

Spanish Lake Elementary School

7940 NW 194TH ST, Hialeah, FL 33015

<http://sle.dadeschools.net>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
77%

Alternative/ESE Center
No

Charter School
No

Minority
98%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|------------------------------|
| Not In DA | 5 | Gayle Sitter |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We are committed to continuous exploration of new horizons to shape and brighten futures. It is our goal to provide academic instruction to gauge our path and cultivate successful multicultural leaders. From many, we are one! High quality education is accomplished through an intense focus on curriculum and student individual needs. Academic rigor is applied through our curriculum framework and pacing guides, integration of technology and increased parental involvement. SLE holds high expectations for students while it continues to provide intervention and enrichment when needed. SLE will continue to provide data analysis meetings to identify and address the instructional needs of students and establish interventions during the school day and after school tutoring. Through the incorporation of the BISO, technology, professional development trainings and workshops, SLE continues to increase student achievement by enhancing and strengthening our focus on effective academic instruction.

Provide the school's vision statement

In our quest to inspire and enrich our students to explore opportunities and develop lifelong skills that will enable them to achieve their maximum potential for success in a competitive multicultural world, we strive to excel and go from great to greatest.

School Environment

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

The school is committed to a culture that is based on shared values and beliefs about teaching and learning. The staff and school keep open communication with all stakeholders to ensure the success of students. The school participates and reviews Survey results in order to establish a structure with individual students that allows teachers to build strong relationships overtime with the student. Example of communication with all stakeholders that assist this process is teacher communication logs with students, parents, counselors and administrative staff. Both students and teachers build relationships through the learning process in the classroom and provide students and parents with feedback on an ongoing basis.

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

The school consistently provides support of student safety and respect. The school has an arrival and dismissal plan for students to ensure supervision and safety. For example, a location is provided within the school for parents/family to drop-off and pick-up their children. Communication is provided continuously to parents and students regarding education, safety and well-being of the child. There are also emergency procedures in place such as, fire drills, evacuation and other emergency procedures. Furthermore, there is a safety committee in place who reviews school wide safety and procedures. All students experience an environment of open communication in a fair and just way, respecting the needs and characteristic of each individual, and promoting a sense of community, belonging, ownership, and pride. Written policies on positive guidance strategies are in place and monitored to ensure student safety and respect before, during and after school. In addition, all students are continuously supervised by adults at all times.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school implements and maintains safety by following the Code of Student Conduct. The Code of Student Conduct is provided to all students and parents and it is also reviewed during Open House and other school events throughout the school year. Through assertive discipline, students are encouraged to be engaged and participate in all aspects of the learning process.

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 implements a process to determine the social and ensure the social and emotional needs of each student. School personnel provide programs to meet the needs of students as necessary. A Student Assessment System is in place for identifying student needs. Social classes and services such as bullying, and character education are also in place and monitored by school counselors and administrators. School personnel also implement a process to determine the counseling, assessment, referral, and educational needs of all 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

The early warning system (EWS) comprises of data from the EWS District Dashboard. The list of early warning indicators include the following:

- A total of 129 students below 90 percent in attendance
- A total of 18 suspensions
- A total of 192 students with course failure in either ELA or Math
- A total of 218 scoring Level 1 on statewide assessment
- A total of 39 students with grade retentions
- A total of 98 students who failed 2 or more courses

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 | 26 | 20 | 21 | 15 | 22 | 25 | 129 |
| One or more suspensions | 0 | 0 | 0 | 6 | 6 | 6 | 18 |
| Course failure in ELA or Math | 23 | 21 | 32 | 57 | 30 | 29 | 192 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 71 | 68 | 79 | 218 |
| Retentions | 5 | 4 | 11 | 18 | 0 | 1 | 39 |
| Failed 2 or more Courses | 16 | 16 | 17 | 27 | 11 | 11 | 98 |

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

Spanish Lake Elementary adopts intervention strategies that will address the academic performance of students identified by the early warning system, comprising of those who were targeted as receiving an FCAT Level 1 or 2 in the Reading portion of the assessment. Additionally, the first through third grade students targeted to receive intervention strategies are those who performed on or below the 25thile on the Reading SAT assessment. Students will continue to be identified according to new assessment data throughout the school year.

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/48896>.

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 reaches out to local businesses in the community through the Dade Partners Program. The school also has Business Community Representatives that serve on the Educational Excellence School Advisory Council (EESAC) committee. The school's Dade Partners and Business Community Representatives support the school through different activities that support student achievement. The school encourages and invites community members to visit and be a part of the school program. For example, community representatives are invited to annual school events such as the Open House Resource Fair, Career Day and Reading Under the Stars.

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 |
|----------------------------|--------------------------|
| Arias Gonzalez, Jacqueline | Principal |
| Marti, Anita | Assistant Principal |
| Lebena, Viviana | Assistant Principal |
| Vargas, Martha | Instructional Coach |
| Bustamante, Kathy | Assistant Principal |
| Milian, Ivette | Instructional Technology |
| Vogel, Maria | Instructional Coach |
| Reguera, Susana | Instructional Coach |
| Quintana, Nayeli | Instructional Coach |
| Garcia, Annette | Teacher, ESE |
| Blanco-Ricardo, Paula | Teacher, K-12 |
| Gajano, Grisell | Guidance Counselor |
| Negron, Melanie | Guidance Counselor |

Duties

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

Spanish Lake Elementary Tier 1 (Leadership Team):

- Jacqueline Arias-Gonzalez, Principal will ensure that faculty is aware of MTSS/Rtl through continuous professional development, adjust the allocation of school based resources, hold regular leadership team meetings, gather and analyze data to determine appropriate professional development for faculty, maintain communication with staff for input and feedback, adjust the school's academic goals and monitor the implementation of professional development.
- Kathy Bustamante, Assistant Principal will provide support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs in fourth and fifth grade.
- Viviana Lebeña, Assistant Principal will schedule and facilitate regular Rtl meetings, ensure attendance of team members, and ensure follow up action steps. In addition to providing support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs in kindergarten and first grade.
- Anita Marti, Assistant Principal will provide support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs in second and third grade.
- Susana Reguera, Lead Teacher will actively participate in MTSS/Rtl meetings, will identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the areas of Spanish and modern languages. In addition, the Lead Teacher will develop schedules and assist with implementing instructional strategies.
- Ivette Milian, Intermediate Reading Leader - Actively participates in MTSS/Rtl meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the area of Reading and Language Arts. Reading leaders participate in data collection and data analysis in order to implement and design a constructive focus plan and monitor progress towards SIP goals.
- Martha Vargas, Reading Coach/EESAC Chair - Actively participates in MTSS/Rtl meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the areas of Reading and Language Arts. The Reading Coach participates in data collection and data analysis in order to implement and design a constructive focus plan. She

will also identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources. In addition she will continue to review, collect data and monitor the implementation of the SIP as the EESAC Chairperson.

