

# Kenwood K 8 Center



2014-15 School Improvement Plan

## Kenwood K 8 Center

9300 SW 79TH AVE, Miami, FL 33156

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

### School Demographics

**School Type**

Combination

**Title I**

No

**Free/Reduced Price Lunch**

55%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

89%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

| DA Category | Region            | RED                          |
|-------------|-------------------|------------------------------|
| Not In DA   | 5                 | <a href="#">Gayle Sitter</a> |
| Former F    | Turnaround Status |                              |
| No          |                   |                              |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Kenwood's mission is to foster each student's academic, social and emotional potential in the pursuit of life long learning and effective citizenship. Growth and excellence in reading, writing, and math competencies are emphasized across the curriculum.

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

Kenwood K-8 Center enriches the community by fostering each student's academic, social, and emotional potential. Students are encouraged to become lifelong learners and effective citizens through developmentally appropriate educational experiences.

#### School Environment

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

As a part of opening of school activities, particularly at the elementary grade levels, students are engaged in writing activities intended to share their unique cultural backgrounds with their classmates. Student services personnel are available for individual, group and classroom-level presentations on core values. Activities at all grade levels incorporate interpersonal communication and interaction skill development, and an emphasis is placed on multicultural awareness and sensitivity.

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

Structured, uniformly-implemented behavioral expectations are communicated to all students and parents during the first week of school. Students are consistently reminded, through direct and indirect examples, of appropriate conduct that reflects respectful behaviors. Incidents of harassment and bullying can be reported anonymously by students, ensuring that student services staff and administration are able to respond and provide necessary interventions.

##### **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 M-DCPS Code of Student Conduct is provided to all students in their opening of school materials. Additionally, a progressive discipline plan is in place at all grade levels, emphasizing positive behaviors and constructive responses to potential incidents. Faculty and staff take a proactive stance in ensuring that students are consistently reminded of behavioral expectations, consequences for misbehavior, and the benefits that accrue as a result of adherence to the stated policies, including the preservation of instructional time.

##### **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**

Student services personnel are available on an ongoing basis to meet the social-emotional needs of students. Parents are also able to schedule appointments with counselors when they are in need of



additional guidance. Faculty and staff can refer students for counseling and mentoring support on an "as needed" basis.

**Early Warning Systems**

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

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

The identification of students who demonstrate one or more of the early warning indicators is critical to the provision of interventions intended to address need areas. On a quarterly basis, the Leadership Team will review student reports to identify students in need of additional interventions based on the following indicators:

- Excessive absences or tardiness;
- Disciplinary actions, including suspensions;
- Failing grades in one or more content areas;
- Level 1 or 2 performance on prior year standardized assessments (in grades 3 through 8); and
- Teacher observations of student performances indicating the student is struggling.

Information collected by the Leadership Team will be shared with Grade Level and Department Chairpersons for dissemination through PLCs, development of intervention implementation plans, and ongoing progress monitoring purposes.

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

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

| Indicator                       | Grade Level |   |   |    |    |   |    |    |   | Total |
|---------------------------------|-------------|---|---|----|----|---|----|----|---|-------|
|                                 | K           | 1 | 2 | 3  | 4  | 5 | 6  | 7  | 8 |       |
| Attendance below 90 percent     | 14          | 9 | 2 | 7  | 6  | 1 | 0  | 4  | 4 | 47    |
| One or more suspensions         | 1           | 0 | 0 | 0  | 0  | 0 | 2  | 2  | 2 | 7     |
| Course failure in ELA or Math   | 14          | 6 | 3 | 12 | 0  | 0 | 19 | 20 | 4 | 78    |
| Level 1 on statewide assessment | 0           | 0 | 0 | 15 | 19 | 9 | 17 | 15 | 9 | 84    |

*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**

- Identify and implement incentive and/or reward programs to encourage improved student attendance, particularly during the latter half of the school year. Additionally, more frequent and targeted communication to parents whose children begin to demonstrate a pattern of absenteeism (five or more absences).
- Students in danger of potential retention, as identified through academic performances, will be afforded guidance counseling and academic advisement, as appropriate. Additionally, parents will be provided with information regarding how to effectively assist their child in dealing with academic challenges.
- : Identify available times throughout the instructional day when non-proficient readers can be provided access to computer laboratory resources and programs designed to assist with improving

reading proficiency (e.g., I-Ready, Reading Plus). The McGraw/Hill Wonder Works Reading Intervention program will continue to be implemented in the elementary grades. Lastly, students not demonstrating proficiency in Reading in the primary grades should be given priority for involvement in Tier 2 and Tier 3 interventions through the MTSS process.

