### Person Responsible

Marybel Baldessari

#### Schedule

On 10/21/2014

#### Evidence of Completion

agendas, sign-in sheets

### Action Step 2 5

Teachers will participate in Professional Learning Communities addressing effective implementation of the Gradual Release Model within the English Language Arts block.

**Person Responsible**

Marybel Baldessari

**Schedule**

Biweekly, from 10/21/2014 to 2/25/2015

***Evidence of Completion***

agendas, sign-in sheets

### Action Step 3 5

Reading Liaison will attend grade level meetings to debrief with teachers on the implementation of topics discussed during Professional Learning Community. Providing support on an as needed basis.

**Person Responsible**

Marybel Baldessari

**Schedule**

Weekly, from 10/21/2014 to 2/25/2015

***Evidence of Completion***

meeting minutes

### Action Step 4 5

Administration will conduct informal observations during walk throughs and attend grade level meetings.

**Person Responsible**

Marybel Baldessari

**Schedule**

Weekly, from 10/21/2014 to 2/25/2015

***Evidence of Completion***

meeting minutes, sign in sheets, walk through logs

**Action Step 5** 5

Conduct professional development of the Gradual Release Model.

**Person Responsible**

Marybel Baldessari

**Schedule**

On 10/21/2014

***Evidence of Completion***

agendas, sign-in sheets

**Action Step 6** 5

Teachers will participate in Professional Learning Communities addressing effective implementation of the Gradual Release Model within the Mathematics block.

**Person Responsible**

Marybel Baldessari

**Schedule**

Biweekly, from 10/21/2014 to 2/25/2015

***Evidence of Completion***

agenda, sign-in sheets

**Action Step 7** 5

Math Coach will attend grade level meetings to debrief with teachers on the implementation of topics discussed during Professional Learning Community. Providing support on an as needed basis.

**Person Responsible**

Marybel Baldessari

**Schedule**

Weekly, from 10/21/2014 to 2/25/2015

***Evidence of Completion***

meeting minutes



**Action Step 8** 5

Administration will conduct informal observations during walk throughs and attend grade level meetings.

**Person Responsible**

Marybel Baldessari

**Schedule**

Weekly, from 10/21/2014 to 2/25/2015

***Evidence of Completion***

meeting minutes, sign in sheets, walk through logs

**Action Step 9** 5

Conduct professional development of the Gradual Release Model.

**Person Responsible**

Marybel Baldessari

**Schedule**

On 10/21/2014

***Evidence of Completion***

agendas, sign-in sheets

**Action Step 10** 5

Teachers will participate in Professional Learning Communities addressing effective implementation of the Gradual Release Model within the Science block.

**Person Responsible**

Marybel Baldessari

**Schedule**

Biweekly, from 10/21/2014 to 2/25/2015

***Evidence of Completion***

agenda, sign-in sheets

**Action Step 11** 5

Science Coach will attend grade level meetings to debrief with teachers on the implementation of topics discussed during Professional Learning Community. Providing support on an as needed basis.

**Person Responsible**

Marybel Baldessari

**Schedule**

Weekly, from 10/21/2014 to 2/25/2015

**Evidence of Completion**

meeting minutes

**Action Step 12** 5

Administration will conduct informal observations during walk throughs and attend grade level meetings.

**Person Responsible**

Marybel Baldessari

**Schedule**

Weekly, from 10/21/2014 to 2/25/2015

**Evidence of Completion**

meeting minutes, sign in sheets, walk through logs

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Administration will attend grade-level meetings and conduct informal observations.

**Person Responsible**

Maritza Garcia

**Schedule**

Weekly, from 11/3/2014 to 2/25/2015

**Evidence of Completion**

Walkthrough Log, Grade-Level Meeting Minutes and Sign-In

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Students will demonstrate improvement across all content areas as evidenced through assessment data.

**Person Responsible**

Maritza Garcia


**Schedule**

On 10/27/2014

**Evidence of Completion**

Summative Assessments, Formative Assessments and Data Chats

**G1.B4.S2** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S137466

**Strategy Rationale**

The implementation of academic writing was selected to provide instructional staff with frameworks that would allow for the effective implementation of the core curriculum across all grade levels.

**Action Step 1** 5

Conduct professional development of the Gradual Release Model.

