Coconut Grove Elementary School

2014-15 School Improvement Plan

Coconut Grove Elementary School

3351 MATILDA ST, Coconut Grove, FL 33133

http://coconutgrove.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	38%

Alternative/ESE Center	Charter School	Minority
No	No	65%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We provide a quality education so that our students have the opportunity to lead productive and fulfilling lives as lifelong independent learners and responsible citizens in a global society.

Provide the school's vision statement

We are a "School of Excellence" that offers an International Studies Program in French and an Extended Foreign Language Program in Spanish while building character within our students and developing a sense of community.

School Environment

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

The instructional staff recognizes the importance of equity in all classrooms and the importance of making schools and curricula reflective of all cultures and ethnicities. Throughout the year, teachers are provided with online resources for lessons that address multicultural awareness and knowledge. In addition, various cultures are recognized during the designated celebratory months. Through computer based instruction, morning announcements, plays, field trips and school wide assemblies, students are exposed to the diversity that exist in our school and the importance of appreciating other cultures.

Teacher/Student relationships are built when students feel valued and respected by the teachers. Teachers establish high expectations and guidelines that set a positive tone in guiding interpersonal interaction between students and teachers. Grade Level Meetings are held regularly to generate discussions that support teachers in employing strategies in critical thinking, problem-solving and the awareness of multiple perspectives and collaborative approaches in an effort to expand positive interpersonal interactions in the classroom. Professional development opportunities are made available to promote diversity and multicultural awareness in order to encourage positive student/ teacher relations.

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

The school employs two full-time security monitors who are assigned to their posts throughout the school day beginning at 7:30 am until 3:00 pm. Security monitors walk the campus to secure all gates, to monitor student behaviors outside of the classroom and to patrol the campus to ensure overall safety. The school has installed 3 security gates with no re-entry upon exiting.

Counseling services are provided to students by the school counselor to address bullying, problem-solving, conflict resolution and appropriate decision-making. These services are offered individually or in a group setting. Partnerships with outside agencies also provide individual and academic counseling to our students.

At the beginning of the year, administration orientates students and parents on the ways they can make our school a safe and welcoming place. The school's discipline policy is addressed in the parent/student handbook and through assemblies and is reinforced by administration, instructional and non-instructional staff. In addition, the school and district's policies regarding bullying, cyber bullying and harassment are addressed at the beginning of the year and throughout the school year

when applicable. The administrative team works in collaboration with all stakeholders to ensure a safe environment.

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 school implements a school-wide behavior program to ensure students remain engaged during the instructional period. Teachers also use the student warning system as a first line of communication to redirect student misbehavior. Teachers may contact parents and refer students to the counselor, social worker and/or administrators. Each month our school recognizes students from each class who demonstrate the Core Values of Model Student Behavior (Friendliness, Respectfulness, Cooperation, Honesty, Generosity, Creativity and Citizenship, Leadership and Responsibility). Our school also recognizes students who demonstrate exemplary conduct during our awards ceremonies. At our scheduled grade level meetings, administrators and teachers review student behavior and academic progress in order to identify and/or monitor those student concerns. Students that have been identified by their teachers as needing intervention may be placed on a daily and/or weekly progress report. If additional services are needed, students may be referred to the Response to Intervention (RTI) process.
Teachers are provided opportunities to attend school and district classroom management workshops or to visit classrooms of teachers that implement good classroom management strategies.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school provides an array of services to ensure the social-emotional needs of students are met. The school counselor provides individual and group counseling to those students that have been referred by the teacher, administration, parent or self-referral. Counseling sessions may focus on but not limited to social skills, anger management, self-esteem, problem-solving, decision making skills and family adjustment issues. Furthermore, students and their families are referred to outside agencies to assist and provide additional support in meeting their social-emotional needs.

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

Attendance/One or more suspensions
Parents of students who are absent from school are called daily using the school's automated calling system. After the third absence from classes, teachers are encouraged to make parent contact. The Daily Attendance Bulletin is used to track students absences and suspensions. The registrar provides the school social worker with a printout of students with 3 or more excused/unexcused absences and excessive tardies on a weekly basis. Follow-up telephone calls are made by the school social worker to inquire about absences. When applicable, administration sends a truancy letter via homeroom teacher or via United States Post Office which is followed by a call home. When a student reaches 15 unexcused absences within a 90 day calendar period, a truancy packet is completed. Interventions during this phase include individual counseling, home visits, truancy meetings, and resources specific to the families needs.
Course Failure in English Language Arts or Mathematics
During grade level meetings, teachers and administration discuss student academics and those that are at-risk of failing or currently failing core courses. Once students have been identified, strategies are implemented in the classroom to target academic deficiencies. Additional interventions include

referral to the counselor, parent contact, Response to Intervention (RtI) and if warranted, referral to outside agencies.

Level 1 on the statewide, standardized assessments in English Language Arts or Mathematics Teachers are provided with the names of the students that scored a Level 1 in English Language Arts/Mathematics. Students that have been identified are provided strategies in the classroom to address targeted deficiencies. Data obtained from various assessments (Classroom, Interims, FAIR, etc....) are analyzed in order to review progress and provide on-going progress monitoring.