- Maria Vogel Math Coach - Actively participates in MTSS/Rtl meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the area of Math. The Math Coach will also participate in data collection and data analysis in order to implement and design a constructive focus plan. Identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources.
- Nayeli Quintana, Science Coach - Actively participates in MTSS/Rtl meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the area of Science. The Science Coach will also participate in data collection and data analysis in order to implement and design a constructive focus plan.
- Grisell Perez and Melanie Negron, School Guidance Counselors – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will counsel students and provide interventions to support the student’s academic, emotional, behavioral and social success. Counselors will also provide counseling and assistance as needed to students and families.
- Annette Garcia, SPED Chair/LEA – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Paula Blanco-Ricardo, Gifted Education Chair/LEA – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The following members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

- Viviana Lebeña, Assistant Principal will schedule and facilitate regular Rtl meetings, ensure attendance of team members, and ensure follow up action steps. In addition to providing support, set expectations, provide instructional leadership, ensure commitment, hold regular meetings, and analyze data for use of intervention and achievement needs in grades K-5.
- Ileana Aguilera, Kindergarten Grade Chair – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Carolina Torres, First Grade Chair – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Angelica Llera-Garcia, Second Grade Chair – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Lisvette Angulo-Reyes, Third Grade Chair – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Zulema Almanza, Fourth Grade Chair – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities

and strategies.

- Natalie Valderrama, Fifth Grade Chair – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.
- Annette Garcia, Special Area Department Chair - will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will disseminate information from meetings to other team members, and engage team members in professional development that promotes hands-on activities and strategies.

Tier 3 SST

- Viviana Lebeña, Assistant Principal will schedule and facilitate regular SST meetings, ensure attendance of team members, and ensure follow up action steps.
- Lunilda Mcvay, School Psychologist
- Hector Abad, School Social Worker
- Grisell Perez, Guidance Counselors – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will counsel students and provide interventions to support the student's academic, emotional, behavioral and social success. Counselors will also provide counseling and assistance as needed to students and families.
- Ginette Sanchez, School Guidance Counselors – will actively participate in MTSS/Rtl meetings, will assist with whole-school screening programs, will counsel students and provide interventions to support the student's academic, emotional, behavioral and social success. Counselors will also provide counseling and assistance as needed to students and families.
- Martha Vargas, Reading Coach/EESAC Chair - Actively participates in MTSS/Rtl meetings, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the areas of Reading and Language Arts. The Reading Coach participates in data collection and data analysis in order to implement and design a constructive focus plan. She will also identify Tier 1, Tier 2, and possible Tier 3 students and collaborate with support staff by providing instructional strategies and resources.
- Student's teachers
- Parent/guardian

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 at Spanish Lake uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitor 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 proficiency and expected levels of progress for students.
4. Gathering and analyzing ongoing progress monitoring (OPM) data from interventions in order to respond when individual students have not shown an improvement in their target areas.
5. Raising goals and providing enrichment when students demonstrate growth or meet their goals.
6. Gathering and analyzing data at all Tiers to determine professional development that would assist teachers in targeting areas of need.
7. Ensuring that students in need of intervention receive appropriate supplemental Tier 2 interventions.

Tier 2

Spanish Lake's second level of support consists of supplemental instruction and interventions that are provided to groups of targeted low-performing students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly 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 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 to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. 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.

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

Spanish Lake Elementary provides services to ensure students requiring additional remediation are assisted through after-school programs or tutorials. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the students and their families. Spanish Lake's, Title I funded Community Involvement Specialists (CIS), serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Spanish Lake Elementary Curriculum Coaches develop, lead, and evaluate school core content standards/ programs. Our coaches also 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 at Spanish Lake Elementary participate in the design of our school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the annual Title I Annual Parent Meeting at the beginning of the school year. At Spanish Lake the annual M-DCPS Title I Parent/Family Involvement Survey is utilized 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 the school's CIS, Title I District and Region meetings, and a Connect Ed message from the principal. This survey, available in English, Spanish and Haitian-Creole, is available online for parents to complete.

Funds from Title I grants will be utilized to provide after school tutoring in the areas of reading and math for students attending Spanish Lake Elementary School. Other components that are integrated into our school wide program also include an extensive Parental Program; Supplemental Educational Services.

Title II

We are a Title II District. The District uses supplemental funds for improving basic education as follows:

- * 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 III

- * Spanish Lake Elementary uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide tutorial programs for students in grades 3-5.
- * The above services will be provided should funds become available for the 2014-2015 school year and should the FLDOE approve the application(s).

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instructions (SAI) as part of its Florida Education Finance Program (FEFP) allocations.

Violence Prevention Programs

At Spanish Lake Elementary the Safe and Drug-Free Schools Program addresses violence and drug prevention and Intervention services for students through curriculum implemented by classroom teachers and our elementary counselor. Training and technical assistance for elementary school teachers, administrators, and counselor is also a component of this program.

Nutrition Programs

Spanish Lake Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. Spanish Lake Elementary School's Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Also, monthly Nutrition menu is provided to parents via the Internet for knowledge of nutritious food items offered to their children as well as enabling parents to adopt healthy nutritional food offerings at their household in an attempt to holistically increase healthy eating habits to students.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|---------------------------|----------------------------|
| Jacqueline Arias-Gonzalez | Principal |
| Martha Vargas | Teacher |
| Maritza Labaut | Teacher |
| Angela Williams-Lewis | Teacher |
| Zulema Almanza | Teacher |
| Lisvette Angulo-Reyes | Teacher |
| Paula Blanco-Ricardo | Teacher |
| Anne-BurkeStevenson | Teacher |
| Jacqueline Marron | Education Support Employee |
| Raquel Dominguez | Education Support Employee |
| Ginger Clarke | Parent |
| Leslie Blanco-Cabrera | Parent |
| Maria Bustamante | Parent |
| Julio Herrera | Parent |
| Luisa Arango | Parent |
| Isbel Guerrero | Parent |
| Chelsie Taveras | Parent |
| Teresa Munoz | Parent |
| Gabriel Bustamante | Student |
| Joel Cabrera | Student |
| Ivan Hadfeg | Business/Community |
| Alex Rizo | Business/Community |
| Luis Hernandez | 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

During the 2013-2014 school year, the SAC committee met on a monthly basis to review and monitor school performance data, goals, strategies, and adjustments made to curriculum. The goals established for the 2013-2014 were met by the school as evidenced by district and state assessment data.

