

Maya Angelou Elementary School



2014-15 School Improvement Plan

Maya Angelou Elementary School

1850 NW 32ND ST, Miami, FL 33142

<http://maya.dadeschools.net>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

98%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

B

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	41
Appendix 2: Professional Development and Technical Assistance Outlines	45
Professional Development Opportunities	46
Technical Assistance Items	49
Appendix 3: Budget to Support Goals	50

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

The mission of Maya Angelou Elementary School is to work together with the home and the community to empower our students to achieve educational success through a diverse curriculum while providing a nurturing environment that consistently identifies and addresses the needs of the whole child, fosters multicultural understanding, and fuels the desire for life long learning.

Provide the school's vision statement

The vision of Maya Angelou Elementary School is to strive to develop a community of life-long learners instilled with the belief that a positive outlook, hard work, perseverance, and respect for humanity are the keys to a successful future.

School Environment

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

Maya Angelou Elementary celebrates the diversity of our students' culture. We celebrate Hispanic Heritage month and Black History month where students display family projects about their culture. We also encourage the students to share their cultural values and we respect their beliefs. We hold Parent meetings, such as Open House and Title I, where we share the expectations for our students and how we can address their areas of needs. We also have a Meet and Greet at the beginning of the year where parents come and meet their child's teachers and classrooms. Here at Maya Angelou Elementary, we ensure to create an atmosphere of respect, high expectations and a very caring, nurturing and loving environment where our students can feel safe all the time. We also have a Community Involvement Specialist that keeps contact with the Allapattah community and becomes a bridge to maintain the communication between school, parents and community. The CIS also provides support to the parents by providing workshops and holds meetings to assist parents in acquiring the necessary skills to help their children to be successful at school. We also have Science and Math Nights and our Instructional Coaches assist parents that need help in academics to ensure a thriving academic journey.

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

One of our main priorities at Maya Angelou Elementary is to provide an environment that is conducive to learning where all the students here at this school feel safe when they arrive everyday. The school security guards are visible at all doors in this school's building. The security makes sure all the doors are locked after the second late bell rings. This allows for all visitors who enter the building to only enter through the front door where they must sign in and show identification before entering the main office. The school has a Critical Response Plan in the event of a crisis, the plan provides for the safety of everyone in the building and community.

Students are supervised at all times during the school day as well as before and any after-school activities. Students are given incentives to follow the school's Code of Student Conduct and understand that rules are made to make us safe and students recognize the consequences of violating these rules. The school has implemented Safety Patrols and The Do the Right Thing program in order to model good behavior and citizenship. School administrators, Instructional

coaches and supports personnel are visible and available throughout the building in the morning drop-off and dismissal for any student or parents who needs assistance.

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

Maya Angelou Elementary has an establish discipline plan in place which is aligned to the districts Code of Student Conduct and is followed by all staff members. The administration and teachers have a student orientation meeting with all students the first week of school to clearly set expectations for behavior in the classroom, cafeteria and hallways. The staff will reinforce these rules and use behavioral consequences in an educational manner in order to help students to appreciate the purpose of rules, the importance of making amends, and the taking of responsibility for improving their behavior. The faculty handbook outlines the procedures for implementing an orderly and respectful school environment. The parents are also aware of the Code of Student Conduct and have signed an acknowledgement that they have reviewed it.

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

Maya Angelou Elementary ensures the social-emotional needs of all students are being met by providing counseling mentoring and other student services. The school infuses Character Education into the curriculum in order to promote a positive and respectful environment. The school provides training for staff on how to integrate character education into the life and culture of the school. Those students having difficulties following expected behaviors will be provided with additional support. Students are referred to the Multi-Tiered Support Team and are provided with interventions through a Behavioral Intervention Plan in order to assist them with problem solving, self control and conflict resolution. In extreme behavioral or emotional needs, the psychologist and counselor assist and determine if community agencies are needed to be recommended to parents for further assistance.

Early Warning Systems

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

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

Students who are not proficient in reading by Grade 3.
Students who miss more than 10% of instructional time.

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	28	21	21	13	13	119
One or more suspensions	0	0	0	0	0	8	8
Course failure in ELA or Math	6	21	9	20	5	14	75
Level 1 on statewide assessment	0	0	0	49	21	33	103
Students who are not proficient in reading by grade 3	6	30	18	21	0	0	75

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	
Students exhibiting two or more indicators	6	21	9	21	8	65

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

Academic achievement is correlated to student attendance and behavioral issues. By monitoring the Early Warning Systems, Maya Angelou Elementary will decrease the number of students with excessive absences

,decrease the number of students retained in the third grade, decrease students who are non-proficient in reading by third grade, and decrease number of students who receive two or more behavioral referrals that lead to suspension.

The following action steps will be implemented as follows:

ATTENDANCE:

- Conduct student orientation during the first two weeks to detail attendance expectations and procedures.
- Positive incentives implemented to include, certificates, names posted, ice cream social for students with 100% attendance at the end of grading periods.
- Opportunity to participate in End of Year activities, if acceptable attendance attained.
- Use COGNOS and Truancy Referral Report to identify target groups for counseling.
- Truancy Meetings with parents after 5 unexcused absences.
- Group counseling conducted by assistant principal and guidance counselor at excessive absence benchmarks throughout the year.
- Daily Bulletin is reviewed by teachers and administrators for accuracy.
- Phone calls home
- Home visits

BEHAVIOR:

- The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.
- Referral to Counselor to work on topics such as Conflict Resolution, Anger Management and appropriate behavior.
- Student Behavior Contract
- Functional Assessment of Behavior
- Behavior Intervention Plan
- Referral to outside Community agencies

ACADEMIC ACHIEVEMENTS:

- Provide Wonderworks Tier-2 intervention for students having difficulties in reading.
- OPM On-going progress monitoring will occur every month in order to track students progress.
- Provide Differentiated Instruction for all students focusing on re-teaching skills not mastered.
- Provide Computer assisted programs such as Waterford, I-Ready , Imagine Learning and Reading Plus.