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	6	4	5	1	0	2	18
One or more suspensions	0	1	0	0	1	0	2
Course failure in ELA or Math	0	9	3	3	4	1	20
Level 1 on statewide assessment	0	0	0	17	24	15	56
Retention	1	1	0	2	1	0	5
Failed 2 or more Courses	0	5	1	2	2	0	10

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Intervention strategies are employed by the school to improve the academic performance of students identified by the early warning system. Expert teachers will collaborate regularly, problem solve, share effectives practices and evaluate implementation of the current infrastructure in place to monitor student performance. Grade Level Meetings are scheduled to identify the early warning indicators as well as the creation of action plans to support the academic performance of students. Students will have access to computer based programs such as iReady, Reflex for Mathematics, Gizmos, MyOn Reader and Reading Plus. District Interim and School-based assessments will be analyzed and disaggregated from Thinkgate reports to monitor progress. Additional data including the Florida Assessments for Instruction in Reading (FAIR), STAR Reading, i-Ready (Reading and Mathematics) and Reading Plus Utilization Reports will also be used for on-going progress monitoring. Our school will continue to monitor the number of students retained in third grade and those who are not proficient in Reading or Math. Before school tutoriasl will be established to address students' areas of need. Participation in this program will be monitored by teachers and administrators. Intervention using a pull-out and push-in approach will be provided by classroom teachers and/or interventionists.

Students are also referred to the school counselor, social worker and outside community agencies in order to improve academic success. Peer mediation teams will be developed as a means of assisting with conflict resolution.

.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Throughout the year, parent meetings that are linked to improving academic achievement of every child are conducted to increase parent involvement in our school. Communication via Connnect Ed, Parent Teacher Association (PTA), parent letters/flyers, District text messaging and the school's website are various methods in which the school makes every effort to ensure that all families are kept current on their child's academic progress.

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

The administration, counselor, Parent Teacher Association (PTA) and the Educational Excellence School Advisory Council (EESAC) are in contact with community partners. Partners are encouraged to participate in EESAC, PTA and various school meetings to help build capacity within the school. Collaboration with partners involves meeting and planning in order to secure and utilize resources to support the school and student achievement. Partners are also invited to our annual Career Fair where students are exposed to the diversity of the world of work, available career paths and the importance of understanding the relationship between school performance and future choices.

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
Pina, Julissa	Principal
Ramontal, Hannah	Assistant Principal
Gancedo, Irene	Instructional Media
Lantigua-Duran, Ana	Teacher, K-12
St. Leger, Nancy	Teacher, ESE
Calvani, Tara	Psychologist
Gonzalez, Erik	Instructional Technology
Banister, Leon	Guidance Counselor
Greenwald, Jessica	Other
Pacouloute, Stacey	Attendance/Social Work
Burns, Evelyn	Teacher, K-12
Tejero, Alex	Teacher, K-12

Duties

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

Julissa Pina (Principal) – the principal facilitates the implementation of the common vision at our school. This includes the use of data-based decision-making, ensuring that the school-based team is implementing strategies appropriately in consideration of the diverse needs of our student population, conducts assessments and surveys of school staff with appropriate recommendations for professional development as necessary, ensures implementation of interventions as support tools, and communicates with parents school-based decision making and the development of plans affecting our community of students.

Marchel D. Woods (Assistant Principal) – the assistant principal will assist the principal with the implementation of the common vision of the school to include data based-decision making and facilitation of interventions school-wide.

Irene Gancedo (Reading Contact/Media Specialist) - The Reading Contact provides information to the staff about core instruction, collaborates with general education teachers during common planning as well as provide professional development to staff in order to address instruction and curriculum need.

Ana Lantigua-Duran (First Grade Teacher) – Evelyn Burns (Third Grade Teacher)- Our general education staff provides information about core instruction, encourages active participation, and monitors the process during both the collection of student data and subsequent disaggregation sessions. Additionally, they play a major part in delivery of our interventions to our Tier 1 population. Working in collaboration with support staff and administration, our teachers design, develop, and deliver Tier 2 interventions.

Nancy St. Leger {Exceptional Student Education} (ESE) Teacher- - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers using common planning, collaborative planning through our student support services team and through use of a co-teaching model.

Tara Calvani (School Psychologist) – This individual is a key player in the collection, interpretation, and analysis of data. When called upon, the school psychologist will facilitate the development of interventions and provide support as required to maintain the highest levels of fidelity. Our school psychologist develops and maintains psychological analysis through confidential documentation on record in the school's office. Our school psychologist provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning and program evaluation upon request.

Tim Wilfong (Technology Specialist)- Our school's technology specialist provides the technological support needed to keep school wide software and hardware running at peak performance. This team member assures that the necessary tools are available to manage and display data.

Jessica Greenwald- (Speech Language Pathologist)- Our speech language pathologist supports efficient use of language in curricular forums and during small group student support. Use of analysis includes assessments, parental involvement and instructional delivery methods used as a basis for appropriate program design rendered to a diverse population with varying needs. The speech and language pathologist supports and counsels others regarding the selection of appropriate screening measures.

Leon Banister (Guidance Counselor)- The guidance counselor supports learning through the provision of discussion forums around such key issues as effective program design, through affective assessment strategies and interpersonal relations with our students. The guidance counselor leads many support services meetings and facilitates the productive outcome that enhances the learning environment for many of our students. The guidance counselor impacts both the affective and effective domains of learning school wide.

