

# Greenglade Elementary School



2014-15 School Improvement Plan

## Greenglade Elementary School

3060 SW 127TH AVE, Miami, FL 33175

<http://greenglade.dadeschools.net/welcome.htm>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

78%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

97%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

A

B

B

A

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our mission at Greenglade Elementary is to promote a safe learning environment, develop an awareness of cultural and social differences, emphasize close communication among community, parents, and school, and encourage our students to reach their highest potential by educating each student in a nurturing and challenging curriculum.

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

Our vision at Greenglade Elementary is to create a community of life-long learners.

#### School Environment

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

Greenglade Elementary School uses the Home Language Survey to support our ELL students, Title III funds 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, professional development on best practices for ESOL, content area teachers, and coaching and mentoring for ESOL and content area teachers. In addition, the school celebrates student diversity with cultural appreciation such as Hispanic Heritage, African-American, and Women's History activities. Greenglade Elementary School involves parents and extends an open invitation to our school's Parent Resource Center in order to provide information regarding available programs and the new Florida Standards for reading and mathematics.

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

Greenglade Elementary School offers a nonviolence and anti-drug program through Drug Awareness Resistance Education (D.A.R.E.) and Miami-Dade Bully Prevention Program, which includes field trips and counseling. In conjunction with a school-wide service learning Character-Ed project, topics such as bullying are taught as part of the curriculum and the counselor conducts classroom lessons and bullying prevention sessions to include internet safety.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The faculty and staff creates a safe learning environment to ensure academic success. By using strategies such as Core Values and examples of Model Student Behavior from the Code of Student Conduct-Elementary. The discipline improvement plan is the school's way of giving the student another chance and trying to support the student to change his/her behavior so that the student and others in the class can learn.



**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**

Our school creates a team of support (administrators, teachers, special education professionals, and counselor) who continually share information about our students. By understanding each student's life within the school, we can support the work that the students are doing. We can also learn from teachers who have had success with students who are having difficulty class. Student Services Programs are recommended resources to assist students and families.

**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**

Greenglade Elementary provides parents and students with information relative to the district and school's attendance policy. Establish and implement a procedure for early morning detentions for students and provide incentives for students who attend school regularly.  
A total of 41 students have been identified of attendance below the 90 percent of instructional time  
A total of 14 students have been identified as having one or more suspensions.  
A total of 18 have been identified as failing English Language Arts.  
A total of 33 students scored Level I on the FCAT 2013-2014.

**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	9	6	6	7	6	7	41
One or more suspensions	0	0	0	14	0	0	14
Course failure in ELA or Math	6	1	2	2	6	1	18
Level 1 on statewide assessment	0	0	0	13	12	8	33

*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	9	6	6	7	6	7	41

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

Communicate with parents via Connect-ED the importance of daily attendance. Review attendance procedures as well as attendance contract during monthly parent meetings. Additionally, an attendance plan consisting of an incentive program is in place, to decrease the amount of absenteeism.

Implement procedures to monitor weekly student attendance and meet with parents of the students with excessive absences (more than 3 a month).

**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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196571>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

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

Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in two languages), the school improvement process 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, is be available online and via hard copy for parents (at schools and at District meetings) to complete.

School based, Title I funded Community Involvement Specialists (CIS), serve 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, encourage parents to support their child's education, provide materials,

and encourage parental participation in the decision making processes at the school site.

Additionally, Greenglade Elementary participates in several activities that fosters partnerships with local community such as Principal for the Day, Executive Pass Program, and United Way. The school also develops partnerships through the Science with a Twist Night (SWAT), and Reading Under the Stars along with sponsored PTSA activities such as Mc Teacher Night with our local McDonalds and participation in fund raising activities such as the Marlins games.

**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
Tercilla, Maria	Principal
Batlle-Baez, Lianne	Assistant Principal
Carpintero, Celina	Teacher, PreK
Varona, Iliana	Teacher, K-12
Munoz, Iliana	Teacher, K-12
Cordova -Reyes, Alicia	Teacher, K-12
Naya-Villa, Nancy	Teacher, K-12
Somano, Caridad	Instructional Media
Motta, Kim	Teacher, K-12

### Duties

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

The MTSS/Rtl Leadership Team meets with the School Advisory Committee (SAC) and principal to help develop the School Improvement Plan.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will address the individual needs of each student group and implementation of supporting needed strategies to ensure student academic success.