- Student schedules should be reviewed for flexibility during the instructional day that would permit the inclusion of a regular supplemental block for the delivery of interventions. Additionally, the use of peer tutors to provide “academic triage” to students in danger of failure should be examined and implemented, as appropriate.

- Increase the number of classroom-based presentations by student services staff regarding disciplinary expectations, responsibilities and accountability. Additionally, ensure that all initial behavior referrals include a referral to student services for intervention, as well as a parent conference component to ensure parental involvement and understanding.

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

Parental involvement has been maintained in school wide activities with an overall increase throughout the school year. The wide variety of available activities (e.g., PTSA meetings, Open House, Dade Partners Fair, Resource Fair, Science Fair, Parent Orientation, Volunteer Orientation, awards assemblies, Fall Harvest and Winter Festivals, Winter and Spring Shows, and Elementary and Upper Academy musical performances have led to increasing numbers of parents attending and participating in these events. Workshops and presentations focusing on instructional topics are provided to parents throughout the school year, and parents receive frequent communication regarding school events and activities. Parents are also afforded opportunities to access web-based resources for informational and instructional purposes through the school's website. Additionally, Kenwood K-8 Center is using Social Media to showcase student achievements as well as inform both the parents and community of upcoming events. Furthermore, Kenwood K-8 is increasing our community partnerships via the Dade Partners program.

Although there is a high level of parental involvement at our school, we would like to maintain or increase the number of opportunities parents, especially those of academically under-performing students, have (including workshops and in-services on instructional topics (e.g., reading, Florida Standards Assessments, effective parenting), and recognition programs). A total of five parent workshops were offered during the 2013-2014 school year. Parents at Kenwood K-8 Center will be offered a minimum of nine opportunities during the 2014-2015 school year. As a result of this increase it is expected that parent volunteer service hours provided to the school will again surpass 3,000 during the 2014-2015 school year.

**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**

Our Dade Partners program is expanding exponentially. Our Dade Partner Liaison solicits interest from local businesses and then follows up with these companies. Potential Dade Partners are invited to come to the school for more information concerning the Dade Partners program and then a meeting is arranged with the Dade Partner Liaison and the Principal. All Dade Partners are linked on the school's website and are included on our social media websites. Furthermore, they are promoted on our monthly calendar and parent informational bulletin board. They are made to feel welcomed at the school and our liaison works closely with each individual partner to assist them in marketing their business with our school.

## Effective Leadership

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

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name               | Title               |
|--------------------|---------------------|
| Rodriguez, Rodolfo | Principal           |
| Acosta, Sandra     | Teacher, K-12       |
| Castellanos, Ana   | Teacher, ESE        |
| Gutierrez, Ariana  | Guidance Counselor  |
| Hauser, Janet      | Assistant Principal |
| Leal, Dania        | Teacher, K-12       |
| Martinez, Ilene    | Teacher, K-12       |
| Noble, Linda       | SAC Member          |
| Quintero, Gabriel  | Assistant Principal |
| Schumacher, Lois   | Guidance Counselor  |

#### Duties

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

Rudy Rodriguez, Principal: provides common vision and instructional leadership for data-based decision-making; ensures the implementation of the MTSS/Rtl model; assesses the MTSS/Rtl processes effectiveness.

Janet Hauser/Dr. Gabriel Quintero, Assistant Principals: assist the Principal with providing common vision and instructional leadership for data-based decision-making; ensuring the implementation of the MTSS/Rtl model; and assessing the MTSS/Rtl processes effectiveness.

Ilene Martinez: Dade Partner Liaison and community involvement facilitator

Selected General Education teachers: Reading and Professional Development Liaison; Grade-level and department chairpersons are invited, as appropriate.