Stacy Pacouloute (School Social Worker)- Our school's social worker is shared between schools. The role of the social worker is to link the larger metropolitan based child-serving community of agencies to our school and our school's families. The process is seamless and implemented with stealth-like strategies that support our student' academic, emotional, behavioral and social success without labeling the student or making one feel exceptional. In this way the social worker complements the student support services team and the faculty and staff of our school by enriching the range of student mechanisms made available to students as they strive to learn and grow.

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 Leadership Team will hold meetings that focus on increasing student achievement and/or behavioral success. The team will meet on an on-going basis to engage in the following activities:
• review universal screening data and link to instructional decisions
• review progress monitoring data at the grade level
• identify students (at the classroom level) who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting the benchmarks.
Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) and Principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets.

The team will address academic and social/emotional goals; expectations for instruction, and the alignment of processes and procedures needed in order to provide ongoing progress monitoring (OPM).

At Coconut Grove Elementary School students in need of academic support will be identified through the following data management systems: First and second grade students: 2014 Stanford Achievement Test; Third through Fifth grade: 2014 FCAT. In addition to these assessments, data collected and analyzed from the following assessments will also be used to determine student progress: Baseline and District Interim Assessments, and School based assessment data will be analyzed and disaggregated from Thinkgate reports. Additional data including the Florida Assessments for Instruction in Reading (FAIR) will be monitored utilizing the -Progress Monitoring and Reporting Network (PMRN), i-Ready Reading and Mathematics, Reading Plus and STAR

Reading Assessments Utilization and Progress Reports. Student behavior will be monitored and managed in the following manner: Student behavior will be monitored using the Student Case Management System (SCAM) referrals, that are referred to administration/counselor to determine need for further actions including suspensions.

During the 2014-2015 school year, the staff at Coconut Grove Elementary School will participate in professional development during teachers' common planning time, faculty meetings, PLC's and the District's Professional Development Days with follow-up sessions as needed.

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.

At Coconut Grove Elementary School, we assign new teachers to qualified mentors that are Clinical Educator Certified. We also send our PDL to trainings as offered to assist the school in the development and facilitation of professional development activities.

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

-professional development on best practices for ESOL and content area teachers

-coaching and mentoring for ESOL and content area teachers (K-12)

-reading and supplementary instructional materials (K-2)

At Coconut Grove Elementary School, teachers are sent to professional development workshops to obtain additional training and best practices for teacher ESOL students. In addition, when funds become available, teachers are provided reading and supplementary instructional materials for ESOL students.

Title X-Homeless - The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.

At Coconut Grove Elementary, the school counselor coordinates appropriate services for students that have been identified as homeless.

Supplemental Academic Instruction (SAI)

Coconut Grove Elementary School will receive funding from the SAI as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs - 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.

At Coconut Grove Elementary School, administrators and designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report. In addition, all staff, students, parents/volunteers must receive training on an annual basis. Likewise, our school implements five curriculum lessons on Bullying and Violence Prevention per grade level Pre-K through 5.

Nutrition Programs - The School adheres to and implements the nutrition stated in the District Wellness Policy.

At Coconut Grove Elementary School, 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. Other - Health Connect in our Schools - Health Connect in Our School (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on ground.

At Coconut Grove Elementary School, we have a trained Registered Nurse and full-time Health Aide that is qualified to perform the assigned duties related to a quality school health care program.

Miami Lighthouse/Heiken Children's Vision Program- Provides free complete optometric exams if the parent/guardian cannot afford the exams.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Julissa Pina	Principal
Alan Delmer	Student
Alex Tejero	Teacher
Evelyn Burns	Teacher
Jorge Enriquez	Parent
Julie Angulo	Parent
Lourdes Zenos	Parent
Marina Torossian	Teacher
Nancy Marmesh	Teacher
Nancy St. Leger	Teacher
Patricia Dupuch	Teacher
Penny Crawford	Education Support Employee
Phung Le	Parent
Rey DeArmas	Business/Community
Ruth Ewing	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

Members of Educational Excellence School Advisory Committee (EESAC) were invited to participate in the initial draft of the School Improvement Plan (SIP). Copies are provided to all participants and members are encouraged to review, read and make recommendations to the SIP, EESAC members were reminded that the SIP is a fluid document and that updates of the SIP could be made at EESAC Meetings.

Development of this school improvement plan

The EESAC committee assisted in the development and implementation of the School Improvement Plan through discussions of student performance data, school improvement goals and budgetary needs.

Preparation of the school's annual budget and plan

During the Opening of School Meeting, the principal presented an overview of the school's budget to include surplus status, teacher supplements, new instructional technology and intervention services. The principal will present an update of the budget periodically throughout the year.

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

The school's improvement funds will be used to purchase incentives for student attendance (250.00) and Before School Tutoring for those students in the lowest 25 percentile in both Reading and Mathematics (1600.00).

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Pina, Julissa	Principal
Ramontal, Hannah	Assistant Principal
Gancedo, Irene	Instructional Media
Guillen, Mairelys	Teacher, K-12
Lantigua-Duran, Ana	Teacher, K-12
Raposo, Denise	Teacher, K-12
Tejero, Alex	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the Literacy Leadership Team (LLT) will be to cultivate the implementation of the Florida Standards and provide support and facilitation for all teachers in Kindergarten through Grade 5 leading to effective instructional practices. The LLT will examine instructional practices and provide on-going data analyze to staff regarding existing student literacy skills and student academic levels. Professional development opportunities will be provided to enhance academic instruction.