**Person Responsible**

Marybel Baldessari

**Schedule**

On 10/21/2014

**Evidence of Completion**

agendas, sign-in sheets

### Action Step 2 5

Teachers will participate in Professional Learning Communities addressing effective implementation of the Gradual Release Model while incorporating the writing process across the curriculum.

**Person Responsible**

Marybel Baldessari

**Schedule**

Biweekly, from 10/21/2014 to 2/25/2015

**Evidence of Completion**

agenda, sign-in sheets

### Action Step 3 5

Reading Liaison will attend grade level meetings to debrief with teachers on the implementation of topics discussed during Professional Learning Community. Providing support on an as needed basis.

**Person Responsible**

Marybel Baldessari

**Schedule**

Weekly, from 10/21/2014 to 2/25/2015

**Evidence of Completion**

meeting minutes

### Action Step 4 5

Administration will conduct informal observations during walk throughs and attend grade level meetings.

**Person Responsible**

**Schedule**

Weekly, from 10/21/2014 to 2/25/2015

**Evidence of Completion**

meeting minutes, sign in sheets, walk through logs

**Plan to Monitor Fidelity of Implementation of G1.B4.S2** 6

Administration will attend grade-level meetings and conduct informal observations.

**Person Responsible**

Maritza Garcia

**Schedule**

On 2/25/2015

***Evidence of Completion***

Walkthrough Log, Grade-Level Meeting Minutes and Sign-In

**Plan to Monitor Effectiveness of Implementation of G1.B4.S2** 7

Students will demonstrate improvement across all content areas ....data...

**Person Responsible**

Maritza Garcia

**Schedule**

On 10/27/2014

***Evidence of Completion***

Summative Assessments, Formative Assessments and Data Chats

**G2.** To use the Early Warning System to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement. 1

G050156

**G2.B1** Diverse needs of our large population of varied exceptionalities 2

B125771

**G2.B1.S1** Implement the school-wide Attendance Incentive Plan with fidelity and advise parents of the District Attendance Policy. 4

S137652

### Strategy Rationale

Through a school-wide Attendance Incentive Plan, students become motivated and educated on the importance of school attendance and its impact on academic achievement.

### Action Step 1 5

An Attendance Review Committee meeting will be held after the fifth unexcused absence each semester providing strategies to parents and students.

#### Person Responsible

Marybel Baldessari

#### Schedule

Quarterly, from 10/23/2014 to 6/4/2015

#### Evidence of Completion

Meeting Logs, Attendance Contract

### Action Step 2 5

Administration and the School Counselor will review the attendance bulletin daily to monitor absences.

#### Person Responsible

Marybel Baldessari

#### Schedule

Daily, from 10/23/2014 to 6/4/2015

#### Evidence of Completion

Meeting Logs, Attendance Contract

**Action Step 3** 5

Implement the school-wide Attendance Incentive Plan with fidelity.

**Person Responsible**

Marybel Baldessari

**Schedule**

Daily, from 10/23/2014 to 6/4/2015

***Evidence of Completion***

Attendance Bulletin

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

Administration will monitor attendance through the daily attendance bulletin to oversee trends in student absences.

**Person Responsible**

Marybel Baldessari

**Schedule**

Daily, from 10/23/2014 to 6/4/2015

***Evidence of Completion***

Daily Attendance Bulletin

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

Students will demonstrate improvement in attendance as evidenced through attendance data such as gradebook and attendance bulletin.

**Person Responsible**

Marybel Baldessari


**Schedule**

Daily, from 10/23/2014 to 10/23/2014

***Evidence of Completion***

Daily Attendance Bulletin

**G2.B1.S2** Implement the school-wide Behavior Incentive Plan with fidelity and advise student and parents of the Code of Student Conduct. 4

 S137670

### Strategy Rationale

Through a school-wide Behavior Incentive Plan, students become motivated and educated on the importance of adequate school behavior and its impact on academic achievement.

### Action Step 1 5

A Behavior Review meeting will be held after the second SCAM providing strategies to parents and students.

#### Person Responsible

Marybel Baldessari

#### Schedule

Monthly, from 10/23/2014 to 6/4/2015

#### Evidence of Completion

Suspension Report

### Action Step 2 5

Administration will motivate students through morning announcements and distribute Core Value Curriculum.

