# Joella Good Elementary School



## 2014-15 School Improvement Plan

# Joella Good Elementary School

## 6350 NW 188TH TER, Hialeah, FL 33015

### http://joella.dadeschools.net

## School Demographics

| School Type | Title I | Free/Reduced Price Lunch |
|---|---|---|
| Elementary | Yes | 81% |

| Alternative/ESE Center | Charter School | Minority |
|---|---|---|
| No | No | 97% |

## School Grades History

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

## School Board Approval

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

## SIP Authority and Template

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

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

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

## Table of Contents

# Purpose and Outline of the SIP

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

## Part I: Current School Status

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

## Part II: Needs Assessment

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

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

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

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

## Appendices

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

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

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

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

## DA Turnaround and Monitoring Statuses

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

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

## 2014-15 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not In DA | 5 | Gayle Sitter |

| Former F | | Turnaround Status |
|---|---|---|
| No | | |

## Part I: Current School Status

**Supportive Environment**

### School Mission and Vision

**Provide the school's mission statement**

We accept the responsibility to prepare all students for mastery of the positive social behaviors, attitudes and lifelong learning skills that will elevate them to the world class standards necessary for success in a competitive world.

**Provide the school's vision statement**

The faculty and staff of Joella C. Good elementary school envision a school where all learners are given multiple opportunities to develop lifelong skills that will enable them to be productive citizens in a global and technological world.

### School Environment

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

The school learns about students' culture and build relationships between teachers and students in a variety of ways. During the first week of school students are encouraged to share information about themselves with the teacher and peers through mini assignments. Furthermore, the school celebrates various cultures through Hispanic heritage and Black history months. Administrators, counselors and teachers foster a relationship with parents where they are free to share about the students' culture and build strong healthy relationships between families and school.

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

There is a sense of safety that is created at the school. Upon arrival to the building parents, teachers, students and guest are welcomed by two security guards that patrol the outer areas of the school. As parents and guest enter the building, they sign in and are put through the Raptor system. Throughout the building security guards are stationed and teachers are assigned a post. Classroom doors remain locked unless opened by an administrator or by another school personnel. Staff addresses and stops any individual who is not wearing an ID badge and re-routes them to the main office for proper documentation. Students are aware of the policies and procedures within the building and student safety patrol officers, set examples for other students to follow.

**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**

Teachers select one student from each class to be recognized for their good behavior and aid to others. The students receive a "I AM GOOD!" sticker indicating their achievement of positive behavior. The students' names are read on the morning announcements each day.
Students may be referred to the counselor for group counseling and meet with the counselor each week during their lunch time. The counselor discusses topics with the students such as anger management, cheating, attendance, bullying, etc.
A student panel consisting of 5th grade students lead a peer mediation group monthly, supervised by the counselor to determine alternatives for students who commit minor classroom/cafeteria offenses.

Students who continue to be a discipline problem will go through the following procedures:
-Parent contacted
-Parent conference and placed on behavioral contract
-Saturday School from 9:00am-11:00am once a month
-Referred for group counseling with the counselor
-Indoor suspension and parent conference
Teachers are provided professional development on a monthly basis delivered through the faculty meeting. There is a behavior committee that provides the professional development in a form of role playing appropriate for teacher responses. Some of the topics will include:
-Providing positive rewards/incentives for students who behave well.
-Reminding students of class rules and expectations
-Redirecting student or removing student from the situation, while allowing them to remain in the classroom.
-Sending student to buddy room and contact parent
-Exhausting all options; a referral may be directed to the office.

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

The school provides students with counseling from the counselor, outside agencies that open to the community, and peer counseling. Teachers also provide mentoring opportunities for their students.

