

# Calusa Elementary School



2014-15 School Improvement Plan

## Calusa Elementary School

9580 W CALUSA CLUB DR, Miami, FL 33186

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

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
50%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
90%

### 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The staff and community of Calusa Elementary School will provide students with sensitivity, awareness, and an understanding of our cultural diversity. Global perspectives will be addressed through interdisciplinary approach to instruction. A meaningful learning environment will be provided to instill a feeling of mutual respect among teachers, students, and parents. This process will develop students to their highest potential.

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

Calusa Elementary School enriches the community through: the conveyance of the cultural heritage of the nation and the surrounding community; the provision of the best possible educational experiences to our students; the extension of the services of the school to encompass the needs of the whole individual; and the provision of a center for community activities.

#### School Environment

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

Calusa Elementary administrators, faculty, and staff recognize and emphasize the importance of home and school relationships. Family involvement opportunities create an inclusive atmosphere and appreciation for the diverse cultures, languages, traditions, and living situations of our students. The Educational Excellence School Advisory Council consists of school, parent, and community/business representatives. Classroom and special area teachers welcome parents and grandparents as volunteers. The Parent Teacher Association (PTA) includes all interested members. School-wide events, such as Fright Night, Movie Nights, Blood Drives, Career Day, Science Fairs, Art and Music Performances, and Book Fairs provide many opportunities for students and their families to interact with school personnel in a relaxed non-academic atmosphere. Hispanic Heritage and Black History, as well as the contributions made by other cultures, are shared and celebrated throughout the school year.

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

Security and safety are two of our greatest concerns at Calusa Elementary. Morning and after care are provided for students through our Morning/After School Care Program. In addition, staff members are strategically positioned around the school to welcome students in the morning and to make sure they are safely dismissed in the afternoons. Safety Patrols are also utilized to assist with arrival and dismissal.

Teaching students to respect themselves and others is one of the components of our mission and vision, as we engage in "Building Respectful, Achieving and Giving Students" (BRAGS). We do this by not only modeling character for our students but by demanding it as well. Students are rewarded for positive behavior through our "On the Hunt for Good Behavior" campaign. Students earn "Cat Cash" and weekly raffles motivate them to personally excel, as well as to treat others with kindness.



**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**

Calusa faculty and staff are active participants in the school-wide positive behavior system. Our 2014-2015 behavior theme is "On the Hunt for Good Behavior!", which ties into the Accelerated Reader theme of "We are Roaring Readers!" Students earn "Cat Cash" as rewards for individual accomplishments that range from achieving 100% on an Accelerated Reader test to improving attendance to walking quietly in the hall to tying a classmate's shoelaces. Classes earn Cafeteria Coupons for displaying appropriate behavior during lunch. We hold weekly "Cat Cash" raffles for prizes and Cafeteria Coupons are counted to determine which classes have earned Popsicles or other treats and additional recess time. This behavior management system has been embedded into our school culture over the last several years, and new personnel receive training from the counselor and grade group, as needed.

Administration and the counselor work closely together to provide appropriate disciplinary interventions for the students who do not consistently respond to the positive behavior system. Consequences are based on the Code of Student Conduct, taking into effect our knowledge of students' home situations, family needs, and diverse cultures.

**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**

A full-time school counselor works to meet the personal/social needs of our pre-kindergarten through fifth grade students by coordinating the positive behavior management system and by providing individual, small group, and classroom guidance and counseling services. She collaborates with parents, teachers, administrators, region and district personnel, and community agencies to ensure students' emotional, behavioral, and academic needs are being met. School-wide initiatives, such as Red Ribbon Week and Career Day, and presentations from community-based resources, provide information and assistance to students and their families. Our school's Student Services team includes a school psychologist, school social worker, and staffing specialist who work together to meet the needs of fragile students.

In addition, our school-site is fortunate to have trained Listeners who provide identified students with 30 minutes of individual attention on a weekly basis.

### **Early Warning Systems**

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

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

Attendance is being monitored to identify students with five or more absences. Identified students are being referred to the school guidance councilor, administrator, and/or school social worker. Teachers constantly monitor students behavior. Students who demonstrate continuous disruptive behavior are referred to the school councilor or administrator. In addition, fourth and fifth grade students sign a conduct pledge which delineates behavioral expectations and is enforced by the teachers and administration.

Retained students are sectioned strategically in order to facilitate intensive instruction by interventionists in the areas of reading and math.

Students scored a Level 1 on the statewide standardized assessment are strategically sectioned and receive intensive interventions for reading during the school day and after school for both reading and math.