Ana Hillman, Special Education teacher: Provides information about core instruction to SWD; serves as liaison to instructional teams

Ariana Gutierrez/Dr. Lois Schumacher, Student Services Personnel: Guidance Counselors and School Social Worker who participate in the Student Support Team process; provide information as to services and interventions for students (academic and behavioral)

***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**

Primarily, FCAT and SAT 10 data will be used to make initial program and instructional decisions for students in first through eighth grades. FAIR and other assessment data (e.g., FLKRS) will be used for students in Kindergarten as these data become available. Benchmark and Interim assessments, data from which will be collected through the Thinkgate system, will be used to generate additional formative reports. These data will be disaggregated at the classroom and individual student levels, providing teachers with clear indications as to areas in need of re-teaching (as well as areas of mastery where enrichment and acceleration can be implemented). Benchmark assessments will be administered in the Fall 2014 and Winter 2015.

Title III - As a means of meeting the instructional support and intervention needs of English Language Learners (ELL) and Hispanic students in the school, funds are secured annually through the Title III grant to provide an ELL Tutoring Academy in Reading and Mathematics for these AMO subgroups. Funding in the amount of \$1,800 was allocated during the 2013-2014 school year and was applied toward the hourly rates of three full-time bilingual and appropriately certified teachers who served as tutors. The Title III tutorial funding allocation is \$4,000.

### School Advisory Council (SAC)

#### Membership

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

| Name                     | Stakeholder Group          |
|--------------------------|----------------------------|
| Greg Valerius            | Parent                     |
| Sandra Model             | Teacher                    |
| Anthony Valino           | Business/Community         |
| Clara Cejas              | Education Support Employee |
| Elizabeth Fong           | Teacher                    |
| Martha Gonzalez          | Teacher                    |
| Raquelle Santiago-Argote | Parent                     |
| Tanya Masi               | Parent                     |
| Vonda Kemp               | Teacher                    |
| Edwin Rivera             | Business/Community         |
| Rudy Rodriguez           | Principal                  |
| Fridel Pedrique          | Teacher                    |
| Linda Noble              | Teacher                    |
| Mercy Manning            | Parent                     |
| Monica Vignes-Pitan      | Parent                     |
| Connie McGruie           | Education Support Employee |
| Yisenia Garcia           | Business/Community         |
| Florence Pierre          | Teacher                    |

#### Duties

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

*Evaluation of last year's school improvement plan*

The EESAC was provided with an overview of student performances on standardized testing in Reading, Mathematics and Science in May 2014. Overall, a review of the data indicates that the strategies included in the School Improvement Plan were effective in meeting established goals. Adjustments to planned strategies will be necessary due to the availability of new technological resources and interventions, the lack of baseline benchmark assessments in Reading and Mathematics for the 2014-2015 school year, and the availability of sufficient instructional materials to meet students' learning needs.

*Development of this school improvement plan*

The EESAC, as a primary function, monitors the development and implementation of the School Improvement Plan. Progress reports, including presentations and analyses of available student performance data, are provided to the EESAC at every meeting, as are opportunities for Members to ask questions, offer input, and remain actively involved in the continuous improvement process.

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

The EESAC will reach consensus on the distribution of the Florida Recognition Enhancement Funds. Input will be sought by all members to reach consensus on the expenditure of EESAC monies.

Training: The EESAC will recommend staff development in the areas of technology integration with classroom instruction, as well as in high-impact strategies for meeting the needs of student subgroups. As in previous years, it is anticipated that the EESAC will allocate its funds to the provision of after school

tutorial programs in Reading and Mathematics for students in third through eighth grades. The funds will be used to pay hourly rates to certified teachers who will serve as tutors.

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

As in previous years, it is anticipated that the EESAC will allocate its funds to the provision of after-school tutorial programs in Reading and Mathematics for students in third through eighth grades. The funds will be used to pay hourly rates to certified teachers who will serve as tutors.

