

Ben Gamla Charter School

11155 SW 112TH AVE, Miami, FL 33176

[no web address on file]

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

34%

Alternative/ESE Center

No

Charter School

Yes

Minority

63%

School Grades History

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

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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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Ben Gamla Charter School provides a safe environment for innovative instructional practices that continuously light the path toward maximum student achievement and personal growth. As the first English-Hebrew Charter School in the United States, Ben Gamla integrates Hebrew instruction giving our students a useful tool in our global society.

Provide the school's vision statement

Ben Gamla Charter School is a community of learners that honors individual student's needs, varied modalities of instruction, and nurtures character traits that help to develop good citizenship.

School Environment

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

Ben Gamla Charter School learns about students' cultures and builds relationships by holding several activities throughout the year such as, Hispanic Heritage Month Celebrations within the classrooms, educational lessons on different holidays from around the world, and bilingual educational projects which help teacher and students learn about each others cultural background.

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

Ben Gamla Charter School provides a safe and respectful environment before school by having our safety patrols guide and monitor students, by having administrators meet and greet students at the door every morning, and by having parents assist and participate in the drop off procedures daily. Our volunteer parents and cafeteria staff help facilitate students in having a warm nutritious breakfast daily. This is a great time for students to interact with our staff and peers while feeling safe and respected on school grounds.

Students during the day students feel safe and respected as a result of having highly qualified teachers with years of teaching experience in the field as educators. Teachers plan and focus attention on student performance and character values.

After school, Ben Gamla Charter School offers students who are interested in participating in clubs such a FFEA, Safety Patrols, Junior Honor Society, and sports an opportunity to participate in activities geared to improve our school.

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

Ben Gamla Charter School encourages all students to follow the Miami Dade County Public School's Student Code of Conduct as well as the school's contract signed by parents in the beginning of each school year. The system includes classroom discipline plan put in place by each teacher. Students who violate classroom and/or school rules are first handled by the teacher before escalating to the administration. The administration is in place to help support the teachers and enforce the Code of Student Conduct as needed.

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

All students have access to meet with not only their teachers, but administrators and the school's program specialist. The staff members mentioned are qualified to assist all students with any social-emotional needs as well as are able to guide them appropriately in their academic and behavioral growth. Our program specialist evaluates case by case and makes sure that all students are receiving proper services.

Early Warning Systems

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

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

The school's early warning system include the following:
 Students who's attendance is below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
 Students who have received one or more suspensions, whether in school or out of school.
 Students who have failed a course in English Language Arts or Mathematics.
 Students who have a Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

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	6	7	8	
Attendance below 90 percent	5	0	0	1	3	2	1	4	3	19
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	2	1	3	2	1	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	5	10	0	0	3	3	21

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	6	7	8	
Students exhibiting two or more indicators	7	2	3	8	14	2	1	7	6	50

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

The school is using Reading Plus and Accelerated Reader as support of our Reading program. We use Voyager as our Reading Intervention for students in need of intervention. The school uses the state adopted Go Math Florida textbook series for all grades to ensure alignment of standards and to ensure that students are meeting those standards.

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

The school has established a successful Parent Teacher Organization. The PTO serves many roles throughout the school in collaboration with the school's administrative team. The PTO is responsible for creating opportunities for parents to participate in all aspects of the school. The PTO organizes monthly meetings with parents to discuss topics like Scholastic Book Fairs, science fairs, talent shows, Lunch Bunch sessions, classroom parent volunteers, school communication, parents training specific to how to better help your child in school, and fundraising opportunities. The school has an open door policy. Each teacher has his or her own webpage where all relevant information is posted and monitored by the teacher. Parents have access to the MDCPS Parent and Student Portal to view grades and the students' progress. Teachers are available to meet and discuss particulars with parents in the mornings and afternoons. In addition, as data becomes available, data chats are had with students and information is sent home to the parents regarding the students' performance on those assessments.

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

Ben Gamla holds regularly scheduled EESAC meetings quarterly in order to discuss overall school improvement efforts. The ESSAC is comprised of community members that bring to the table various view points that assist the school in working towards those goals. School information is also shared with the community through the avenue of these representatives. The school has partnered with various community business in support of different educational and school related activities. Sponsorships have been established and continue to exist with local business.