### 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 below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
•One or more suspensions, whether in school or out of school
•Course failure in English Language Arts or mathematics
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
•Students who are not proficient in reading by Grade 3
•Students who are retained

**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 5 | Total |
|---|---|---|
| Attendance below 90 percent | 63 | 63 |
| One or more suspensions | 10 | 10 |
| Course failure in ELA or Math | 122 | 122 |
| Level 1 on statewide assessment | 152 | 152 |
| Not proficient by grade 3 | 69 | 69 |
| Retained students | 10 | 10 |

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

| Indicator | Grade Level | Total |
|---|---|---|
| Students exhibiting two or more indicators | | |

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

Provide teachers with professional development in rigor.
Contact parents for those students who have been chronically absent, late or excused early and place them on a an attendance contract.
Provide exciting opportunities for students to be rewarded for doing the right thing, therefore encouraging them to be in school and in class to receive instruction.
Provide intervention classes to students scoring Level 1 or 2 on the previous FCAT assessment
Provide intervention for students who are considered a level 3 student, but not performing well in class or on other school-wide assessments.
Provide tutoring for students in 2nd grade who are struggling in reading based on SAT scores and teacher assessment.

## Family and Community Involvement

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

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

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

**Will the school use its PIP to satisfy this question?**
Yes

*PIP Link*
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/187723.

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

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

The school continuously tries to build and improve alliances with the community businesses and provide opportunities for interaction through activities such as McTeacher night, our annual volunteer's breakfast, and Career Day. Business sign a formal statement pledging their support for the services or contributions they are making to the school.

## 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 |
|------|-------|
| O'Halloran, Lizette | Principal |
| Young, Monefe | Assistant Principal |
| Schoeck, Samantha | Instructional Coach |
| Quigley, Donna | Instructional Coach |
| Gonzalez, Carmen | Guidance Counselor |
| Adams, Patricia | Teacher, K-12 |
| Arbitman, Melissa | Teacher, K-12 |
| Correa, Ketsey | Teacher, K-12 |
| Farley, Marcelle | Teacher, K-12 |
| Hardouin, Jacquline | Teacher, K-12 |
| Morera, Lourdes | Teacher, K-12 |
| Velasquez, Alejandra | Teacher, K-12 |
| Kirwan, Maryellen | Teacher, K-12 |
| Boada, Leinys | Teacher, ESE |

**Duties**

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

The team meets weekly to review progress monitoring data to identify students who are meeting targeted goals, at moderate risk, and at high risk for not meeting standards. In addition, debriefing sessions are held to disseminate student assessment data and to plan for school wide intervention and acceleration activities. Using all the data collected, the team establishes priorities and targets intervention using the problem solving process. Members also attend Professional Learning Community and grade level meetings to become better informed of the needs of all stakeholders. Members closely monitor the mobility rate of the student population to ensure that the needs of all students are addressed.

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

The MTSS Leadership Team 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 by:
1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by

raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

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 occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school, after-school programs and Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I

Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Currently, Joella Good has no migrant students.

Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title X- Homeless
The school provides services and support to homeless students and parents. The District Homeless liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of homeless students to ensure that the unique needs of homeless students are met. Currently, Joella Good has no homeless students.

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's

HIV/AIDS Curriculum: AIDS Get the Facts!
• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

## School Advisory Council (SAC)

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

| Name | Stakeholder Group |
| --- | --- |
| Lizette G. O'Halloran | Principal |
| Alejandra Velasquez | Teacher |
| Maryellen Kirwan | Teacher |
| Carol Smith | Teacher |
| Patricia Adams | Teacher |
| Marcelle Farley | Teacher |
| Melva Pio | Teacher |
| Nathalie Vega | Parent |
| Kortney Ray | Student |
| Ketsey Correa | Teacher |
| Thaimi Payas | Education Support Employee |
| Mauro Vega | Parent |
| Bleydis Toledo | Parent |
| Omaira Garcia | Parent |
| Edwin Mejia | Parent |
| Susie Leitner | Parent |
| Jorge Parra | Parent |
| Zuleima Perez | Business/Community |
| Nori Glickman | 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*

The SAC committee reviews the school improvement plan from the previous year and make recommendations that are necessary for the new year.

*Development of this school improvement plan*

The SAC committee is completely involved in developing the school improvement plan. SAC committee members reviews the data and decide the areas to focus on during the school year.

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

The SAC committee members based on data from the school improvement plan and the principal's report decides how the budget for the year will be best utilized.

