

Winston Park K 8 Center



2014-15 School Improvement Plan

Winston Park K 8 Center

13200 SW 79TH ST, Miami, FL 33183

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

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

75%

Alternative/ESE Center

No

Charter School

No

Minority

94%

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>.

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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

The mission of Winston Park K-8 Center is to create a fair and equitable learning environment in which all students strive for personal and academic excellence in a "family centered" atmosphere as they develop skills to become lifelong learners and successful participants in a global community.

Provide the school's vision statement

Winston Park K-8 Center successfully educates and prepares students from multicultural backgrounds to make economic, political, moral and social decisions that will positively impact the future.

School Environment

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

Winston Park K-8 Center is located in a suburban multiethnic community and serves 1,308 students in grades Pre-K to 8 of which 91.2 percent are Hispanic, 5.3 percent are White, 1.8 percent are Black and 1.8 percent report themselves as Other. The school staff of 121 full time and 35 part time members reflects the cultural makeup of the student population. Prior to the opening of school the staff opens the school for the parents and students for a meet and greet orientation and establishes phone contact with every student. Parents are able to visit the classrooms during the first three days of the school year and teachers establish electronic communication with all students through district established internet technology or smart phone applications. Every teacher mentors a group of students, supervising their academic progress and emotional well-being, contacting parents and establishing support when necessary. Through a variety of student centered activities and programs the school provides a secure environment for students to interact and develop sound values and interpersonal skills.

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

The staff of the school plans and implements a series of events to create a welcoming, inclusive environments for the students that include "meet and greet" orientation sessions and individual phone contact prior to the opening of the school year, as well as daily electronic communication between teachers, students and parents. During the first three weeks of the school year all students participate in assemblies with administration, teachers and counselors to review expectations and procedures. Counselors conduct separate homeroom presentations on bullying and teachers review the district's Student Code of Conduct which emphasizes student responsibilities that help maintain a safe learning environment at their school. A variety of clubs and sports activities, as well as the school-run After School/Before School Care Program, offer students a supervised environment to continue to develop academic, athletic and artistic talents. In addition, the school's Student Government Association chapter offers students opportunities to participate and initiate practices that help create a school climate of safety and respect for all stakeholders.

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

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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

Every teacher at the school performs a mentoring role for their homeroom students which number between 18 and 25 children. The teachers monitor for early warning signs as well as the development of the social and emotional needs of their targeted students. When necessary, teachers refer students to the appropriate student services program.

Through general presentations and individual or group counseling the three school counselors assist students in the developmental acquisition of knowledge and skills that will help them reach their academic, personal/social, health and career/community potential. More specifically, the counselors provide a character value program based on the district's Code of Student Conduct through classroom presentations and individual recognition of exemplary behavior. During the first month of the school year, they provide classroom presentations on Peer Pressure, Bullying and Harassment as well as Cyberbullying and Internet Safety and Sexting.

Throughout the year the counselors conduct guidance sessions in the classroom as well as small group counseling sessions to assist students at various developmental stages in developing lifelong skills, e.g., study skills, problem solving, decision making, goal setting. When necessary the counselors provide individual counseling sessions to help students deal with crisis intervention, transitional issues, and personal/ and family concerns.

The school implements the D.A.R.E. (Drug Abuse Resistance Education) Curriculum in grade 5. A mutual project of the Miami-Dade Police Department and the Miami-Dade County Public Schools this program is designed to equip pre-teens with the skills to improve self-esteem and avoid using harmful drugs.

The school staff is trained on the warning signs as well as proper procedures for reporting suspected child abuse and suicidal ideation. The Crisis Hotline is utilized by school staff for case consultation and the reporting of crisis incidents.

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

All students exhibiting early warning signs are targeted for intervention. The previous school year's attendance (absences, tardies, early dismissals), academic (course failures/retention), and suspension data are analyzed by administration, counselors, grade level chairs and team leaders to

identify targeted students. The following early warning indicators are tracked during the school year: Attendance below 90 percent, one or more suspension, course failure in ELA or Math, more than one course failure, retentions, and level 1 on statewide assessments.

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	19	11	4	6	3	3	1	3	4	54	
One or more suspensions	0	0	0	0	0	0	0	5	4	9	
Course failure in ELA or Math	8	12	5	1	1	1	0	7	3	38	
Level 1 on statewide assessment	0	0	0	10	8	9	10	13	5	55	

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

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

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

The following interventions are implemented to improve the academic performance of students identified by the early warning system:

- Attendance is analyzed on a weekly basis and addressed through incremental steps to increase instructional time on task (teacher home contact, counselor student/parent meeting, parent/administration meeting).
- Counselors and teachers monitor academic performance and schedule conferences with parents and group counseling with students.
- Teachers utilize Differentiated Instruction (DI) and small group instructions on a daily basis to address academic deficiencies of targeted students.
- Students are placed in Progress Monitoring, teachers and student services personnel assign targeted students to Reading and Math interventions through Rtl, Intensive Courses, and tutorials.
- Teachers assign and monitor student participation and progress in research based computer programs that remediate deficiencies.
- Counselors meet with small groups to address and support students with previous retentions.
- Teachers, coaches and administrators analyze assessment data to monitor progress and adjust intervention rosters.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

The target for our school is to have at least 50% of eligible members enroll in our Parent Teacher Student Association (PTSA).