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

The MTSS/Rtl Team will meet on a day when all members are available. The Team will review all new data which has become accessible since the previous meeting, e.g. District Baselines, District Interims, FAIR, and On-going Progress Monitoring (OPM). Classrooms and individual students will be identified as not meeting, meeting or exceeding benchmarks. The Team will use this information to identify professional development needs and resources that are available to enhance differentiating core instruction as well as interventions. These needs will be discussed with teachers in PLCs, giving colleagues the opportunity to share Best Practices and thereby augment the instruction in their grade levels/departments. Greenglade Elementary School uses its Title I and Title III funds to supplement and enhance the programs for students by providing funds to implement and/or provide:

- tutorial programs

- parent outreach activities
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics and science, to be used by ELL and immigrant students.

Greenglade Elementary School offers a nonviolence and anti-drug program through Drug Awareness Resistance Education (D.A.R.E.) and Miami-Dade Bully Prevention Program, which includes field trips and

counseling. In conjunction with a school-wide service learning Character-Ed project, topics such as bullying

are taught as part of the curriculum and the counselor conducts classroom lessons and bullying prevention

sessions to include internet safety.

Greenglade Elementary School adheres to and implements the nutrition requirements stated in the District

Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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.

Greenglade Elementary School promotes Career Pathways and Programs of Study such as Principal for the

Day and Career Day activities where students gain a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Maria Tercilla	Principal
Celina Carpintero	Teacher
Iliana Varona	Teacher
Erin Katz-Schroeder	Teacher
Iliana Munoz	Teacher
Alicia Cordova Reyes	Teacher
Elena Giraldez	Teacher
Yvette Marchetti	Teacher
Nancy Naya Villa	Teacher
Kim Motta	Teacher

#### 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 purpose of the Greenglade Elementary School Advisory Council is to work together to ensure improved student achievement by preparing and evaluating the school improvement plans. The regular meetings of the Council will be held as needed at least four times during the school year. All meetings shall be held at a time that is convenient to parents, students, teachers, and business/ community representatives. All meetings discuss the School Improvement Plan. The end of year plan was presented to SAC for approval where all goals were pending based on FCAT 2013-2014 results. The results in July 2014 indicated that all goals were met.

*Development of this school improvement plan*

The purpose of the Greenglade Elementary School Advisory Council is to work together to ensure improved student achievement by preparing and evaluating the school improvement plans. The regular meetings of the Council will be held as needed at least four times during the school year. All meetings shall be held at a time that is convenient to parents, students, teachers, and business/ community representatives. All meetings discuss the School Improvement Plan.

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

The principal meets three times a year with SAC to discuss the budget and allocate funds appropriately.

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

Fifty percent of the funds \$1,100.00 will be spent of the purchase of Beyond Level books for Cambridge students in grades 2-5, and the other fifty percent will be spent of tutoring materials for reading and math.

***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
Tercilla, Maria	Principal
Batlle-Baez, Lianne	Assistant Principal
Carpintero, Celina	Teacher, PreK
Varona, Iliana	Teacher, K-12
Munoz, Iliana	Teacher, K-12
Cordova -Reyes, Alicia	Teacher, K-12
Naya-Villa, Nancy	Teacher, K-12
Somano, Caridad	Instructional Media
Motta, Kim	Teacher, ESE

**Duties**

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

The LLT will provide motivation and promote a spirit of collaboration within the faculty to create a schoolwide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators, and providing professional development. In addition, conferences will be conducted with teachers individually to analyze their students' data and determine strengths and weaknesses. Data will come from previous year's outcome, measure on-going progress monitoring and program assessments.

## 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**

Greenglade Elementary promotes a spirit of collaboration within the faculty to create a school-wide focus on student achievement through common grade level planning, monthly vertical planning meetings; conferencing with teachers and administrators, and providing professional development. Greenglade utilizes the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:: What will all students learn? (curriculum based on standards); What progress is expected in each core area?; How will we determine if students have made expected levels of progress towards proficiency? (common assessments); How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions); and How will we respond when students have learned or already know? (Enrichment opportunities).

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

Professional Development courses are widely offered and teachers are encouraged to have their certifications current and updated. Teachers are also motivated to gain further knowledge in their field of teaching. A yearly orientation meeting is held by the administrators to welcome new teachers/ current teachers and have the opportunity to introduce and review school procedures and policies. The school's strategies to recruit highly qualified teachers also is done with the partnership of local universities establishing an internship program for university students to experience the classroom setting.

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

N/A

## 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***

Greenglade Elementary teachers use the District created Pacing Guides and the new Florida Standards and Item Specifications to plan relevant lessons to meet the learning needs of all the



students in the classroom. 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. Use 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. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

### 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***

The MTSS/Rtl Team meets weekly.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The Leadership Team will consider data the end of year Tier 1 problem solving.