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
Williams, Adrena	Principal
Garcia , Maria	Assistant Principal
Paez-Garcia , Vivian	Instructional Coach
Gonzalez-jimenez, Jazmin	Instructional Coach
Heguy , Yamile	Instructional Coach
Rivera, Sonia	Instructional Coach

Duties

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

The members of the school-Based MTSS/RtI Leadership Team is as follows:

- Adrena Y. Williams, Principal will schedule and facilitate regular MTSS/RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources and will oversee that all aspects are being implemented with fidelity.

Maria D. Garcia, Assistant Principal , The assistant principal conducts regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. The assistant principal will review data with the school psychologist, counselor and classroom teacher to determine an appropriate intervention that will best fit the needs of the student.

- Reading Coaches (Jazmin Gonzalez-Jimenez and Yamile Heguy) , Instructional Coaches support the MTSS/RtI student education initiative through implementing core instructional methodologies with fidelity. In addition, the coaches assist and model with school-wide common planning to address bridging instructional gap and student learning to improve students' academic proficiency. Essentially, creating a more rigorous intense structured instructional direction and student intervention programs are the initial steps in developing the systematic pattern blueprint for student achievement along with district personnel.

Math Coach (Vivian Paez-Garcia) and Science Coach (Sonia Rivera), Ensures that all teachers are following the District Pacing Guides. The coaches assist the MTSS/RtI process by disaggregating and analyzing student data and creating evidenced-based interventions for individual students as resulted by the test data;

- School Guidance Counselor (Danai Valle) Assist with conducting regular meetings and to monitor the effectiveness of all academic interventions. The counselor also initiates all the inventories for the FAB and oversees all the implementations of all behavior intervention plans. She also oversees the attendance initiatives and implements all district programs in the student services department.

- School Psychologist (Ngina Parks) Assists in identifying systemic patterns of students' needs, collaborate with school personnel to identify and incorporate appropriate, evidenced-based intervention strategies, communicates with parents concerning the MTSS/RtI process and identifies needs of students. .

- School Social Worker (Isabel Bartol) Assists in developing programs and services for students who are at risk in content areas or behavioral areas, helps educators to reach at risk students, helps students and families access services or programs that may be helpful, contacts at risk families concerning students' at risk behavior or academic struggles.

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 at Maya Angelou Elementary uses 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 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 Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student needs across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

Title I, Part A

Maya Angelou Elementary School will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, 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, encourage 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 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 Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school 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.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program.

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 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

Maya Angelou Elementary School uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- Field Trips

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

Title X- Homeless

Miami-Dade County Public Schools’ School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

Maya Angelou Elementary School collaborates with “The Homeless Assistance Program” which seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be Supplemental Academic Instruction (SAI) stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP)

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

Maya Angelou Elementary School adheres to the following:

- 1) 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.

Housing Programs - N/A

Head Start – N/A

Adult Education – N/A

Career and Technical Education –N/A

Job Training –N/A

Other

Maya Angelou Elementary School is also a Health Connect School which 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. Health Connect in Our School (HCiOS) services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS will enhance the health education activities provided by the schools and by the

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Adrena Y. Williams	Principal
Diana Gibson	Teacher
Yanet Gibert	Teacher
Annaliet Torres	Teacher
Vivian Paez-Garcia	Teacher
Peggy Prieto	Teacher
Arturo Maldonado	Teacher
Karina Garcia	Student
Cindy Fernandez	Education Support Employee
Jakeisha Thompson	Business/Community
Jennifer Gonzalez	Parent
Lazaro Retana	Parent
Tomasz Alemany	Business/Community
Yeika Castillo	Business/Community
Carol Mata	Parent
Sherelle Harden	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

When analyzing the goals and strategies from last year's school improvement plan, The following results were discussed:

Annual Measurable Objectives: In reading, The 2013-2014 school proficiency target was 56%, the actual target was 43%, which indicated the target was not met. The reading actual percent proficiency target was met for the Black subgroup and English Language Learners subgroup. The Hispanic subgroup proficiency target was 54% and the actual percent proficient was 42%: therefore the target was not met. The Students with Disabilities subgroup proficiency target was 32% and the actual percent proficient was 14%: therefore the target was not met. The Economic Disadvantaged subgroup proficiency target was 55% and the actual percent proficient was 43%: therefore the target was not met. The overall math proficiency target was met. In addition, the Black, Hispanic and Student with Disabilities subgroups target was met. The Hispanic subgroup proficiency target was 54% and the actual percent proficient was 42%: therefore the target was not met.

In the area of Reading, Writing, Math, and Science the actions steps will include the following in order to increase student achievement: implementing common planning at every grade level, Data Chats to strategically plan for Differentiate Instruction, implementing the Gradual Release Model, implementing Interactive Journals and implementing technology based programs such as I-Ready, Waterford,

Imagine Learning, Think Central and My On Reader.

Early Warning Systems: The attendance rate decreased from the previous year from 21% to 19% of instructional time missed.

STEM: The after-school SECME program was successful in implementing the district pacing guides in Science and Math. The SECME program had various students compete in the Olympiad. The school won second place in the banner competition.

Development of this school improvement plan

The SAC members reviewed the previous SIP using Mid and End of Year Review along with all relevant data. The SAC identified the areas of need across all core subjects and analyzed trends. The Committee made suggestions for possible revisions of goals and strategies.

Preparation of the school's annual budget and plan

The school's annual projected budget plan is as follows:

- * Due to overcrowding in all grades, our goal is to increase the amount of classroom teachers to ensure we meet class size in every grade level.
- * Utilize supply money to buy resources to support the technology needs school-wide. In order to run current programs, new computers need to be purchased and current student stations need to be updated.

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

The school improvement funds are expected to be utilized for academic incentives for those students who meet individual goals or growth on the District Assessments and/or students who achieve mastery on the FSA and FCAT 2.0 Science. The remainder of the funds will be spent on supplementing curriculum and technology needs related to the SIP.