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

Winston Park K-8 Center endeavors to strengthen its partnership with the community throughout the year. Monthly meetings with the Parent Teacher Student Association (PTSA) and the Educational Excellence School Advisory Council (EESAC) create an ongoing dialogue which allows for collaborative planning for parent and student programs/events and opportunities to participate in decision making in a non-threatening atmosphere. Through this collaborative design, which stresses communication among all stakeholders, the school successfully achieved its academic goals during the school year 2013-2014 and will continue to assess and improve its performance for the current school year of 2014-2015. Winston Park K-8 Center involves parents in the planning and implementation of the Title I Program and extends an open invitation to the school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. The goal is to increase parental engagement/involvement through developing (with on-going parental input) the school's Title I School-Parent Compact (for each student); the school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. The school conducts informal parent surveys to determine specific needs of parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate the parents' schedule as part of the school's goal to empower parents and build their capacity for involvement.

The PTSA has over 1,000 members and has raised over \$70,000 to assist the school. These funds have been utilized to purchase interventionists, mobile computer labs, and outdoor playground equipment. The school hosts annual activities which include, but are not limited to, FCAT Parent Nights, Curriculum Fair, weekly school tours, Red and Black Day, holiday shows, Harvest Festival, and Reading Under the Stars. Strong business partnerships exist with multiple organizations in the community including Publix, Papa John's, Target, Super Wheels, John Hancock Financial Network, Juiceblendz, the University of Miami Pediatric Van and the Children's Psychiatric Center.

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
Pelletier, Raquel	Principal
Anton, Maria	Assistant Principal
Llama, Marlene	Instructional Coach
Martinez, Ivette	Assistant Principal
Robinson, Carl	Assistant Principal

Duties

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

The members of the School Leadership Team meet on a weekly basis to discuss instructional practices and establish goals. Led by the principal, the team members reach consensus to set timelines and allocate resources. The principal designates specific responsibilities and task assignments. Each team member then implements and supervises activities for their area of responsibilities.

Team members' areas of responsibilities include instructional rounds, assessment/testing programs and data analysis, professional development/professional learning support team, grade level/department meetings, interventions and student progress monitoring.

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 School Leadership Team utilizes the Florida Continuous Improvement Model to develop the School Action Plan/School Improvement Plan (SIP). The SIP sets the school's academic and behavioral goals for the year and describes the strategies the school plans to implement to meet those goals.

Through the development of the SIP, the School Leadership Team identifies and analyzes research based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; utilize the early warning system to provide early intervention services for "at risk" students; assist in the design and implementation for progress monitoring, data collection, and data analysis; maintain an inventory of curricular, personnel and technology resources; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. On a quarterly basis the School Leadership Team guides the teachers and counselors in an analysis of progress and re-designs the SIP to address findings.

Other components that are integrated into the schoolwide program are special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Title funds are used to secure instructional resources to meet the needs of all students and maximize desired student outcome. Title III funds are used to provide English Language Learners supplemental instruction through tutoring programs utilizing research based reading materials. In addition, a Middle School Enrichment grant funds a homework assistance program for all students in Grades 6 through 8.

The members of the School Leadership Team serve on the MTSS Leadership Team and use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year. The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with

effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings take place once a month.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sherry Maer	Business/Community
Raquel Pelletier	Principal
Janet Maldonado	Teacher
Helen Febles	Teacher
Steve Coiras	Teacher
Patricia Guzman	Teacher
Monica Diaz	Teacher
Sandra Romero	Teacher
Beatriz Rojas	Education Support Employee
Ernesto Aguiar	Parent
Oscar Carbajal	Parent
Valerie Coto	Parent
Patricia Johnson	Parent
Aileen Joslin	Parent
Jeanine Fernandez	Parent
Dora Daly	Parent
Tiffany Fernandez	Student

Duties

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

Evaluation of last year's school improvement plan

Every grade level and department evaluated the 2013-2014 SIP, analyzed data, and recommended changes. Results were discussed at a faculty meeting and presented to the EESAC. In September of 2014, the leadership team, analyzed and reevaluated the 2013-2014 SIP to determine effectiveness of strategies as part of the development process of the new SIP.

Development of this school improvement plan

At the end of the 2013-2014 school year, the SAC completed the end of year review of the 2013-2014 SIP, considered the available data and approved the suggested targets and strategies. The Council analyzed the results of the 2014 FCAT 2.0 to determine what strategies and targets for this school improvement plan are appropriate. The SAC gave final approval for 2014-2015 SIP.