#### Person Responsible

Marybel Baldessari

#### Schedule

Monthly, from 10/23/2014 to 6/4/2015

#### Evidence of Completion

Core Value Student of the Month List



**Action Step 3** 5

The Core Value Student of the Month Recognition Program will be implemented providing students with motivational incentives as a result of good behavior.

**Person Responsible**

Marybel Baldessari

**Schedule**

Monthly, from 10/23/2014 to 6/4/2015

***Evidence of Completion***

Core Value Student of the Month List

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Administration will monitor behavior through the suspension report to oversee trends in student behavior incidences.

**Person Responsible**

Marybel Baldessari

**Schedule**

Monthly, from 10/23/2014 to 6/4/2015

***Evidence of Completion***

Suspension Reports

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Students will demonstrate improvement in behavior as evidenced through a decreased suspension rate monitored through suspension reports.

**Person Responsible**

Marybel Baldessari


**Schedule**

Monthly, from 10/23/2014 to 6/4/2015

***Evidence of Completion***

Suspension Reports

**G2.B1.S3** Monitor student progress through formative assessment data and ensure proper tiered support system for grade level objectives. 4

 S137672

### **Strategy Rationale**

Through formative assessments and a tiered support, targeted intervention and remediation can occur.

### **Action Step 1** 5

Data chats will be held after each Interim Assessment for data disaggregation and strategic targeting based on student needs.

#### **Person Responsible**

Marybel Baldessari

#### **Schedule**

Semiannually, from 10/23/2014 to 6/4/2015

#### **Evidence of Completion**

Data Chat Logs, Interim Assessments

### **Action Step 2** 5

The Curriculum Team will monitor targeted students for academic progress.

#### **Person Responsible**

#### **Schedule**

Monthly, from 10/23/2014 to 6/4/2015

#### **Evidence of Completion**

Intervention Logs, Informal Assessments

**Action Step 3** 5

Implement the school-wide Academic Achievement Incentive Program.

**Person Responsible**

Marybel Baldessari

**Schedule**

On 6/4/2015

***Evidence of Completion***

Intervention Logs, Informal Assessments

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Administration will monitor data to oversee trends in student achievement and progress.

**Person Responsible**

Marybel Baldessari

**Schedule**

Monthly, from 10/23/2014 to 6/4/2015

***Evidence of Completion***

Interim Assessments, Intervention Logs, Informal Assessments

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Students will demonstrate improvement evidenced through achievement data such as Interim Assessments, Intervention Logs, and Informal Assessments

**Person Responsible**

Marybel Baldessari

**Schedule**

On 6/4/2015

***Evidence of Completion***

Interim Assessments, Intervention Logs, Informal Assessments

**G3.** The STEM goal is to increase inquiry-based activities in the science and mathematics classrooms that optimize real-world application of science, technology, engineering and mathematics. 1

G050856

**G3.B1** Lack of teacher knowledge on the implementation of STEM in the classroom 2

B127542

**G3.B1.S1** Teachers will implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

S139679

### Strategy Rationale

The Gradual Release Model of Responsibility was selected to provide instructional staff with frameworks that would allow for the effective implementation of the core curriculum across all grade levels.

### Action Step 1 5

Conduct professional development of the Gradual Release Model.

#### Person Responsible

Marybel Baldessari

#### Schedule

On 10/21/2014

#### Evidence of Completion

agenda, sign-in sheets

### Action Step 2 5

Administration will conduct informal observations during walk throughs and attend grade level meetings.

#### Person Responsible

Marybel Baldessari

#### Schedule

Biweekly, from 10/21/2014 to 2/25/2015

#### Evidence of Completion

meeting minutes, sign in sheets, walk through logs

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

Administration will attend grade-level meetings and conduct informal observations.

**Person Responsible**

Maritza Garcia

**Schedule**

Weekly, from 11/3/2014 to 2/25/2015

**Evidence of Completion**

Walkthrough Log, Grade-Level Meeting Minutes and Sign-In

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

Students will demonstrate improvement across all content areas as evidenced through assessment data.