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
braceras, katherine	Teacher, K-12
Baca, Jose	Principal
Matters, Myra	Teacher, K-12
Preshong, Alina	Teacher, K-12
Pulido, Anais	SAC Member

Duties

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

The School Leadership Team is comprised of an administrator and classroom teachers. Teachers on the Leadership Team represent various grade levels to ensure that equal representation and view points are considered when discussing school improvement. Teachers from early elementary are represented by a kindergarten teacher, the elementary grades are represented by a third grade and fourth grade teacher, and the middle school grades are represented by a middle school science teacher.

Each member of the leadership team plays a key role in the decision making process regarding school improvement. Each member has a responsibility to represent the interests and concerns of their respective group. After school improvement discussion with the administrative team, each teacher must meet with a group of teachers to disseminate information and collect feedback for further discussions.

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

School Advisory Council (SAC)**Membership**

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

Name	Stakeholder Group
Anais Pulido	Teacher
Alicia Morgado	Parent
Andrea Rubine	Business/Community
Dana Miller	Teacher
Jeffery Rubens	Parent
Jose L. Baca	Principal
Mirtha Martinez	Education Support Employee
Shelly Rauchwerger	Teacher
Judi Camner	Student
Yandry Intriago	Student
Melissa Wall	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

Each member of the EESAC was given a copy of the School Improvement Plan during the first meeting and we discussed the goals and strategies in order to achieve each of the goals. The EESAC discussed ideas from each of the members' perspective on how the EESAC can assist in meeting the goals.

Development of this school improvement plan

SAC meets four times a year where we discuss and review the SIP, Data, and School Performance. Members discuss what is the best plan of action to improve students achievement and school performance.

Preparation of the school's annual budget and plan

The school's ESP prepares the annual budget plan in collaboration with the school's administration's recommendations.

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

The SAC team uses funds for professional development and after school tutoring stipends for the teachers.

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
Baca, Jose	Principal
braceras, katherine	Teacher, K-12
Matters, Myra	Teacher, K-12
Preshong, Alina	Teacher, K-12
Pulido, Anais	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The school's Literacy Leadership Team will promote literacy within the school by monitoring student progress by analyzing all available data and adapting instruction as needed. This will help create a sense of accomplishment as teachers and students will begin to see successes rather than struggles. This positive impact in learning success will in turn create a heightened sense of accomplishment. The LLT will implement and monitor the use of Reading Plus and Accelerated Reader as supplemental resources. The LLT will implement a reward system for students who demonstrate success in meeting the reading goals. Student will participate in school wide reading activities that are designed to promote literacy. In addition, the school along with the PTO will schedule the Scholastic Book Fair and correlate reading theme activities during such events.

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

Ben Gamla is small community type school. Many of the teachers have worked together for over twenty years yielding positive working relationships almost by default. All new teachers are welcomed to our school and have little to no hesitation incorporating themselves amongst the faculty and staff at Ben Gamla. The school strives to have positive and open lines of communication with all teachers. The school strives to make sure that all teachers feel appreciated and supported for their efforts. The school makes every effort to create common planning times for all teachers to allow teachers to network and build better relationships of support. Teachers are provided opportunities to do peer observations and discuss those observations with administration as well as the teacher.

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

The school offers compensation and benefits equal to that of traditional public schools. The principal, when needed, solicits referrals from current employees. The principal, when needed, solicits referrals from administrative colleagues. The administrative team provides individualized support for all teachers. The administrative team focuses attention on retaining highly qualified teachers as well as teachers certified-in-field by offering them the individualized support, through a successful mentoring program, ensuring support from the school's parent teacher organization, open lines of communication, and professional development opportunities.