Preparation of the school's annual budget and plan

School leadership prepared a needs analysis (wish list) to present to the EESAC identifying suggested expenditures for the budget. The Council reviewed this information, considered the SIP goals and determined the budget.

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

The School Advisory Council funds were used to enhance the language arts, math, science, and technology instructional programs. \$1999 of SAC funds were allocated for educational software, \$700 were allocated for BUILT Academy's Green City Module Kits, and \$300 for print materials needed for the BUILT Academy's publishing curricular component.

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
Pelletier, Raquel	Principal
Anton, Maria	Assistant Principal
Llama, Marlene	Instructional Coach
Martinez, Ivette	Assistant Principal
Robinson, Carl	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year is to promote literacy with all stakeholders, as well as assist with the implementation of the Common Core Standards and the Reading series, McMillan/McGraw-Hill Wonders! The team will work with the staff to ensure all reading and content teachers receive professional development on the programs. The principal will work closely with the LLT and grade level/department chairperson to assess student needs. The team will analyze student assessments throughout the school year, discuss classroom observations, and target professional development needs of instructional staff. The IPEGS and School Improvement Plan will be used as resources. All stakeholders will be involved in promoting literacy throughout the school.

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

Winston Park K-8 Center strives to provide positive working relationships between teachers by providing common planning, vertical planning, team building, and outside school functions. The administration also pairs highly qualified teachers with new teachers or teachers new to the building to help them throughout the school year, and recognizes two teachers a month for outstanding service to our school.

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

The academic reputation of the school is the number one draw to recruiting and retaining highly qualified, certified-in-field teachers to the school. The professional and supportive culture established by the administrative team gives teachers the opportunity to contribute and establish ownership. The school administration maintains an open door policy and provides support through a strong mentoring program.

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

New teachers and teachers new to the building are paired with master teachers from the same grade level/department for assistance in the following areas: Parent conference, classroom observations, lesson planning, analysis of data and preparation for data chats, and best 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

The school provides students with a quality educational program with a strong academic focus delivered by well trained, state certified, and highly motivated teachers using research based programs. The staff functions under the guidance of a strong, visible, educational, and managerial leadership. The administrative team works collaboratively with a dynamic and committed Instructional Leadership Team, comprised of key classroom teachers representing all grade levels and curricular areas. In weekly grade level and monthly department meetings teachers utilize the teacher's edition, pacing guide and item specs that are aligned with the Florida Standards to plan for a rigorous instruction and fidelity of implementation.

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 Leadership Team analyzes available data, including early warning signs to identify systemic student needs. Instructional Coaches and Grade Level/Team Leaders utilize assessment results to identify students in need of differentiated instruction. Differentiated Instruction is provided through small fluid group rotations, lowest 25 percent tutorial interventions, intensive courses, before/after school tutorials, and supplemental web based instructional programs (Reading Plus, IReady, Reflex, Ticket to Read, MyONReader, Edgenuity, MobyMax, TeenBiz, Waterford, Imagine Learning, Algebra Nation).

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: 4,500

Instruction in Reading, Writing and Math will be offered for one hour three times a week for students in the ESOL Program.

Strategy Rationale

ELL students report language barrier result in limited academic support at home.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Anton, Maria, manton2@dadeschools.net

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

Interim Assessments, Teen Biz and Imagine Learning reports will be utilized to measure progress.

Strategy: After School Program

Minutes added to school year: 4,500

Provide core subjects homework assistance for secondary students.

Strategy Rationale

Low homework completion rates impacts student achievement in CORE subjects. Secondary students report limited assistance/supervision at home for homework completion

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pelletier, Raquel, pelletier@dadeschools.net

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

Analysis of Interim Progress Report and Report Card data to determine effectiveness of strategy.

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

To establish a home-school connection the school hosts "Welcome to Kindergarten" and "Meet and Greet" meetings. At these meetings the families have the opportunity to tour the school, meet teachers, and gather valuable information about our early childhood programs. To guide instruction,

the students are assessed using the CELLA (Comprehensive English Language Learning Assessment) and/or the FAIR (Florida Assessments for Instruction in Reading) to determine their English language proficiency and print/letter knowledge, as well as their level of phonological awareness/processing. The FLKRS (Florida Kindergarten Readiness Screener) is administered to measure the students' social/emotional development. All of this data will be used to plan core academic and behavioral instruction and interventions. These screening tools will be re-administered throughout the year to determine growth.

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

The school conducts informal and formal surveys to identify students' interests and incorporates results in its master schedule. Orientation sessions open to parents are conducted with each grade level to inform and review offerings and procedures for course selection. In addition, an annual Magnet School Fair as well as a field trip to the feeder High School is organized for all 8th graders and their parents. Counselors conduct presentations as well as provide materials and assistance for students and parents requesting advise/information on High School Programs. The school helps conduct and organize College Tours for students from the school's region. All students complete a Career and Education Planning course and complete a academic and career plan utilizing the Florida CHOICES program.