Development of this school improvement plan

Spanish Lake Elementary SAC committee meets to evaluate school performance data, analyze needs, discuss goals, strategies and monitor the School Improvement Plan. In addition, the SAC reviews, discusses the annual budget and makes decisions that support student achievement.

Preparation of the school's annual budget and plan

Spanish Lake Elementary SAC committee meets to discuss the proposed budget brought forth by several key staff members to impact student achievement, as it relates to the School Improvement Plan. Several considerations for possible approval of the SAC's annual budget plan includes, but not

limited to, technology hardware, peripherals and Audio Visual enhancement supplies, software, funds for intervention and tutoring, reading materials incentives for supplemental and motivational reading program, media center needs, and bilingual program supplementary materials.

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

- Supplemental Intervention Materials
- Media Center Resources
- Technology Peripheral equipment, software, and to support reading program

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 |
|----------------------------|---------------------|
| Arias Gonzalez, Jacqueline | Principal |
| Lebena, Viviana | Assistant Principal |
| Marti, Anita | Assistant Principal |
| Vargas, Martha | Instructional Coach |
| Milian, Ivette | Instructional Coach |
| Bustamante, Kathy | Assistant Principal |
| Garcia, Annette | Teacher, ESE |
| Reguera, Susana | Instructional Coach |
| Hernandez, Sandra | Teacher, K-12 |
| Almanza, Zulema | Teacher, K-12 |
| Sabates, Mercedes | Instructional Media |
| Torres, Carolina | Teacher, K-12 |
| Valderrama, Natalie | Teacher, K-12 |
| Baez, Nancy | Teacher, K-12 |
| Llera-Garcia, Angelica | Teacher, K-12 |
| Blanco-Ricardo, Paula | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team at Spanish Lake creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The SLE school-based LLT functions as a support team for the teachers. The LLT team meets monthly to plan for assessments, analyze assessment results, discuss student progress, and effective strategies to plan for the

instructional needs of all students. Responsibilities include modeling lessons, sharing best practices, assisting teachers with the implementation of the Florida Standards and the CRRP. In addition the LLT at Spanish Lake provides professional development, analyzes assessment results from state, district and school, and promotes a literacy rich environment at school and home. The LLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective. The LLT encourage, supports, and develops lesson studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The LLT will implement a school wide writing plan that incorporates Florida Standards and Content Focus for ELA Writing to ensure that students at Spanish Lake Elementary are developing proficiency skills in writing. Additionally, the LLT will provide ongoing professional development in Florida Writing Standards and ELA Writing to teachers in grades kindergarten through fourth grade.

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

Spanish Lake Elementary School conducts several activities for instructional staff members to collaboratively plan for instructional delivery in the following fashion:

- faculty meetings with topics that would benefit instructional staff's professional development
- master schedules encouraging common planning time for grade level collaboration
- creating PLC's for further professional development and vertical/horizontal collaboration
- providing several professional development sessions and/or meetings to enhance instructional planning and delivery for student achievement

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

Spanish Lake Elementary implements the following strategies in an effort to recruit and maintain highly qualified and effective teachers.

- The principal will hold regular meetings with new teachers.
- Administrators partner new teachers with veteran staff.
- Leadership team members, instructional coaches and administrators offer support and mentoring.
- The Leadership team recruits highly qualified teachers through participation at job fairs and university internship programs.

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

Teachers are assigned mentors or buddy teachers in their respective grade levels and subject areas. Grade level chairs provide guidance and assistance through professional learning communities, grade level meetings, and data debriefing.

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

Spanish Lake Elementary School follows the District's core subject pacing guides, ensuring alignment to the Florida standards. Additionally, instructional staff utilizes Florida standards in all subjects, item specifications, and utilizes text sources for collaborative planning and instructional delivery.

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

Spanish Lake Elementary uses an effective assessment system that produces data from multiple assessment measures. These assessments include locally developed and standardized assessments about student learning and school performance. This assessment system provides multiple opportunities for measurements across classrooms. Additionally, the data collected from these assessments is continually used to identify trends and provide comparisons of student learning. As a result, our school uses the analyzed data to drive student instruction, monitor student progress, and provide students with academic support. Also, this assessment system is clearly defined and allows the school to demonstrate continuous improvement at the student level, grade level and school performance level overall.

As part of our continuous improvement model, Spanish Lake regularly collects and analyzes data to create focus calendars, identify intervention groups, differentiated instruction groups, and develop after-school tutoring groups. Data chats and grade level meetings are conducted periodically to debrief progress at the student level, grade level and professional level. Teachers use data and information collected at meetings to form flexible differentiated instructional groups within their individual classrooms.

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: 1,440

Spanish Lake Elementary offers an after school tutoring program for ELL students and student in the lowest 25 percentile who are struggling in reading and math.

Professional Learning Communities offer teachers the opportunity to collaborate and plan for activities that will enhance and accelerate curriculum.

Strategy Rationale

Data indicates the need to provide after school tutoring for ELL students and students in the lowest 25 percentile in Reading, Mathematics, and Writing.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Reguera, Susana, sreguera@dadeschools.net

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

The Reading Coach and Math Coach develop a pre and post test that will be used for the after school tutoring program. During the first week, students are administered a pre-test in the areas of reading and math. During the final week of the program, a post test is given in order to determine a students' growth and determine the effectiveness of the program.

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

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 (HIPPI) Program. HIPPI provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

At Spanish Lake Elementary School, all incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. In addition, pre-schools located within the school's boundaries are invited to attend a transition meeting in May in which they receive information about the kindergarten program at Spanish Lake as well as the expectations and learning goals for kindergarten. At the transition meeting local pre-schools are also given materials and ideas to focus

on during the summer in order to prepare the pre-school students for a successful transition into kindergarten.