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

Our school ensures that beginning teachers are paired with experienced teachers within the same grade level to provides support and guidance on topics such as lesson planning, curriculum integration, and differentiated instruction. Currently the school has four new teachers on staff. A new kindergarten teacher is paired with an experienced kindergarten teacher. Their rooms are side by side in order for them to communicate and share resources. A new second grade teacher is also paired with an experienced second grade teacher. A new middle school science teacher is paired with last year's science teacher who is now teaching fourth grade. The experienced fourth grade teacher meets with the new teacher on a regular basis to discuss curriculum and review available resources. The fourth new teacher is a Hebrew Language teacher. She is paired with our current and experienced Hebrew Language teacher and they have common planning time.

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

The school utilizes the state adopted approved Reading and Mathematics textbooks series that are aligned to the Florida Standards. The school collects teacher lesson plans and the administrative team reviews all lesson plans for content, accuracy, appropriateness, and alignment to the Florida Standards. The administrative team conducts formal and informal observations in the form of walkthroughs in order to ensure that all teachers are on task and on target with the pacing guides and curriculum. In addition, the administrative team monitors the teachers' professional development participation and provides opportunities for teachers to share new information as it pertains to school improvement.

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

Ben Gamla uses and analysis all available student data throughout the school year to gauge student progress and tailor instruction to individual student needs through differentiated instruction. The administrative team first desegregates all available data as it is released. The data is then discussed and analysed further with each respective teacher. Discussion are held with regards to the data and its implications as it pertains to student achievement. The results of that data are then compared to the classroom benchmarks and strategies being implemented to gauge effectiveness. If modifications need to be made as evident of the resulting data, the teacher then reconfigures student groups as needed and works to align the lesson plans to meet those needs. After reviewing the data with the administrative team, the teacher then has data chats with the students. This is a great opportunity for the students to take ownership of their success. The results of the data are then communicated with the parents as well as any changes to instruction that take place with the student.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,340

Teachers will identify students needing additional support and offer them after school tutoring 3 times a week for 60 mins starting January through April.

Strategy Rationale

Students identified as needing additional support will greatly benefit of additional time with a teacher in a small group setting with specific targeted benchmarks.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Baca, Jose, josebaca@dadeschools.net

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

Students are given a pre and post-test to by the teacher to measure the effectiveness of the tutoring program and to gauge what benchmarks need to be targeted. Teachers then do maintenance benchmark assessments to assure that each one is being mastered or that progress in made.

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

In order to facilitate a smooth transition for preschool children entering into kindergarten, the school schedules an orientation night for all new parents. All kindergarten teachers are present along with

the administrative team and the school's PTO representatives. Parents and students are given a tour of the school and welcomed into their awaiting classroom. Teachers plan a welcome activity for the children in a effort to minimize the unfamiliarities of the new school. Teachers discuss with parents such things as classroom rules and procedures, grade level expectations, and general curriculum guidelines.

Outgoing cohorts of students are given the opportunity to explore their educational options prior to the closing of the school year. Students are given information regarding possible educational programs for high school. Students have an opportunity to review their grades and credits so that they are aware of the transition into high school. The administrative team facilitates reference or recommendation letter for students applying to magnet programs and provides assistance and support in completing the required documentation as well as meeting the deadlines.

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.** Our goal is to increase student achievement by improving differentiated instruction in all core instruction.
- G2.** Our goal is to use the Early Warning Systems to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement.
- G3.** Our goal is to increase student achievement in the area of STEM by providing students with more hands on real world science and mathematics activities.
- G4.** Our goal is to build stronger family and community involvement in all aspects of school programs and activities by assisting parents in supporting 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. Our goal is to increase student achievement by improving differentiated instruction in all core instruction. 1a

G047415

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	55.0
AMO Math - All Students	50.0

Resources Available to Support the Goal 2

- Highly Qualified Personnel
- Web Based Reading Programs
- Interim Assessment Data
- District Adopted Reading Materials
- Reading Plus
- Accelerated Reader

Targeted Barriers to Achieving the Goal 3

- An identified barrier is that currently teachers have a limited working knowledge of how to effectively and consistently implement differentiated instruction in Reading, Mathematics, Science, and Social Studies. This barrier also includes the complexity and diversity of strategies as it pertains to the different subject matters as techniques for differentiated instruction vary slightly from subject to subject.