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

Through the creation of STEM and Fine Arts academies the school's course offerings emphasize school to careers experiences that exposes students to careers in the respective fields. The curriculum, which includes field trips, a career speaker series, as well as exposure to current applications of technologies in the various fields, is designed to help the students make the connection between current course offerings and future careers.

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

After analyzing the High School Feedback Report the school adopted the following strategies:

- Creation of STEM Academy to increase careers in the fields of Science, Technology, Engineering and Mathematics
- Implementation of a mentoring program to assist students with organizational and study skills
- Implementation of an attendance plan that emphasizes and creates work habits and responsibilities
- Implementation of a Career Education Program that requires all students to complete an academic and career plan

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To increase student achievement by identifying at-risk students through the use of the Early Warning System.
- G3.** To prepare students to be college and career ready through STEM and/or CTE initiatives and programs.
- G4.** See Title I PIP

Strategic Goals Detail

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

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

G049900

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	80.0
AMO Reading - Asian	80.0
AMO Reading - African American	70.0
AMO Reading - White	85.0
AMO Reading - Hispanic	80.0
AMO Reading - ED	77.0
AMO Reading - ELL	61.0
AMO Reading - SWD	62.0
AMO Math - All Students	83.0
AMO Math - Asian	93.0
AMO Math - African American	88.0
AMO Math - White	91.0
AMO Math - Hispanic	82.0
AMO Math - ED	81.0
AMO Math - ELL	71.0
AMO Math - SWD	65.0

Resources Available to Support the Goal 2

- Reading: McGraw-Hill Reading Wonders Series, ELA Test Item Specifications, ELA District website resources, District Pacing guides, Reading Plus, iReady, Imagine Learning, Media Center, computer labs, common planning time, Instructional Leadership Team, PTSA, EESAC, Ladders Program, tutorials, interventionists, Instructional Coaches, Ticket To Read, MyBigCampus, Remind, Edmodo, BrainPop, CPalms, and Book Adventures. Mathematics: McGraw-Hill Florida Math Series, Go Math Series, Prentice Hall Algebra Gold Series, Discovering Geometry, Math Test Item Specifications, Math District website resources, District Pacing guides, Edgenuity, iReady, Khan Academy, Moby Max, Reflex Math, Media Center, computer labs, common planning time, Instructional Leadership Team, PTSA, EESAC, Gizmos, BrainPop, Cpalms, Ladders Program, tutorials, interventionists, MyBigCampus, Remind, Edmodo, and Instructional Coaches. Science: Pearson Successnet, Florida Interactive Science, Pearson Florida Edition Foundations of Physical Science, Pearson Florida Edition Biology, Science Test Item Specifications, Science District website resources, District Pacing guides, Media Center, computer labs, common planning time, Instructional Leadership Team, PTSA, EESAC, Ladders Program, tutorials, interventionists, Instructional Coaches, CPalms, Edgenuity, Discovery Education, NBC Learn, PBS Learning, BrainPop, MyBigCampus, Remind, Edmodo, and Essential Labs. Social Sciences: McGraw-Hill Series, iCivics, FLREA, McGraw-Hill Kahoot, Brain Pop, NBC Learn, PBS, History Channel, CNN Student News, MSNBC Learn, McGraw-Hill Civics, McGraw-Hill Economics, McGraw-Hill Geography, ELA Test Item Specifications, Social Sciences District website resources, District Pacing guides, Reading Plus, Imagine Learning, Media Center, computer labs, common planning time, Instructional Leadership Team, PTSA, EESAC, Discovery Education, NBC Learn, BrainPop, CPalms, Ladders Program, tutorials, interventionists, Instructional Coaches, MyBigCampus, Remind, Edmodo, Time For Kids and Scholastic Magazines.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of the use of the Gradual Release of Responsibility Model across all content areas.

Plan to Monitor Progress Toward G1. 8

Review student data from bi-weekly assessments, District Interim assessments, and academic reports to determine student progress and effectiveness of the Gradual Release of Responsibility implementation.

Person Responsible

Raquel Pelletier

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

FSA data, EOC data, Coach logs, lesson plans, instructional round notes, classroom observations will all be monitored for evidence of progress.

G2. To increase student achievement by identifying at-risk students through the use of the Early Warning System. 1a

G050140

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	2.0
Course Failures Mathematics	9.0
One or More Suspensions	1.0

Resources Available to Support the Goal 2

- Counselors
- Social Worker
- School Psychologist
- Middle School Enrichment Grant
- English Language Learners Title III Grant
- Gradebook
- Interim Progress Reports
- DIFYIT
- National Jr. Honor Society
- Moby Max
- Edgenuity

Targeted Barriers to Achieving the Goal 3

- Attendance plan is not implemented with fidelity.
- Students in grades 6-8 who failed a mathematics course report little support at home to address academic needs.
- Students miss out on instruction while on outdoor suspension.