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

All teachers participate in the weekly Grade Level Team Meetings to discuss lesson planning, curriculum instruction, professional development needs and student academic progress. Professional Learning Communities have been established amongst each grade level to promote collaboration and to build capacity. The Master Schedule was designed for teachers to have common planning when possible. Student improvement is monitored and instruction is adjusted based on the student needs and information shared during the collaboration process.

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

The Principal, Julissa Piña collaborates with the Human Resources Department to identify, interview and select highly qualified teachers to staff the school. Teachers new to the school are assigned to a grade

level mentor to provide assistance and support. Subject area test tutorials are offered by the district for instructional staff teaching out-of-field and/or who are not highly qualified. Teachers are required to attend the district tutorial sessions and subsequently register to take the Florida Teacher Certification Exams by the conclusion of the school year.

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

Teachers new to the profession (without previous teaching experience) are paired with a mentor teacher who is in the same grade level or in the subject area as the new teacher. Mentors are chosen based on the mastery of pedagogical and subject matter skills, evidence of effective teaching and student gains as well as outstanding knowledge of content in the curriculum areas. Planned mentoring activities include lesson planning, modeling, sharing of best practices, classroom management and discussions regarding classroom and instructional practices.

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

Core programs and materials used by the school are those that are adopted and supported by the district and are aligned to the Florida Standards. Likewise, supplemental materials utilized are also district supported and are used to ensure instruction is aligned to the Florida Standards and grade level expectations.

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 school uses data to provide and differentiate instruction to meet the diverse needs of students by disaggregating and analyzing data from various reports (i.e. District Interims, Baseline Data, FAIR, Grade Level/Classroom Assessments). Data chats are conducted with the administrators and teachers as well as with the students and teachers to guide, inform and monitor student progress. Teachers collaborate and create unitsof study to guide effective instruction and learning based on the current data. Student progress is monitored by grade level and by individual classroom. Students with Disabilities (SWD) receive assistance through pull-out and push-in services,as needed. The RtI process and the use of differentiated instruction is utilized on a regular basis to target students that are having difficulty attaining proficiency on state assessments. Teachers are also provided with classroom libraries and supplemental materials for small group instructions. Retained, Level 1 and Level 2 students receive progress monitoring in order to help students meet district and state levels of proficiency.

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: Before School Program

Minutes added to school year: 1,200

Coconut Grove Elementary will offer a Before School Program for students who need additional instructional support in the targeted benchmarks/standards in English/Language Arts and Mathematics. In order to determine program effectiveness, progress monitoring will be implemented throughout the duration of the program. Teacher observations and student folders will support the monitoring of students growth in the targeted core subject. Core mini-assessments will be utilized to identify standards that have improved as well as areas that need strengthening. Reading Plus, School-based Assessments, I-Ready Reading and Mathematics and STAR Reading Reports will be monitored and results will be used to modify instruction.

Strategy Rationale

To help students meet the district and state levels of proficiency in Reading and Mathematics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Pina, Julissa, pr0841@dadeschools.net

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

Data will be collected and analyzed using baseline, mid-year assessments, core assessments, i-Ready Reading and Mathematics, Reading Plus Reports and FAIR results to determine the effectiveness of the strategy. This data will be utilized to monitor student progress and identify areas of strengths and weaknesses.
Assessment results in core subject areas will be analyzed and monitored by teachers who will review data and modify instruction accordingly to ensure effective instructional delivery (i.e. DI, re-teaching, review of standards, etc…).

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

Prior to commencing the 2014-2015 school year, designated personnel will reach out to area preschools and conduct informative meetings highlighting our Kindergarten Program. Our school will also provide tours for parents interested in obtaining additional information about the school prior to registering their child. Parents will be invited to a Kindergarten Transitional Workshop which will facilitate the necessary social and emotional development skills that are necessary to be successful in accomplishing the Florida Standards in Kindergarten. The workshop will also encourage parents to establish home routines and work habits which will ease students' transition to Kindergarten. Before the school year opens, a Kindergarten Orientation will take place to orient parents on the school protocols, procedures and programs offered. During the first weeks of school, we will begin to monitor students' progress by administering assessments such as FLKRS (Florida Kindergarten Readiness Screener) and i-Ready Reading and Mathematics.

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase the quality of core instruction across all content areas.

G2.   Utilize the Early Warning Systems (EWS) to identify at-risk students and to provide support and intervention in order to increase student achievement.

G3.   To prepare students to be college and career ready through STEM.

G4.   To increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

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 the quality of core instruction across all content areas. `1a`

🔍 G047853

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Reading - ED	70.0
AMO Reading - SWD	43.0
AMO Reading - Hispanic	74.0
AMO Math - ED	71.0
AMO Math - SWD	49.0
FCAT 2.0 Science Proficiency	67.0
CELLA Listening/Speaking Proficiency	53.0
CELLA Reading Proficiency	42.0
CELLA Writing Proficiency	35.0

Resources Available to Support the Goal `2`

- Reading Plus, accelerated reader, District Pacing Guides, success Maker, Time for Kids, Leveled Libraries, FCRR Resources, Calms, Computer Lab, Media Center, Gizmos, Study Jams, J and J educational resources, Think Central, Destination Math, River Deep

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of teacher knowledge for effective planning aligned to the Florida Standards.

Plan to Monitor Progress Toward G1. `8`

Data disaggregation of District Interim Assessments and Summative Assessments, FSA, EOC, FCAT or FAA as appropriate.