**Person Responsible**

Maritza Garcia

**Schedule**

On 10/27/2014

**Evidence of Completion**

Summative Assessments, Formative Assessments and Data Chats

**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.B4.S1.A1	Conduct professional development of the Gradual Release Model.	Baldessari, Marybel	10/21/2014	agendas, sign-in sheets	10/21/2014 one-time
G1.B4.S2.A1	Conduct professional development of the Gradual Release Model.	Baldessari, Marybel	10/21/2014	agendas, sign-in sheets	10/21/2014 one-time
G2.B1.S1.A1	An Attendance Review Committee meeting will be held after the fifth unexcused absence each semester providing strategies to parents and students.	Baldessari, Marybel	10/23/2014	Meeting Logs, Attendance Contract	6/4/2015 quarterly
G2.B1.S2.A1	A Behavior Review meeting will be held after the second SCAM providing strategies to parents and students.	Baldessari, Marybel	10/23/2014	Suspension Report	6/4/2015 monthly
G2.B1.S3.A1	Data chats will be held after each Interim Assessment for data	Baldessari, Marybel	10/23/2014	Data Chat Logs, Interim Assessments	6/4/2015 semiannually

**Dade - 2321 - Gulfstream Elementary School - 2014-15 SIP**  
*Gulfstream Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	disaggregation and strategic targeting based on student needs.				
G3.B1.S1.A1	Conduct professional development of the Gradual Release Model.	Baldessari, Marybel	10/21/2014	agenda, sign-in sheets	10/21/2014 one-time
G1.B4.S1.A2	Teachers will participate in Professional Learning Communities addressing effective implementation of the Gradual Release Model within the English Language Arts block.	Baldessari, Marybel	10/21/2014	agendas, sign-in sheets	2/25/2015 biweekly
G1.B4.S2.A2	Teachers will participate in Professional Learning Communities addressing effective implementation of the Gradual Release Model while incorporating the writing process across the curriculum.	Baldessari, Marybel	10/21/2014	agenda, sign-in sheets	2/25/2015 biweekly
G2.B1.S1.A2	Administration and the School Counselor will review the attendance bulletin daily to monitor absences.	Baldessari, Marybel	10/23/2014	Meeting Logs, Attendance Contract	6/4/2015 daily
G2.B1.S2.A2	Administration will motivate students through morning announcements and distribute Core Value Curriculum.	Baldessari, Marybel	10/23/2014	Core Value Student of the Month List	6/4/2015 monthly
G2.B1.S3.A2	The Curriculum Team will monitor targeted students for academic progress.		10/23/2014	Intervention Logs, Informal Assessments	6/4/2015 monthly
G3.B1.S1.A2	Administration will conduct informal observations during walk throughs and attend grade level meetings.	Baldessari, Marybel	10/21/2014	meeting minutes, sign in sheets, walk through logs	2/25/2015 biweekly
G1.B4.S1.A3	Reading Liaison will attend grade level meetings to debrief with teachers on the implementation of topics discussed during Professional Learning Community. Providing support on an as needed basis.	Baldessari, Marybel	10/21/2014	meeting minutes	2/25/2015 weekly
G1.B4.S2.A3	Reading Liaison will attend grade level meetings to debrief with teachers on the implementation of topics discussed during Professional Learning Community. Providing support on an as needed basis.	Baldessari, Marybel	10/21/2014	meeting minutes	2/25/2015 weekly
G2.B1.S1.A3	Implement the school-wide Attendance Incentive Plan with fidelity.	Baldessari, Marybel	10/23/2014	Attendance Bulletin	6/4/2015 daily
G2.B1.S2.A3	The Core Value Student of the Month Recognition Program will be implemented providing students with motivational incentives as a result of good behavior.	Baldessari, Marybel	10/23/2014	Core Value Student of the Month List	6/4/2015 monthly
G2.B1.S3.A3	Implement the school-wide Academic Achievement Incentive Program.	Baldessari, Marybel	10/23/2014	Intervention Logs, Informal Assessments	6/4/2015 one-time
G1.B4.S1.A4	Administration will conduct informal observations during walk throughs and attend grade level meetings.	Baldessari, Marybel	10/21/2014	meeting minutes, sign in sheets, walk through logs	2/25/2015 weekly
G1.B4.S2.A4	Administration will conduct informal observations during walk throughs and attend grade level meetings.		10/21/2014	meeting minutes, sign in sheets, walk through logs	2/25/2015 weekly
G1.B4.S1.A5	Conduct professional development of the Gradual Release Model.	Baldessari, Marybel	10/21/2014	agendas, sign-in sheets	10/21/2014 one-time
G1.B4.S1.A6	Teachers will participate in Professional Learning Communities addressing effective implementation of the Gradual Release Model within the Mathematics block.	Baldessari, Marybel	10/21/2014	agenda, sign-in sheets	2/25/2015 biweekly