Plan to Monitor Progress Toward G2. 8

Collect and monitor tutorial attendance rosters, student attendance percentages, progress report and report cards, and Student Case Management System records for all targeted students.

Person Responsible

Raquel Pelletier

Schedule

Quarterly, from 10/29/2014 to 6/4/2015

Evidence of Completion

Evidence of progress will be noted Progress will be monitored mproved academic achievement of students identified by Early Warning System as evidenced by attendance and academic records.

G3. To prepare students to be college and career ready through STEM and/or CTE initiatives and programs. **1a**

G050304

Targets Supported **1b**

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	63.0

Resources Available to Support the Goal **2**

- LEGO Robotics Curriculum and Materials
- CPALMS/IPALMS
- STEM Expo 2015
- Yvette Rosell, BUILT Academy Coordinator Mercedes Rodriguez, BUILT Academy Technology Coordinator
- techdirections digital edition
- Winston Park K-8 Center PTSA
- Winston Park K-8 Center EESAC
- Florida First LEGO League Grades 4-8
- Discovery Education
- SECME
- Two computer laboratories

Targeted Barriers to Achieving the Goal **3**

- Student surveys indicate students struggle to identify future careers and have difficulty choosing academies for high school enrollment.

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

District Interim Assessments for students enrolled in accelerated math programs.

Person Responsible

Ivette Martinez

Schedule

On 6/4/2015

Evidence of Completion

District Interim Assessment reports

Plan to Monitor Progress Toward G3. 8

Magnet application completion rate will be collected and reviewed.

Person Responsible

Ivette Martinez

Schedule

On 6/4/2015

Evidence of Completion

Magnet Application report

G4. See Title I PIP 1a

G050303

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement


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

Problem Solving Key

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


1 = Problem Solving Step  S123456 = Quick Key

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


 G049900

G1.B1 Limited evidence of the use of the Gradual Release of Responsibility Model across all content areas.

2

 B124944

G1.B1.S1 Implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. **4**

 S136888

Strategy Rationale

To reduce risk-adverse approach to enrichment and increase student achievement through the use of the gradual release of responsibility model.

Action Step 1 **5**

Provide professional development on effective planning that includes all components of the Gradual Release of Responsibility Model.

Person Responsible

Marlene Llama

Schedule

On 10/1/2014

Evidence of Completion

Professional Development Agenda, Sign-in logs, Teacher Reflection and Lesson Plans.

Action Step 2 5

Provide professional development on the content-specific infusion of the Gradual Release of Responsibility Model through the use of break out sessions.

Person Responsible

Marlene Llana

Schedule

On 10/8/2014

Evidence of Completion

Professional Development Agenda, Sign-in logs, Teacher Reflection and Lesson Plans.

Action Step 3 5

Teachers will develop and implement lesson plans that incorporate all components of the Gradual Release of Responsibility Model, including purposeful, accountable student talk.

Person Responsible

Carl Robinson

Schedule

Daily, from 10/8/2014 to 6/4/2015

Evidence of Completion

lesson plans, student work, Reading Response Journals, student discourse

Action Step 4 5

Conduct classroom walk-throughs to monitor the implementation of developed lesson plans. Principal and Assistant Principals will debrief to determine which teachers need additional support.

Person Responsible

Raquel Pelletier

Schedule

Weekly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Walk-through logs, observation notes, lesson plans, student work, Reading Response Journals, student discourse

Action Step 5 5

Conduct coaching cycles based on teacher need. Teachers in need of additional support will visit observational classrooms.

Person Responsible

Raquel Pelletier

Schedule

On 6/4/2015

Evidence of Completion

lesson plans, student work, Reading Response Journals, student discourse

Action Step 6 5

Create Science Lab station to be utilized across all K-5 grade levels in order to conduct weekly essential labs. Develop and implement the use of lab sign-in logs. Leadership Team will debrief on the Lab sign-in logs and take these into account when vertical planning.

Person Responsible

Raquel Pelletier

Schedule

Monthly, from 10/8/2014 to 6/4/2015

Evidence of Completion

Lab sign-in logs and debriefing notes from Leadership meeting

Action Step 7 5

Teachers will develop and implement lesson plans that incorporate all components of the 5E Learning Cycle through the Gradual Release of Responsibility Model, including purposeful, accountable student talk and real-world application of science concepts.

Person Responsible

Raquel Pelletier

Schedule

Daily, from 10/8/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work, Science Interactive Journals, student discourse

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

Conduct classroom walk-throughs to monitor the implementation of developed lesson plans. Principal and Assistant Principals will debrief to determine which teachers need additional support.

Person Responsible

Raquel Pelletier

Schedule

Weekly, from 10/1/2014 to 6/11/2015

Evidence of Completion

Walk-through logs, observation notes, lesson plans, student work, Reading Response Journals, student discourse

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

Consistently monitor the implementation of lesson plans and instructional delivery that include all components of the Gradual Release Model of Responsibility.