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
Williams, Adrena	Principal
Garcia , Maria	Assistant Principal
Paez-Garcia , Vivian	Instructional Coach
Gonzalez-jimenez, Jazmin	Instructional Coach
Heguy , Yamile	Instructional Coach
Rivera, Sonia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. This team will provide ongoing professional development on researched-based strategies and program interventions, meet with grade levels to discuss, interpret, and analyze data, assist the team in making instructional and programmatic decisions, monitor that the use of instructional programs and materials related to reading are used and implemented with fidelity and consistency.

The Literacy coaches will provide direct support to teachers in the implementation of the state-wide literacy and instructional strategies.

The LLT will maintain a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Maya Angelou's LLT will promote literacy as follows:

1. Developing activities and projects that will motivate students to read.
2. Organize classrooms around the learning needs of the students.
3. Assist teachers in matching students with books at their appropriate reading level
4. Build a learning community that includes all stakeholders to improve reading school wide

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

Maya Angelou Elementary has established a weekly common planning schedule for every subject which includes weekly grade level planning times with instructional coaches.

The common planning takes place in the office of the Principal and the Assistant Principal. Teachers take different roles to ensure a smooth session and they leave with a clear understanding of what they need to do in order to have a successful instructional time. Each team collaborates on the creation of anchor charts, HOT questions, graphic organizers, manipulatives and much more. Coaches provide support on providing feedback, reflecting of strategies used, modeling new strategies, materials alignment for DI and creating an atmosphere of collegiality.

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

The Principal and Assistant Principal will be responsible for the implementation of the following strategies.

- Provide professional development opportunities that provide teachers' new and innovative best practices techniques.
- Provide a variety of Professional Learning Communities at the school site based on teacher interest.
- Provide support for teacher's pursuing higher education.

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

Maya Angelou Elementary Teacher Mentoring Program consists of beginning teachers and/or teachers in need of improvement who are matched with veteran teachers in their subject matter. These veteran teachers were chosen based on their high trend of increased student achievement. Mentees will meet monthly or as needed with their mentor and once a week with their grade level teams for common planning. Mentoring activities will include best practices and will serve as a tool for support. Mentors for

beginning teachers will be chosen based on previously MINT trained teachers. The mentoring program will be monitored by the Principal and Assistant Principal to ensure that all teachers' needs are met.

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

In order to ensure that Maya Angelou Elementary School's core instructional programs and materials are aligned to the Florida Standards, we strictly follow the curriculum provided by the district. During common planning, in all core subjects, the teachers and instructional coaches utilize the District Pacing guides in order to ensure pacing of lessons and that all standards are being taught with fidelity.

Reading and Mathematics utilize the adopted textbooks series that are aligned to the Florida Standards such as Wonders, Wonderworks and Go Math.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers use information obtained from different data points to drive the instruction and to align materials utilized during differentiated instruction to meet students' individual needs. Areas such as students' demographics, English Language barriers, lack of decoding skills, and low levels of fluency rate to acquire comprehension are taken into consideration to analyze students' probability of Literacy success.

Students who show a deficiency in the ELA and Mathematics in basic skills are receiving modified instruction during small group instruction, computer lab intervention, Pull-out model intervention and Push-in model for ELL students. Students also receive support through programs such as iReady, Imagine Learning, Waterford, Go Math, Thinkcentral, myOnReader, Reading Plus, Early morning tutoring and after school SECME program.

Students have been identified to receive Wonderworks intervention based on their current SAT and FCAT levels and retention status.

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: 0

After-school enrichment program focused on science, engineering, communications, mathematics, and technology. Students will participate in project based learning and hands-on activities to supplement and reinforce the school's academic program. Participants in third-fifth grade will also take part in the district Olympiad programs.

Strategy Rationale

Engagement of students participating in SECME/STEM project base learning activities and competitions serves as a selection process in problem solving, and shows an increase in percentage points on the district and state assessments.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Rivera, Sonia, srivera@dadeschools.net

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

Baseline Data is collected at the beginning as well as other data throughout the year. The effectiveness of this strategy is determined by the results of the 2015 FCAT Science Assessment.

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

Maya Angelou Elementary School works closely with the neighboring preschools and agencies in the Allapattah community to ensure a smooth transition into the elementary school program. All incoming Kindergarten students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) Assessment during the first thirty days of school. These assessments will be used to screen the social/emotional development of each child's readiness for students entering Kindergarten.

Title I Administration assists the 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 adult. The Pre-Kindergarten students have to take an assessment that is administered to all VPK students three times a year first in September, then January and finally in April. The VPK Assessment tracks and monitors early literary skills and allows the school as well as parents to learn more about the readiness skills of each child. Maya Angelou Elementary will be implementing a program called Reading Pals which consist of Volunteers who read to a selected group of Pre-Kindergarten students weekly.

Maya Angelou Elementary supports the Districts "Transition to Kindergarten Initiative" program which enhances the relationship between families and schools.

The following activities will be planned: 1) Provide families with information, expectations and resources to support a successful transition to Kindergarten at the time of registration which takes place during the month of May. 2) Coordinate school site visits and parent workshops on Transition to Kindergarten issues for parents enrolled in neighboring child care facilities. 3) Provide a Transition to Kindergarten Workshop during the month of May for all parents currently enrolled for Kindergarten for the 2015-2016 year.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** The SECME afterschool program will support the implementation of rigorous STEM activities by integrating all core subjects.
- G3.** The school will utilize the Early Warning indicators to identify students in need of assistance and provide support to ensure academic success for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. 1a

G047568

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Reading - African American	73.0
AMO Reading - Hispanic	59.0
AMO Reading - ELL	51.0
AMO Reading - SWD	39.0
AMO Reading - ED	60.0
AMO Math - All Students	70.0
AMO Math - African American	73.0
AMO Math - ED	69.0
AMO Math - ELL	70.0
AMO Math - Hispanic	69.0
AMO Math - SWD	52.0

Resources Available to Support the Goal 2

- Core: McGraw-Hill Wonders Program, District ELA/ESOL Pacing Guides Supplemental: Florida Language Arts Standards, Item Specifications, ELL Matrix, Imagine Learning, SECME Stars III Program
- Core: Go Math Teacher Edition; Go Math (Online) - Destination Math Animated Math Models, HMH Mega Math (K-5); Go Math (Paper-base) - reteach Book Supplemental; Gizmos (Grade 3-5), I-Ready, Reflex Math, Ready Common Core Workbooks, Additional 30 minute Intervention block outside of the 60 minute instructional block, Promethean Boards, SCEME Stars III Program.
- Core: Scott Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, Elementary Science Department Online Instructional Resources <http://science.dadeschools.net/elem/instructionalResources/default.html> Supplemental: J&J Bootcamp, Waterford (K-2), Science Fusion, Gizmos (3-5), Discovery Education, (K-5) NBC Learn (K-5), PBS Learning Media, SECME Stars III program.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of rigor in instruction.
- Limited evidence of higher order questioning strategies and accountable talk.
- Limited evidence of deep planning that incorporates higher order thinking skills to support rigor in instructional delivery.