**Provide the following data related to the school's early warning system**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	7	1	7	4	1	27
One or more suspensions	0	0	0	0	0	2	2
Course failure in ELA or Math	6	7	7	6	4	2	32
Level 1 on statewide assessment	0	0	0	8	15	13	36

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

Indicator	Grade Level 3	Total
Students exhibiting two or more indicators	1	1

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

Targeted students that scored in the lowest 25 percentile are receiving intensive instruction during the school day.  
 Targeted students that are not meeting grade level expectations and mastery levels are receiving before school, during school and/or after school tutoring.  
 ELL students that are not meeting grade level expectations and mastery levels are receiving after school tutoring.  
 Additionally, second grade ELL students have the opportunity to participate in the Young Readers Program.

**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 will target the number of school-sponsored events by increasing the number of evening events to accommodate working parents. In addition, the school will provide online academic resources through the school website. Fidelity and effectiveness will be monitored through frequent review of sign in sheets in order to determine the number of parents attending school-related functions.

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

The school builds partnerships with the community through the Parent/Teacher Association. The PTA reaches out to local businesses in order to secure resources for the school. In addition, we utilize our Career Day in order to network with parents who, as stakeholders, help our school gain the support of local businesses. These partnerships help us gain resources that impact student achievement.

## 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
Barreiro, Leslie	Teacher, K-12
Bovo, Eduardo	Assistant Principal
Carrillo, Susan	Teacher, K-12
Fuentes, Carmen	Principal
Gonzalez, Yvonne	Teacher, K-12
Bauerlein, Nancy	Guidance Counselor
DeGreiff, Eliana	Psychologist
Montoya, Maria	Teacher, K-12
Requena-Guajardo, Raquel	Teacher, K-12
Salazar, Magda	Teacher, ESE
Crumpler, Melissa	Other

#### Duties

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

- Ms. Carmen B. Fuentes, Principal /Mr. Eduardo Bovo Assistant Principal: Provides a common mission for the use of data-driven instruction and planning. Also, ensures that the school-based leadership team is implementing MTSS /Rtl effectively. In addition, supervises the implementation of MTSS /Rtl documentation and interventions. Last, oversees that professional development is delivered to support Rtl implementation and maintains communication with parents regarding school-based MTSS /Rtl plans and activities.
- Ms. Maria Montoya, Reading Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.
- Ms. Yvonne Gonzalez, Writing Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.
- Ms. Leslie Barreiro, Mathematics Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.
- Ms. Raquel Guajardo, Science Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.
- Ms. Susan Carrillo, Social Studies Facilitator: Delivers information regarding the content standards

and benchmarks, assists with the implementation and development of the school instructional focus calendars, assessments and interventions. Analyzes data to determine students' progress and needs.

- Ms. Eliana de Greiff, School Psychologist: Collects and analyzes data to develop student intervention plans. Meets with teachers and parents to provide information and support. Evaluates students for possible placement for either gifted or SWD programs. Reevaluates students for possible dismissal of previous placement programs.
- Ms. Nancy Bauerlein, Student Services Personnel:(School Guidance Counselor): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students Analyzes data to determine students' progress and needs.
- Ms. Melissa Crumpler, Speech and Language Pathologist: Provides in-house individualized speech and language therapy to meet the needs of students on Individualized Educational Plans (IEP). Assesses students for possible placement and dismissal of services in the speech and language program.
- Ms. Magda Salazar, Special Ed. Personnel: Provides support for the general education teacher in order to implement individual instructional strategies to meet the unique needs of struggling students.

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

The leadership team first meets over the summer to desegregate student achievement data in order to best align resources to maximize desired student outcomes. A tiered team that is comprised of Curriculum Chairpersons and Grade Level Chairpersons are responsible for monitoring and implementing MTSS and SIP structures within the school which includes but is not limited to curriculum planning and professional development. The designated Grade Level Chairs are responsible for the two-way communication between the individual grade level instructional staff and the leadership team. Grade levels meet monthly to discuss how effectively resources are being utilized and how student achievement is being impacted as a result. The goal for both groups is to meet the needs of both students and teachers within the school.

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Carmen Fuentes	Principal
Janice McAskill	Teacher
Nancy Bauerlein	Teacher
Maria Montoya	Teacher
Ana M. Diaz	Teacher
Magda Salazar	Teacher
Tere Munio	Teacher
Adrienne Suarez	Education Support Employee
Irving Zamora	Parent
Rene Ameris	Parent
Sally Garcia	Parent
Yvette Gonzalez	Parent
Lissette Fuentes	Parent
Josie Planas	Parent
Clarisa Suarez	Parent
Josie Ann Planas	Student
Kyle Chatel	Student
Sonia Irusta	Business/Community
Gonzalo Del Rio	Business/Community

### 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*

EESAC reviewed the School Improvement Plan at every meeting. EESAC discussed the goals and strategies used to increase student achievement. Both the staff and EESAC met to discuss the end of the year review of goals and strategies in order to make recommendations for the 2014-2015 School Improvement Plan.