The Team will use this information to identify professional development needs and resources that are available to enhance differentiating core instruction as well as interventions. These needs will be discussed with teachers in PLCs, giving colleagues the opportunity to share Best Practices and thereby augment the instruction in their grade levels/departments.

***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:** 180

Students in the after school care program participate in "Arts for Learning" Program. This program provides the students with different activities in the areas of the humanities every semester. The areas include, art, music, and dance. Local Artists come to the school to instruct the students in different media as well as a gallery display at the end of the semester. This program is free for the students who wish to participate.

#### **Strategy Rationale**

To provide students an enrichment and well rounded program in all areas of the humanities.

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

- Enrichment

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

Tercilla, Maria, mtercilla@dadeschools.net

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

The data is collected by the daily attendance sheets required by both programs; Arts for Learning and After School Care.

## 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***

The Pre-Kindergarten classes at Greenglade Elementary is primarily developed for students with two allocated slots for special needs. The main purposes for the transition from Pre-Kindergarten are the following: independence, social skills, communication, motor skills, and academics. In the independence area, the teacher works with self-help skills such as sitting on a chair, using eating utensils, toilet training, and following directions. In addition to social skills, students will develop the concept of sharing things with peers, participating in group games, and taking turns on activities or games. In the communication area, students work to expand receptive and expressive vocabulary. In the motor skills area, students work gross motor skills such as running, jumping, galloping, and marching; as fine motor skills such as lacing cards, stacking, holding writing utensils appropriately or any other visual motor perception activities. In the academic area, the teacher works with the students on the concepts of numbers, colors, shapes, phonological awareness, and the concept of print. The Pre- and Post- Assessments tools used to determine readiness are as follows: For developmental skills, the VPK is used for phonological awareness and concept of print. Kindergarten students at Greenglade Elementary are evaluated using the FLKRS and the FAIR. Assessments provide a measure of program effectiveness. The classroom teachers are responsible for all assessments and evaluations. Communication to parents is in the form of CONNECT-ED, memorandums, and face to face contact with parents involved in the ELL classes, parent conferences are scheduled informally and formally by teachers. Teachers and parents maintain contact via agendas and emails on a regular basis. Although the acquisition of these skills is not a requirement for entering the elementary school program, children with these skills and abilities tend to make the adjustment into the new setting more successfully. Greenglade Elementary is part of the annual Curriculum Fair in November for our fifth grade students. Middle and High schools from all over Miami-Dade County Public Schools set up booths and send representatives to discuss the various magnet programs offered at high schools. Students are invited to attend, ask questions and acquire brochures with information on the different programs. .

### 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***

Greenglade Elementary participates in an Annual Career Day where business leaders and community organizations present to students information about the world of work.

#### ***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.** Monitor EWS to increase student attendance, decrease the number of students who are retained or are non-proficient in reading in 3rd grade, and decrease behavioral referrals leading to suspension.
- G3.** Increase opportunities for STEM applied learning by increasing opportunity for students to participate by 100%.
- 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 in all content areas.** 1a

G046719

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Math - All Students	74.0
Math Gains	75.0
FCAT 2.0 Science Proficiency	61.0
FSA - English Language Arts - Proficiency Rate	73.0
FSA - Mathematics - Proficiency Rate	74.0
AMO Math - Hispanic	75.0
Math Lowest 25% Gains	82.0
ELA/Reading Gains	87.0
ELA/Reading Lowest 25% Gains	87.0
AMO Math - ED	73.0

**Resources Available to Support the Goal** 2

- Core Texts, District Pacing Guides, FLDOE Item Specifications, classroom computers, computer labs, Curriculum Leaders and Contacts, Grade Level Common Planning, Monthly Vertical Planning, Media Specialist, Cambridge Program, Data Chats, and teacher collaboration to share Best Practices.

**Targeted Barriers to Achieving the Goal** 3

- Limited evidence of the Gradual Release of Responsibility Model/Explicit Instruction (GRRM) in grade level appropriate tasks.

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

Data is collected related to the assessments

**Person Responsible**

Maria Tercilla


**Schedule**

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

**Evidence of Completion**

Lesson plans, walk-through notes, debriefings and deliverables.

**G2.** Monitor EWS to increase student attendance, decrease the number of students who are retained or are non-proficient in reading in 3rd grade, and decrease behavioral referrals leading to suspension. 1a

 G047526

**Targets Supported** 1b

Indicator	Annual Target
2+ Behavior Referrals	14.0
2+ Behavior Referrals	
Truancy rate	9.0

**Resources Available to Support the Goal** 2

- Do The Right Thing, Counselor, Social Worker, Attendance Lottery.