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

No

*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               |
|--------------------|---------------------|
| Rodriguez, Rodolfo | Principal           |
| Hauser, Janet      | Assistant Principal |
| Leal, Dania        | Teacher, K-12       |
| Martinez, Ilene    | Teacher, K-12       |
| Quintero, Gabriel  | Assistant Principal |
| Castellanos, Ana   | Teacher, ESE        |
| Acosta, Sandra     | Teacher, K-12       |

## Duties

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

Among the LLT's major initiatives during the 2014-2015 school year will be:

- Participating in the collection, disaggregation and analysis of Reading assessment data for the purpose of instructional decision-making;
- Assessing the utilization and effectiveness of Reading intervention programs, including technologically-based applications;
- Work closely with the MTSS/Rtl Leadership Team to ensure fidelity of implementation and program consistency;
- Monitoring the implementation of literacy development strategies in all classes, including special areas, electives and content courses; and
- Facilitating the sharing of best practices in Reading instruction through professional learning community conversations.

## 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**

All elementary and middle school teachers are involved in professional learning communities and engage in collaborative planning activities on a weekly basis. Professional development activities, including the sharing of best practices on professional development days, support greater vertical and horizontal articulation.

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

Teachers and aspiring leaders are engaged in shared leadership and decision-making models that encourage the development of key instructional staff. Teachers and other staff are provided with leadership opportunities on a regular basis, and grade-level/departmental professional development sessions provide a venue for the dissemination of information and support. Principal, Assistant Principals, Grade-Level and Department Chairpersons

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

Teachers new to the school are provided with orientation and support beginning with their arrival. The Leadership Team ensures that new teachers are made familiar with all policies, procedures and resources available, and identify a grade-level/departmental colleague to serve as a school-based

mentor. Newly-hired teachers are also enrolled in the district's Mentoring and Induction Program for New Teachers (MINT).

## 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***

All teachers are provided with applicable Common Core and/or Florida Standards for their assigned grade levels and subjects. Additionally, resources provided through the district's Curriculum and Instruction website include instructional pacing guides and curriculum frameworks pertaining to the Florida Standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Progress monitoring data on all students are collected and disaggregated for instructional planning purposes by grade-level PLCs and departments. Instruction is differentiated based on fluid groups. ELL and ESE students are provided accommodations based on their specific instructional plans.

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

**Strategy: After School Program**

**Minutes added to school year: 2,160**

Students at Kenwood K-8 Center have the opportunity to be enrolled in the Before and After School Care Program. Third through fifth grade students enrolled in the program are provided opportunities to participate in the Cougar Academy Tutoring (CAT), through which they are provided with computer-based tutorial support in Reading and Mathematics. These students engage in tutorial activities for 45 minutes 2-3 times per week.

**Strategy Rationale**

Whether through hands-on materials or computer-based programs, students benefit from consistent, extended opportunities to engage in interventions addressing need areas. The provision of research-based interventions through the CAT is a cost-effective, time-sensitive means to meet this need.

**Strategy Purpose(s)**

- Core Academic Instruction

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

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

Students participating in the Cougar Academy Tutoring (CAT) are administered pre-tests in September/October annually, and a post-test is administered in May. Reviews of Interim Assessment and other data are conducted on a quarterly basis to determine rates of student progress, and to inform additional efforts to provide instructional supports and interventions.

**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**

Pre-school students, whether in the school's special education (Hearing Impaired) setting or in the Voluntary Pre-Kindergarten (Fee-Supported) Program, are provided with a rigorous and engaging educational program. Beginning with parent orientation sessions held in June-July 2014, and culminating with the Pre-Kindergarten Parent Session in August 2014, parents are provided with information and strategies intended to assist with their child's transition to school. Additionally, parent workshops and meetings are scheduled throughout the school year to ensure their active involvement. Weekly newsletters are also produced and distributed to parents, providing updated information, activities and materials for parents to use at home in support of their child's learning.

**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**

NA

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



NA

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

NA

***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***

NA

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.
- G3.** To increase the number of organized STEM activities provided to students from 4 during the 2013-2014 school year to 6 during the 2014-2015 school year (increase of 50%).
- G4.** To increase parental involvement by increasing the number and variety of opportunities for parents to be engaged in school activities by 50% (from 6 during the 2013-2014 school year to at least 9 during the 2014-2015 school year).