Plan to Monitor Progress Toward G1. 8

Data will be collected through various sources such as FAIR-FS, Interim assessments, Unit assessments, ORFs, Phonics Inventory, Writing interim assessments.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

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

Evidence of Completion

Data chats, sign-in sheets and data chats schedules, teachers' data binder

G2. The SECME afterschool program will support the implementation of rigorous STEM activities by integrating all core subjects. 1a

G045993

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- EduSmart Technology, Manipulatives, FCAT Explorer, Gizmos, Brain-pop Jr., Study Jam

Targeted Barriers to Achieving the Goal 3

- Limited evidence of rigor in instruction and higher order questioning strategies.

Plan to Monitor Progress Toward G2. 8

Ensure that all students have the opportunity to design and create projects in order to compete in SECME and other competition.

Person Responsible

Sonia Rivera

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Evidence of Research Based Projects

G3. The school will utilize the Early Warning indicators to identify students in need of assistance and provide support to ensure academic success for all students. 1a

G045994

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	18.0

Resources Available to Support the Goal 2

- Counselor, Social Worker, Outside Agencies, Student Services Programs

Targeted Barriers to Achieving the Goal 3

- Academic achievement is correlated to lack of student attendance and consistent disruptive behaviors that impacts the learning environment.

Plan to Monitor Progress Toward G3. 8

Early warning indicators signs such as lack of reading proficiency, disruptive behaviors and absentee rates will decrease when provided with the appropriate interventions.

Person Responsible

Maria Garcia

Schedule

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

Evidence of Completion

Cognos Reports, Data Reports, Truancy Meetings. Rtl Meeting Summary

Action Plan for Improvement

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

Problem Solving Key


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

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


G1. To increase student achievement by improving core instruction in all content areas. **1**

 **G047568**

G1.B1 Limited evidence of rigor in instruction. **2**

 **B118440**

G1.B1.S1 Plan for and deliver instruction that is 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. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 **S130199**

Strategy Rationale

Action Step 1 **5**

Facilitate grade level planning for teachers in grades K-5 in order to unpack the Florida Language Arts Florida Standards through the use of District Pacing Guides for Reading and Item Specifications for grades 3-5.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Lesson plans, sign-in sheets, students' reading response journals

Action Step 2 5

Disaggregate and analyze student assessment data both formal and informal (Weekly or Bi-Weekly Assessments, OPM's, Interims, Unit Assessments, etc..) to drive planning and instruction.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Student assessment reports, data binder, student data chat sheets

Action Step 3 5

Utilize the coaching cycle to support the development of rigorous, meaningful, engaging activities during weekly collaborative planning sessions in order to enhance the implementation and alignment of resources within the McGraw-Hill Reading Program, and Go-Digital Resources.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Monthly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Coaching log documentation

Action Step 4 5

Identify and establish model classrooms in grades K-2 and 3-5 to promote best practices during whole group and small group instruction in reading and writing.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Teachers Walkthroughs schedules and sign-in sheets

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

Weekly Common planning time will be conducted, teachers will be scheduled to have DI one-on-one planning time with the coach, creation of HOT questions as a team on a weekly basis, aligned materials to students' needs during DI, scaffold instruction and utilized the Gradual Release Model, provide opportunities for collaborative conversations, use of graphic organizers to assist students on reaching the mastery goal, and use of students' journals.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Lesson plans, sign-in sheets, students' reading response journals, Walkthroughs documentation, data chats schedules and sign in sheets.

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

Monitor students' progress during whole group and DI time.

Person Responsible

Jazmin Gonzalez-jimenez


Schedule

Quarterly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Students Oral Reading Fluency test and Phonics inventory data, DI logs, lesson plans, Benchmark assessments reports, and walkthroughs.

G1.B1.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

 S130209

Strategy Rationale

Action Step 1 5

Utilize the Writing Pacing Guides to plan and implement text-based academic writing in grades K-5 inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Writer's Workplace, etc...).

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Lesson plans, sign-in sheets, students' writing notebooks

Action Step 2 5

Develop lessons that incorporate the writing process and genre writing for teachers in grades K-5 in order to facilitate instruction in academic writing.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Lesson plans, sign-in sheets, students' writing notebooks

Action Step 3 5

Disaggregate and analyze student assessment data both formal and informal (Weekly Writing open responses and District Writing Pre-Test) to drive planning and instruction.

Person Responsible

Adrena Williams

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Student assessment reports, data binder, student data chat sheets

Action Step 4 5

Conduct weekly walkthroughs to monitor the implementation of standard based reading instruction.

Person Responsible

Maria Garcia

Schedule

On 6/4/2015

Evidence of Completion

Walkthrough checklist, Writing response notebooks

Action Step 5 5

Incorporate the three lanes of writing during the thirty minutes writing block; writing process, genre writing, and analytical writing including corrective feedback.

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Lesson plans, students' writing notebooks

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

Provide support to teachers during common planning time and whole group instruction to effectively implement the use of writing process in various modalities of writing, as well as, citing evidence from the text..

Person Responsible

Jazmin Gonzalez-jimenez

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

lesson plans, writing boot camps, sign in sheets and students' journals.

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

Monitor students' progress through the use of rubrics on a weekly basis and quarterly progress monitoring.