**Targeted Barriers to Achieving the Goal** 3

- A barrier would be parents and students complying with district attendance and truancy procedures.

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

The use of Wonder Works as a Reading Intervention Tool

**Person Responsible**

Maria Tercilla

**Schedule**

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

**Evidence of Completion**

WW Intervention reports, teacher generated assessments

**G3. Increase opportunities for STEM applied learning by increasing opportunity for students to participate by 100%. 1a**

 G047535

**Targets Supported 1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	61.0

**Resources Available to Support the Goal 2**

- Provide students with strategies to increase learning of Science concepts through the implementation of hands-on scientific investigations and daily science.

**Targeted Barriers to Achieving the Goal 3**

- Increase opportunities for STEM applied learning by increasing opportunity for students to participate in the Science Fair .

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

Develop plans for STEM activities utilizing classroom portfolios/ projects

**Person Responsible**

Lianne Battle-Baez

**Schedule**

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

**Evidence of Completion**

SWAT Night

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

G047538

**Targets Supported** 1b

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

- Parent Meetings, Connect-ED, School Website, School Newsletter

**Targeted Barriers to Achieving the Goal** 3

- Parental Involvement is limited due to large population of parents working beyond school hours.

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

Encourage parent involvement in academic events by communicating by informing parents via email, phone, or written communication.

**Person Responsible**

**Schedule**

On 6/4/2015

**Evidence of Completion**

Parent Academy Sign-In Sheets and Teacher Communication Logs

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

Documentation is available that parents were involved in an organized, on - going and timely way in the planning, review, and improvement of programs under Title I, including the school parent involvement policy and the joint development of the school level program plan

**Person Responsible**

Lianne Battle-Baez

**Schedule**

On 9/16/2014

**Evidence of Completion**

Title I planning team meeting notice Title I planning team sign - in sheets

## 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**

 **G046719**

**G1.B1** Limited evidence of the Gradual Release of Responsibility Model/Explicit Instruction (GRRM) in grade level appropriate tasks. **2**

 **B115984**

**G1.B1.S1** Implement the Gradual Release of Responsibility Model (GRRM) 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**

 **S127645**

### Strategy Rationale

Recognize the Gradual Release of Responsibility Model as an approach to move classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice.

### Action Step 1 **5**

Introduce the Gradual Release of Responsibility Model at a faculty meeting.

#### Person Responsible

Maria Tercilla

#### Schedule

On 9/23/2014

#### Evidence of Completion

Agenda, sign-in sheets, and deliverables

### Action Step 2 5

Conduct a Professional Development of the Gradual Release of Responsibility Model during the Leadership Team Meeting.

**Person Responsible**

Lianne Batlle-Baez

**Schedule**

Monthly, from 9/29/2014 to 9/29/2014

***Evidence of Completion***

Agenda, sign-in sheets, and deliverables

### Action Step 3 5

Conduct Common Planning Meeting to strategically infuse the Gradual Release of Responsibility Model in instructional planning and reinforce the importance of providing corrective feedback on student work.

**Person Responsible**

Maria Tercilla

**Schedule**

On 10/10/2014

***Evidence of Completion***

Agenda, sign-in sheets, deliverables, and lesson plans.

### Action Step 4 5

Conduct instructional walk-throughs to monitor the instructional delivery of lessons that implement the GRRM and monitor the corrective feedback through teacher led centers.

**Person Responsible**

Maria Tercilla

**Schedule**

On 10/23/2014

***Evidence of Completion***

Administrative walk-through notes and debriefing logs.



### Action Step 5 5

Provide additional support in the effective implementation of the Gradual Release of Responsibility Model to teachers in need via department meetings, common planning sessions and Leadership Team Meetings.

**Person Responsible**

Maria Tercilla

**Schedule**

Monthly, from 10/27/2014 to 11/25/2014

***Evidence of Completion***

Agenda, sign-in sheets, lessons plans, grade level minutes, debriefings and deliverables.

### Action Step 6 5

Engage in continuous monitoring of the implementation of the Gradual Release of Responsibility Model in all content areas. Ensuring that its being implemented with fidelity.

**Person Responsible**

Maria Tercilla

**Schedule**

Monthly, from 11/25/2014 to 6/3/2015

***Evidence of Completion***

Agenda ,sign-in sheets, lessons plans, grade level minutes, walk-through notes, debriefings and deliverables.

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

Monitor bi-weekly or monthly assessments, progress monitoring FAIR, and computer reports generated from Accelerated Reader, Reading Plus programs.