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

The SAC committee allocated the SAC funds, in the amount of $4,460, to be used towards the purchase intervention program materials

***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 |
| --- | --- |
| O'Halloran, Lizette | Principal |
| Young, Monefe | Assistant Principal |
| Schoeck, Samantha | Instructional Coach |
| Gonzalez, Carmen | Guidance Counselor |
| Quigley, Donna | Instructional Coach |
| Boada, Leinys | Teacher, ESE |
| Adams, Patricia | Teacher, K-12 |
| Hardouin, Jacquline | Teacher, K-12 |
| Farley, Marcelle | Teacher, K-12 |
| Morera, Lourdes | Teacher, K-12 |
| Velasquez, Alejandra | Teacher, K-12 |

### Duties

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

The team meets with the ESSAC Committee and the Principal to develop the SIP. The team identifies intervention targets and progress monitoring plans for those students who scored a Level 1 on the 2012 FCAT 2.0. The Principal and Literacy Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student work samples will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to special needs populations such SPED, ELL and sub-groups.

The reading coach, administration, and grade level chairpersons will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The reading coach will also help with the process of grading, recording, and charting student scores. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRR. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school wide focus on literacy and reading achievement by establishing model classrooms and providing professional development.

## 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**

Each week teachers within the same grade level meet to have collaborative planning with each other and to discuss best practices. The reading and math coaches along with an administrator attends the weekly meeting.

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

Joella C. Good Elementary recruits and retains high qualified, certified-in-field, effective teachers by providing professional development to the staff, as well as providing a mentor teacher for all new teachers.

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

Each new teacher and teacher new to the building receives a mentor teacher. Monthly the mentor teacher and the new teacher meets to review important details about the school and best practices in teaching. The mentors are selected from those teachers that have participated in the MINT program and are in the same grade level or teach the same or similar subjects.

## 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 uses district developed pacing guides, along with the resources provided in the document and state developed item specifications to ensure alignment with the Florida 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***

The school uses data to meet the diverse needs of students in a variety of ways. Data from the SAT and the FCAT are analyze and shared with the students' teachers. The teacher then uses it to develop differentiate instructional groups, and to recommend students for intervention during the school day or before/afternoon tutoring. The leadership team also uses the data to determine learning gains and appropriate placement for instructional staff, as well as developing the intervention programs. Response to the data is usually immediate and may include professional development, change in standards being taught, additional support to the teachers or a change in schedule.

***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:** 900

Professional Development for teachers in a particular standard

***Strategy Rationale***

Find best practices and establish a way to attack the weaknesses

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***
O'Halloran, Lizette, pr2181@dadeschools.net

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

Data is collected and analyzed through lesson plans and evidence of best practices being used in the classroom

**Strategy:** After School Program

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

Provide students with afterschool tutoring who are scoring Level 1 or 2 on the FCAT and demonstrate minimal growth

***Strategy Rationale***

Additional practice in skill building and reinforcement of core curriculum

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***
Schoeck, Samantha, sschoeck@dadeschools.net

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

Student results from interim assessments as well as work samples from tutoring

**Strategy:** Before School Program

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

Provide students with before school enrichment activities via computer to enhance the skill that has been previously taught

### Strategy Rationale

Some students are not able to practice the skills due to lack of technology resources at home. This provides an additional avenue for students to be able to get the necessary help that they need.

### Strategy Purpose(s)

- Enrichment

### Person(s) responsible for monitoring implementation of the strategy
Quigley, Donna, donnaquigley@dadeschools.net

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

Data will be used from the reports from I-ready and Reflex technology programs

## 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

Joella C. Good Elementary School has a Montessori Magnet Program consisting of approximately 160 students of which eighteen are in Pre-Kindergarten. The Montessori Pre-Kindergarten class is funded by the Office of Schools of Choice and Parental Options. The effectiveness of the program is monitored throughout the year by classroom walkthroughs, observations, assessments and site-visits from the Office of Schools of Choice and Parental Options, and it abides by the American Montessori Society guidelines. Through these means at-risk students are targeted early for further intervention. Once areas in need are known, certified American Montessori Society (AMS) Montessori teachers and paraprofessionals work with the students by providing individualized instruction in all academic areas.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Kindergarten teachers will use the FLKRS school readiness test to assess all students' readiness skills within the first thirty days of school. FLKRS includes measures of Letter Naming and Phonemic Awareness, which are included in the VPK Education Standards. These data are used to calculate a student's Probability of Success in Reading score. Furthermore, the FAIR is also used school wide to monitor student progress in the basic literacy skills. The FAIR which also measures Letter Naming