Person Responsible

Julissa Pina

Schedule

Monthly, from 10/28/2014 to 11/14/2014

Evidence of Completion

District Interim Assessments and School -Wide Assessments, FAIR, I-Ready and Reading Plus Reports

G2. Utilize the Early Warning Systems (EWS) to identify at-risk students and to provide support and intervention in order to increase student achievement. `1a`

G047115

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	18.0
One or More Suspensions	0.0
AMO Reading - All Students	75.0

Resources Available to Support the Goal `2`

- Report Cards/Academic Grades, Attendance Records, Student Referrals, Test Scores, District Interim Assessments

Targeted Barriers to Achieving the Goal `3`

- Number of students who missed 10% or more of the available instructional time.

- Number of students retained in third grade and those who are not proficient by third grade.

- Number of students receiving two or more behavioral referrals and students who receive one or more behavioral referrals that lead to suspension.

Plan to Monitor Progress Toward G2. `8`

The Florida Continuous Model (FCIM) will be utilized to analyze data (i.e. District Interim Assessments, school-wide assessments, FAIR and I-Ready data) in order to provide ongoing progress monitoring

Person Responsible

Julissa Pina

Schedule

Monthly, from 10/28/2014 to 11/14/2014

Evidence of Completion

District Interim Assessments and School -Wide Assessments, FAIR, I-Ready and Reading Plus Reports

G3. To prepare students to be college and career ready through STEM. `1a`

G047114

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	67.0

Resources Available to Support the Goal `2`

- Smartboard, Science Pacing Guides, Scott Foresman Textbook and Workbooks, Science Saurus, P-Sell Lab Books, Florida Science Coach, Science District Power Points

Targeted Barriers to Achieving the Goal `3`

- The school has limited evidence of completed student projects in STEM

Plan to Monitor Progress Toward G3. `8`

The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze Interim Assessment data in order to provide ongoing progress monitoring

Person Responsible

Julissa Pina

Schedule

On 1/30/2015

Evidence of Completion

District Interim Assessments and School-Wide Assessments

G4. To increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. `1a`

Targets Supported `1b`   🔍 G047116

Indicator	Annual Target

Resources Available to Support the Goal `2`

- PTA, Community Liaison, Community Leaders, Teachers

Targeted Barriers to Achieving the Goal `3`

- Number of parent engagement opportunities provided during the school year as well as a lack of participation in school wide activities by parents of students in the lowest performing quartile.

Plan to Monitor Progress Toward G4. `8`

Sign-in-sheets/logs to monitor the number of parents attending school events from the beginning of year to the end of the year.

Person Responsible

Hannah Ramontal

Schedule

On 6/4/2015

Evidence of Completion

Sign-in Attendance Logs and Annual 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 the quality of core instruction across all content areas. 1

🔑 G047853

G1.B1 Limited evidence of teacher knowledge for effective planning aligned to the Florida Standards. 2

🔑 B119207

G1.B1.S1 Plan for and deliver instruction across all content areas 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

🔑 S131016

Strategy Rationale

Due to the changes in the Florida Standards, a deeper knowledge on how to effectively develop lesson plans aligned to the Florida Standards became a primary focus.

Action Step 1 5

During grade level planning across all content areas, participants will unwrap the Florida Standards and develop a lesson plan, to ensure instruction is aligned to the Florida Standards.

Person Responsible

Hannah Ramontal

Schedule

On 10/17/2014

Evidence of Completion

Meeting agendas, Grade level minutes, Deliverables

Action Step 2 `5`

Teachers will implement the developed lessons during classroom instruction across all content areas.

Person Responsible

Julissa Pina

Schedule

Daily, from 10/7/2014 to 11/26/2014

Evidence of Completion

Lesson plans, Walkthrough/observation notes

Action Step 3 `5`

Provide professional development on the implementation of the Florida Standards and effective planning by content area for additional support

Person Responsible

Julissa Pina

Schedule

On 11/4/2014

Evidence of Completion

Meeting agendas, Sign-in sheets, Deliverables, Lesson plans

Action Step 4 `5`

Provide additional support on effective planning across all content areas with a focus on the Florida Standards during professional learning communities.

Person Responsible

Hannah Ramontal

Schedule

Weekly, from 11/19/2014 to 11/26/2014

Evidence of Completion

Meeting agendas, Sign-in sheets, Teacher reflections

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

Fidelity of implementation will be monitored through teacher participation in professional developments, observing grade level planning and listening for discussions related to effective planning with a focus on the Florida Standards.

Person Responsible

Julissa Pina

Schedule

Weekly, from 10/7/2014 to 11/26/2014

Evidence of Completion

Lesson plans, Walkthrough/observation notes, Meeting agendas, Sign-in sheets

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

Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the implementation of the components identified in the lesson plan.

Person Responsible

Hannah Ramontal

Schedule

Weekly, from 10/7/2014 to 11/26/2014

Evidence of Completion

Lesson plans, Walkthrough/observation notes, Meeting agendas, Sign-in sheets

G2. Utilize the Early Warning Systems (EWS) to identify at-risk students and to provide support and intervention in order to increase student achievement. 1

G047115

G2.B1 Number of students who missed 10% or more of the available instructional time. 2

B117247

G2.B1.S1 Provide school wide incentives for attendance throughout the school year. 4

S128947

Strategy Rationale

To increase attendance

Action Step 1 5

Monitor the daily Attendance Roster weekly.