*Development of this school improvement plan*

EESAC met to review the issues relative to core academic areas, parental involvement, attendance, budget, and professional development training opportunities. In addition, EESAC reviewed the needs for instructional materials, staffing, and student support services.

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

The administrative team presented the budget during the spring and fall EESAC meetings. Recommendations and suggestions were made by EESAC members. The EESAC voted to allocate funds for the purpose of assisting in the implementation of the SIP through the funding of the schools interventionist.

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

The projected use of the school improvement funds will include the funding of the school's interventionist in the amount of \$ 4,320.00.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Fuentes, Carmen	Principal
Bovo, Eduardo	Assistant Principal
Montoya, Maria	Teacher, K-12
Gonzalez, Yvonne	Teacher, K-12
Barreiro, Leslie	Teacher, K-12
Requena-Guajardo, Raquel	Teacher, K-12
Carrillo, Susan	Teacher, K-12
Bauerlein, Nancy	Guidance Counselor
Diaz, Ana	Instructional Media

**Duties**

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

The Literacy Leadership Team promotes literacy within the school in many ways through the implementation of Accelerated Reader program and it's rewards and incentives. Digital researched based literacy programs such as Reading Plus and iReady are also utilized. Additionally, the Wonder Works program is used for literacy intervention to target those students who are in the Rtl process or who fall within the lowest 25% .

**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**

Administration created schedules that allotted common planning time for teachers within the same grade level as well as content areas. Teachers therefore, have the opportunity to plan together and collaborate across subject areas. In addition, professional learning communities are in place to allow for teachers to share best practices and collaborate across grade levels in order to create more active learning environments and increase student achievement.

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

The school maintains a high-level of professionalism and respect. Ms. Carmen B. Fuentes, Principal, encourages communication and integrity among the teachers and staff. Ms. Fuentes ensures that

teachers receive ample opportunities for continuing professional development and coordinates school events that promote collaboration among the community, parents, students and school staff.

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

The school has designated a mentor teacher who has instructional expertise and clinical supervision experience. The planned activities include: peer observations, bi-weekly meetings, and professional development.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Core Instructional materials are provided by the district and are aligned to the most recent standards. Core Instructional programs utilize the district provided materials and augment instruction through web based resources. In addition, resource materials have been purchased that are directly aligned to the Florida State Standards.

#### **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***

Data driven instruction is the guiding principle at Calusa Elementary. Administrators and teachers gather and analyze data with the purpose of providing differentiated instruction for all students. The results of the Florida Comprehensive Assessment Test are carefully analyzed with the purpose of determining the lowest 25%, the performance of ELL and ESE students and the percent of students maintaining high standards. This information is then utilized to create tutorial groups that focus on student deficiencies. Before and after school tutorial classes are strategically initiated in order to meet the diverse needs of the students that fall specifically into the ELL and high standards subgroups. The tutorial classes are offered in reading to students in 2nd - 5th grade and in math to students in 3rd - 5th grade. In addition, a STEM club is offered to the highest performing students in science. Lastly, interventionists are hired throughout the day in order to serve students in the RtI process for reading. The extra interventionists allow for smaller intervention groups and more focused instruction.

##### ***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:** Extended School Day

**Minutes added to school year:** 4,800

The school will implement before and after school tutorial programs to focus on remediation and enrichment of ELL students.

***Strategy Rationale***

The rationale is that ELL students make up one of our subgroups. Providing remediation to ELL students that are struggling and enrichment to those that are scoring at levels 3 and above insures that that we are addressing specific students needs.

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

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

Bovo, Eduardo , embovo@dadeschools.net

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

Data will be collected via Thinkgate reports and teacher-based assessment reports. The data is analyzed after each assessment.

**Strategy:** Extended School Day

**Minutes added to school year:** 360

Teachers sign-up for monthly professional development sessions related to implementing instruction with the Florida State Standards through the use of technology.

***Strategy Rationale***

District emphasis on technology is evident with the role out of Promethean Boards and WiFi access in every classroom. This infusion of technology needs to be utilized to actively engage students in problem solving and higher order thinking. A shift in instruction needs to occur in order to maximize the use of the technology. Teachers need to understand through best practices the best way to incorporate the new technology into instruction.

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

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

Fuentes, Carmen, pr0671@dadeschools.net

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

The assistant principal and the professional development committee perform a needs assessment for professional development, schedule session, monitor attendance through sign-in sheets, and monitor effectiveness through follow-up activities and reflections.