## Strategic Goals Detail

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

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

G048107

**Targets Supported 1b**

| Indicator                    | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students   | 79.0          |
| AMO Math - All Students      | 77.0          |
| FCAT 2.0 Science Proficiency | 60.0          |
| AMO Reading - SWD            | 51.0          |
| AMO Math - African American  | 67.0          |
| AMO Math - Hispanic          | 76.0          |
| AMO Math - SWD               | 53.0          |

**Resources Available to Support the Goal 2**

- School-based and external personnel available to provide training and support; existing professional learning communities across grade-levels and departments; availability of computer-based applications and programs (e.g., I-Ready, Reading Plus, ThinkGate); school-based professional development and content area liaisons.

**Targeted Barriers to Achieving the Goal 3**

- Greater articulation and common planning time among elementary and middle school teachers is needed to enhance instructional effectiveness, as well as to build capacity to support improved student performances in Reading.
- There is a lack of instructional rigor and opportunities to enhance students' higher order thinking and science process skills, including the incorporation of additional hands-on and laboratory activities.
- There is a lack of vertically articulated and coordinated Civics-related instructional activities designed to enhance Civics content knowledge and understandings across grade levels.
- There exists a need for additional hands-on, interactive, and "real-world" applications of mathematical concepts and skills as a means of reinforcing student understandings.

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

Classroom walkthroughs, classroom-based assessments, data disaggregation from Interim Assessments, Florida Standards Assessments and/or End-of-Course examinations.

**Person Responsible**

Gabriel Quintero

**Schedule**

On 10/31/2014

**Evidence of Completion**

Student performance reports, Interim and other assessment data, classroom walkthrough notes and logs

**G2.** To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. 1a

G048939

**Targets Supported** 1b

| Indicator                          | Annual Target |
|------------------------------------|---------------|
| Attendance rate                    | 97.0          |
| One or More Suspensions            | 1.0           |
| Non-proficient Reading by Grade 03 | 0.0           |
| Attendance Below 90% Grade 06      | 2.0           |
| Attendance Below 90% Grade 07      | 2.0           |
| Attendance Below 90% Grade 08      | 2.0           |

**Resources Available to Support the Goal** 2

- Attendance reports, SPOT Success program, teachers and Student Services staff identification and communication with selected students and their parents/guardians, TIP Program

**Targeted Barriers to Achieving the Goal** 3

- Student attendance has fluctuated slightly over the past two years, from in the 97% in the 2012-2013 school year to 96.4% in the 2013-2014 school year. Attendance rates, particularly during the latter half of the school year, continue to decline. The lost instructional time, if unmitigated, contributes directly to increasing the probability of failure and retention.
- While student suspensions have decreased from 15 during the 2012-2013 school year to 13 during the 2013-2014 school year, these incidents continue to have an impact on instructional time and are disruptive to the maintenance of a smoothly operating instructional program.
- Results for the 2014 FCAT Reading test indicate that 28% of students in third through eighth grades are now demonstrating proficiency in Reading.

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

Data from ISIS and other systems for student data will be collected and reviewed on a quarterly basis.

**Person Responsible**

Gabriel Quintero

**Schedule**

Monthly, from 10/24/2014 to 11/26/2014

**Evidence of Completion**

Student suspension and attendance reports, electronic gradebook reports, minutes from Leadership Team meetings

**G3.** To increase the number of organized STEM activities provided to students from 4 during the 2013-2014 school year to 6 during the 2014-2015 school year (increase of 50%). 1a

G048947

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|           | 50.0          |

**Resources Available to Support the Goal** 2

- District-adopted Science series and supplemental materials; Science Fair materials; resources provided by external partners; technological resources available through school, district, and community sources (e.g., Promethean Boards, computer stations)

**Targeted Barriers to Achieving the Goal** 3

- Teacher needs assessment indicates a lack of sufficient professional development opportunities on best practices for engaging students in STEM-related activities. A need exists to increase community partnerships that support STEM-related efforts and activities for students.

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

Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds, student work products and projects.

**Person Responsible**

Gabriel Quintero

**Schedule**

On 11/26/2014

**Evidence of Completion**

Student performance reports, classroom walkthrough logs and notes, student projects, PLC minutes

**G4.** To increase parental involvement by increasing the number and variety of opportunities for parents to be engaged in school activities by 50% (from 6 during the 2013-2014 school year to at least 9 during the 2014-2015 school year). 1a

G048949

**Targets Supported** 1b

| Indicator | Annual Target |
|-----------|---------------|
|           | 50.0          |

**Resources Available to Support the Goal** 2

- PTSA, Dade Partner Liaison, School Volunteers, Connect Ed and other modes of communication, Social media (e.g., Instagram, Facebook)

**Targeted Barriers to Achieving the Goal** 3

- Due to employment and financial responsibilities, traditionally offered parent involvement activities have not resulted in increased attendance or engagement of stakeholders.