Person Responsible

Raquel Pelletier

Schedule

On 6/4/2015


Evidence of Completion

Walk-through logs, observation notes, lesson plans, student work, Reading Response Journals, student discourse


G2. To increase student achievement by identifying at-risk students through the use of the Early Warning System. **1**

 G050140

G2.B1 Attendance plan is not implemented with fidelity. **2**

 B125655

G2.B1.S1 In accordance to the school's attendance plan, counselors will review attendance bulletin on a daily basis to identify students with 3 or more absences and implement appropriate interventions. **4**

 S137644

Strategy Rationale

Little evidence of attendance tracking and follow up with appropriate interventions.

Action Step 1 **5**

Counselors will review attendance bulletin on a daily basis and phone students with 3 or more absences.

Person Responsible

Carl Robinson

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

Attendance bulletin with annotation Attendance Conferences Logs

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

List of targeted students with attendance phone and conference logs.

Person Responsible

Carl Robinson

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Attendance phone and conference logs, meetings with parents of targeted students

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

Review attendance record of targeted students.

Person Responsible

Carl Robinson


Schedule

Quarterly, from 10/29/2014 to 5/29/2015


Evidence of Completion

Monitor Attendance bulletin, Attendance Phone and Conference Logs, Attendance Records for a reduction in the percent of students with less than 90 percent attendance

G2.B2 Students in grades 6-8 who failed a mathematics course report little support at home to address academic needs. 2

 B125699

G2.B2.S1 Establish Before and After School Homework Tutorial program for all middle school students to provide support not available at home. 4

 S137703

Strategy Rationale

Teacher assistance will reinforce instruction, clarify misconceptions and allow students to complete assignments successfully, including sessions in web based programs.

Action Step 1 5

Provide Homework tutorial sessions before and after school for all middle school students.

Person Responsible

Raquel Pelletier

Schedule

Daily, from 9/15/2014 to 5/8/2015

Evidence of Completion

Schedule, rosters, report cards, interim progress reports

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

Team Leaders and Counselors will monitor students progress in mathematics courses and review tutorial rosters for attendance

Person Responsible

Doris Sampson

Schedule

Monthly, from 9/15/2014 to 5/8/2015

Evidence of Completion

Tutorial rosters, report cards, interim progress reports

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

Team Leaders and Counselors will monitor students progress in Mathematics courses by reviewing tutorial rosters for attendance, review progress reports and gradebook reports for at-risk students and assess additional needs for remediation or enrichment.

Person Responsible

Doris Sampson


Schedule

Quarterly, from 9/15/2014 to 5/8/2015


Evidence of Completion

Tutorial rosters, report cards, interim progress reports, attendance rosters.

G2.B3 Students miss out on instruction while on outdoor suspension. 2

 B125712

G2.B3.S1 Establish alternative to suspension plan to include the District's Alternative to Outdoor Suspension location so that students are able to receive appropriate instruction. 4

 S137772

Strategy Rationale

Students will be able to remain on task under appropriate supervision at alternate location.

Action Step 1 5

Develop and implement an Alternative to Suspension Plan that is incremental in consequences and includes alternate locations.

Person Responsible

Ivette Martinez

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

District Alternative to Outdoor Suspension Plan, School Alternative to Suspension Plan, Student Case Management System records

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

Monthly reviews of discipline incidents.

Person Responsible

Raquel Pelletier

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

District Alternative to Outdoor Suspension Plan, School Alternative to Suspension Plan, Student Case Management System records

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

Reduction in the number of outdoor suspensions

Person Responsible

Raquel Pelletier

Schedule

Annually, from 9/1/2014 to 6/4/2015

Evidence of Completion


District Alternative to Outdoor Suspension Plan, School Alternative to Suspension Plan, Student Case Management System records, District Suspension Reports

G3. To prepare students to be college and career ready through STEM and/or CTE initiatives and programs.

1

 G050304

G3.B1 Student surveys indicate students struggle to identify future careers and have difficulty choosing academies for high school enrollment. 2

 B126003

G3.B1.S1 Increase student awareness of STEM careers and they need to enroll in accelerated math scores through BUILT2 guest speaker presentation and field trips. 4

 S139215

Strategy Rationale

Through guest speaker presentations and field trips, students will have the opportunity to learn about different STEM career possibilities and choose an academy of their interest.

Action Step 1 5

Schedule presentations and field trips.

Person Responsible

Ivette Martinez

Schedule

On 11/19/2014

Evidence of Completion

Sign-in sheets, Parent sign-in log, Fair flyers, and magnet applications completed.

Action Step 2 5

Identify students with above average performance on district assessments and schedule in accelerated math courses.

Person Responsible

Maria Anton

Schedule

Annually, from 8/18/2014 to 8/25/2014

Evidence of Completion

2014 FCAT 2.0 Mathematics test and Student schedules.

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

STEM committee will meet to ensure that all students enrolled in accelerated math courses attend and will review success of events. Counselor will conduct student group meetings to monitor student interest and provide information.