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.** We will increase student achievement by improving core instruction in all content areas.
- G2.** We will decrease students missing 10% instructional time from 8% to 7% and students not proficient in Reading by 3rd grade from 14% to 13% and and maintain 1% in behavioral referrals leading to suspension.
- G3.** We will increase STEM activities 5 percentage points from 30% to 35% and increase participation in STEM related activities from 90% to 95%.
- G4.** See Title I PIP

Strategic Goals Detail

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

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

G050211

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| AMO Reading - All Students | 72.0 |
| AMO Reading - Hispanic | 73.0 |
| AMO Reading - SWD | 49.0 |
| AMO Reading - ED | 70.0 |
| AMO Math - All Students | 79.0 |
| AMO Math - Hispanic | 79.0 |
| AMO Math - White | 93.0 |
| AMO Math - ELL | 69.0 |
| AMO Math - SWD | 61.0 |
| AMO Math - ED | 76.0 |
| FCAT 2.0 Science Proficiency | 60.0 |
| FSA - Mathematics - Proficiency Rate | 76.0 |
| FSA - English Language Arts - Proficiency Rate | 65.0 |
| CELLA Listening/Speaking Proficiency | 51.0 |
| CELLA Reading Proficiency | 36.0 |
| CELLA Writing Proficiency | 34.0 |
| ELA/Reading Gains | 80.0 |
| ELA/Reading Lowest 25% Gains | 84.0 |
| Math Gains | 69.0 |
| Math Lowest 25% Gains | 74.0 |

Resources Available to Support the Goal 2

- Technology, Media Center, Coaches, pacing guides, Workspace (wonders), mobile computer lab, Community Involvement Specialist (CIS), Interventionists, classroom computers, common area computers, Reading Plus, Discovery Learning, Power My Learning, Cpalms, BrainPop

Targeted Barriers to Achieving the Goal 3

- Planning is not focused with the end in mind. Limited evidence of explicit planning that includes the use of the gradual release model.

Plan to Monitor Progress Toward G1. 8

Following the FCIM model, formative assessment results will be utilized to determine students' progress toward mastery of goals. Summative Assessment results will be utilized to determine students' mastery of identified benchmarks.

Person Responsible

Jacqueline Arias Gonzalez

Schedule

Monthly, from 11/25/2014 to 5/31/2015

Evidence of Completion

District Interim Assessment Tests, 2014 Florida Standards Assessment, 2014 FAA Reading and Math, 2014 CELLA Reading/Listening and Speaking/Writing, SAT, FAIR, and I-Ready on-line diagnostic assessment, and Math Reflex data.

G2. We will decrease students missing 10% instructional time from 8% to 7% and students not proficient in Reading by 3rd grade from 14% to 13% and and maintain 1% in behavioral referrals leading to suspension.

1a

G050267

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------------|---------------|
| Attendance Below 90% | 7.0 |
| Non-proficient Reading by Grade 03 | 13.0 |
| One or More Suspensions | 1.0 |

Resources Available to Support the Goal 2

- Student Services Team Attendance Incentive Program Student Code of Conduct

Targeted Barriers to Achieving the Goal 3

- Data indicates that 8% of students missed 10 percent or more of instructional time during the 2013-2014 school year.
- Data indicates that 14% of students in Grade 3 were not proficient in Reading during the 2013-2014 school year.
- Data indicates that 1% of students received behavioral referrals leading to suspension.

Plan to Monitor Progress Toward G2. 8

Following FCIM review Student Case Management records, referrals, assessment data and attendance logs.

Person Responsible

Viviana Lebena

Schedule

Monthly, from 9/1/2014 to 5/31/2015

Evidence of Completion

Formative: Student Case Management Referrals, Interim Assessments, 2014 Florida Standards Assessment, Attendance Records

G3. We will increase STEM activities 5 percentage points from 30% to 35% and increase participation in STEM related activities from 90% to 95%. 1a

G050310

Targets Supported 1b

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

Resources Available to Support the Goal 2

- GIZMOS, mobile computer labs, Science boot camp, Science Fair, Math Reflex, I-Ready

Targeted Barriers to Achieving the Goal 3

- Data indicates that Spanish Lake Elementary (SLE) provided 5 STEM related experiences for students out of a total of 15 school-wide offerings in Reading, Math and Science in the 2013-2014 school year. There is a need to increase the number of STEM related experiences provided for students at SLE.

Plan to Monitor Progress Toward G3. 8

Formative assessment data will be analyzed. The STEM Teachers, administrative team, and Science Coach will review the plan and timeline for the development of student projects and increase the participation in STEM activities.

Person Responsible

Jacqueline Arias Gonzalez

Schedule

Quarterly, from 9/1/2014 to 5/31/2015

Evidence of Completion

Formative District Interim Assessment data, student projects, STEM activities participation

G4. See Title I PIP 1a

G050311

Targets Supported 1b

| 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. We will increase student achievement by improving core instruction in all content areas. **1**

 G050211

G1.B1 Planning is not focused with the end in mind. Limited evidence of explicit planning that includes the use of the gradual release model. **2**

 B125779

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities to include evidenced-based written responses as the end product. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 S137674

Strategy Rationale

Data indicates need to use of rigorous, purposeful, and engaging instructional activities to include evidenced-based written responses as the end product.

Action Step 1 **5**

Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses. Explicit planning focusing with the end in mind.

Person Responsible

Martha Vargas

Schedule

Biweekly, from 9/30/2014 to 10/14/2014

Evidence of Completion

agenda, sign-in sheets, PD-deliverables, exit slips

Action Step 2 5

Instructional staff will collaboratively develop effective lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.

Person Responsible

Martha Vargas

Schedule

Weekly, from 10/14/2014 to 10/18/2014

Evidence of Completion

collaborative planning sign-in sheets, lessons plans

Action Step 3 5

Instructional staff will implement lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.

Person Responsible

Martha Vargas

Schedule

On 11/5/2014

Evidence of Completion

student work samples such as Readers Response Notebook, lesson plans

Action Step 4 5

Support will be provided by the Literacy Coaches, department chairs and grade level chairs as needed.

Person Responsible

Jacqueline Arias Gonzalez

Schedule

Weekly, from 11/5/2014 to 11/14/2014

Evidence of Completion

Coaching log, deliverables, sign-in sheets when meeting with grade levels, communication correspondence

Action Step 5 5

The administration will monitor for implementation with fidelity for lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses.

Person Responsible

Jacqueline Arias Gonzalez

Schedule

On 11/25/2014

Evidence of Completion

data debriefing meeting sign-in sheets, walk through logs

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

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person Responsible

Jacqueline Arias Gonzalez

Schedule

Monthly, from 11/17/2014 to 5/31/2015

Evidence of Completion

Lesson Plans, Student Work, classroom walk-throughs

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

Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness.