**Person Responsible**

Maria Tercilla

**Schedule**

Monthly, from 9/23/2014 to 9/23/2014

***Evidence of Completion***

Ongoing classroom assessments focusing on students' knowledge of targeted skills; adjusting instructional Focus Calendars as needed.

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

Administrative classroom walk-throughs to monitor teacher-student best practices of the Gradual Release of Responsibility Model.

### Person Responsible

Maria Tercilla

### Schedule

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

### Evidence of Completion

Administrative walk-through notes and debriefing logs.


**G2.** Monitor EWS to increase student attendance, decrease the number of students who are retained or are non-proficient in reading in 3rd grade, and decrease behavioral referrals leading to suspension. 1

 G047526

**G2.B1** A barrier would be parents and students complying with district attendance and truancy procedures. 2

 B118337

**G2.B1.S1** Communicate with parents via connect-ed the importance of daily attendance. Review attendance procedures as well as attendance contract during monthly parent meetings. Additionally, an attendance plan consisting of an incentive program to decrease the amount of absenteeism. 4

 S130265

### Strategy Rationale

Reduce truancy rate.

## Action Step 1 5

Implement procedures to monitor weekly student attendance and meet with parents of the students with excessive absences ( more than 3 a month).

### Person Responsible

Maria Tercilla

### Schedule

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

### Evidence of Completion

Attendance reports on a bi-weekly basis.

## Action Step 2 5

Administration and the registrar will review the Daily Attendance Bulletin.

### **Person Responsible**

Maria Tercilla

### **Schedule**

Daily, from 8/18/2014 to 6/3/2015

### ***Evidence of Completion***

Attendance Bulletin

## Action Step 3 5

Students will use I-Ready daily for Reading and Math for at least 20 minutes per subject.

### **Person Responsible**

Maria Tercilla

### **Schedule**

Monthly, from 10/20/2014 to 5/22/2015

### ***Evidence of Completion***

I-Ready Reports

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

Administration and the registrar will review the Daily Attendance Bulletin.

### **Person Responsible**

Maria Tercilla

### **Schedule**

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

### ***Evidence of Completion***

Attendance Bulletin

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

Attendance committee will meet quarterly to discuss attendance and truancy issues.

**Person Responsible**

Maria Tercilla


**Schedule**

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

**Evidence of Completion**

Meeting agenda, and Social Worker home visits.

**G2.B1.S2 Monitor students who are not proficient in reading by third grade.** 4

 S131433

**Strategy Rationale**

Reduce attendance rate.

**Action Step 1** 5

Students who are not proficient in reading by third grade

**Person Responsible**

Maria Tercilla

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Students will use the Wonder Works Intervention program to remediate skills in reading.

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

The daily use of the Wonder Works Intervention program will be used to increase the Reading skills of the TIER II students.

**Person Responsible**

Maria Tercilla

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Intervention log, Wonder Works intervention lessons

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

The implementation of the Wonder Works program as a Tier II intervention.

**Person Responsible**

Maria Tercilla

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Formative district Interim Assessments; Ongoing Progress Monitoring reports

**G2.B1.S3** Reduce the number of students who receive two or more behavior referrals. 4

 S133573

**Strategy Rationale**

Reduce who receive one or more behavior referrals

**Action Step 1** 5

Conduct classroom walk-throughs to promote conflict resolution programs and monitoring of Office Discipline Referrals. Meet on a monthly basis to discuss effectiveness of the Positive Behavior Incentive System.

**Person Responsible**

Maria Tercilla

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Student work samples, walk-throughs, monitoring of Office Discipline Referrals

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

Conduct classroom walk-throughs to ensure promotion of conflict resolution programs and monitoring of Office Discipline Referrals. Meet on a monthly basis to discuss effectiveness of the Positive Behavior Incentive System.

**Person Responsible**

Maria Tercilla

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Student work samples, walk-through observations, Office Discipline Referrals

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

Conduct classroom walk-throughs to ensure promotion of conflict resolution programs and monitoring of Office Discipline Administration will meet on a monthly basis to discuss effectiveness of the Positive Behavior Incentive System.

**Person Responsible**

Maria Tercilla

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Student work samples, walk-through observations, Office Discipline Referrals


**G3.** Increase opportunities for STEM applied learning by increasing opportunity for students to participate by 100%. 1

 G047535

**G3.B1** Increase opportunities for STEM applied learning by increasing opportunity for students to participate in the Science Fair . 2

 B118360

**G3.B1.S1** The school will increase the number of students participating in a school wide science fair. 4

 S130130

**Strategy Rationale**

Increase the number of STEM related Learning experiences and increase the percentage of student participation

**Action Step 1** 5

All students will participate in a school-wide Science Fair.