**Strategy:** Extended School Day

**Minutes added to school year:** 2,400

The school will implement a before school, computer based math tutorial program, that focuses on the remediation and enrichment of fifth grade students.

**Strategy Rationale**

Students are strategically selected to report to school half an hour before school starts with the purpose of improving their basic math skills in addition, subtraction, multiplication and division. The acquisition of these basic skills is one of the biggest factors why some students struggle in math. Strengthening these basic skills we allow students to solve math problems with greater speed and accuracy.

**Strategy Purpose(s)**

- Enrichment

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

Bovo, Eduardo , embovo@dadeschools.net

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

Data will be collected via Thinkgate reports and teacher-based assessment reports. The data is analyzed after each assessment.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The school encourages the preschool classroom to participate in school-based activities such as: Open House and PTA-sponsored events. The Future Educators of America partners students in older grades to the preschool classroom to help the teacher which in turns develops a mentoring relationship. In addition, the school also provides a kindergarten orientation for parents the week prior to the beginning of the school year. In addition, our fifth grade students are introduced to neighboring middle schools, magnet programs and their requirements and expectations. Fifth grade SPED articulation is done at the end of the year to properly place students in the correct programs.

**College and Career Readiness**

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

N/A

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

N/A

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

N/A

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

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.
- G3.** Increase student participation in Science, Technology, Engineering and Mathematics (STEM) experiences.
- G4.** Increase support to parents in order to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

## Strategic Goals Detail

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

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

G047508

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	91.0
AMO Math - African American	91.0
AMO Math - ELL	91.0
AMO Reading - All Students	89.0
AMO Reading - African American	91.0
AMO Reading - Hispanic	89.0
AMO Reading - White	90.0
AMO Reading - ELL	89.0
AMO Reading - SWD	62.0
AMO Reading - ED	85.0
FCAT 2.0 Science Proficiency	81.0

**Resources Available to Support the Goal 2**

- Promethean Board, Laptops, Document Cameras, Mobis, Computer lab, built in collaborative planning, the leadership team, structure in place for the set-up of PLCs, peer support, Reading Plus, A.R., Gizmos, BrainPop, Discovery Ed.,

**Targeted Barriers to Achieving the Goal 3**

- Moderate evidence of technology as an active learning tool targeting student engagement.

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

Data from the baseline assessments, interim assessments, student grades, FCAT 2.0 Science, and the Florida Standards Assessment will be disaggregated in order to monitor student achievement.

**Person Responsible**

Carmen Fuentes

**Schedule**

Monthly, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Leadership Team Meeting Agendas, data chat debriefing sessions with instructional staff, walk through logs of classroom observations

**G2.** Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1a

G047510

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	2.0
2+ Behavior Referrals	
Level 1 - All Grades	4.0

**Resources Available to Support the Goal** 2

- School Social Worker
- School wide behavior incentive plan
- Administrative Connect-Ed system
- Before/After School Care Program
- School Culture
- Instructional staff
- Before/After School tutoring
- During school interventions

**Targeted Barriers to Achieving the Goal** 3

- Limited use of technology for parental outreach

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

The number of total web hits will be monitored on a monthly basis. As a result of increased usage and better informed parents, student attendance should improve as evidenced on monthly attendance records. In addition, the amount of student referrals should decrease as evidenced on monthly referral reports and lastly there should be an overall increase in student performance as evidenced on interim assessment data collected every three months.

**Person Responsible**

Eduardo Bovo

**Schedule**

Monthly, from 11/26/2014 to 6/5/2015

**Evidence of Completion**

Monthly attendance records, monthly behavioral referral records, Fall and Winter student assessment data.

**G3. Increase student participation in Science, Technology, Engineering and Mathematics (STEM) experiences.** 1a

G047511

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	81.0

**Resources Available to Support the Goal** 2

- STEM club, School-wide Science Fair, Science Night, Science Crunch Time Activities.

**Targeted Barriers to Achieving the Goal** 3

- Students have had limited exposure to science, technology, engineering, and mathematics activities that develop scientific thinking and engage students in inquiry.

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

Student attendance records will be examined. In addition, student work samples will be displayed in the media center.

**Person Responsible**

Carmen Fuentes

**Schedule**

Quarterly, from 10/21/2014 to 4/7/2015

**Evidence of Completion**

Attendance records and student samples.

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

1a

G047512

**Targets Supported** 1b

Indicator	Annual Target
Level 1 - All Grades	4.0

**Resources Available to Support the Goal** 2

- School Counselor
- Administrative Connect-Ed system
- Media Specialist
- School Web-site
- Instructional staff
- Technology

**Targeted Barriers to Achieving the Goal** 3

- Lack of parental awareness regarding school resources and activities.