Person Responsible

Jacqueline Arias Gonzalez


Schedule

Monthly, from 11/28/2014 to 5/31/2015

Evidence of Completion

District Interim Assessment Test, Florida Standard Assessment, SAT, data debriefings of assessments

G1.B1.S2 Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks that include evidence-based written responses as the end product. 4

 S137675

Strategy Rationale

Data indicates need to utilize the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks that include evidence-based written responses as the end product.

Action Step 1 5

Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER). Explicit planning focusing with the end in mind.

Person Responsible

Jacqueline Arias Gonzalez

Schedule

On 9/23/2014

Evidence of Completion

agenda, sign-in sheets, PD-deliverables, exit slips

Action Step 2 5

Instructional staff will collaboratively develop effective lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER) as well as providing experiences/bell ringers utilizing item specifications that relate to Expressions, Geometry and Measurement.

Person Responsible

Maria Vogel

Schedule

Weekly, from 9/23/2014 to 10/28/2014

Evidence of Completion

collaborative planning sign-in sheets, lessons plans

Action Step 3 5

Instructional staff will implement lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER). Implementation of Expressions, Geometry, and measurement incorporated as additional bell ringers.

Person Responsible

Jacqueline Arias Gonzalez

Schedule

Daily, from 10/28/2014 to 11/5/2014

Evidence of Completion

student work samples such as math journal (MARIA) incorporating CER process, lesson plans

Action Step 4 5

Support will be provided by the Math Coach, department chairs and grade level chairs as needed.

Person Responsible

Maria Vogel

Schedule

Weekly, from 11/5/2014 to 11/14/2014

Evidence of Completion

Coaching log, deliverables, sign-in sheets when meeting with grade levels, communication correspondence

Action Step 5 5

The administration will monitor for implementation with fidelity for lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER).

Person Responsible

Jacqueline Arias Gonzalez

Schedule

On 11/25/2014

Evidence of Completion

data debriefing meeting sign-in sheets, walk through logs

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

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person Responsible

Jacqueline Arias Gonzalez

Schedule

Monthly, from 11/17/2014 to 5/31/2015

Evidence of Completion

Lesson Plans, Student Work, classroom walk-throughs

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

Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness.

Person Responsible

Jacqueline Arias Gonzalez


Schedule

On 5/31/2015

Evidence of Completion

District Interim Assessment Test, Florida Standard Assessment, SAT, debriefings of assessments, I-Ready on line diagnostic assessment, Math Reflex data

G1.B1.S3 Implement collaborative structures that incorporates the gradual release model and evidenced-based written responses as the end product to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

 S137679

Strategy Rationale

Data indicates the need to implement collaborative structures that incorporates the gradual release model and evidenced-based written responses as the end product to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives.

Action Step 1 5

Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER). Explicit planning focusing with the end in mind.

Person Responsible

Nayeli Quintana

Schedule

Biweekly, from 9/30/2014 to 10/28/2014

Evidence of Completion

agenda, sign-in sheets, PD-deliverables, exit slips

Action Step 2 5

Instructional staff will collaboratively develop effective lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER), primarily focusing on Earth and Space, Weather and Nature of Science.

Person Responsible

Nayeli Quintana

Schedule

Weekly, from 10/28/2014 to 11/5/2014

Evidence of Completion

collaborative planning sign-in sheets, lessons plans

Action Step 3 5

Instructional staff will implement lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER), primarily focusing on Earth and Space, Weather and Nature of Science.

Person Responsible

Jacqueline Arias Gonzalez

Schedule

Daily, from 11/5/2014 to 11/14/2014

Evidence of Completion

student work samples such as Journal of Science Exploration (JOSE) incorporating CER process, lesson plans

Action Step 4 5

Support will be provided by the Science Coach, department chairs and grade level chairs as needed.

Person Responsible

Nayeli Quintana

Schedule

Weekly, from 11/5/2014 to 11/21/2014

Evidence of Completion

Coaching log, deliverables, sign-in sheets when meeting with grade levels, communication correspondence

Action Step 5 5

The administration will monitor for implementation with fidelity for lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER).

Person Responsible

Jacqueline Arias Gonzalez

Schedule

On 11/25/2014

Evidence of Completion

data debriefing meeting sign-in sheets, walk through logs

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups.

Person Responsible

Jacqueline Arias Gonzalez

Schedule

Monthly, from 11/17/2014 to 5/31/2015

Evidence of Completion

Lesson Plans, Student Work, classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness.

Person Responsible

Jacqueline Arias Gonzalez

Schedule

Monthly, from 11/28/2014 to 5/31/2015

Evidence of Completion

District Interim Assessment Test, FCAT

G2. We will decrease students missing 10% instructional time from 8% to 7% and students not proficient in Reading by 3rd grade from 14% to 13% and and maintain 1% in behavioral referrals leading to suspension. 1

G050267

G2.B1 Data indicates that 8% of students missed 10 percent or more of instructional time during the 2013-2014 school year. 2

B125904

G2.B1.S1 Students accumulating three or more unexcused absences will be referred to the school social worker and the school counselor. 4

S137798

Strategy Rationale

EWS data not present for more than 90% of the school year indicates need to provide early intervention.

Action Step 1 5

Students will be referred to the MTSS/Rtl team to monitor attendance, referrals, and academic progress. Students will be enrolled in course recovery programs and participate in tutoring. Peer mediation will be available for conflict resolution. Students will receive awards for attendance and academic achievement.

Person Responsible

Anita Marti

Schedule

Monthly, from 9/1/2014 to 5/31/2015

Evidence of Completion

copy of referral, student work, Attendance Review Committee meeting documentation

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

Reviewing attendance and providing early intervention procedures for students with excessive absences.

Person Responsible

Anita Marti

Schedule

Quarterly, from 10/8/2014 to 5/29/2015

Evidence of Completion

Referrals from teachers and parent involvement follow-up, Attendance Review Committee meetings, attendance review data.

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

Reviewing attendance of students receiving early intervention procedures to monitor progress in attendance.

Person Responsible

Anita Marti

Schedule

Quarterly, from 10/8/2014 to 5/29/2015

Evidence of Completion

Referrals from teachers and parent involvement follow-up, Attendance Review Committee meetings, attendance review data.