**Person Responsible**

Maria Tercilla

**Schedule**

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

**Evidence of Completion**

Student Projects

## Action Step 2 5

The Leadership Team will perform classroom walkthroughs and observe students participating in hands on lab activities leading to the completion of the science fair project.

### **Person Responsible**

Maria Tercilla

### **Schedule**

Biweekly, from 10/20/2014 to 5/29/2015

### ***Evidence of Completion***

Science Fair projects

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

The Leadership Team will perform classroom walkthroughs and observe students participating in hands on lab activities leading to the completion of the science fair project.

### **Person Responsible**

Maria Tercilla

### **Schedule**

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

### ***Evidence of Completion***

Science Fair projects

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

The Leadership Team will discuss projects with teachers during grade level meetings to provide teachers with the support needed to carryout the Science Fair.

### **Person Responsible**

Maria Tercilla

### **Schedule**

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

### ***Evidence of Completion***


School-wide Science Fair




**G4. See Title I PIP** 1

 G047538

**G4.B1** Parental Involvement is limited due to large population of parents working beyond school hours. 2

 B118366

**G4.B1.S1** Encourage parent involvement in events such as the new Florida Standards and SESAT/ SAT-10 Parent Nights through Connect-Ed messages, school-wide flyers, posters and information placed on the marquee. 4

 S130167

**Strategy Rationale**

Encourage parent involvement in academic events by communicating and informing parents via email, phone, or written communication.

**Action Step 1** 5

Increase in school related parental involvement activities.

**Person Responsible**

Maria Tercilla

**Schedule**

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

***Evidence of Completion***

Monthly sign in sheets i.e.. Open House and honor roll meetings and school activities.

**Action Step 2** 5

Monitor parent attendance to school academic events

**Person Responsible**

Maria Tercilla

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Parent Academy Sign-In Sheets and Teacher Communication Logs

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

Increase opportunities for parents to volunteer through targeted planning of school activities.

**Person Responsible**

Maria Tercilla

**Schedule**

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

**Evidence of Completion**

Parent sign-In Sheets and Teacher Communication Logs

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

The Community Involvement Specialist will keep a record of the volunteer hours completed by parents and notify them at the end of each nine week period of the number of volunteer hours completed.

**Person Responsible**

Maria Tercilla

**Schedule**

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

**Evidence of Completion**

The CIS keep records of completed hours and notify administration throughout the school year.

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

Meet with the Community Involvement Specialist, Librarian, and Grade Level Chairs and discuss the number of volunteer hours completed by parents.