Plan to Monitor Progress Toward G1. 8

Informative and Formative observation data by classroom walkthrough observations.

Person Responsible

Jose Baca

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher Observations (informal and formal)

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

G049711

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	
One or More Suspensions	
Students exhibiting two or more EWS indicators (Total)	
Level 1 - All Grades	

Resources Available to Support the Goal 2

- MDCPS Code of Student Conduct
- Attendance Policies
- Student Progression Plan
- Attendance Bulletins

Targeted Barriers to Achieving the Goal 3

- Students have limited resources and information on not only the Student Code of Conduct and Attendance Policies which hold an important role in their academic achievement, but also on the standards required for them to succeed academically in each subject.

Plan to Monitor Progress Toward G2. 8

Student reports and data records of parents and student communication.

Person Responsible

Jose Baca

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in records, communication chat logs, student data reports and teacher observations.

G3. Our goal is to increase student achievement in the area of STEM by providing students with more hands on real world science and mathematics activities. 1a

G049712

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	
AMO Math - All Students	50.0

Resources Available to Support the Goal 2

- State Adopted Mathematics and Science textbook series
- Science Fair
- Science lab materials and equipment

Targeted Barriers to Achieving the Goal 3

- Students have little to no prior experience in developing and designing a scientific experiment design.

Plan to Monitor Progress Toward G3. 8

The school along with teachers will review and monitor progress in order to establish effectiveness towards meeting the goals. Data will be reviewed and adjustments will be made as needed in order to meet the needs of the students and move towards meeting our goal.

Person Responsible

Jose Baca

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence will be in the form of student reports and academic records and teacher observation notes.

G4. Our goal is to build stronger family and community involvement in all aspects of school programs and activities by assisting parents in supporting student achievement. 1a

G049713

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	50.0
AMO Reading - All Students	55.0

Resources Available to Support the Goal 2

- District Gradebook
- School's Website
- School communications
- Parent Teacher Organization
- Teachers and Administrators

Targeted Barriers to Achieving the Goal 3

- A lack or limited parental involvement may relate to parents working full time jobs, school activities planned conflict with the parents' schedule, and a lack of understanding of the positive effects their support has on overall student achievement.

Plan to Monitor Progress Toward G4. 8

Progress towards goal will monitored by parental participation in school wide events.

Person Responsible

Jose Baca

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence will be in the form of event 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. Our goal is to increase student achievement by improving differentiated instruction in all core instruction.


1

 G047415

G1.B1 An identified barrier is that currently teachers have a limited working knowledge of how to effectively and consistently implement differentiated instruction in Reading, Mathematics, Science, and Social Studies. This barrier also includes the complexity and diversity of strategies as it pertains to the different subject matters as techniques for differentiated instruction vary slightly from subject to subject. **2**

 B124463

G1.B1.S1 Students will work in small groups to encourage the use of newly learned computer and curricular materials through differentiated instruction. Cooperative Learning activities using LAFS. Students will have opportunities to complete individualized instruction through Reading Plus, small guided groups and the district approved core Reading series. **4**

 S136366

Strategy Rationale

Students need different types of strategies to target any and all deficiencies in which they are lacking in reading to succeed in all core subjects.

Action Step 1 **5**

Classroom instruction will show evidence of cooperative learning activities using LAFS in a differentiated learning setting.

Person Responsible

Anais Pulido

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Action Step 2 5

Classroom Focus Wall (Objectives, targets, group work) must be updated weekly to show core instructional adaptations.

Person Responsible

Anais Pulido

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walk Through observation notes will be used to record weekly observations.

Action Step 3 5

We will collect data from our Computer Based program, Reading Plus & Accelerated Reader

Person Responsible

Jose Baca

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student reports generated by Reading Plus and Accelerated Reader.

Action Step 4 5

The school will provide after school tutoring opportunities for all students identified.

Person Responsible

Jose Baca

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

After school tutoring attendance logs

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

Observations will be conducted weekly and recorded on file.

Person Responsible

Jose Baca

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom walk throughs and formal observations will follow-up with suggested means of improvement.