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

As a result of increased usage and better informed parents through the use of technology for parent outreach, parental involvement in school wide events should increase. In addition, there should be an overall increase in student performance as evidenced on the Florida State Assessment and the Florida Comprehensive Assessment Test.

**Person Responsible**

Carmen Fuentes

**Schedule**

Annually, from 9/26/2014 to 6/5/2015

**Evidence of Completion**

Message verification logs, parent sign-in sheets, Fall and Winter Assessment Data, FSA and FCAT Assessment Data

## 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**

 G047508

**G1.B1** Moderate evidence of technology as an active learning tool targeting student engagement. **2**

 B118277

**G1.B1.S1** Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement and assist in mastering course content and skills. **4**

 S130079

### Strategy Rationale

Results of a needs assessments conducted through a survey, teachers felt that technology was an area for growth in order to impact student achievement.

### Action Step 1 **5**

Provide staff with needs assessment survey on technology proficiency in order to place them in a more focused professional development group to increase technology use in all content areas.

#### Person Responsible

Eduardo Bovo

#### Schedule

On 10/3/2014

#### Evidence of Completion

Surveys, Data, PD groupings



### Action Step 2 5

Provide all staff members with professional development based on needs assessment in order to implement active learning strategies in all content areas.

**Person Responsible**

Carmen Fuentes

**Schedule**

On 10/8/2014

***Evidence of Completion***

Sign-in sheets, agenda, reflections, handouts

### Action Step 3 5

Evidence of implementation of technology in lesson planning and in the delivery of instruction in all content areas.

**Person Responsible**

Carmen Fuentes

**Schedule**

Weekly, from 10/15/2014 to 11/26/2014

***Evidence of Completion***

Lesson plans, walk through log notes

### Action Step 4 5

Peer collaboration sessions for teachers who need additional support

**Person Responsible**

Eduardo Bovo

**Schedule**

On 11/26/2014

***Evidence of Completion***

Collaboration log

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

Administrators will monitor for active engagement during professional development and reflections (3-2-1) after professional development. On going classroom walk throughs focusing on the use of technology and student engagement as indicated on walk through logs. Additional support will be monitored through debriefing and collaboration logs.

**Person Responsible**

Carmen Fuentes

**Schedule**

Biweekly, from 10/8/2014 to 6/3/2015

***Evidence of Completion***

Observation logs/notes

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

Administrators will monitor for active engagement via teacher lesson plans, student work, and data chats.

**Person Responsible**

Carmen Fuentes

**Schedule**

Weekly, from 10/15/2014 to 6/3/2015

***Evidence of Completion***

Observation logs, data chat schedules and notes

**G2.** Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement. 1

G047510

**G2.B1** Limited use of technology for parental outreach 2

B118286

**G2.B1.S1** Utilize technology ie. social media, school website, and Connect-Ed to better inform parents about available resources and support to increase student achievement. 4

S137588

### Strategy Rationale

Social media is the wave of the future, therefore, schools should utilize this as a tool to create collaborative relationships with parents, students, and teachers. Through this collaboration, all invested parties will be better able to address student needs in the areas of behavior, attendance, and performance.

### Action Step 1 5

Research various social media outlets to identify which outlet best meets the needs of our school.

#### Person Responsible

Eduardo Bovo

#### Schedule

On 11/26/2014

#### Evidence of Completion

Facts/proposals that were researched

### Action Step 2 5

Train teachers on the correct use of the social media outlet.

#### Person Responsible

Eduardo Bovo

#### Schedule

On 11/26/2014

#### Evidence of Completion

Teacher sign-in sheets

**Action Step 3** 5

Implement school wide social media outreach plan to better service parents need.

**Person Responsible**

Eduardo Bovo

**Schedule**

On 12/1/2014

***Evidence of Completion***

Message Logs and website usage

**Action Step 4** 5

Before and After school ELL tutoring

**Person Responsible**

Eduardo Bovo

**Schedule**

Weekly, from 12/2/2014 to 3/13/2015

***Evidence of Completion***

Attendance rosters

**Action Step 5** 5

Before and After school tutoring

**Person Responsible**

Eduardo Bovo

**Schedule**

Weekly, from 12/1/2014 to 3/13/2015

***Evidence of Completion***

Attendance rosters

**Action Step 6** 5

During the school day intervention program

**Person Responsible**

Eduardo Bovo

**Schedule**

Daily, from 9/2/2014 to 6/3/2015

***Evidence of Completion***

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

The number of total web hits will be monitored on a monthly basis. As a result of increased usage and better informed parents, student attendance should improve as evidenced on monthly attendance records. In addition, the amount of student referrals should decrease as evidenced on monthly referral reports and lastly there should be an overall increase in student performance as evidenced on interim assessment data collected every three months.