G2.B2 Data indicates that 14% of students in Grade 3 were not proficient in Reading during the 2013-2014 school year. 2

 B125905

G2.B2.S1 Students entering 3rd grade with low SAT scores will be placed in intervention and referred to the counselor for monitoring. 4

 S137822

Strategy Rationale

EWS data indicates need for monitoring Tier II and Tier III third grade students requiring intervention procedures and possible Rtl referral.

Action Step 1 5

Students will be referred to the MTSS/Rtl team to monitor academic progress.

Person Responsible

Viviana Lebena

Schedule

Monthly, from 9/1/2014 to 5/31/2015

Evidence of Completion

copy of referral, student work, Rtl documentation

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

Monitoring of intervention Rtl academic progress.

Person Responsible

Viviana Lebena

Schedule

Monthly, from 9/1/2014 to 5/31/2015

Evidence of Completion

Rtl intervention data

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

Review of Rtl data to monitor academic progress.

Person Responsible

Viviana Lebena


Schedule

Monthly, from 9/1/2014 to 5/31/2015


Evidence of Completion

Rtl meetings, Intervention data

G2.B3 Data indicates that 1% of students received behavioral referrals leading to suspension. 2

 B125920

G2.B3.S1 Students receiving more than three referrals for behavioral concerns will be referred the counselor for initiation of the FAB process. 4

 S137833

Strategy Rationale

EWS data indicates need for students receiving behavioral referrals to receive early intervention in order to avoid possible suspensions.

Action Step 1 5

Students receiving 3 or more behavioral referrals will be referred to counselor to initiate the FAB process.

Person Responsible

Grisell Gajano

Schedule

Monthly, from 9/1/2014 to 5/31/2015

Evidence of Completion

copy of referral, student work, FAB

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

According to the FCIM model, data will be utilized to determine students' progress with behavior and meetings will be conducted by the social worker, counselor and Rti Team when necessary.

Person Responsible

Viviana Lebena

Schedule

Monthly, from 9/1/2014 to 5/31/2015

Evidence of Completion

Logs, student work, student management records, FAB/BIP

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

Data will be utilized to monitor an improve student behavior and decrease in behavior referrals.

Person Responsible

Viviana Lebena

Schedule

Monthly, from 9/1/2014 to 5/31/2015

Evidence of Completion

Student Case Management History

G3. We will increase STEM activities 5 percentage points from 30% to 35% and increase participation in STEM related activities from 90% to 95%. 1

G050310

G3.B1 Data indicates that Spanish Lake Elementary (SLE) provided 5 STEM related experiences for students out of a total of 15 school-wide offerings in Reading, Math and Science in the 2013-2014 school year. There is a need to increase the number of STEM related experiences provided for students at SLE. 2

B126011

G3.B1.S1 Promote the use instructional technology (e.g., Gizmos, Math Reflex, Think Central, I Ready, etc.) to enhance and remediate student conceptual understanding of topics being addressed. 4

S137899

Strategy Rationale

Data indicates the need for additional use of instructional technology to increase student achievement in Math and Science.

Action Step 1 5

Promote the use instructional technology in the classrooms by training instructional staff to enhance and remediate student conceptual understanding of topics being addressed.

Person Responsible

Nayeli Quintana

Schedule

On 11/4/2014

Evidence of Completion

Student work and usage reports

Action Step 2 5

Instructional staff will plan for the incorporation of instructional technology in the classroom to support learning and differentiate instruction.

Person Responsible

Nayeli Quintana

Schedule

Quarterly, from 11/4/2014 to 5/30/2015

Evidence of Completion

Student data and usage reports

Action Step 3 5

Instructional staff will implement instructional technology in classroom to support learning and differentiate instruction.

Person Responsible

Nayeli Quintana

Schedule

On 5/30/2015

Evidence of Completion

Student data and usage reports

Action Step 4 5

Support will be provided by the instructional coaches and department chairs as needed.

Person Responsible

Nayeli Quintana

Schedule

On 5/30/2015

Evidence of Completion

Coaching log, deliverables, sign-in sheets when meeting with grade levels, communication correspondence

Action Step 5 5

The administration will monitor for implementation of instructional technology that supports learning and differentiates instruction according to student needs.

Person Responsible

Jacqueline Arias Gonzalez

Schedule

On 5/30/2015

Evidence of Completion

Data debriefing meeting sign-in sheets, walk through logs

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

Review data and usage reports for GIZMOS.

Person Responsible

Nayeli Quintana

Schedule

Monthly, from 9/1/2014 to 5/31/2015

Evidence of Completion

GIZMO data reports

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

Following the FCIM model, analyze and review GIZMO data and reports to adjust instruction as needed.

Person Responsible

Jacqueline Arias Gonzalez

Schedule

Quarterly, from 11/4/2014 to 5/31/2015

Evidence of Completion

GIZMO

Appendix 1: Implementation Timeline

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

Dade - 2191 - Spanish Lake Elementary School - 2014-15 SIP
Spanish Lake Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|---|----------------------------|-------------------------------|---|------------------------|
| G1.B1.S1.A1 | Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses. Explicit planning focusing with the end in mind. | Vargas, Martha | 9/30/2014 | agenda, sign-In sheets, PD-deliverables, exit slips | 10/14/2014 biweekly |
| G1.B1.S2.A1 | Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER). Explicit planning focusing with the end in mind. | Arias Gonzalez, Jacqueline | 9/23/2014 | agenda, sign-In sheets, PD-deliverables, exit slips | 9/23/2014 one-time |
| G1.B1.S3.A1 | Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER). Explicit planning focusing with the end in mind. | Quintana, Nayeli | 9/30/2014 | agenda, sign-In sheets, PD-deliverables, exit slips | 10/28/2014 biweekly |
| G2.B1.S1.A1 | Students will be referred to the MTSS/ Rtl team to monitor attendance, referrals, and academic progress. Students will be enrolled in course recovery programs and participate in tutoring. Peer mediation will be available for conflict resolution. Students will receive awards for attendance and academic achievement. | Marti, Anita | 9/1/2014 | copy of referral, student work, Attendance Review Committee meeting documentation | 5/31/2015 monthly |
| G2.B2.S1.A1 | Students will be referred to the MTSS/ Rtl team to monitor academic progress. | Lebena, Viviana | 9/1/2014 | copy of referral, student work, Rtl documentation | 5/31/2015 monthly |
| G2.B3.S1.A1 | Students receiving 3 or more behavioral referrals will be referred to counselor to initiate the FAB process. | Gajano, Grisell | 9/1/2014 | copy of referral, student work, FAB | 5/31/2015 monthly |
| G3.B1.S1.A1 | Promote the use instructional technology in the classrooms by training instructional staff to enhance and remediate student conceptual understanding of topics being addressed. | Quintana, Nayeli | 11/4/2014 | Student work and usage reports | 11/4/2014 one-time |
| G1.B1.S1.A2 | Instructional staff will collaboratively develop effective lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses. | Vargas, Martha | 10/14/2014 | collaborative planning sign-in sheets, lessons plans | 10/18/2014 weekly |
| G1.B1.S2.A2 | Instructional staff will collaboratively develop effective lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER) as well as providing experiences/bell ringers utilizing item specifications that relate to Expressions, Geometry and Measurement. | Vogel, Maria | 9/23/2014 | collaborative planning sign-in sheets, lessons plans | 10/28/2014 weekly |