Person Responsible

Jazmin Gonzalez-jimenez


Schedule

Quarterly, from 9/26/2014 to 6/4/2015


Evidence of Completion

Data reports, data chats sign in sheets and schedules. Students' written collection display.

G1.B2 Limited evidence of higher order questioning strategies and accountable talk. **2**

 B118452

G1.B2.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections. **4**

 S133012

Strategy Rationale

Lack of higher order questioning strategies during classroom walk-throughs.

Action Step 1 **5**

Conduct weekly grade level collaborative planning sessions to develop lessons that focus on accountable talk and higher order questioning strategies to probe deeper understanding considering technology enhanced resources (i.e., Gizmos, I-Ready, Reflex Math, Think Central Intervention Resources) as per student needs.

Person Responsible

Vivian Paez-Garcia

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

GoMath TE, item specs (3-5), pacing guides, agenda, lesson plan documents, classroom/student data - DI group forms

Action Step 2 **5**

Utilize the coaching cycle to model the Gradual Release of Responsibility to assist teachers in implementing effective instructional practices infusing accountable talk and higher order questioning strategies.

Person Responsible

Vivian Paez-Garcia

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Coaches calendar, coaches log, lesson plans, student work (e.g., folders, journals)

Action Step 3 5

Provide professional development during early release on effectively planning lessons that infuse rigor into the delivery of instruction

Person Responsible

Vivian Paez-Garcia

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Agenda, sign in sheets, handouts

Action Step 4 5

Support teachers in disaggregating data (chapter and standard assessments, District Fall & Winter Interim assessments) and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

Person Responsible

Adrena Williams

Schedule

Annually, from 9/9/2014 to 6/4/2015

Evidence of Completion

Data debriefing agenda, sign-in sheets; data from classroom assessments and Fall Interim Assessment; instructional action plans to include primary/secondary standards for DI centers.

Action Step 5 5

Conduct classroom walkthroughs on a weekly to monitor the coaching cycle and inclusion of higher order thinking questions during instruction.

Person Responsible

Adrena Williams

Schedule

Annually, from 9/9/2014 to 6/4/2015

Evidence of Completion

Walkthrough notes; lesson plans; student work; coach log

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

During instructional planning, plan and select higher order questioning strategies that will enable accountable talk in the classroom. Students respond and reflect to those higher order questions in their interactive math journals. Provide teachers weekly a higher order thinking strategy that will be attached to the Principal's Weekly Bulletin. The teachers can add these "Spotlight on Strategies" to a folder for use throughout the school year.

Person Responsible

Vivian Paez-Garcia

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Weekly lesson plans, Principal's Weekly Bulletin, Walkthroughs and Journal reflections

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

During instructional planning, math coach and teachers will plan and select higher order thinking questions. Students will respond and reflect to those higher order thinking questions in their interactive journals.

Person Responsible

Vivian Paez-Garcia


Schedule

Weekly, from 9/9/2014 to 6/3/2015


Evidence of Completion

Weekly lesson plans, common planning sign-in sheets, coaches log, Principal's weekly bulletin

G1.B3 Limited evidence of deep planning that incorporates higher order thinking skills to support rigor in instructional delivery. **2**

 B121040

G1.B3.S1 Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction. **4**

 S133094

Strategy Rationale

Exposure to high order questions will broaden their comprehension and problem solving skills.

Action Step 1 **5**

Plan collaboratively with science teachers on a weekly basis using the District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs).

Person Responsible

Sonia Rivera

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Attendance sheet of planning sessions, lesson plan, science journals and student work folders

Action Step 2 **5**

Increase the rigor through the use of the CE/CER strategy in the conclusion section of lab activities and journal entries which will include appropriate corrective feedback.

Person Responsible

Sonia Rivera

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student lab write-ups

Action Step 3 5

Implement and monitor the use of core and supplemental technological resources (Explore Learning Gizmo, Scott Foresman Pearson Successnet, Science Department Online Instructional Resources) to reinforce and enrich the core curriculum.

Person Responsible

Maria Garcia

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Lesson plans with technology incorporated

Action Step 4 5

Conduct coaching cycle with identified teachers to help with the planning and delivery of instruction.

Person Responsible

Sonia Rivera

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Coaching Logs, Coaching Calendar

Action Step 5 5

Disaggregate and analyze assessment (interim, QSBA, etc.) data to drive planning and instruction.

Person Responsible

Sonia Rivera

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Data binder, student data chat sheet

Action Step 6 5

Conduct weekly classroom walkthroughs using The 5 Dimensions of Teaching and Learning 4.0 (Curriculum and Pedagogy) to ensure implementation of effective science planning and delivery of instruction aligned to Pacing Guides and NGSSS (hands-on inquiry, use of interactive journal with corrective feedback, etc.)

Person Responsible

Adrena Williams

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Walkthrough notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Strategy will be monitored through grade-level common planning, walkthroughs and accountable talks.

Person Responsible

Sonia Rivera

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Incorporate higher order thinking strategies into the planning and delivery of science instruction through the use of the CER/CE model in grades Kindergarten through Fifth grade.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Strategy will be monitored for effectiveness through grade-level common planning, walkthroughs and accountable talks.

Person Responsible

Sonia Rivera

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Incorporate higher order thinking strategies into the planning and delivery of science instruction through the use of the CER/CE model in grades Kindergarten through Fifth grade.

G2. The SECME afterschool program will support the implementation of rigorous STEM activities by integrating all core subjects. 1

 G045993

G2.B1 Limited evidence of rigor in instruction and higher order questioning strategies. 2

 B122777

G2.B1.S1 Engage students in experimentation, research, and hands-on rigorous activities with standards, inquiry, and project based learning which in turn will reflect in the improvement in academic performance. 4

 S134788

Strategy Rationale

If teachers increase the rigor through higher order questions during essential labs, they will be more effective in their delivery and students will gain richer knowledge of lab experience.

Action Step 1 5

Align the curriculum for the after school program SECME STARS III with the District Pacing Guides to include accountable talk and collaborative strategies.