and Phonemic Awareness in Kindergarten. FAIR is administered three times a year with ongoing progress monitoring of at risk students.

The Montessori Pre-Kindergarten classroom is participating in activities with the general education curriculum, such as breakfast and lunch sessions, and general assemblies. The Pre-Kindergarten classroom is a multi-age classroom, which facilitates the articulation process from Pre-Kindergarten to Kindergarten. Throughout the school year, Pre-Kindergarten students spend time working on a myriad of activities, presented according to the appropriateness and achievement level of the student regardless of age. Montessori education aims to provide for the unique developmental needs of each child as they emerge, Montessori teachers spend a great deal of their time observing children. Scientific observations of the child's development is constantly carried out and recorded by the teacher. These observations are made on the level of concentration of each child, the introduction to and mastery of each piece of material, the social development and physical health. Opportunities for the familiarization of the personality are considered as important as academic education. Children are given the opportunity to take care of themselves, each other, and the environment through activities which include gardening, cooking, building, moving gracefully and speaking politely.

**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*

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

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

*Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](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

1 = Problem Solving Step          🔑 S123456 = Quick Key

## Strategic Goals Summary

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

**G2.**  To use the EWS to identify at-risk students to provide support and intervention to increase achievement.

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

**G4.**  See Title 1 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`

🔍 G047530

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| AMO Reading - All Students | 73.0 |
| AMO Reading - African American | 72.0 |
| AMO Reading - SWD | 47.0 |
| AMO Reading - ED | 71.0 |
| AMO Math - All Students | 75.0 |
| AMO Math - African American | 71.0 |
| AMO Math - Hispanic | 75.0 |
| AMO Math - White | 82.0 |
| AMO Math - ELL | 70.0 |
| AMO Math - SWD | 55.0 |
| AMO Math - ED | 72.0 |

## Resources Available to Support the Goal `2`

- Reading Coach, Math Coach, Science leader, McGraw Hill WonderWorks Intervention Program, Go Math text, Scotts Foresman text, Reading Plus, P-Sell resources, FSA Task Cards developed by the District, FSA Item Specs., Instructional Tools located in the District Pacing Guides, McGraw Hill Materials & Level Readers, and Grade Level Chairs, Common Planning Time, Monthly Grade Level Chair Meetings, Promethean Boards in all Classrooms, Computers in Classrooms, 3 Computer Labs, After School Tutoring (2nd-5th Grade Starting in Oct), Lowest FCAT 25%ile, SAT 36%ile or below receive additional interventions, I-Ready, Reflex.

## Targeted Barriers to Achieving the Goal `3`

- Lack of understanding of rigor and how to effectively implement rigorous instructional activities and higher order thinking skills within the classroom instruction.

## Plan to Monitor Progress Toward G1. `8`

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

### Person Responsible

Lizette O'Halloran

### Schedule

On 5/29/2015

### *Evidence of Completion*

Assessment results

**G2.** To use the EWS to identify at-risk students to provide support and intervention to increase achievement. `1a`

🔍 G049178

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| Attendance Below 90% | 6.0 |
| One or More Suspensions | 1.0 |
| Non-proficient Reading by Grade 03 | 48.0 |

## Resources Available to Support the Goal `2`

- Attendance reports, previous SCAM documents FAB/BIP, SST meetings, Attendance contracts, Psychologist, Counselor, Reading Coach, McGraw Hill WonderWorks Intervention Program, Reading Plus, FSA Task Cards developed by the District, FSA Item Specs., Instructional Tools located in the District Pacing Guides, McGraw Hill Materials & Level Readers, and Grade Level Chairs, Common Planning Time, Monthly Grade Level Chair Meetings, Promethean Boards in all Classrooms, Computers in Classrooms, 3 Computer Labs, After School Tutoring (2nd-5th Grade Starting in Oct), Lowest FCAT 25%ile, SAT 36%ile or below receive additional interventions, I-Ready, Reflex.