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

Reports will be collected for all classrooms.

Person Responsible

Anais Pulido

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Reading Plus, Accelerated Reader, Staff observations, staff data chats.

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

Teacher observations of classroom delivery and implementation of strategies suggested.

Person Responsible

Jose Baca


Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observations and Interim Assessment Data

G1.B1.S2 Implement evidence-based differentiated instruction across the curriculum to include mathematics, science and social studies. 4

 S136367

Strategy Rationale

Evidence based differentiated instructional strategies will help all students across all subject areas.

Action Step 1 5

The math and science teachers will use state adopted math and science materials and curriculum to ensure that differentiated instruction is integrated across the core subjects to include mathematics, science, and social studies.

Person Responsible

katherine braceras

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observations and walkthrough reports of observations.

Action Step 2 5

Administrators will organize peer observations to ensure that all grade level differentiated techniques are integrated across the curriculum to include mathematics, science, and social studies.

Person Responsible

Jose Baca

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administrators will collect peer observations and follow up with data chats.

Action Step 3 **5**

Math and Science teachers will start math and science clubs that emphasize math skills through competitions, real world hands-on science experiments, and enhancing their scientific method knowledge through differentiated activities.

Person Responsible

katherine braceras

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agenda and sign in sheets will be collected for each club meeting.

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

The administration team will conduct walkthrough observations.

Person Responsible

Jose Baca

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The administration will walkthrough observation notes.

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

The lead math and science teachers will conduct detailed math and science observations to ensure that the MAFS and FCAT Science standards are being taught effectively and that differentiated instruction is being used effectively.

Person Responsible

katherine braceras

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data chats will be conducted as well as walk through observations.

G2. Our goal is to use the Early Warning Systems to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement. 1

G049711

G2.B1 Students have limited resources and information on not only the Student Code of Conduct and Attendance Policies which hold an important role in their academic achievement, but also on the standards required for them to succeed academically in each subject. 2

B124490

G2.B1.S1 Provide parents with explicit information and schedule meetings during flexible hours and through a variety of sources (websites, parent nights, etc) to provide comprehensive understanding of attendance requirements as it pertains to student achievement. 4

S136395

Strategy Rationale

Once parents and students are aware and understand the strategies, rules, and regulations, implementation of policies and procedures will be successful.

Action Step 1 5

The school will hold informational meetings on attendance and behavior procedures to ensure that all parents and students understand all requirements.

Person Responsible

Jose Baca

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in sheets of meetings and agendas

Action Step 2 5

The school will use technology to deliver all available informational updates on requirements to parents via email and the school's website.

Person Responsible

Jose Baca

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Copies of emails and parent notifications will be kept on file as well as an website archive.

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

Providing students with counseling as well as encourage parental involvement in this process.

Person Responsible

Jose Baca

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, agendas, student reports

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

We will ensure that all district and state updates are delivered to students and information and guidance is quickly and effectively put to practice.

Person Responsible

Jose Baca

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

All information sent to the school as per the district or state, will be explained to parents and students. recorded minutes, agendas, and sign in sheets will be kept of all meetings.

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

Attendance in meetings and follow up chats with Leadership Team will be held

Person Responsible

Jose Baca


Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student and parents sign-in sheets, minutes, data chats

G2.B1.S2 Provide students with information on the district and state academic updates. 4

 S136396

Strategy Rationale

Students will have a better understanding of why and how pacing guides are being used and what benchmarks are being taught. This will allow them to apply strategies learned in class to all assignments.

Action Step 1 5

Teachers will educate students on how to use any district and state academic updates such as LAFS, MAFS, and any additional requirements that can affect their academic achievement.

Person Responsible

Jose Baca

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans will indicate changes, grade level chats and data chats

Action Step 2 5

All academic updates will be put in practice through differentiated learning groups and in all subject pertaining to the change/updates.

Person Responsible

Jose Baca

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, evidence of group work, focus walls

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

Walk throughs and Formal Observations

Person Responsible

Jose Baca

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walkthrough observation notes.