**Person Responsible**

Maria Tercilla

**Schedule**

On 9/16/2014

**Evidence of Completion**

Connect Ed Summary Report, Media Specialist Resource Room reports

## 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	Introduce the Gradual Release of Responsibility Model at a faculty meeting.	Tercilla, Maria	9/23/2014	Agenda, sign-in sheets, and deliverables	9/23/2014 one-time
G3.B1.S1.A1	All students will participate in a school-wide Science Fair.	Tercilla, Maria	8/18/2014	Student Projects	6/4/2015 daily
G4.B1.S1.A1	Increase in school related parental involvement activities.	Tercilla, Maria	8/18/2014	Monthly sign in sheets i.e.. Open House and honor roll meetings and school activities.	6/4/2015 monthly
G2.B1.S1.A1	Implement procedures to monitor weekly student attendance and meet with parents of the students with excessive absences ( more than 3 a month).	Tercilla, Maria	8/18/2014	Attendance reports on a bi-weekly basis.	6/4/2015 biweekly
G2.B1.S3.A1	Conduct classroom walk-throughs to promote conflict resolution programs and monitoring of Office Discipline Referrals. Meet on a monthly basis to discuss effectiveness of the Positive Behavior Incentive System.	Tercilla, Maria	8/18/2014	Student work samples, walk-throughs, monitoring of Office Discipline Referrals	6/3/2015 monthly
G2.B1.S2.A1	Students who are not proficient in reading by third grade	Tercilla, Maria	8/18/2014	Students will use the Wonder Works Intervention program to remediate skills in reading.	6/3/2015 monthly
G1.B1.S1.A2	Conduct a Professional Development of the Gradual Release of Responsibility Model during the Leadership Team Meeting.	Battle-Baez, Lianne	9/29/2014	Agenda, sign-in sheets, and deliverables	9/29/2014 monthly
G2.B1.S1.A2	Administration and the registrar will review the Daily Attendance Bulletin.	Tercilla, Maria	8/18/2014	Attendance Bulletin	6/3/2015 daily
G3.B1.S1.A2	The Leadership Team will perform classroom walkthroughs and observe students participating in hands on lab activities leading to the completion of the science fair project.	Tercilla, Maria	10/20/2014	Science Fair projects	5/29/2015 biweekly
G4.B1.S1.A2	Monitor parent attendance to school academic events	Tercilla, Maria	8/18/2014	Parent Academy Sign-In Sheets and Teacher Communication Logs	6/3/2015 monthly
G1.B1.S1.A3	Conduct Common Planning Meeting to strategically infuse the Gradual Release of Responsibility Model in instructional planning and reinforce the importance of providing corrective feedback on student work.	Tercilla, Maria	10/6/2014	Agenda, sign-in sheets, deliverables, and lesson plans.	10/10/2014 one-time
G2.B1.S1.A3	Students will use I-Ready daily for Reading and Math for at least 20 minutes per subject.	Tercilla, Maria	10/20/2014	I-Ready Reports	5/22/2015 monthly
G1.B1.S1.A4	Conduct instructional walk-throughs to monitor the instructional delivery of lessons that implement the GRRM and monitor the corrective feedback through teacher led centers.	Tercilla, Maria	10/13/2014	Administrative walk-through notes and debriefing logs.	10/23/2014 one-time
G1.B1.S1.A5	Provide additional support in the effective implementation of the Gradual Release of Responsibility Model to teachers in need via department meetings, common planning sessions and Leadership Team Meetings.	Tercilla, Maria	10/27/2014	Agenda,sign-in sheets, lessons plans, grade level minutes, debriefings and deliverables.	11/25/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A6	Engage in continuous monitoring of the implementation of the Gradual Release of Responsibility Model in all content areas. Ensuring that its being implemented with fidelity.	Tercilla, Maria	11/25/2014	Agenda ,sign-in sheets, lessons plans, grade level minutes, walk-through notes, debriefings and deliverables.	6/3/2015 monthly
G1.MA1	Data is collected related to the assessments	Tercilla, Maria	8/18/2014	Lesson plans, walk-through notes, debriefings and deliverables.	6/4/2015 monthly
G1.B1.S1.MA1	Administrative classroom walk-throughs to monitor teacher-student best practices of the Gradual Release of Responsibility Model.	Tercilla, Maria	8/18/2014	Administrative walk-through notes and debriefing logs.	6/4/2015 weekly
G1.B1.S1.MA1	Monitor bi-weekly or monthly assessments, progress monitoring FAIR, and computer reports generated from Accelerated Reader, Reading Plus programs.	Tercilla, Maria	9/23/2014	Ongoing classroom assessments focusing on students' knowledge of targeted skills; adjusting instructional Focus Calendars as needed.	9/23/2014 monthly
G2.MA1	The use of Wonder Works as a Reading Intervention Tool	Tercilla, Maria	8/18/2014	WW Intervention reports, teacher generated assessments	6/4/2015 monthly
G2.B1.S1.MA1	Attendance committee will meet quarterly to discuss attendance and truancy issues.	Tercilla, Maria	8/18/2014	Meeting agenda, and Social Worker home visits.	6/4/2015 quarterly
G2.B1.S1.MA1	Administration and the registrar will review the Daily Attendance Bulletin.	Tercilla, Maria	8/18/2014	Attendance Bulletin	6/4/2015 daily
G2.B1.S2.MA1	The implementation of the Wonder Works program as a Tier II intervention.	Tercilla, Maria	8/18/2014	Formative district Interim Assessments; Ongoing Progress Monitoring reports	6/3/2015 daily
G2.B1.S2.MA1	The daily use of the Wonder Works Intervention program will be used to increase the Reading skills of the TIER II students.	Tercilla, Maria	8/18/2014	Intervention log, Wonder Works intervention lessons	6/3/2015 daily
G2.B1.S3.MA1	Conduct classroom walk-throughs to ensure promotion of conflict resolution programs and monitoring of Office Discipline Administration will meet on a monthly basis to discuss effectiveness of the Positive Behavior Incentive System.	Tercilla, Maria	8/18/2014	Student work samples, walk-through observations, Office Discipline Referrals	6/3/2015 monthly
G2.B1.S3.MA1	Conduct classroom walk-throughs to ensure promotion of conflict resolution programs and monitoring of Office Discipline Referrals. Meet on a monthly basis to discuss effectiveness of the Positive Behavior Incentive System.	Tercilla, Maria	8/18/2014	Student work samples, walk-through observations, Office Discipline Referrals	6/3/2015 monthly
G3.MA1	Develop plans for STEM activities utilizing classroom portfolios/ projects	Battle-Baez, Lianne	8/18/2014	SWAT Night	6/4/2015 daily
G3.B1.S1.MA1	The Leadership Team will discuss projects with teachers during grade level meetings to provide teachers with the support needed to carryout the Science Fair.	Tercilla, Maria	8/18/2014	School-wide Science Fair	6/4/2015 daily
G3.B1.S1.MA1	The Leadership Team will perform classroom walkthroughs and observe students participating in hands on lab activities leading to the completion of the science fair project.	Tercilla, Maria	8/18/2014	Science Fair projects	6/4/2015 monthly
G4.MA1	Encourage parent involvement in academic events by communicating by informing parents via email, phone, or written communication.		8/18/2014	Parent Academy Sign-In Sheets and Teacher Communication Logs	6/4/2015 one-time
G4.MA2	Documentation is available that parents were involved in an organized, on - going and timely way in the planning, review, and improvement of programs	Battle-Baez, Lianne	9/16/2014	Title I planning team meeting notice Title I planning team sign - in sheets	9/16/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	under Title I, including the school parent involvement policy and the joint development of the school level program plan				
G4.B1.S1.MA1	The Community Involvement Specialist will keep a record of the volunteer hours completed by parents and notify them at the end of each nine week period of the number of volunteer hours completed.	Tercilla, Maria	8/18/2014	The CIS keep records of completed hours and notify administration throughout the school year.	6/4/2015 monthly
G4.B1.S1.MA3	Meet with the Community Involvement Specialist, Librarian, and Grade Level Chairs and discuss the number of volunteer hours completed by parents.	Tercilla, Maria	9/16/2014	Connect Ed Summary Report, Media Specialist Resource Room reports	9/16/2014 one-time
G4.B1.S1.MA1	Increase opportunities for parents to volunteer through targeted planning of school activities.	Tercilla, Maria	8/18/2014	Parent sign-In Sheets and Teacher Communication Logs	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 the Gradual Release of Responsibility Model/Explicit Instruction (GRRM) in grade level appropriate tasks.