Dade - 2191 - Spanish Lake Elementary School - 2014-15 SIP
Spanish Lake Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|--|----------------------------|-------------------------------|--|---------------------|
| G1.B1.S3.A2 | Instructional staff will collaboratively develop effective lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER), primarily focusing on Earth and Space, Weather and Nature of Science. | Quintana, Nayeli | 10/28/2014 | collaborative planning sign-in sheets, lessons plans | 11/5/2014 weekly |
| G3.B1.S1.A2 | Instructional staff will plan for the incorporation of instructional technology in the classroom to support learning and differentiate instruction. | Quintana, Nayeli | 11/4/2014 | Student data and usage reports | 5/30/2015 quarterly |
| G1.B1.S1.A3 | Instructional staff will implement lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses. | Vargas, Martha | 10/28/2014 | student work samples such as Readers Response Notebook, lesson plans | 11/5/2014 one-time |
| G1.B1.S2.A3 | Instructional staff will implement lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER). Implementation of Expressions, Geometry, and measurement incorporated as additional bell ringers. | Arias Gonzalez, Jacqueline | 10/28/2014 | student work samples such as math journal (MARIA) incorporating CER process, lesson plans | 11/5/2014 daily |
| G1.B1.S3.A3 | Instructional staff will implement lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER), primarily focusing on Earth and Space, Weather and Nature of Science. | Arias Gonzalez, Jacqueline | 11/5/2014 | student work samples such as Journal of Science Exploration (JOSE) incorporating CER process, lesson plans | 11/14/2014 daily |
| G3.B1.S1.A3 | Instructional staff will implement instructional technology in classroom to support learning and differentiate instruction. | Quintana, Nayeli | 11/4/2014 | Student data and usage reports | 5/30/2015 one-time |
| G1.B1.S1.A4 | Support will be provided by the Literacy Coaches, department chairs and grade level chairs as needed. | Arias Gonzalez, Jacqueline | 11/5/2014 | Coaching log, deliverables, sign-in sheets when meeting with grade levels, communication correspondence | 11/14/2014 weekly |
| G1.B1.S2.A4 | Support will be provided by the Math Coach, department chairs and grade level chairs as needed. | Vogel, Maria | 11/5/2014 | Coaching log, deliverables, sign-in sheets when meeting with grade levels, communication correspondence | 11/14/2014 weekly |
| G1.B1.S3.A4 | Support will be provided by the Science Coach, department chairs and grade level chairs as needed. | Quintana, Nayeli | 11/5/2014 | Coaching log, deliverables, sign-in sheets when meeting with grade levels, communication correspondence | 11/21/2014 weekly |
| G3.B1.S1.A4 | Support will be provided by the instructional coaches and department chairs as needed. | Quintana, Nayeli | 11/4/2014 | Coaching log, deliverables, sign-in sheets when meeting with grade levels, communication correspondence | 5/30/2015 one-time |
| G1.B1.S1.A5 | The administration will monitor for implementation with fidelity for lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual | Arias Gonzalez, Jacqueline | 11/17/2014 | data debriefing meeting sign-in sheets, walk through logs | 11/25/2014 one-time |