Person Responsible

Julissa Pina

Schedule

On 6/4/2015

Evidence of Completion

Teacher Attendance Rosters and Daily Attendance Bulletin

Action Step 2 5

Monitor the number of students who are approaching or have approached the 5 day window.

Person Responsible

Hannah Ramontal

Schedule

On 6/4/2015

Evidence of Completion

Attendance Rosters and Daily Bulletin

Action Step 3 `5`

Recognize students every grading for perfect attendance.

Person Responsible

Julissa Pina

Schedule

On 6/4/2015

Evidence of Completion

Perfect Attendance Bulletin

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

Review and analyze weekly, monthly and quarterly attendance reports.

Person Responsible

Julissa Pina

Schedule

On 6/4/2015

Evidence of Completion

Daily, Monthly and Quarterly Reports

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

Utilizing the FCIM, the MTSS/RtI Team will schedule meetings to review attendance problems.

Person Responsible

Julissa Pina

Schedule

On 6/4/2015

Evidence of Completion

Daily Attendance Bulletin

G2.B2 Number of students retained in third grade and those who are not proficient by third grade. 2

B117248

G2.B2.S1 Plan for and deliver instruction that is based on standards and specific course benchmarks. Student will experience and master course content and skills. 4

S128948

Strategy Rationale

To increase student proficiency of the standards.

Action Step 1 5

During grade level planning, teachers will unwrap the Florida Standards and develop a lesson plan that is aligned to the Florida Standards.

Person Responsible

Julissa Pina

Schedule

On 11/14/2014

Evidence of Completion

Student lesson plans and Classroom Walkthroughs

Action Step 2 5

Teachers will implement the developed lessons during classroom instruction across all content areas.

Person Responsible

Hannah Ramontal

Schedule

Daily, from 10/7/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Walkthroughs/observations notes

Action Step 3 5

Analyze data from District Interim assessments to be sure that students are making progress and instruction is being taught according to the standards

Person Responsible

Julissa Pina

Schedule

On 11/14/2014

Evidence of Completion

District Interim Assessments and School -Wide Assessments and Classroom Walkthroughs

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

The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze data

Person Responsible

Julissa Pina

Schedule

Monthly, from 10/28/2014 to 11/14/2014

Evidence of Completion

District Interim Assessments and School -Wide Assessments, FAIR, I-Ready Reports and Reading Plus Reports

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

The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze data

Person Responsible

Julissa Pina

Schedule

On 11/14/2014

Evidence of Completion

District Interim Assessments and School -Wide Assessments, FAIR, I-Ready and Reading Plus Reports

G2.B3 Number of students receiving two or more behavioral referrals and students who receive one or more behavioral referrals that lead to suspension. 2

B117249

G2.B3.S1 Monitor the number of students receiving two or more behavioral referrals and students who receive one or more behavioral referrals that lead to suspension. 4

S128949

Strategy Rationale

To reduce the number of outdoor and indoor suspensions.

Action Step 1 5

Refer students that receive referrals to the counselor

Person Responsible

Leon Banister

Schedule

On 6/4/2015

Evidence of Completion

Student Case Management System Records

Action Step 2 5

Review Student Referrals on an on-going basis

Person Responsible

Hannah Ramontal

Schedule

Monthly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Student Case Management System Records

Action Step 3 `5`

Utilizing the FCIM, the MTSS will schedule meetings as needed to review behavioral referrals

Person Responsible

Julissa Pina

Schedule

On 6/4/2015

Evidence of Completion

Student Case Management System Records, Student Progress Reports and Feedback from faculty and staff

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

Provide on-going progress monitoring of students with referrals

Person Responsible

Hannah Ramontal

Schedule

Every 6 Weeks, from 9/9/2014 to 6/4/2015

Evidence of Completion

Participation log for students who are recognized for complying with the Student Code of Conduct along with monitoring the referrals in ISIS.

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

Utilizing the FCIM, the MTSS will schedule meetings as needed to review the appropriateness of referrals

Person Responsible

Hannah Ramontal

Schedule

Monthly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Review of the Case Management Referrals

G3. To prepare students to be college and career ready through STEM. 1

🔑 G047114

G3.B1 The school has limited evidence of completed student projects in STEM 2

🔑 B117246

G3.B1.S1 Provide opportuntities for students to participate in the Project Based Learning in STEM. 4

🔑 S128946

Strategy Rationale

Students will develop and enhance their critical thinking skills.

Action Step 1 5

Provide opportunities for students to participate in the Science Fair and Fairchild Challenge. In addition, teachers will establish a timeline for the development of student projects and increase the participation in STEM competitions.

Person Responsible

Julissa Pina

Schedule

On 5/29/2015

Evidence of Completion

Teacher Lesson Plans, Student Artifacts

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

Monitoring through walkthroughs during classroom instruction.

Person Responsible

Julissa Pina

Schedule

On 5/29/2015

Evidence of Completion

Student Projects and Science Fair Project

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

The Florida Continuous improvement Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.

Person Responsible

Julissa Pina

Schedule

On 5/29/2015

Evidence of Completion

Student Projects, Classroom Walkthroughs and District Assessments

G4. To increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. `1`

🔑 G047116

G4.B1 Number of parent engagement opportunities provided during the school year as well as a lack of participation in school wide activities by parents of students in the lowest performing quartile. `2`

🔑 B117250

G4.B1.S1 Increase the number of parent engagement opportunities offered in the school year and the number of parents in attendance of students in the lowest performing quartiles `4`

🔑 S128950

Strategy Rationale

To obtain support from parents in supporting student achievement.