**Dade - 2321 - Gulfstream Elementary School - 2014-15 SIP**  
*Gulfstream Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A7	Math Coach will attend grade level meetings to debrief with teachers on the implementation of topics discussed during Professional Learning Community. Providing support on an as needed basis.	Baldessari, Marybel	10/21/2014	meeting minutes	2/25/2015 weekly
G1.B4.S1.A8	Administration will conduct informal observations during walk throughs and attend grade level meetings.	Baldessari, Marybel	10/21/2014	meeting minutes, sign in sheets, walk through logs	2/25/2015 weekly
G1.B4.S1.A9	Conduct professional development of the Gradual Release Model.	Baldessari, Marybel	10/21/2014	agendas, sign-in sheets	10/21/2014 one-time
G1.B4.S1.A10	Teachers will participate in Professional Learning Communities addressing effective implementation of the Gradual Release Model within the Science block.	Baldessari, Marybel	10/21/2014	agenda, sign-in sheets	2/25/2015 biweekly
G1.B4.S1.A11	Science Coach will attend grade level meetings to debrief with teachers on the implementation of topics discussed during Professional Learning Community. Providing support on an as needed basis.	Baldessari, Marybel	10/21/2014	meeting minutes	2/25/2015 weekly
G1.B4.S1.A12	Administration will conduct informal observations during walk throughs and attend grade level meetings.	Baldessari, Marybel	10/21/2014	meeting minutes, sign in sheets, walk through logs	2/25/2015 weekly
G1.MA1	Reading and Math/Science Liaisons will attend grade level meetings to disaggregate data and debrief with teachers on the implementation of topics discussed during Professional Learning Community; providing support on an as needed basis.	Garcia, Maritza	11/3/2014	Grade-level minutes, Interim Assessments	2/25/2015 biweekly
G1.B4.S1.MA1	Students will demonstrate improvement across all content areas as evidenced through assessment data.	Garcia, Maritza	10/27/2014	Summative Assessments, Formative Assessments and Data Chats	10/27/2014 one-time
G1.B4.S1.MA1	Administration will attend grade-level meetings and conduct informal observations.	Garcia, Maritza	11/3/2014	Walkthrough Log, Grade-Level Meeting Minutes and Sign-In	2/25/2015 weekly
G1.B4.S2.MA1	Students will demonstrate improvement across all content areas ....data...	Garcia, Maritza	10/27/2014	Summative Assessments, Formative Assessments and Data Chats	10/27/2014 one-time
G1.B4.S2.MA1	Administration will attend grade-level meetings and conduct informal observations.	Garcia, Maritza	11/3/2014	Walkthrough Log, Grade-Level Meeting Minutes and Sign-In	2/25/2015 one-time
G2.MA1	Administration will attend grade level meetings to discuss trends in behavior/ attendance/ academic progress with teachers and procedures for proper documentation of behavior/attendance/ academic progress.	Baldessari, Marybel	10/23/2014	Meeting Agendas, Meeting Minutes, Sign-In Sheets	6/4/2015 weekly
G2.B1.S1.MA1	Students will demonstrate improvement in attendance as evidenced through attendance data such as gradebook and attendance bulletin.	Baldessari, Marybel	10/23/2014	Daily Attendance Bulletin	10/23/2014 daily
G2.B1.S1.MA1	Administration will monitor attendance through the daily attendance bulletin to oversee trends in student absences.	Baldessari, Marybel	10/23/2014	Daily Attendance Bulletin	6/4/2015 daily
G2.B1.S2.MA1	Students will demonstrate improvement in behavior as evidenced through a decreased suspension rate monitored through suspension reports.	Baldessari, Marybel	10/23/2014	Suspension Reports	6/4/2015 monthly
G2.B1.S2.MA1	Administration will monitor behavior through the suspension report to	Baldessari, Marybel	10/23/2014	Suspension Reports	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	oversee trends in student behavior incidences.				
G2.B1.S3.MA1	Students will demonstrate improvement evidenced through achievement data such as Interim Assessments, Intervention Logs, and Informal Assessments	Baldessari, Marybel	10/23/2014	Interim Assessments, Intervention Logs, Informal Assessments	6/4/2015 one-time
G2.B1.S3.MA1	Administration will monitor data to oversee trends in student achievement and progress.	Baldessari, Marybel	10/23/2014	Interim Assessments, Intervention Logs, Informal Assessments	6/4/2015 monthly
G3.MA1	Reading and Math/Science Liaisons will attend grade level meetings to disaggregate data and debrief with teachers on the implementation of topics discussed during Professional Learning Community; providing support on an as needed basis.	Garcia, Maritza	11/3/2014	Grade-level minutes, Interim Assessments	2/25/2015 biweekly
G3.B1.S1.MA1	Students will demonstrate improvement across all content areas as evidenced through assessment data.	Garcia, Maritza	10/27/2014	Summative Assessments, Formative Assessments and Data Chats	10/27/2014 one-time
G3.B1.S1.MA1	Administration will attend grade-level meetings and conduct informal observations.	Garcia, Maritza	11/3/2014	Walkthrough Log, Grade-Level Meeting Minutes and Sign-In	2/25/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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