**Person Responsible**

Ana Diaz

**Schedule**

Monthly, from 11/26/2014 to 2/27/2015

***Evidence of Completion***

Monthly attendance records, monthly behavioral referral records, Fall and Winter student assessment data.

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

As a result of increased usage and better informed parents through the use of technology for parent outreach, student attendance should improve as evidenced on yearly attendance records. In addition, the amount of student referrals should decrease as evidenced on yearly referral reports and lastly there should be an overall increase in student performance as evidenced on the Florida State Assessment and the Florida Comprehensive Assessment Test.

**Person Responsible**

Carmen Fuentes

**Schedule**

Quarterly, from 11/26/2014 to 6/5/2015

**Evidence of Completion**

Yearly attendance records, yearly behavioral referral records, FSA and FCAT students data.

**G3.** Increase student participation in Science, Technology, Engineering and Mathematics (STEM) experiences.

1

G047511

**G3.B1** Students have had limited exposure to science, technology, engineering, and mathematics activities that develop scientific thinking and engage students in inquiry. 2

B125943

**G3.B1.S1** A STEM Club will be offered to 5th grade students on a weekly basis. The club will focus on scientific concepts covered on the Florida State Standards. In addition, STEM activities will be pushed out to all grade levels through a Science Day, in which each teacher will present a science activity. Students will then rotate between classes in order to participate in various scientific experiments. Lastly, a school-wide Science Fair will be conducted, culminating in a Science Night in which parents will be invited to view student presentations and projects. Sunset Senior High students will be present to conduct hands-on scientific inquiry. 4

S137841

**Strategy Rationale**

Increase overall student proficiency in science by exposing students to multiple STEM activities throughout the school year.

**Action Step 1** 5

Implement STEM Club for 5th grade students.

**Person Responsible**

Raquel Requena-Guajardo

**Schedule**

Weekly, from 10/21/2014 to 4/7/2015

**Evidence of Completion**

Attendance rosters and lesson plans

**Action Step 2** 5

School-wide science fair.

**Person Responsible**

Eduardo Bovo

**Schedule**

On 12/10/2014

**Evidence of Completion**

Individual student science fair projects, flyers and sign-in sheets.

**Action Step 3** 5

Science Day Activities

**Person Responsible**

Susan Carrillo

**Schedule**

On 1/13/2015

**Evidence of Completion**

Student visitation logs and lesson plans.

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

A student flyer will be sent out to make eligible 5th grade students aware of the club. Students will then be given a 5th grade equivalent science test to determine proficiency. The top 25 students will be selected to participate in the STEM Club.

**Person Responsible**

Raquel Requena-Guajardo

**Schedule**

Weekly, from 10/21/2014 to 4/7/2015

**Evidence of Completion**

Teacher lesson plans and student work samples.

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

Student attendance records will be examined. In addition, student work samples will be displayed in the media center.

**Person Responsible**

Eduardo Bovo

**Schedule**

Weekly, from 10/21/2014 to 4/7/2015

**Evidence of Completion**

Attendance records and student samples.



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

G047512

**G4.B1** Lack of parental awareness regarding school resources and activities. 2

B126218

**G4.B1.S1** Utilize technology ie. social media, school website, and Connect-Ed to better inform parents about available resources and support, as well as, school events and activities in which parents can participate that will assist in increasing student achievement. 4

S138183

### Strategy Rationale

Social media and technology is the wave of the future, therefore, schools should utilize this as a tool to create collaborative relationships with parents, students, and teachers. Through this collaboration, all invested parties will be better able to address student needs, while simultaneously better informing parents of school related events and activities.

### Action Step 1 5

Utilize social media to inform parents of available resources and school events and activities.

#### Person Responsible

Eduardo Bovo

#### Schedule

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

#### Evidence of Completion

Verification logs of messages sent and received, school event sign-in sheets

### Action Step 2 5

Digital learning night for parents

#### Person Responsible

Eduardo Bovo

#### Schedule

Quarterly, from 9/8/2014 to 6/5/2015

#### Evidence of Completion

Parent sign-in sheets

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

Review school wide verification logs of messages sent and received as well as provide teachers with sign-in logs for every school wide event that is held.

**Person Responsible**

Eduardo Bovo

**Schedule**

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

**Evidence of Completion**

Message verification logs, parent sign-in sheets

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

In order to monitor the effectiveness of implementation the school will monitor the amount of parents participating in school wide events. In addition, the school will monitor the amount of messages received by parents through the use of social media.