Person Responsible

Sonia Rivera

Schedule

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

Evidence of Completion

PD roster, sign-in sheets, students' artifacts, instructional focus calendar, lesson plans

Action Step 2 5

Align the curriculum for the after-school SECME STARS III Program to match the district elementary school science pacing guides and include the strategies of accountable talk and collaborative structures.

Person Responsible

Sonia Rivera

Schedule

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

Evidence of Completion

Roster, sign-in sheets, instructional focus calendar, lesson plans, and student work samples

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

Increase and Monitor the participation in the Science Fair Expo and the SECME Olympiad

Person Responsible

Sonia Rivera

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Classroom walkthroughs, common planning, participation in competitions

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

Monitor the increase of student participation in Science competitions.

Person Responsible

Sonia Rivera

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Student Based Project Entries


G3. The school will utilize the Early Warning indicators to identify students in need of assistance and provide support to ensure academic success for all students. 1

 G045994

G3.B1 Academic achievement is correlated to lack of student attendance and consistent disruptive behaviors that impacts the leaning environment. 2

 B113720

G3.B1.S1 Monitor school-wide attendance, behavioral issues and students who are non-proficient in reading to decrease the number of students with excessive absences, students who are non-proficient in reading by third grade, and students who receive two or more behavioral referrals that lead to suspension. 4

 S138028

Strategy Rationale

If students who have been identifies as at risk students are provided with interventions and strategies to meet their specific needs, student academic performance will increase.

Action Step 1 5

Conduct student orientation to discuss attendance and behavior expectations.

Person Responsible

Adrena Williams

Schedule

On 6/4/2015

Evidence of Completion

Principal Talk, Attendance logs

Action Step 2 5

Monitor students with 3 or more absences to provide assistance if needed.

Person Responsible

Danai Valle

Schedule

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

Evidence of Completion

Truancy Meetings, SCAMS, Cognos Reports

Action Step 3 5

The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person Responsible

Danai Valle

Schedule

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

Evidence of Completion

Referral documentation, Cognos Reports, FAB, BIP

Action Step 4 5

The MTSS/RtI committee will track and monitor students' who are non-proficient in reading progress by gathering data to make suggestions to teacher's instruction if needed and provide interventions.

Person Responsible

Maria Garcia

Schedule

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

Evidence of Completion

Problem solving worksheets, Intervention schedules, DI Group work folder, Data, SST documentation, OPM's.

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

The MTSS/RTI will monitor all students with Early Warning signs and will provide the appropriate support.

Person Responsible

Maria Garcia

Schedule

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

Evidence of Completion

Truancy Reports, SCAMS, Intervention Folder, Easy-B Charts, School Support Team documentation

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

Monitor behavioral referrals and attendance trends. Conduct ongoing meetings to review school-wide data and other issues pertaining to student progress.

Person Responsible

Adrena Williams

Schedule

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

Evidence of Completion

Attendance reports, SST documentations, OPM's, Bi-weekly assessments, SCAM documentation.

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	Facilitate grade level planning for teachers in grades K-5 in order to unpack the Florida Language Arts Florida Standards through the use of District Pacing Guides for Reading and Item Specifications for grades 3-5.	Gonzalez-jimenez, Jazmin	9/9/2014	Lesson plans, sign-in sheets, students' reading response journals	6/4/2015 quarterly
G1.B1.S2.A1	Utilize the Writing Pacing Guides to plan and implement text-based academic writing in grades K-5 inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Writer's Workplace, etc...).	Gonzalez-jimenez, Jazmin	9/9/2014	Lesson plans, sign-in sheets, students' writing notebooks	6/4/2015 quarterly
G1.B2.S1.A1	Conduct weekly grade level collaborative planning sessions to develop lessons that focus on accountable talk and higher order questioning strategies to probe deeper understanding considering technology enhanced resources (i.e., Gizmos, I-Ready, Reflex Math, Think Central Intervention Resources) as per student needs.	Paez-Garcia , Vivian	9/9/2014	GoMath TE, item specs (3-5), pacing guides, agenda, lesson plan documents, classroom/student data - DI group forms	6/4/2015 quarterly
G1.B3.S1.A1	Plan collaboratively with science teachers on a weekly basis using the District Pacing Guide to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs).	Rivera, Sonia	9/9/2014	Attendance sheet of planning sessions, lesson plan, science journals and student work folders	6/4/2015 quarterly
G2.B1.S1.A1	Align the curriculum for the after school program SECME STARS III with the District Pacing Guides to include accountable talk and collaborative strategies.	Rivera, Sonia	9/9/2014	PD roster, sign-in sheets, students' artifacts, instructional focus calendar, lesson plans	11/26/2014 quarterly
G3.B1.S1.A1	Conduct student orientation to discuss attendance and behavior expectations.	Williams, Adrena	8/18/2014	Principal Talk, Attendance logs	6/4/2015 one-time