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

Meetings with staff and teachers will be held to follow up on observations so that academic changes can be made to ensure achievement in targeted areas.

Person Responsible

Jose Baca

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data chats, observation follow ups, and student reports

G3. Our goal is to increase student achievement in the area of STEM by providing students with more hands on real world science and mathematics activities. 1

G049712

G3.B1 Students have little to no prior experience in developing and designing a scientific experiment design. 2

B127440

G3.B1.S1 Teachers will expose students to a variety of opportunities designed to teach and develop skills for students in relation to the scientific process. Teachers will integrate mathematics based applications within the science inquiry based models. 4

S139687

Strategy Rationale

Students will be able to apply all principles of the scientific method to their experimental designs and transfer those skills to real world experiences.

Action Step 1 5

STEM related resources and updates will be provided to all teachers. Teachers will design and implement lesson that provide students additional opportunities to participate in STEM related activities to include science and mathematics.

Person Responsible

katherine braceras

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence will be available through teachers' lesson plans. Further evidence will be the students participation in science and mathematics STEM related activities and participation in the school's science fair.

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

STEM related experiences will be monitored by classroom observations and follow up discussions with students and teachers.

Person Responsible

Jose Baca

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence will be produced by classroom observation notes and formal observation data.

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

Administrators and teachers will monitor effectiveness by classroom based assessments and level of participation in the school's science fair.

Person Responsible

katherine braceras

Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Results from classroom based assessments and participation in school's science fair.


G4. Our goal is to build stronger family and community involvement in all aspects of school programs and activities by assisting parents in supporting student achievement. 1

 G049713

G4.B1 A lack or limited parental involvement may relate to parents working full time jobs, school activities planned conflict with the parents' schedule, and a lack of understanding of the positive effects their support has on overall student achievement. 2

 B124637

G4.B1.S1 The school will provide working parents opportunities to participate in school wide activities by planning events at different times throughout the school year. 4

 S136569

Strategy Rationale

Planning events at various time frames throughout the school year will provide working parents various opportunities to participate in events they otherwise would not be able to attend.

Action Step 1 5

The school will facilitate parents by planning school wide activities at varying times throughout the school year.

Person Responsible

Jose Baca

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence will take the form of school wide calendar of activities, parent sign in sheets, and level of completion of parent volunteer hour requirements.

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

The school will work with the PTO to ensure that all feedback from parents and community members are considered when planning future events. The school will monitor sign in sheets to ensure optimal participation in school wide events.

Person Responsible

Jose Baca

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence will be in the form of meeting agendas with the PTO, parent sign in sheets, and level of participation in school wide activities.

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

Overall parental participation in the various events scheduled at varying times.

Person Responsible

Jose Baca

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence will be in the form of analyzing the sign in sheets to determine if changes to the scheduled events yields a high level of parent participation.