**Person Responsible**

Eduardo Bovo

**Schedule**

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

**Evidence of Completion**

Message verification logs, parent sign-in sheets

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide staff with needs assessment survey on technology proficiency in order to place them in a more focused professional development group to increase technology use in all content areas.	Bovo, Eduardo	9/26/2014	Surveys, Data, PD groupings	10/3/2014 one-time
G2.B1.S1.A1	Research various social media outlets to identify which outlet best meets the needs of our school.	Bovo, Eduardo	9/26/2014	Facts/proposals that were researched	11/26/2014 one-time
G3.B1.S1.A1	Implement STEM Club for 5th grade students.	Requena-Guajardo, Raquel	10/21/2014	Attendance rosters and lesson plans	4/7/2015 weekly

**Dade - 0671 - Calusa Elementary School - 2014-15 SIP**  
*Calusa Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Utilize social media to inform parents of available resources and school events and activities.	Bovo, Eduardo	9/26/2014	Verification logs of messages sent and received, school event sign-in sheets	11/26/2014 weekly
G1.B1.S1.A2	Provide all staff members with professional development based on needs assessment in order to implement active learning strategies in all content areas.	Fuentes, Carmen	10/8/2014	Sign-in sheets, agenda, reflections, handouts	10/8/2014 one-time
G2.B1.S1.A2	Train teachers on the correct use of the social media outlet.	Bovo, Eduardo	10/22/2014	Teacher sign-in sheets	11/26/2014 one-time
G3.B1.S1.A2	School-wide science fair.	Bovo, Eduardo	12/3/2014	Individual student science fair projects, flyers and sign-in sheets.	12/10/2014 one-time
G4.B1.S1.A2	Digital learning night for parents	Bovo, Eduardo	9/8/2014	Parent sign-in sheets	6/5/2015 quarterly
G1.B1.S1.A3	Evidence of implementation of technology in lesson planning and in the delivery of instruction in all content areas.	Fuentes, Carmen	10/15/2014	Lesson plans, walk through log notes	11/26/2014 weekly
G2.B1.S1.A3	Implement school wide social media outreach plan to better service parents need.	Bovo, Eduardo	10/6/2014	Message Logs and website usage	12/1/2014 one-time
G3.B1.S1.A3	Science Day Activities	Carrillo, Susan	1/13/2015	Student visitation logs and lesson plans.	1/13/2015 one-time
G1.B1.S1.A4	Peer collaboration sessions for teachers who need additional support	Bovo, Eduardo	10/20/2014	Collaboration log	11/26/2014 one-time
G2.B1.S1.A4	Before and After school ELL tutoring	Bovo, Eduardo	12/2/2014	Attendance rosters	3/13/2015 weekly
G2.B1.S1.A5	Before and After school tutoring	Bovo, Eduardo	12/1/2014	Attendance rosters	3/13/2015 weekly
G2.B1.S1.A6	During the school day intervention program	Bovo, Eduardo	9/2/2014		6/3/2015 daily
G1.MA1	Data from the baseline assessments, interim assessments, student grades, FCAT 2.0 Science, and the Florida Standards Assessment will be disaggregated in order to monitor student achievement.	Fuentes, Carmen	9/8/2014	Leadership Team Meeting Agendas, data chat debriefing sessions with instructional staff, walk through logs of classroom observations	6/3/2015 monthly
G1.B1.S1.MA1	Administrators will monitor for active engagement via teacher lesson plans, student work, and data chats.	Fuentes, Carmen	10/15/2014	Observation logs, data chat schedules and notes	6/3/2015 weekly
G1.B1.S1.MA1	Administrators will monitor for active engagement during professional development and reflections (3-2-1) after professional development. On going classroom walk throughs focusing on the use of technology and student engagement as indicated on walk through logs. Additional support will be monitored though debriefing and collaboration logs.	Fuentes, Carmen	10/8/2014	Observation logs/notes	6/3/2015 biweekly
G2.MA1	The number of total web hits will be monitored on a monthly basis. As a result of increased usage and better informed parents, student attendance should improve as evidenced on monthly attendance records. In addition, the amount of student referrals should decrease as evidenced on monthly referral reports and lastly there should be an overall increase in student performance as evidenced on interim	Bovo, Eduardo	11/26/2014	Monthly attendance records, monthly behavioral referral records, Fall and Winter student assessment data.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	assessment data collected every three months.				
G2.B1.S1.MA1	As a result of increased usage and better informed parents through the use of technology for parent outreach, student attendance should improve as evidenced on yearly attendance records. In addition, the amount of student referrals should decrease as evidenced on yearly referral reports and lastly there should be an overall increase in student performance as evidenced on the Florida State Assessment and the Florida Comprehensive Assessment Test.	Fuentes, Carmen	11/26/2014	Yearly attendance records, yearly behavioral referral records, FSA and FCAT students data.	6/5/2015 quarterly
G2.B1.S1.MA1	The number of total web hits will be monitored on a monthly basis. As a result of increased usage and better informed parents, student attendance should improve as evidenced on monthly attendance records. In addition, the amount of student referrals should decrease as evidenced on monthly referral reports and lastly there should be an overall increase in student performance as evidenced on interim assessment data collected every three months.	Diaz, Ana	11/26/2014	Monthly attendance records, monthly behavioral referral records, Fall and Winter student assessment data.	2/27/2015 monthly
G3.MA1	Student attendance records will be examined. In addition, student work samples will be displayed in the media center.	Fuentes, Carmen	10/21/2014	Attendance records and student samples.	4/7/2015 quarterly
G3.B1.S1.MA1	Student attendance records will be examined. In addition, student work samples will be displayed in the media center.	Bovo, Eduardo	10/21/2014	Attendance records and student samples.	4/7/2015 weekly
G3.B1.S1.MA1	A student flyer will be sent out to make eligible 5th grade students aware of the club. Students will then be given a 5th grade equivalent science test to determine proficiency. The top 25 students will be selected to participate in the STEM Club.	Requena-Guajardo, Raquel	10/21/2014	Teacher lesson plans and student work samples.	4/7/2015 weekly
G4.MA1	As a result of increased usage and better informed parents through the use of technology for parent outreach, parental involvement in school wide events should increase. In addition, there should be an overall increase in student performance as evidenced on the Florida State Assessment and the Florida Comprehensive Assessment Test.	Fuentes, Carmen	9/26/2014	Message verification logs, parent sign-in sheets, Fall and Winter Assessment Data, FSA and FCAT Assessment Data	6/5/2015 annually
G4.B1.S1.MA1	In order to monitor the effectiveness of implementation the school will monitor the amount of parents participating in school wide events. In addition, the school will monitor the amount of messages received by parents through the use of social media.	Bovo, Eduardo	9/26/2014	Message verification logs, parent sign-in sheets	11/26/2014 monthly
G4.B1.S1.MA1	Review school wide verification logs of messages sent and received as well as provide teachers with sign-in logs for every school wide event that is held.	Bovo, Eduardo	9/26/2014	Message verification logs, parent sign-in sheets	11/26/2014 weekly