## Action Plan for Improvement


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

### Problem Solving Key


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

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

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

 G048107

**G1.B1** Greater articulation and common planning time among elementary and middle school teachers is needed to enhance instructional effectiveness, as well as to build capacity to support improved student performances in Reading. **2**

 B119842

**G1.B1.S1** Effective Planning and Instructional Delivery **4**

 S131673

### Strategy Rationale

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. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### Action Step 1 **5**

Introduce barrier and goals to Leadership Team and Chairpersons

#### Person Responsible

Rodolfo Rodriguez

#### Schedule

On 9/10/2014

#### Evidence of Completion

Sign in sheets, agenda, minutes and results of staff development needs assessment

### Action Step 2 5

Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Language Arts/Reading instruction.

**Person Responsible**

Gabriel Quintero

**Schedule**

On 10/3/2014

***Evidence of Completion***

### Action Step 3 5

Identify and establish common planning times, including monthly opportunities for vertical articulation and planning sessions.

**Person Responsible**

Janet Hauser

**Schedule**

On 10/10/2014

***Evidence of Completion***

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants

### Action Step 4 5

Establish PLC/Common Planning activities implemented through grade-levels and departments, with initial sessions facilitated by Administration, Chairpersons and/or content area liaisons.

**Person Responsible**

Gabriel Quintero

**Schedule**

On 10/10/2014

***Evidence of Completion***

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

### Action Step 5 5

Assess the fidelity of implementation of resulting plans by conducting classroom walkthroughs, instructional rounds and observations, followed by individual and PLC-level debrief activities

#### **Person Responsible**

Rodolfo Rodriguez

#### **Schedule**

Weekly, from 10/31/2014 to 11/26/2014

#### **Evidence of Completion**

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

### Action Step 6 5

Provide additional support based on classroom walkthrough and observation results.

#### **Person Responsible**

Gabriel Quintero

#### **Schedule**

On 11/26/2014

#### **Evidence of Completion**

Classroom walkthrough logs; Teacher reflection notes

### Action Step 7 5

Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.

#### **Person Responsible**

Rodolfo Rodriguez

#### **Schedule**

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

#### **Evidence of Completion**

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds



**Action Step 8** 5

Develop and implement master schedules and tutorial programs that support the provision of targeted reading instruction and support to SWD and ELL students,

**Person Responsible**

Gabriel Quintero

**Schedule**

Weekly, from 10/24/2014 to 11/26/2014

**Evidence of Completion**

Tutorial and support session attendance records

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

The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/Department meeting minutes will also reflect the implementation of collaborative and reflective activities.

**Person Responsible**

Gabriel Quintero

**Schedule**

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

**Evidence of Completion**

Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds.

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

Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim, standardized and classroom-based assessments.

**Person Responsible**

Gabriel Quintero

**Schedule**

Biweekly, from 10/23/2014 to 10/31/2014

**Evidence of Completion**

Student performance reports, electronic gradebook reports, Interim Assessment data

**G1.B2** There is a lack of instructional rigor and opportunities to enhance students' higher order thinking and science process skills, including the incorporation of additional hands-on and laboratory activities. 2

 B122179

**G1.B2.S1** Inquiry-based, Hands-on Activities 4

 S135682

### Strategy Rationale

- New Florida Standards Assessment tests are unknown
- Data trends support greater articulation
- Need for additional Hands-on lab activities beginning in primary grades
- Need for additional professional development on technology such as Promethian and web based programs such as Discovery Education
- Need to increase the number of STEM activities

### Action Step 1 5

Introduce barrier and goals to Leadership Team and Chairpersons

#### **Person Responsible**

Rodolfo Rodriguez

#### **Schedule**

On 9/10/2014

#### ***Evidence of Completion***

Sign in sheets, agenda, minutes and results of staff development needs assessment

### Action Step 2 5

Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Science instruction

#### **Person Responsible**

Gabriel Quintero

#### **Schedule**

On 9/25/2014

#### ***Evidence of Completion***

Sign in sheets, agenda, minutes and results of staff development

### Action Step 3 5

Implement identified laboratory and hands-on, interactive activities and strategies in Science with students.