## Targeted Barriers to Achieving the Goal `3`

- Limited parental involvement in child's attendance, behavior and academic work

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

Attendance bulletins and reports will be collected throughout the year

### Person Responsible

Lizette O'Halloran

### Schedule

Monthly, from 10/6/2014 to 5/29/2015

### *Evidence of Completion*

A documented review of the bulletins

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

**Targets Supported** `1b`                                                                G049177

| Indicator | Annual Target |
|-----------|---------------|

**Resources Available to Support the Goal** `2`

- Math Coach, Science leader, Go Math text, Scotts Foresman text, P-Sell resources, FSA Item Specs., Instructional Tools located in the District Pacing Guides, Common Planning Time, Monthly Grade Level Chair Meetings, Promethean Boards in all Classrooms, Computers in Classrooms, 3 Computer Labs, Science Fair Projects, After School Tutoring (2nd-5th Grade Starting in Oct), Lowest FCAT 25%ile, SAT 36%ile or below receive additional interventions, I-Ready, Reflex.

**Targeted Barriers to Achieving the Goal** `3`

- Limited exposure to STEM initiatives and programs

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

Data results for students in math and science

**Person Responsible**

Lizette O'Halloran

**Schedule**

Quarterly, from 11/10/2014 to 5/29/2015

***Evidence of Completion***

Interim assessment results

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

**Targets Supported** `1b`                                                                G049179

| Indicator | Annual Target |
|-----------|---------------|

**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`

🔑 G047530

**G1.B1** Lack of understanding of rigor and how to effectively implement rigorous instructional activities and higher order thinking skills within the classroom instruction. `2`

🔑 B122617

**G1.B1.S1** Increase Rigor and Higher Order Thinking Skills: Implement questioning strategies and activities in reading, math, science and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics across all content areas. `4`

🔑 S134496

### Strategy Rationale

To address weakness in the area of higher order questioning and understanding of more rigorous concepts as it relates to maintaining higher standards and quality instruction.

### Action Step 1 `5`

Provide professional development to all content area teachers on the topic of rigor and the development and use of higher order thinking skills questions that are aligned to the standards.

#### Person Responsible

Lizette O'Halloran

#### Schedule

Monthly, from 9/18/2014 to 10/24/2014

#### *Evidence of Completion*

agendas, sign-in sheets, evidence of higher order questioning.

**Action Step 2** `5`

Through grade level collaborative planning teachers across all content areas will use item specifications, standards, pacing guides, instructional tools, Mc-Graw Hill Resources, GO Math text, Scotts Foresman text, FSA Task Cards, preview selection prior to attending planning session to plan and develop Higher Order Thinking Questions infusing collaborative conversations and analytical writing.

### Person Responsible

Lizette O'Halloran

### Schedule

Weekly, from 9/18/2014 to 11/26/2014

### *Evidence of Completion*

agendas, sign-in sheets, lesson plans & evidence of higher order questioning.

**Action Step 3** `5`

Teachers will engage students in a variety of activities that incorporate higher order questioning and demonstrate rigor that lead to student collaborative conversations and student analytical writing in all content areas.

### Person Responsible

Lizette O'Halloran

### Schedule

Daily, from 9/18/2014 to 11/26/2014

### *Evidence of Completion*

Lesson Plans & Classroom Walkthroughs

**Action Step 4** `5`

Conduct coaching cycles and model higher order thinking questioning during instruction based on teacher need.

### Person Responsible

Lizette O'Halloran

### Schedule

Weekly, from 9/18/2014 to 11/26/2014

### *Evidence of Completion*

CSS Logs & Classroom visitation and support log.