Person Responsible

Doris Sampson

Schedule

On 11/19/2014

Evidence of Completion

Meeting notes and counselors' group log

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

Data for students that are enrolled in accelerated math courses will be monitored for academic performance. Counselor will assist students with magnet applications.

Person Responsible

Doris Sampson

Schedule

On 11/19/2014

Evidence of Completion

Student grades, District Interim Assessment, magnet reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on effective planning that includes all components of the Gradual Release of Responsibility Model.	Llama, Marlene	10/1/2014	Professional Development Agenda, Sign-in logs, Teacher Reflection and Lesson Plans.	10/1/2014 one-time
G2.B1.S1.A1	Counselors will review attendance bulletin on a daily basis and phone students with 3 or more absences.	Robinson, Carl	9/1/2014	Attendance bulletin with annotation Attendance Conferences Logs	5/29/2015 daily
G2.B2.S1.A1	Provide Homework tutorial sessions before and after school for all middle school students.	Pelletier, Raquel	9/15/2014	Schedule, rosters, report cards, interim progress reports	5/8/2015 daily
G2.B3.S1.A1	Develop and implement an Alternative to Suspension Plan that is incremental in consequences and includes alternate locations.	Martinez, Ivette	9/1/2014	District Alternative to Outdoor Suspension Plan, School Alternative to Suspension Plan, Student Case Management System records	6/4/2015 daily
G3.B1.S1.A1	Schedule presentations and field trips.	Martinez, Ivette	10/2/2014	Sign-in sheets, Parent sign-in log, Fair flyers, and magnet applications completed.	11/19/2014 one-time
G3.B1.S1.A2	Identify students with above average performance on district assessments and schedule in accelerated math courses.	Anton, Maria	8/18/2014	2014 FCAT 2.0 Mathematics test and Student schedules.	8/25/2014 annually
G1.B1.S1.A2	Provide professional development on the content-specific infusion of the Gradual Release of Responsibility Model through the use of break out sessions.	Llama, Marlene	10/8/2014	Professional Development Agenda, Sign-in logs, Teacher Reflection and Lesson Plans.	10/8/2014 one-time
G1.B1.S1.A3	Teachers will develop and implement lesson plans that incorporate all components of the Gradual Release of Responsibility Model, including purposeful, accountable student talk.	Robinson, Carl	10/8/2014	lesson plans, student work, Reading Response Journals, student discourse	6/4/2015 daily
G1.B1.S1.A4	Conduct classroom walk-throughs to monitor the implementation of developed lesson plans. Principal and Assistant Principals will debrief to determine which teachers need additional support.	Pelletier, Raquel	10/8/2014	Walk-through logs, observation notes, lesson plans, student work, Reading Response Journals, student discourse	6/4/2015 weekly
G1.B1.S1.A5	Conduct coaching cycles based on teacher need. Teachers in need of additional support will visit observational classrooms.	Pelletier, Raquel	10/8/2014	lesson plans, student work, Reading Response Journals, student discourse	6/4/2015 one-time
G1.B1.S1.A6	Create Science Lab station to be utilized across all K-5 grade levels in order to conduct weekly essential labs. Develop and implement the use of lab sign-in logs. Leadership Team will debrief on the Lab sign-in logs and take these into account when vertical planning.	Pelletier, Raquel	10/8/2014	Lab sign-in logs and debriefing notes from Leadership meeting	6/4/2015 monthly
G1.B1.S1.A7	Teachers will develop and implement lesson plans that incorporate all components of the 5E Learning Cycle through the Gradual Release of Responsibility Model, including purposeful, accountable student talk and real-world application of science concepts.	Pelletier, Raquel	10/8/2014	Lesson plans, student work, Science Interactive Journals, student discourse	6/4/2015 daily