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	Classroom instruction will show evidence of cooperative learning activities using LAFS in a differentiated learning setting.	Pulido, Anais	8/18/2014		6/5/2015 weekly
G1.B1.S2.A1	The math and science teachers will use state adopted math and science materials and curriculum to ensure that differentiated instruction is integrated across the core subjects to include mathematics, science, and social studies.	braceras, katherine	8/18/2014	Observations and walkthrough reports of observations.	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	The school will hold informational meetings on attendance and behavior procedures to ensure that all parents and students understand all requirements.	Baca, Jose	8/18/2014	Sign in sheets of meetings and agendas	6/5/2015 semiannually
G2.B1.S2.A1	Teachers will educate students on how to use any district and state academic updates such as LAFS, MAFS, and any additional requirements that can affect their academic achievement.	Baca, Jose	8/18/2014	Lesson plans will indicate changes, grade level chats and data chats	6/5/2015 annually
G3.B1.S1.A1	STEM related resources and updates will be provided to all teachers. Teachers will design and implement lesson that provide students additional opportunities to participate in STEM related activities to include science and mathematics.	braceras, katherine	8/18/2014	Evidence will be available through teachers' lesson plans. Further evidence will be the students participation in science and mathematics STEM related activities and participation in the school's science fair.	6/5/2015 monthly
G4.B1.S1.A1	The school will facilitate parents by planning school wide activities at varying times throughout the school year.	Baca, Jose	8/18/2014	Evidence will take the form of school wide calendar of activities, parent sign in sheets, and level of completion of parent volunteer hour requirements.	6/5/2015 annually
G1.B1.S1.A2	Classroom Focus Wall (Objectives, targets, group work) must be updated weekly to show core instructional adaptations.	Pulido, Anais	8/18/2014	Walk Through observation notes will be used to record weekly observations.	6/5/2015 weekly
G1.B1.S2.A2	Administrators will organize peer observations to ensure that all grade level differentiated techniques are integrated across the curriculum to include mathematics, science, and social studies.	Baca, Jose	8/18/2014	Administrators will collect peer observations and follow up with data chats.	6/5/2015 quarterly
G2.B1.S1.A2	The school will use technology to deliver all available informational updates on requirements to parents via email and the school's website.	Baca, Jose	8/18/2014	Copies of emails and parent notifications will be kept on file as well as an website archive.	6/5/2015 weekly
G2.B1.S2.A2	All academic updates will be put in practice through differentiated learning groups and in all subject pertaining to the change/updates.	Baca, Jose	8/18/2014	Lesson plans, evidence of group work, focus walls	6/5/2015 weekly
G1.B1.S1.A3	We will collect data from our Computer Based program, Reading Plus & Accelerated Reader	Baca, Jose	8/18/2014	Student reports generated by Reading Plus and Accelerated Reader.	6/5/2015 quarterly
G1.B1.S2.A3	Math and Science teachers will start math and science clubs that emphasize math skills through competitions, real world hands-on science experiments, and enhancing their scientific method knowledge through differentiated actives.	braceras, katherine	8/18/2014	Agenda and sign in sheets will be collected for each club meeting.	6/5/2015 monthly
G1.B1.S1.A4	The school will provide after school tutoring opportunities for all students identified.	Baca, Jose	8/18/2014	After school tutoring attendance logs	6/5/2015 semiannually
G1.MA1	Informative and Formative observation data by classroom walkthrough observations.	Baca, Jose	8/18/2014	Teacher Observations (informal and formal)	6/5/2015 weekly
G1.B1.S1.MA1	Teacher observations of classroom delivery and implementation of strategies suggested.	Baca, Jose	8/18/2014	Observations and Interim Assessment Data	6/5/2015 weekly
G1.B1.S1.MA1	Observations will be conducted weekly and recorded on file.	Baca, Jose	8/18/2014	Classroom walk throughs and formal observations will follow-up with suggested means of improvement.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA2	Reports will be collected for all classrooms.	Pulido, Anais	8/18/2014	Reading Plus, Accelerated Reader, Staff observations, staff data chats.	6/5/2015 monthly
G1.B1.S2.MA1	The lead math and science teachers will conduct detailed math and science observations to ensure that the MAFS and FCAT Science standards are being taught effectively and that differentiated instruction is being used effectively.	braceras, katherine	8/18/2014	Data chats will be conducted as well as walk through observations.	6/5/2015 quarterly
G1.B1.S2.MA1	The administration team will conduct walkthrough observations.	Baca, Jose	8/18/2014	The administration will walkthrough observation notes.	6/5/2015 weekly
G2.MA1	Student reports and data records of parents and student communication.	Baca, Jose	8/18/2014	Sign in records, communication chat logs, student data reports and teacher observations.	6/5/2015 quarterly
G2.B1.S1.MA1	Attendance in meetings and follow up chats with Leadership Team will be held	Baca, Jose	8/18/2014	Student and parents sign-in sheets, minutes, data chats	6/5/2015 quarterly
G2.B1.S1.MA1	Providing students with counseling as well as encourage parental involvement in this process.	Baca, Jose	8/18/2014	Sign in sheets, agendas, student reports	6/5/2015 quarterly
G2.B1.S1.MA2	We will ensure that all district and state updates are delivered to students and information and guidance is quickly and effectively put to practice.	Baca, Jose	8/18/2014	All information sent to the school as per the district or state, will be explained to parents and students. recorded minutes, agendas, and sign in sheets will be kept of all meetings.	6/5/2015 annually
G2.B1.S2.MA1	Meetings with staff and teachers will be held to follow up on observations so that academic changes can be made to ensure achievement in targeted areas.	Baca, Jose	8/18/2014	Data chats, observation follow ups, and student reports	6/5/2015 monthly
G2.B1.S2.MA1	Walk throughs and Formal Observations	Baca, Jose	8/18/2014	Walkthrough observation notes.	6/5/2015 monthly
G3.MA1	The school along with teachers will review and monitor progress in order to establish effectiveness towards meeting the goals. Data will be reviewed and adjustments will be made as needed in order to meet the needs of the students and move towards meeting our goal.	Baca, Jose	8/18/2014	Evidence will be in the form of student reports and academic records and teacher observation notes.	6/5/2015 monthly
G3.B1.S1.MA1	Administrators and teachers will monitor effectiveness by classroom based assessments and level of participation in the school's science fair.	braceras, katherine	8/18/2014	Results from classroom based assessments and participation in school's science fair.	6/5/2015 monthly
G3.B1.S1.MA1	STEM related experiences will be monitored by classroom observations and follow up discussions with students and teachers.	Baca, Jose	8/18/2014	Evidence will be produced by classroom observation notes and formal observation data.	6/5/2015 monthly
G4.MA1	Progress towards goal will monitored by parental participation in school wide events.	Baca, Jose	8/18/2014	Evidence will be in the form of event sign in sheets.	6/5/2015 semiannually
G4.B1.S1.MA1	Overall parental participation in the various events scheduled at varying times.	Baca, Jose	8/18/2014	Evidence will be in the form of analyzing the sign in sheets to determine of changes to the scheduled events yields a high level of parent participation.	6/5/2015 semiannually
G4.B1.S1.MA1	The school will work with the PTO to ensure that all feedback from parents and community members are considered when planning future events. The school will monitor sign in sheets to ensure optimal participation in school wide events.	Baca, Jose	8/18/2014	Evidence will be in the form of meeting agendas with the PTO, parent sign in sheets, and level of participation in school wide activities.	6/5/2015 semiannually