## 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** Moderate evidence of technology as an active learning tool targeting student engagement.

**G1.B1.S1** Use appropriate technology in all aspects of instruction, from delivery to end products, to increase student engagement and assist in mastering course content and skills.

### PD Opportunity 1

Provide all staff members with professional development based on needs assessment in order to implement active learning strategies in all content areas.

#### Facilitator

Barreiro, Leslie, Carrillo, Susan, Guajardo, Requenna, Gonzales, Yvonne, Montoya, Maria, Bovo, Eduardo, Iglesias, Adriana, Lowe, Jennifer, Edwins, Lynn

#### Participants

Instructional staff

#### Schedule

On 10/8/2014

**G2.** Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.

**G2.B1** Limited use of technology for parental outreach

**G2.B1.S1** Utilize technology ie. social media, school website, and Connect-Ed to better inform parents about available resources and support to increase student achievement.

### PD Opportunity 1

Train teachers on the correct use of the social media outlet.

#### Facilitator

Barreiro, Leslie

#### Participants

Instructional staff and administration

#### Schedule

On 11/26/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.	50,000
<b>Goal 3:</b> Increase student participation in Science, Technology, Engineering and Mathematics (STEM) experiences.	520
<b>Grand Total</b>	<b>50,520</b>

### Goal 2: Use the Early Warning System Indicators to identify at risk students in order to provide support and intervention that will increase academic achievement.

Description	Source	Total
<b>B1.S1.A3</b> - PTA	Other	2,700
<b>B1.S1.A4</b> - ELL tutoring	Title III	6,500
<b>B1.S1.A5</b> - Principal run after school care program	Other	1,200
<b>B1.S1.A6</b> - Principal run after school care program	Other	39,600
<b>Total Goal 2</b>		<b>50,000</b>

### Goal 3: Increase student participation in Science, Technology, Engineering and Mathematics (STEM) experiences.

Description	Source	Total
<b>B1.S1.A1</b> - Principal run after school care program	Other	520
<b>Total Goal 3</b>		<b>520</b>