## Professional Development Opportunities

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

**G1.** To increase student achievement by improving core instruction across all content areas.

**G1.B4** Effective utilization of instructional time

**G1.B4.S1** Teachers will implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

### PD Opportunity 1

Conduct professional development of the Gradual Release Model.

#### Facilitator

Marybel Baldessari (Assistant Principal) Mariela Rapp (Reading Liaison)

#### Participants

Instructional Staff

#### Schedule

On 10/21/2014

### PD Opportunity 2

Teachers will participate in Professional Learning Communities addressing effective implementation of the Gradual Release Model within the English Language Arts block.

#### Facilitator

Mariela Rapp (Reading Liaison)

#### Participants

Instructional Staff

#### Schedule

Biweekly, from 10/21/2014 to 2/25/2015

### **PD Opportunity 3**

Conduct professional development of the Gradual Release Model.

#### **Facilitator**

Leslie Gonzalez (Math Liaison)

#### **Participants**

Instructional Staff

#### **Schedule**

On 10/21/2014

### **PD Opportunity 4**

Teachers will participate in Professional Learning Communities addressing effective implementation of the Gradual Release Model within the Mathematics block.

#### **Facilitator**

Leslie Gonzalez (Math Liaison)

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 10/21/2014 to 2/25/2015

### **PD Opportunity 5**

Conduct professional development of the Gradual Release Model.

#### **Facilitator**

Leslie Gonzalez (Science Liaison)

#### **Participants**

Instructional Staff

#### **Schedule**

On 10/21/2014

### **PD Opportunity 6**

Teachers will participate in Professional Learning Communities addressing effective implementation of the Gradual Release Model within the Science block.

**Facilitator**

Leslie Gonzalez (Science Liaison)

**Participants**

Instructional Staff

**Schedule**

Biweekly, from 10/21/2014 to 2/25/2015

**G1.B4.S2** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

### **PD Opportunity 1**

Conduct professional development of the Gradual Release Model.

**Facilitator**

Mariela Rapp (Reading Liaison)

**Participants**

Instructional Staff

**Schedule**

On 10/21/2014

### **PD Opportunity 2**

Teachers will participate in Professional Learning Communities addressing effective implementation of the Gradual Release Model while incorporating the writing process across the curriculum.

**Facilitator**

Mariela Rapp (Reading Liaison)

**Participants**

Instructional Staff

**Schedule**

Biweekly, from 10/21/2014 to 2/25/2015

**G3.** The STEM goal is to increase inquiry-based activities in the science and mathematics classrooms that optimize real-world application of science, technology, engineering and mathematics.

**G3.B1** Lack of teacher knowledge on the implementation of STEM in the classroom

**G3.B1.S1** Teachers will implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

**PD Opportunity 1**

Conduct professional development of the Gradual Release Model.

**Facilitator**

Marybel Baldessari

**Participants**

Instructional Staff

**Schedule**

On 10/21/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> To use the Early Warning System to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement.	1,000
<b>Grand Total</b>	<b>1,000</b>

### Goal 2: To use the Early Warning System to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement.

Description	Source	Total
<b>B1.S1.A3</b> - EESAC	Other	500
<b>B1.S2.A1</b> - EESAC	Other	250
<b>B1.S3.A3</b> - EESAC	Other	250
<b>Total Goal 2</b>		<b>1,000</b>