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. Our goal is to increase student achievement by improving differentiated instruction in all core instruction.

G1.B1 An identified barrier is that currently teachers have a limited working knowledge of how to effectively and consistently implement differentiated instruction in Reading, Mathematics, Science, and Social Studies. This barrier also includes the complexity and diversity of strategies as it pertains to the different subject matters as techniques for differentiated instruction vary slightly from subject to subject.

G1.B1.S1 Students will work in small groups to encourage the use of newly learned computer and curricular materials through differentiated instruction. Cooperative Learning activities using LAFS. Students will have opportunities to complete individualized instruction through Reading Plus, small guided groups and the district approved core Reading series.

PD Opportunity 1

Classroom instruction will show evidence of cooperative learning activities using LAFS in a differentiated learning setting.

Facilitator

Anais Pulido

Participants

All K-8 Reading Teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

G2. Our goal is to use the Early Warning Systems to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement.

G2.B1 Students have limited resources and information on not only the Student Code of Conduct and Attendance Policies which hold an important role in their academic achievement, but also on the standards required for them to succeed academically in each subject.

G2.B1.S1 Provide parents with explicit information and schedule meetings during flexible hours and through a variety of sources (websites, parent nights, etc) to provide comprehensive understanding of attendance requirements as it pertains to student achievement.

PD Opportunity 1

The school will hold informational meetings on attendance and behavior procedures to ensure that all parents and students understand all requirements.

Facilitator

Jose L. Baca

Participants

Parents and Students

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: Our goal is to increase student achievement by improving differentiated instruction in all core instruction.	1,245
Grand Total	1,245

Goal 1: Our goal is to increase student achievement by improving differentiated instruction in all core instruction.

Description	Source	Total
B1.S1.A4 - School Improvement Funds will be used to pay for teacher's after school tutoring time.	School Improvement Funds	1,245
Total Goal 1		1,245