Action Step 1 `5`

Review and analyze sign-in-sheets/logs to monitor the number of parents attending School Events

Person Responsible

Hannah Ramontal

Schedule

On 6/4/2015

Evidence of Completion

Sign-in Attendance Logs and Annual Sign-in sheets

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

Review and analyze sign-in-sheets/logs to monitor parents in attendance of students in the lowest performing quartiles

Person Responsible

Hannah Ramontal

Schedule

On 6/4/2015

Evidence of Completion

Daily Sign-in Attendance Logs and Annual Sign-in sheets

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

Review and monitor the number of parents in attendance at each school event on an on-going basis

Person Responsible

Schedule

On 6/4/2015

Evidence of Completion

Sign-in Attendance Logs and Annual Sign-in sheets

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
G3.B1.S1.A1	Provide opportunities for students to participate in the Science Fair and Fairchild Challenge. In addition, teachers will establish a timeline for the development of student projects and increase the participation in STEM competitions.	Pina, Julissa	9/11/2014	Teacher Lesson Plans, Student Artifacts	5/29/2015 one-time
G2.B1.S1.A1	Monitor the daily Attendance Roster weekly.	Pina, Julissa	8/27/2014	Teacher Attendance Rosters and Daily Attendance Bulletin	6/4/2015 one-time
G2.B2.S1.A1	During grade level planning, teachers will unwrap the Florida Standards and develop a lesson plan that is aligned to the Florida Standards.	Pina, Julissa	10/6/2014	Student lesson plans and Classroom Walkthroughs	11/14/2014 one-time
G2.B3.S1.A1	Refer students that receive referrals to the counselor	Banister, Leon	9/3/2014	Student Case Management System Records	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.A1	Review and analyze sign-in-sheets/logs to monitor the number of parents attending School Events	Ramontal, Hannah	9/16/2014	Sign-in Attendance Logs and Annual Sign-in sheets	6/4/2015 one-time
G1.B1.S1.A1	During grade level planning across all content areas, participants will unwrap the Florida Standards and develop a lesson plan, to ensure instruction is aligned to the Florida Standards.	Ramontal, Hannah	10/6/2014	Meeting agendas, Grade level minutes, Deliverables	10/17/2014 one-time
G1.B1.S1.A2	Teachers will implement the developed lessons during classroom instruction across all content areas.	Pina, Julissa	10/7/2014	Lesson plans, Walkthrough/observation notes	11/26/2014 daily
G2.B1.S1.A2	Monitor the number of students who are approaching or have approached the 5 day window.	Ramontal, Hannah	9/10/2014	Attendance Rosters and Daily Bulletin	6/4/2015 one-time
G2.B3.S1.A2	Review Student Referrals on an on-going basis	Ramontal, Hannah	9/3/2014	Student Case Management System Records	6/4/2015 monthly
G2.B2.S1.A2	Teachers will implement the developed lessons during classroom instruction across all content areas.	Ramontal, Hannah	10/7/2014	Lesson Plans, Walkthroughs/observations notes	11/26/2014 daily
G1.B1.S1.A3	Provide professional development on the implementation of the Florida Standards and effective planning by content area for additional support	Pina, Julissa	11/4/2014	Meeting agendas, Sign-in sheets, Deliverables, Lesson plans	11/4/2014 one-time
G2.B1.S1.A3	Recognize students every grading for perfect attendance.	Pina, Julissa	11/10/2014	Perfect Attendance Bulletin	6/4/2015 one-time
G2.B3.S1.A3	Utilizing the FCIM, the MTSS will schedule meetings as needed to review behavioral referrals	Pina, Julissa	9/3/2014	Student Case Management System Records, Student Progress Reports and Feedback from faculty and staff	6/4/2015 one-time
G2.B2.S1.A3	Analyze data from District Interim assessments to be sure that students are making progress and instruction is being taught according to the standards	Pina, Julissa	10/28/2014	District Interim Assessments and School -Wide Assessments and Classroom Walkthroughs	11/14/2014 one-time
G1.B1.S1.A4	Provide additional support on effective planning across all content areas with a focus on the Florida Standards during professional learning communities.	Ramontal, Hannah	11/19/2014	Meeting agendas, Sign-in sheets, Teacher reflections	11/26/2014 weekly
G1.MA1	Data disaggregation of District Interim Assessments and Summative Assessments, FSA, EOC, FCAT or FAA as appropriate.	Pina, Julissa	10/28/2014	District Interim Assessments and School -Wide Assessments, FAIR, I-Ready and Reading Plus Reports	11/14/2014 monthly
G1.B1.S1.MA1	Effective implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on the implementation of the components identified in the lesson plan.	Ramontal, Hannah	10/7/2014	Lesson plans, Walkthrough/observation notes, Meeting agendas, Sign-in sheets	11/26/2014 weekly
G1.B1.S1.MA1	Fidelity of implementation will be monitored through teacher participation in professional developments, observing grade level planning and listening for discussions related to effective planning with a focus on the Florida Standards.	Pina, Julissa	10/7/2014	Lesson plans, Walkthrough/observation notes, Meeting agendas, Sign-in sheets	11/26/2014 weekly
G2.MA1	The Florida Continuous Model (FCIM) will be utilized to analyze data (i.e. District Interim Assessments, school-wide assessments, FAIR and I-Ready data) in order to provide ongoing progress monitoring	Pina, Julissa	10/28/2014	District Interim Assessments and School -Wide Assessments, FAIR, I-Ready and Reading Plus Reports	11/14/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Utilizing the FCIM, the MTSS/RtI Team will schedule meetings to review attendance problems.	Pina, Julissa	9/15/2014	Daily Attendance Bulletin	6/4/2015 one-time
G2.B1.S1.MA1	Review and analyze weekly, monthly and quarterly attendance reports.	Pina, Julissa	9/10/2014	Daily, Monthly and Quarterly Reports	6/4/2015 one-time
G2.B2.S1.MA1	The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze data	Pina, Julissa	10/28/2014	District Interim Assessments and School -Wide Assessments, FAIR, I-Ready and Reading Plus Reports	11/14/2014 one-time
G2.B2.S1.MA1	The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze data	Pina, Julissa	10/28/2014	District Interim Assessments and School -Wide Assessments, FAIR, I-Ready Reports and Reading Plus Reports	11/14/2014 monthly
G2.B3.S1.MA1	Utilizing the FCIM, the MTSS will schedule meetings as needed to review the appropriateness of referrals	Ramontal, Hannah	9/15/2014	Review of the Case Management Referrals	6/4/2015 monthly
G2.B3.S1.MA1	Provide on-going progress monitoring of students with referrals	Ramontal, Hannah	9/9/2014	Participation log for students who are recognized for complying with the Student Code of Conduct along with monitoring the referrals in ISIS.	6/4/2015 every-6-weeks
G3.MA1	The Florida Continuous Model (FCIM) will be utilized to disaggregate and analyze Interim Assessment data in order to provide ongoing progress monitoring	Pina, Julissa	10/30/2014	District Interim Assessments and School-Wide Assessments	1/30/2015 one-time
G3.B1.S1.MA1	The Florida Continuous improvement Model (FCIM) team will meet and following analysis will determine effectiveness and make recommendations for instructional refocus.	Pina, Julissa	9/11/2014	Student Projects, Classroom Walkthroughs and District Assessments	5/29/2015 one-time
G3.B1.S1.MA1	Monitoring through walkthroughs during classroom instruction.	Pina, Julissa	9/11/2014	Student Projects and Science Fair Project	5/29/2015 one-time
G4.MA1	Sign-in-sheets/logs to monitor the number of parents attending school events from the beginning of year to the end of the year.	Ramontal, Hannah	9/16/2014	Sign-in Attendance Logs and Annual Sign-in sheets	6/4/2015 one-time
G4.B1.S1.MA1	Review and monitor the number of parents in attendance at each school event on an on-going basis		11/6/2014	Sign-in Attendance Logs and Annual Sign-in sheets	6/4/2015 one-time
G4.B1.S1.MA1	Review and analyze sign-in-sheets/logs to monitor parents in attendance of students in the lowest performing quartiles	Ramontal, Hannah	9/16/2014	Daily Sign-in Attendance Logs and Annual Sign-in sheets	6/4/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To increase the quality of core instruction across all content areas.