Dade - 2191 - Spanish Lake Elementary School - 2014-15 SIP
Spanish Lake Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|----------------------------|-------------------------------|--|---------------------|
| | release model with evidenced-based written responses. | | | | |
| G1.B1.S2.A5 | The administration will monitor for implementation with fidelity for lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER). | Arias Gonzalez, Jacqueline | 11/17/2014 | data debriefing meeting sign-in sheets, walk through logs | 11/25/2014 one-time |
| G1.B1.S3.A5 | The administration will monitor for implementation with fidelity for lessons that begin with the end in mind and incorporate critical thinking and questioning skills following the gradual release model with evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER). | Arias Gonzalez, Jacqueline | 11/17/2014 | data debriefing meeting sign-in sheets, walk through logs | 11/25/2014 one-time |
| G3.B1.S1.A5 | The administration will monitor for implementation of instructional technology that supports learning and differentiates instruction according to student needs. | Arias Gonzalez, Jacqueline | 11/4/2014 | Data debriefing meeting sign-in sheets, walk through logs | 5/30/2015 one-time |
| G1.MA1 | Following the FCIM model, formative assessment results will be utilized to determine students' progress toward mastery of goals. Summative Assessment results will be utilized to determine students' mastery of identified benchmarks. | Arias Gonzalez, Jacqueline | 11/25/2014 | District Interim Assessment Tests, 2014 Florida Standards Assessment, 2014 FAA Reading and Math, 2014 CELLA Reading/Listening and Speaking/ Writing, SAT, FAIR, and I-Ready on-line diagnostic assessment, and Math Reflex data. | 5/31/2015 monthly |
| G1.B1.S1.MA1 | Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness. | Arias Gonzalez, Jacqueline | 11/28/2014 | District Interim Assessment Test, Florida Standard Assessment, SAT, data debriefings of assessments | 5/31/2015 monthly |
| G1.B1.S1.MA1 | In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups. | Arias Gonzalez, Jacqueline | 11/17/2014 | Lesson Plans, Student Work, classroom walk-throughs | 5/31/2015 monthly |
| G1.B1.S2.MA1 | Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness. | Arias Gonzalez, Jacqueline | 11/25/2014 | District Interim Assessment Test, Florida Standard Assessment, SAT, debriefings of assessments, I-Ready on line diagnostic assessment, Math Reflex data | 5/31/2015 one-time |
| G1.B1.S2.MA1 | In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups. | Arias Gonzalez, Jacqueline | 11/17/2014 | Lesson Plans, Student Work, classroom walk-throughs | 5/31/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|----------------------------|-------------------------------|--|---------------------|
| G1.B1.S3.MA1 | Formative Assessments will be administered and PLCs will analyze data to determine student progress toward mastery of identified goals. Lesson Study groups will develop lessons, observe implementation, and participate in collegial discussions to determine necessary adjustments to instruction. Teacher observations will be utilized to determine effectiveness. | Arias Gonzalez, Jacqueline | 11/28/2014 | District Interim Assessment Test, FCAT | 5/31/2015 monthly |
| G1.B1.S3.MA1 | In accordance with the FCIM model, mini-assessment data reports will be utilized to create DI groups and adjust classroom instruction through implementation of PLCs and Lesson Study Groups. | Arias Gonzalez, Jacqueline | 11/17/2014 | Lesson Plans, Student Work, classroom walk-throughs | 5/31/2015 monthly |
| G2.MA1 | Following FCIM review Student Case Management records, referrals, assessment data and attendance logs. | Lebena, Viviana | 9/1/2014 | Formative: Student Case Management Referrals, Interim Assessments, 2014 Florida Standards Assessment, Attendance Records | 5/31/2015 monthly |
| G2.B1.S1.MA1 | Reviewing attendance of students receiving early intervention procedures to monitor progress in attendance. | Marti, Anita | 10/8/2014 | Referrals from teachers and parent involvement follow-up, Attendance Review Committee meetings, attendance review data. | 5/29/2015 quarterly |
| G2.B1.S1.MA1 | Reviewing attendance and providing early intervention procedures for students with excessive absences. | Marti, Anita | 10/8/2014 | Referrals from teachers and parent involvement follow-up, Attendance Review Committee meetings, attendance review data. | 5/29/2015 quarterly |
| G2.B2.S1.MA1 | Review of Rtl data to monitor academic progress. | Lebena, Viviana | 9/1/2014 | Rtl meetings, Intervention data | 5/31/2015 monthly |
| G2.B2.S1.MA1 | Monitoring of intervention Rtl academic progress. | Lebena, Viviana | 9/1/2014 | Rti intervention data | 5/31/2015 monthly |
| G2.B3.S1.MA1 | Data will be utilized to monitor an improve student behavior and decrease in behavior referrals. | Lebena, Viviana | 9/1/2014 | Student Case Management History | 5/31/2015 monthly |
| G2.B3.S1.MA1 | According to the FCIM model, data will be utilized to determine students' progress with behavior and meetings will be conducted by the social worker, counselor and Rti Team when necessary. | Lebena, Viviana | 9/1/2014 | Logs, student work, student management records, FAB/BIP | 5/31/2015 monthly |
| G3.MA1 | Formative assessment data will be analyzed. The STEM Teachers, administrative team, and Science Coach will review the plan and timeline for the development of student projects and increase the participation in STEM activities. | Arias Gonzalez, Jacqueline | 9/1/2014 | Formative District Interim Assessment data, student projects, STEM activities participation | 5/31/2015 quarterly |
| G3.B1.S1.MA1 | Following the FCIM model, analyze and review GIZMO data and reports to adjust instruction as needed. | Arias Gonzalez, Jacqueline | 11/4/2014 | GIZMO | 5/31/2015 quarterly |
| G3.B1.S1.MA1 | Review data and usage reports for GIZMOS. | Quintana, Nayeli | 9/1/2014 | GIZMO data reports | 5/31/2015 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 Opportunities

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

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

G1.B1 Planning is not focused with the end in mind. Limited evidence of explicit planning that includes the use of the gradual release model.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities to include evidenced-based written responses as the end product. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses. Explicit planning focusing with the end in mind.

Facilitator

Vargas, Martha

Participants

All Teachers

Schedule

Biweekly, from 9/30/2014 to 10/14/2014

G1.B1.S2 Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks that include evidence-based written responses as the end product.

PD Opportunity 1

Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER). Explicit planning focusing with the end in mind.

Facilitator

Maria Vogel, Math Coach

Participants

All Teachers

Schedule

On 9/23/2014

G1.B1.S3 Implement collaborative structures that incorporates the gradual release model and evidenced-based written responses as the end product to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

Provide professional development on effective collaborative planning that targets evidence of gradual release; critical thinking and questioning skills, with the incorporation of evidenced-based written responses as it relates to Claims, Evidence, and Reasoning process (CER). Explicit planning focusing with the end in mind.

Facilitator

Nayeli Quintana, Science Coach

Participants

All Teachers

Schedule

Biweekly, from 9/30/2014 to 10/28/2014

Technical Assistance Items

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

G3. We will increase STEM activities 5 percentage points from 30% to 35% and increase participation in STEM related activities from 90% to 95%.

G3.B1 Data indicates that Spanish Lake Elementary (SLE) provided 5 STEM related experiences for students out of a total of 15 school-wide offerings in Reading, Math and Science in the 2013-2014 school year. There is a need to increase the number of STEM related experiences provided for students at SLE.

G3.B1.S1 Promote the use instructional technology (e.g., Gizmos, Math Reflex, Think Central, I Ready, etc.) to enhance and remediate student conceptual understanding of topics being addressed.

PD Opportunity 1

Promote the use instructional technology in the classrooms by training instructional staff to enhance and remediate student conceptual understanding of topics being addressed.

Facilitator

Participants

Schedule

On 11/4/2014

Budget Rollup

Summary

| Description | Total |
|--|----------------|
| Goal 1: We will increase student achievement by improving core instruction in all content areas. | 67,000 |
| Goal 2: We will decrease students missing 10% instructional time from 8% to 7% and students not proficient in Reading by 3rd grade from 14% to 13% and and maintain 1% in behavioral referrals leading to suspension. | 65,600 |
| Grand Total | 132,600 |

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

| Description | Source | Total |
|---|----------------|---------------|
| B1.S1.A1 - Reading Coach, Professional Development Opportunities | Title I Part A | 60,000 |
| B1.S2.A3 - Title ELL tutoring | Title III | 7,000 |
| Total Goal 1 | | 67,000 |

Goal 2: We will decrease students missing 10% instructional time from 8% to 7% and students not proficient in Reading by 3rd grade from 14% to 13% and and maintain 1% in behavioral referrals leading to suspension.

| Description | Source | Total |
|--|----------------|---------------|
| B2.S1.A1 - Hourly Teachers/Interventionists | Title I Part A | 60,000 |
| B2.S1.A1 - Intervention materials | General Fund | 5,600 |
| B2.S1.A1 | Other | 0 |
| Total Goal 2 | | 65,600 |