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Winston Park K 8 Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Review student data from bi-weekly assessments, District Interim assessments, and academic reports to determine student progress and effectiveness of the Gradual Release of Responsibility implementation.	Pelletier, Raquel	10/1/2014	FSA data, EOC data, Coach logs, lesson plans, instructional round notes, classroom observations will all be monitored for evidence of progress.	6/4/2015 biweekly
G1.B1.S1.MA1	Consistently monitor the implementation of lesson plans and instructional delivery that include all components of the Gradual Release Model of Responsibility.	Pelletier, Raquel	10/8/2014	Walk-through logs, observation notes, lesson plans, student work, Reading Response Journals, student discourse	6/4/2015 one-time
G1.B1.S1.MA1	Conduct classroom walk-throughs to monitor the implementation of developed lesson plans. Principal and Assistant Principals will debrief to determine which teachers need additional support.	Pelletier, Raquel	10/1/2014	Walk-through logs, observation notes, lesson plans, student work, Reading Response Journals, student discourse	6/11/2015 weekly
G2.MA1	Collect and monitor tutorial attendance rosters, student attendance percentages, progress report and report cards, and Student Case Management System records for all targeted students.	Pelletier, Raquel	10/29/2014	Evidence of progress will be noted Progress will be monitored improved academic achievement of students identified by Early Warning System as evidenced by attendance and academic records.	6/4/2015 quarterly
G2.B1.S1.MA1	Review attendance record of targeted students.	Robinson, Carl	10/29/2014	Monitor Attendance bulletin, Attendance Phone and Conference Logs, Attendance Records for a reduction in the percent of students with less than 90 percent attendance	5/29/2015 quarterly
G2.B1.S1.MA1	List of targeted students with attendance phone and conference logs.	Robinson, Carl	9/29/2014	Attendance phone and conference logs, meetings with parents of targeted students	5/29/2015 monthly
G2.B2.S1.MA1	Team Leaders and Counselors will monitor students progress in Mathematics courses by reviewing tutorial rosters for attendance, review progress reports and gradebook reports for at-risk students and assess additional needs for remediation or enrichment.	Sampson, Doris	9/15/2014	Tutorial rosters, report cards, interim progress reports, attendance rosters.	5/8/2015 quarterly
G2.B2.S1.MA1	Team Leaders and Counselors will monitor students progress in mathematics courses and review tutorial rosters for attendance	Sampson, Doris	9/15/2014	Tutorial rosters, report cards, interim progress reports	5/8/2015 monthly
G2.B3.S1.MA1	Reduction in the number of outdoor suspensions	Pelletier, Raquel	9/1/2014	District Alternative to Outdoor Suspension Plan, School Alternative to Suspension Plan, Student Case Management System records, District Suspension Reports	6/4/2015 annually
G2.B3.S1.MA1	Monthly reviews of discipline incidents.	Pelletier, Raquel	9/1/2014	District Alternative to Outdoor Suspension Plan, School Alternative to Suspension Plan, Student Case Management System records	5/29/2015 monthly
G3.MA1	District Interim Assessments for students enrolled in accelerated math programs.	Martinez, Ivette	8/18/2014	District Interim Assessment reports	6/4/2015 one-time
G3.MA1	Magnet application completion rate will be collected and reviewed.	Martinez, Ivette	10/9/2014	Magnet Application report	6/4/2015 one-time
G3.B1.S1.MA1	Data for students that are enrolled in accelerated math courses will be monitored for academic performance. Counselor will assist students with magnet applications.	Sampson, Doris	10/2/2014	Student grades, District Interim Assessment, magnet reports	11/19/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	STEM committee will meet to ensure that all students enrolled in accelerated math courses attend and will review success of events. Counselor will conduct student group meetings to monitor student interest and provide information.	Sampson, Doris	10/2/2014	Meeting notes and counselors' group log	11/19/2014 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 Opportunities

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

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

G1.B1 Limited evidence of the use of the Gradual Release of Responsibility Model across all content areas.

G1.B1.S1 Implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide professional development on effective planning that includes all components of the Gradual Release of Responsibility Model.

Facilitator

Marlene Llama

Participants

All Teachers

Schedule

On 10/1/2014

PD Opportunity 2

Provide professional development on the content-specific infusion of the Gradual Release of Responsibility Model through the use of break out sessions.

Facilitator

Marlene Llama

Participants

All Teachers

Schedule

On 10/8/2014

PD Opportunity 3

Create Science Lab station to be utilized across all K-5 grade levels in order to conduct weekly essential labs. Develop and implement the use of lab sign-in logs. Leadership Team will debrief on the Lab sign-in logs and take these into account when vertical planning.

Facilitator

Lauriann Carbajal, Science Department Chairperson

Participants

Elementary Science Teachers

Schedule

Monthly, from 10/8/2014 to 6/4/2015

PD Opportunity 4

Teachers will develop and implement lesson plans that incorporate all components of the 5E Learning Cycle through the Gradual Release of Responsibility Model, including purposeful, accountable student talk and real-world application of science concepts.

Facilitator

Lauriann Carbajal, Science Department Chairperson

Participants

Science Teachers

Schedule

Daily, from 10/8/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: To increase student achievement by improving core instruction in all content areas.	1,400
Goal 2: To increase student achievement by identifying at-risk students through the use of the Early Warning System.	6,000
Goal 3: To prepare students to be college and career ready through STEM and/or CTE initiatives and programs.	800
Grand Total	8,200

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

Description	Source	Total
B1.S1.A1 - BrainPOP subscription	School Improvement Funds	1,400
Total Goal 1		1,400

Goal 2: To increase student achievement by identifying at-risk students through the use of the Early Warning System.

Description	Source	Total
B2.S1.A1 - Middle School Enrichment Grant	Other	6,000
Total Goal 2		6,000

Goal 3: To prepare students to be college and career ready through STEM and/or CTE initiatives and programs.

Description	Source	Total
B1.S1.A1 - Notes	School Improvement Funds	500
B1.S1.A2 - Guest speakers and field trips	School Improvement Funds	300
Total Goal 3		800