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

Administrators will be in attendance during the professional development to actively observe engagement from participants.

### Person Responsible

Lizette O'Halloran

### Schedule

Monthly, from 9/18/2014 to 11/26/2014

### *Evidence of Completion*

Classroom Walkthroughs & Student Work Folders

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

Administrator will conduct classroom walkthrough to observe best practices within the classroom.

### Person Responsible

Lizette O'Halloran

### Schedule

Daily, from 9/18/2014 to 11/26/2014

### *Evidence of Completion*

Classroom Walkthroughs & Student Work Folders

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

Administrators will observe evidence of high order questioning.

### Person Responsible

Lizette O'Halloran

### Schedule

Weekly, from 9/18/2014 to 11/26/2014

### *Evidence of Completion*

Classroom Walkthroughs & Student Work Folders

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

Administrator will look for evidence of student work samples and complexity levels.

### Person Responsible

Lizette O'Halloran

### Schedule

Weekly, from 9/18/2014 to 11/26/2014

### *Evidence of Completion*

Classroom Walkthroughs & Student Work Folders

**G2.** To use the EWS to identify at-risk students to provide support and intervention to increase achievement. `1`

G049178

**G2.B1** Limited parental involvement in child's attendance, behavior and academic work `2`

B125669

**G2.B1.S1** Identify staff member who will be responsible for contacting parents for attendance concerns. `4`

S137759

### Strategy Rationale

To make connection with parents to determine ways for attendance to improve

**Action Step 1** `5`

Identify students who have been out of school for more than 3 days and have not returned with a note

### Person Responsible

Carmen Gonzalez

### Schedule

Weekly, from 9/22/2014 to 5/29/2015

### *Evidence of Completion*

Printed list of attendance records

**Action Step 2** 5

Document phone calls with each parent contacted and request for a formal meeting when necessary

### Person Responsible

Carmen Gonzalez

### Schedule

Weekly, from 5/29/2015 to 5/29/2015

### *Evidence of Completion*

**Action Step 3** 5

Determine how we could assist parents or if case needs to be reviewed by an administrator

### Person Responsible

Carmen Gonzalez

### Schedule

Weekly, from 9/22/2014 to 5/29/2015

### *Evidence of Completion*

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

The implementation of contacting parents weekly

### Person Responsible

Lizette O'Halloran

### Schedule

Biweekly, from 9/22/2014 to 5/29/2015

### *Evidence of Completion*

Notes documented from conversations with counselor and parents

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

Parent contacts

### Person Responsible

Carmen Gonzalez

### Schedule

Monthly, from 9/22/2014 to 5/29/2015

### *Evidence of Completion*

Reduced amount of students on the attendance bulletin and improvement in student performances

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

G049177

**G3.B2** Limited exposure to STEM initiatives and programs 2

B125896

**G3.B2.S1** Provide teachers with information on STEM initiative and programs 4

S137845

### Strategy Rationale

Teacher will become familiar with the initiative and programs

**Action Step 1** 5

Introduce the topic at a faculty meeting

### Person Responsible

Monefe Young

### Schedule

On 10/7/2014

### *Evidence of Completion*

Agenda item

**Action Step 2** `5`

Meet with teachers during collaborative planning to further discuss the STEM initiatives

### Person Responsible

Monefe Young

### Schedule

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

### *Evidence of Completion*

lesson plans reflective of initiatives

**Action Step 3** `5`

Teacher can participate in district provide STEM PDs

### Person Responsible

Lizette O'Halloran

### Schedule

Quarterly, from 10/6/2014 to 5/29/2015

### *Evidence of Completion*

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** `6`

Information being provided to teachers about the STEM program

### Person Responsible

Monefe Young

### Schedule

Monthly, from 10/6/2014 to 5/29/2015

### *Evidence of Completion*

Through lesson plans and walkthroughs

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** `7`

Follow-up with grade chairs to see how STEM initiatives are being implemented with the classroom.