G1.B1 Limited evidence of teacher knowledge for effective planning aligned to the Florida Standards.

G1.B1.S1 Plan for and deliver instruction across all content areas 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

Provide professional development on the implementation of the Florida Standards and effective planning by content area for additional support

Facilitator

Ms. Gancedo, Media Specialist; Mr. Tejero, Math Contact; Ms. Raposo, Science Contact

Participants

Instructional Staff

Schedule

On 11/4/2014

PD Opportunity 2

Provide additional support on effective planning across all content areas with a focus on the Florida Standards during professional learning communities.

Facilitator

Teacher Fellows Trained Facilitator

Participants

Instructional Staff

Schedule

Weekly, from 11/19/2014 to 11/26/2014

G2. Utilize the Early Warning Systems (EWS) to identify at-risk students and to provide support and intervention in order to increase student achievement.

G2.B2 Number of students retained in third grade and those who are not proficient by third grade.

G2.B2.S1 Plan for and deliver instruction that is based on standards and specific course benchmarks. Student will experience and master course content and skills.

PD Opportunity 1

During grade level planning, teachers will unwrap the Florida Standards and develop a lesson plan that is aligned to the Florida Standards.

Facilitator

Gancedo; Media Specialist/Reading Contact

Participants

Instructional Staff

Schedule

On 11/14/2014

G3. To prepare students to be college and career ready through STEM.

G3.B1 The school has limited evidence of completed student projects in STEM

G3.B1.S1 Provide opportuntities for students to participate in the Project Based Learning in STEM.

PD Opportunity 1

Provide opportunities for students to participate in the Science Fair and Fairchild Challenge. In addition, teachers will establish a timeline for the development of student projects and increase the participation in STEM competitions.

Facilitator

Raposo; Science Liaison

Participants

Instructional Staff

Schedule

On 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: Utilize the Early Warning Systems (EWS) to identify at-risk students and to provide support and intervention in order to increase student achievement.	150
Grand Total	**150**

Goal 2: Utilize the Early Warning Systems (EWS) to identify at-risk students and to provide support and intervention in order to increase student achievement.		
Description	**Source**	**Total**
B1.S1.A3 - Incentives	School Improvement Funds	150
Total Goal 2		**150**