**G1.B1.S1** Implement the Gradual Release of Responsibility Model (GRRM) 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 a Professional Development of the Gradual Release of Responsibility Model during the Leadership Team Meeting.

#### Facilitator

Battle-Baez, Lianne

#### Participants

Grade Level Chairs - Ms. Carpintero, Ms.Varona, Ms. Figueroa, Ms. Munoz, Mrs.Reyes, Dr. Giraldez, and Ms. Castellanos; Media Specialist - Ms. Somano; SPED Ms. Motta, and Ms. Vila

#### Schedule

Monthly, from 9/29/2014 to 9/29/2014

## Technical Assistance Items

*Technical Assistance 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 the Gradual Release of Responsibility Model/Explicit Instruction (GRRM) in grade level appropriate tasks.

**G1.B1.S1** Implement the Gradual Release of Responsibility Model (GRRM) 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 Common Planning Meeting to strategically infuse the Gradual Release of Responsibility Model in instructional planning and reinforce the importance of providing corrective feedback on student work.

#### Facilitator

Tercilla, Maria

#### Participants

Grade Level Chairs - Ms. Carpintero, Ms. Varona, Ms. Figueroa, Ms. Munoz, Mrs. Reyes, Dr. Giraldez, Ms. Castellanos, Ms. Vila, and Ms. Motta; Pre-k Ms. Ramos; K- Ms. Madera, Ms. Montalvo, Ms. Frago, Ms. Frago; 1st - Ms. Cabello, Ms. Rottler, Ms. Garlock; 2nd - Ms. Baluja, Ms. Rodriguez, Ms. Martinez, Ms. Katz; 3rd - Mr. Quinto, Ms. Cuadras, Ms. Rodriguez; 4th - Ms. Morales, Ms. Garcia-Martinez, Ms. Ortega; 5th - Ms. Garcia, Ms. Marchetti, Ms. Hendon; ESE - Ms. Ramirez, Ms. Goddard; Bilingual - Ms. Martinez

#### Schedule

On 10/10/2014

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To increase student achievement by improving core instruction in all content areas.	2,300
<b>Goal 4:</b> See Title I PIP	0
<b>Grand Total</b>	<b>2,300</b>

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

Description	Source	Total
<b>B1.S1.A4</b> - Notes EESAC will purchase Beyond Level Wonder Works for Cambridge students Grades 2-5	Other	2,300
<b>Total Goal 1</b>		<b>2,300</b>

### Goal 4: See Title I PIP

Description	Source	Total
<b>B1.S1.A1</b> - Notes EESAC will purchase Beyond Mc Graw Hill materials for the 2-5 Cambridge classes.	Title I Part A	0
<b>Total Goal 4</b>		<b>0</b>