Dade - 0111 - Maya Angelou Elementary School - 2014-15 SIP
Maya Angelou Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Disaggregate and analyze student assessment data both formal and informal (Weekly or Bi-Weekly Assessments, OPM's, Interims, Unit Assessments, etc..) to drive planning and instruction.	Gonzalez-jimenez, Jazmin	9/9/2014	Student assessment reports, data binder, student data chat sheets	6/4/2015 quarterly
G1.B1.S2.A2	Develop lessons that incorporate the writing process and genre writing for teachers in grades K-5 in order to facilitate instruction in academic writing.	Gonzalez-jimenez, Jazmin	9/9/2014	Lesson plans, sign-in sheets, students' writing notebooks	6/4/2015 quarterly
G1.B2.S1.A2	Utilize the coaching cycle to model the Gradual Release of Responsibility to assist teachers in implementing effective instructional practices infusing accountable talk and higher order questioning strategies.	Paez-Garcia , Vivian	9/9/2014	Coaches calendar, coaches log, lesson plans, student work (e.g., folders, journals)	6/4/2015 quarterly
G1.B3.S1.A2	Increase the rigor through the use of the CE/CER strategy in the conclusion section of lab activities and journal entries which will include appropriate corrective feedback.	Rivera, Sonia	9/9/2014	Lesson plans, student lab write-ups	6/4/2015 quarterly
G2.B1.S1.A2	Align the curriculum for the after-school SECME STARS III Program to match the district elementary school science pacing guides and include the strategies of accountable talk and collaborative structures.	Rivera, Sonia	9/9/2014	Roster, sign-in sheets, instructional focus calendar, lesson plans, and student work samples	11/26/2014 quarterly
G3.B1.S1.A2	Monitor students with 3 or more absences to provide assistance if needed.	Valle , Danai	8/18/2014	Truancy Meetings, SCAMS, Cognos Reports	6/4/2015 monthly
G1.B1.S1.A3	Utilize the coaching cycle to support the development of rigorous, meaningful, engaging activities during weekly collaborative planning sessions in order to enhance the implementation and alignment of resources within the McGraw-Hill Reading Program, and Go-Digital Resources.	Gonzalez-jimenez, Jazmin	9/9/2014	Coaching log documentation	6/4/2015 monthly
G1.B1.S2.A3	Disaggregate and analyze student assessment data both formal and informal (Weekly Writing open responses and District Writing Pre-Test) to drive planning and instruction.	Williams, Adrena	9/9/2014	Student assessment reports, data binder, student data chat sheets	6/4/2015 quarterly
G1.B2.S1.A3	Provide professional development during early release on effectively planning lessons that infuse rigor into the delivery of instruction	Paez-Garcia , Vivian	9/9/2014	Agenda, sign in sheets, handouts	6/4/2015 quarterly
G1.B3.S1.A3	Implement and monitor the use of core and supplemental technological resources (Explore Learning Gizmo, Scott Foresman Pearson Successnet, Science Department Online Instructional Resources) to reinforce and enrich the core curriculum.	Garcia , Maria	9/9/2014	Lesson plans with technology incorporated	6/4/2015 quarterly
G3.B1.S1.A3	The MTSS/Rtl team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.	Valle , Danai	8/18/2014	Referral documentation, Cognos Reports, FAB, BIP	6/4/2015 monthly
G1.B1.S1.A4	Identify and establish model classrooms in grades K-2 and 3-5 to promote best practices during whole group and small group instruction in reading and writing.	Gonzalez-jimenez, Jazmin	9/9/2014	Teachers Walkthroughs schedules and sign-in sheets	6/4/2015 quarterly

Dade - 0111 - Maya Angelou Elementary School - 2014-15 SIP
Maya Angelou Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A4	Conduct weekly walkthroughs to monitor the implementation of standard based reading instruction.	Garcia , Maria	9/9/2014	Walkthrough checklist, Writing response notebooks	6/4/2015 one-time
G1.B2.S1.A4	Support teachers in disaggregating data (chapter and standard assessments, District Fall & Winter Interim assessments) and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.	Williams, Adrena	9/9/2014	Data debriefing agenda, sign-in sheets; data from classroom assessments and Fall Interim Assessment; instructional action plans to include primary/ secondary standards for DI centers.	6/4/2015 annually
G1.B3.S1.A4	Conduct coaching cycle with identified teachers to help with the planning and delivery of instruction.	Rivera, Sonia	9/9/2014	Coaching Logs, Coaching Calendar	6/4/2015 quarterly
G3.B1.S1.A4	The MTSS/RtI committee will track and monitor students' who are non-proficient in reading progress by gathering data to make suggestions to teacher's instruction if needed and provide interventions.	Garcia , Maria	8/18/2014	Problem solving worksheets, Intervention schedules, DI Group work folder, Data, SST documentation, OPM's.	6/4/2015 monthly
G1.B1.S2.A5	Incorporate the three lanes of writing during the thirty minutes writing block; writing process, genre writing, and analytical writing including corrective feedback.	Gonzalez-jimenez, Jazmin	9/9/2014	Lesson plans, students' writing notebooks	6/4/2015 quarterly
G1.B2.S1.A5	Conduct classroom walkthroughs on a weekly to monitor the coaching cycle and inclusion of higher order thinking questions during instruction.	Williams, Adrena	9/9/2014	Walkthrough notes; lesson plans; student work; coach log	6/4/2015 annually
G1.B3.S1.A5	Disaggregate and analyze assessment (interim, QSBA, etc.) data to drive planning and instruction.	Rivera, Sonia	9/9/2014	Data binder, student data chat sheet	6/4/2015 quarterly
G1.B3.S1.A6	Conduct weekly classroom walkthroughs using The 5 Dimensions of Teaching and Learning 4.0 (Curriculum and Pedagogy) to ensure implementation of effective science planning and delivery of instruction aligned to Pacing Guides and NGSSS (hands-on inquiry, use of interactive journal with corrective feedback, etc.)	Williams, Adrena	9/9/2014	Walkthrough notes	6/4/2015 quarterly
G1.MA1	Data will be collected through various sources such as FAIR-FS, Interim assessments, Unit assessments, ORFs, Phonics Inventory, Writing interim assessments.	Gonzalez-jimenez, Jazmin	9/9/2014	Data chats, sign-in sheets and data chats schedules, teachers' data binder	11/26/2014 monthly
G1.B1.S1.MA1	Monitor students' progress during whole group and DI time.	Gonzalez-jimenez, Jazmin	9/29/2014	Students Oral Reading Fluency test and Phonics inventory data, DI logs, lesson plans, Benchmark assessments reports, and walkthroughs.	6/4/2015 quarterly
G1.B1.S1.MA1	Weekly Common planning time will be conducted, teachers will be scheduled to have DI one-on-one planning time with the coach, creation of HOT questions as a team on a weekly basis, aligned materials to students' needs during DI, scaffold instruction and utilized the Gradual Release Model, provide opportunities for collaborative conversations, use of graphic organizers to assist students on reaching the mastery goal, and use of students' journals.	Gonzalez-jimenez, Jazmin	9/9/2014	Lesson plans, sign-in sheets, students' reading response journals, Walkthroughs documentation, data chats schedules and sign in sheets.	6/4/2015 quarterly