### Person Responsible

Monefe Young

### Schedule

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

### *Evidence of Completion*

Walkthroughs and student work samples

## 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 to all content area teachers on the topic of rigor and the development and use of higher order thinking skills questions that are aligned to the standards. | O'Halloran, Lizette | 9/18/2014 | agendas, sign-in sheets, evidence of higher order questioning. | 10/24/2014 monthly |
| G2.B1.S1.A1 | Identify students who have been out of school for more than 3 days and have not returned with a note | Gonzalez, Carmen | 9/22/2014 | Printed list of attendance records | 5/29/2015 weekly |
| G3.B2.S1.A1 | Introduce the topic at a faculty meeting | Young, Monefe | 10/7/2014 | Agenda item | 10/7/2014 one-time |
| G1.B1.S1.A2 | Through grade level collaborative planning teachers across all content areas will use item specifications, standards, pacing guides, instructional tools, Mc-Graw Hill Resources, GO Math text, Scotts Foresman text, FSA Task Cards, preview selection prior to attending planning session to plan and develop Higher Order Thinking Questions infusing collaborative conversations and analytical writing. | O'Halloran, Lizette | 9/18/2014 | agendas, sign-in sheets, lesson plans & evidence of higher order questioning. | 11/26/2014 weekly |
| G2.B1.S1.A2 | Document phone calls with each parent contacted and request for a formal meeting when necessary | Gonzalez, Carmen | 5/29/2015 | | 5/29/2015 weekly |
| G3.B2.S1.A2 | Meet with teachers during collaborative planning to further discuss the STEM initiatives | Young, Monefe | 10/20/2014 | lesson plans reflective of initiatives | 5/29/2015 monthly |
| G1.B1.S1.A3 | Teachers will engage students in a variety of activities that incorporate higher order questioning and demonstrate rigor that lead to student collaborative conversations and student analytical writing in all content areas. | O'Halloran, Lizette | 9/18/2014 | Lesson Plans & Classroom Walkthroughs | 11/26/2014 daily |
| G2.B1.S1.A3 | Determine how we could assist parents or if case needs to be reviewed by an administrator | Gonzalez, Carmen | 9/22/2014 | | 5/29/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G3.B2.S1.A3 | Teacher can participate in district provide STEM PDs | O'Halloran, Lizette | 10/6/2014 | | 5/29/2015 quarterly |
| G1.B1.S1.A4 | Conduct coaching cycles and model higher order thinking questioning during instruction based on teacher need. | O'Halloran, Lizette | 9/18/2014 | CSS Logs & Classroom visitation and support log. | 11/26/2014 weekly |
| G1.MA1 | Data disaggregation of District Interim Assessments and summative, FSA, EOC, FCAT or FAA as appropriate. | O'Halloran, Lizette | 10/20/2014 | Assessment results | 5/29/2015 one-time |
| G1.B1.S1.MA1 | Administrators will observe evidence of high order questioning. | O'Halloran, Lizette | 9/18/2014 | Classroom Walkthroughs & Student Work Folders | 11/26/2014 weekly |
| G1.B1.S1.MA4 | Administrator will look for evidence of student work samples and complexity levels. | O'Halloran, Lizette | 9/18/2014 | Classroom Walkthroughs & Student Work Folders | 11/26/2014 weekly |
| G1.B1.S1.MA1 | Administrators will be in attendance during the professional development to actively observe engagement from participants. | O'Halloran, Lizette | 9/18/2014 | Classroom Walkthroughs & Student Work Folders | 11/26/2014 monthly |
| G1.B1.S1.MA2 | Administrator will conduct classroom walkthrough to observe best practices within the classroom. | O'Halloran, Lizette | 9/18/2014 | Classroom Walkthroughs & Student Work Folders | 11/26/2014 daily |
| G2.MA1 | Attendance bulletins and reports will be collected throughout the year | O'Halloran, Lizette | 10/6/2014 | A documented review of the bulletins | 5/29/2015 monthly |
| G2.B1.S1.MA1 | Parent contacts | Gonzalez, Carmen | 9/22/2014 | Reduced amount of students on the attendance bulletin and improvement in student performances | 5/29/2015 monthly |
| G2.B1.S1.MA1 | The implementation of contacting parents weekly | O'Halloran, Lizette | 9/22/2014 | Notes documented from conversations with counselor and parents | 5/29/2015 biweekly |
| G3.MA1 | Data results for students in math and science | O'Halloran, Lizette | 11/10/2014 | Interim assessment results | 5/29/2015 quarterly |
| G3.B2.S1.MA1 | Follow-up with grade chairs to see how STEM initiatives are being implemented with the classroom. | Young, Monefe | 10/20/2014 | Walkthroughs and student work samples | 5/29/2015 monthly |
| G3.B2.S1.MA1 | Information being provided to teachers about the STEM program | Young, Monefe | 10/6/2014 | Through lesson plans and walkthroughs | 5/29/2015 monthly |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportuntities

*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** Lack of understanding of rigor and how to effectively implement rigorous instructional activities and higher order thinking skills within the classroom instruction.

**G1.B1.S1** Increase Rigor and Higher Order Thinking Skills: Implement questioning strategies and activities in reading, math, science and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics across all content areas.

### PD Opportunity 1

Provide professional development to all content area teachers on the topic of rigor and the development and use of higher order thinking skills questions that are aligned to the standards.

#### Facilitator

Reading Coach (Ms. Schoeck), Curriculum Support Specialist (Ms. Cadaya), Math Coach (Ms. Quigley), Science Leader (Mr. Camacho)

#### Participants

All content area teachers

#### Schedule

Monthly, from 9/18/2014 to 10/24/2014

### PD Opportunity 2

Through grade level collaborative planning teachers across all content areas will use item specifications, standards, pacing guides, instructional tools, Mc-Graw Hill Resources, GO Math text, Scotts Foresman text, FSA Task Cards, preview selection prior to attending planning session to plan and develop Higher Order Thinking Questions infusing collaborative conversations and analytical writing.

#### Facilitator

Literacy teachers, Reading Coach (Ms. Schoeck), Curriculum Support Specialist (Ms. Cadaya), Math Coach (Ms. Quigley), Science Leader (Mr. Camacho).

#### Participants

All content area teachers

#### Schedule

Weekly, from 9/18/2014 to 11/26/2014

**PD Opportunity 3**

Teachers will engage students in a variety of activities that incorporate higher order questioning and demonstrate rigor that lead to student collaborative conversations and student analytical writing in all content areas.

### Facilitator

Literacy teachers, Reading Coach (Ms. Schoeck), Curriculum Support Specialist (Ms. Cadaya), Math Coach (Ms. Quigley), Science Leader (Mr. Camacho).

### Participants

All content area teachers

### Schedule

Daily, from 9/18/2014 to 11/26/2014

**PD Opportunity 4**

Conduct coaching cycles and model higher order thinking questioning during instruction based on teacher need.

### Facilitator

Literacy teachers, Reading Coach (Ms. Schoeck), Curriculum Support Specialist (Ms. Cadaya), Math Coach (Ms. Quigley), Science Leader (Mr. Camacho).

### Participants

All content area teachers

### Schedule

Weekly, from 9/18/2014 to 11/26/2014

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

**G3.B2** Limited exposure to STEM initiatives and programs

**G3.B2.S1** Provide teachers with information on STEM initiative and programs

### PD Opportunity 1

Teacher can participate in district provide STEM PDs

#### Facilitator

Ms. Quigley

#### Participants

Math and Science teachers

#### Schedule

Quarterly, from 10/6/2014 to 5/29/2015

## Budget Rollup

| Summary | |
|---|---|
| **Description** | **Total** |
| **Goal 1:** To increase student achievement by improving core instruction in all content areas. | 4,500 |
| **Grand Total** | **4,500** |

| Goal 1: To increase student achievement by improving core instruction in all content areas. | | |
|---|---|---|
| **Description** | **Source** | **Total** |
| **B1.S1.A1** - Notes: Materials that foster higher order thinking questions and rigor | School Improvement Funds | 4,500 |
| **Total Goal 1** | | **4,500** |