Dade - 0111 - Maya Angelou Elementary School - 2014-15 SIP
Maya Angelou Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	During instructional planning, math coach and teachers will plan and select higher order thinking questions. Students will respond and reflect to those higher order thinking questions in their interactive journals.	Paez-Garcia , Vivian	9/9/2014	Weekly lesson plans, common planning sign-in sheets, coaches log, Principal's weekly bulletin	6/3/2015 weekly
G1.B2.S1.MA1	During instructional planning, plan and select higher order questioning strategies that will enable accountable talk in the classroom. Students respond and reflect to those higher order questions in their interactive math journals. Provide teachers weekly a higher order thinking strategy that will be attached to the Principal's Weekly Bulletin. The teachers can add these "Spotlight on Strategies" to a folder for use throughout the school year.	Paez-Garcia , Vivian	9/9/2014	Weekly lesson plans, Principal's Weekly Bulletin, Walkthroughs and Journal reflections	6/4/2015 weekly
G1.B3.S1.MA1	Strategy will be monitored for effectiveness through grade-level common planning, walkthroughs and accountable talks.	Rivera, Sonia	9/9/2014	Incorporate higher order thinking strategies into the planning and delivery of science instruction through the use of the CER/CE model in grades Kindergarten through Fifth grade.	6/4/2015 weekly
G1.B3.S1.MA1	Strategy will be monitored through grade-level common planning, walkthroughs and accountable talks.	Rivera, Sonia	9/9/2014	Incorporate higher order thinking strategies into the planning and delivery of science instruction through the use of the CER/CE model in grades Kindergarten through Fifth grade.	6/4/2015 weekly
G1.B1.S2.MA1	Monitor students' progress through the use of rubrics on a weekly basis and quarterly progress monitoring.	Gonzalez-jimenez, Jazmin	9/26/2014	Data reports, data chats sign in sheets and schedules. Students' written collection display.	6/4/2015 quarterly
G1.B1.S2.MA1	Provide support to teachers during common planning time and whole group instruction to effectively implement the use of writing process in various modalities of writing, as well as, citing evidence from the text..	Gonzalez-jimenez, Jazmin	9/9/2014	lesson plans, writing boot camps, sign in sheets and students' journals.	6/4/2015 quarterly
G2.MA1	Ensure that all students have the opportunity to design and create projects in order to compete in SECME and other competition.	Rivera, Sonia	9/9/2014	Evidence of Research Based Projects	6/4/2015 quarterly
G2.B1.S1.MA1	Monitor the increase of student participation in Science competitions.	Rivera, Sonia	9/9/2014	Student Based Project Entries	6/4/2015 quarterly
G2.B1.S1.MA1	Increase and Monitor the participation in the Science Fair Expo and the SECME Olympiad	Rivera, Sonia	9/9/2014	Classroom walkthroughs, common planning, participation in competitions	6/4/2015 quarterly
G3.MA1	Early warning indicators signs such as lack of reading proficiency, disruptive behaviors and absentee rates will decrease when provided with the appropriate interventions.	Garcia , Maria	8/18/2014	Cognos Reports, Data Reports, Truancy Meetings. Rtl Meeting Summary	6/4/2015 quarterly
G3.B1.S1.MA1	Monitor behavioral referrals and attendance trends. Conduct ongoing meetings to review school-wide data and other issues pertaining to student progress.	Williams, Adrena	8/18/2014	Attendance reports, SST documentations, OPM's, Bi-weekly assessments, SCAM documentation.	6/4/2015 monthly
G3.B1.S1.MA1	The MTSS/RTI will monitor all students with Early Warning signs and will provide the appropriate support.	Garcia , Maria	8/18/2014	Truancy Reports, SCAMS, Intervention Folder, Easy-B Charts, School Support Team documentation	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Limited evidence of rigor in instruction.

G1.B1.S1 Plan for and deliver instruction that is 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. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Facilitate grade level planning for teachers in grades K-5 in order to unpack the Florida Language Arts Florida Standards through the use of District Pacing Guides for Reading and Item Specifications for grades 3-5.

Facilitator

Unwrapping the Benchmarks-Reading Coaches and CSS

Participants

K-2nd Grade Teachers 3rd to 5th Grade teachers

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

PD Opportunity 2

Disaggregate and analyze student assessment data both formal and informal (Weekly or Bi-Weekly Assessments, OPM's, Interims, Unit Assessments, etc..) to drive planning and instruction.

Facilitator

Effective use of Data-Reading Coaches and CSS

Participants

3rd-5th Grade Teachers K-2nd Grade teachers

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

G1.B1.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

Utilize the Writing Pacing Guides to plan and implement text-based academic writing in grades K-5 inclusive of technology enhanced resources (i.e. i-Ready, Reading Wonders Writer's Workplace, etc...).

Facilitator

Reading Coaches

Participants

Job embedded training to teachers in grades K to 5th grade

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

PD Opportunity 2

Disaggregate and analyze student assessment data both formal and informal (Weekly Writing open responses and District Writing Pre-Test) to drive planning and instruction.

Facilitator

Reading Coaches-CSS

Participants

Literacy Teachers in K-5th grade

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

PD Opportunity 3

Incorporate the three lanes of writing during the thirty minutes writing block; writing process, genre writing, and analytical writing including corrective feedback.

Facilitator

Three Lanes of Writing-Reading Coaches

Participants

Literacy Teachers in grades K-5th

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

G1.B2 Limited evidence of higher order questioning strategies and accountable talk.

G1.B2.S1 Engage students in equal intensity of the components of rigor with a particular focus on accountable talk and higher order questioning strategies to probe for deeper understanding of mathematical concepts, and provide opportunities for student reflection and self-corrections.

PD Opportunity 1

Provide professional development during early release on effectively planning lessons that infuse rigor into the delivery of instruction

Facilitator

Vivian Paez-Garcia, Math Coach; Isis Casares, CSS

Participants

All Math Teachers

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

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 1: To increase student achievement by improving core instruction in all content areas.	0
Grand Total	0

Goal 1: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
B1.S1.A2 - Use EESAC Funds to provide incentives for students who make progress on standardized test.	Other	0
Total Goal 1		0