**Person Responsible**

Gabriel Quintero

**Schedule**

Biweekly, from 9/22/2014 to 11/26/2014

***Evidence of Completion***

Classroom walkthrough logs; teacher lesson plans; student work products

### Action Step 4 5

Assess the fidelity by implementation of resulting plans by conducting classroom walkthroughs, instructional rounds and observations, followed by individual and PLC-level debrief activities

**Person Responsible**

Rodolfo Rodriguez

**Schedule**

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

***Evidence of Completion***

Classroom walkthrough logs; teacher lesson plans; student work products

### Action Step 5 5

Provide additional support based on classroom walkthrough and observation results.

**Person Responsible**

Janet Hauser

**Schedule**

Monthly, from 10/10/2014 to 11/26/2014

***Evidence of Completion***

Classroom walkthrough logs; teacher lesson plans; teacher reflection logs

### Action Step 6 5

Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.

#### **Person Responsible**

Rodolfo Rodriguez

#### **Schedule**

Biweekly, from 10/10/2014 to 11/26/2014

#### ***Evidence of Completion***

Classroom walkthrough logs; review of debrief conversations following walkthrough, instructional rounds and teacher reflection logs

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/Department meeting minutes will also reflect the implementation of collaborative and reflective activities.

#### **Person Responsible**

Gabriel Quintero

#### **Schedule**

Biweekly, from 10/10/2014 to 11/26/2014

#### ***Evidence of Completion***

Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds

### Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Effectiveness of strategies will be determined through a review of student performances in Science as measured on Interim, standardized and classroom-based assessments.

#### **Person Responsible**

Gabriel Quintero

#### **Schedule**

Biweekly, from 10/23/2014 to 10/31/2014

#### ***Evidence of Completion***

Student performance reports, electronic gradebook reports, Interim Assessment data

**G1.B3** There is a lack of vertically articulated and coordinated Civics-related instructional activities designed to enhance Civics content knowledge and understandings across grade levels. 2

B122194

**G1.B3.S1** Beginning with primary instruction, a variety of Civics-related activities for students will be identified and implemented as a means of building capacity and improving student performances in Civics. 4

S135807

### Strategy Rationale

- Currently, no formative or summative assessment data are available for Civics, except for EOC performance (indicating 41% of students demonstrated mastery)
- There is a need for a comprehensive approach to ensuring students have access to Civics content well prior to the EOC, beginning in the elementary grades.

### Action Step 1 5

Introduce barrier and goals to Leadership Team and Chairpersons.

#### Person Responsible

Rodolfo Rodriguez

#### Schedule

On 9/10/2014

#### Evidence of Completion

Sign in sheets, agenda, minutes.

### Action Step 2 5

Establish PLCs/Social Studies Teachers will identify Civics-related standards and benchmarks in Kindergarten through Seventh grade curricula.

#### Person Responsible

Gabriel Quintero

#### Schedule

On 10/3/2014

#### Evidence of Completion

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants

### Action Step 3 5

Facilitate discussions identifying specific Civics-focused activities for implementation within and among grade levels/departments.

**Person Responsible**

Gabriel Quintero

**Schedule**

Biweekly, from 9/25/2014 to 10/10/2014

***Evidence of Completion***

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants

### Action Step 4 5

Identify and implement grade-level instructional activities.

**Person Responsible**

Gabriel Quintero

**Schedule**

On 10/10/2014

***Evidence of Completion***

PLC minutes reflecting discussions

### Action Step 5 5

Collaborate, debrief and discuss by examining the effectiveness of Civics activities, and further investigating opportunities to enhance the articulation of Civics content across grade levels.

**Person Responsible**

Janet Hauser

**Schedule**

Biweekly, from 10/10/2014 to 11/26/2014

***Evidence of Completion***

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes

### Action Step 6 5

Elementary and middle school social studies teachers will be provided with opportunities to engage in professional development and collegial conversations regarding Civics-specific activities and best practices in the teaching of Civics content.

**Person Responsible**

Gabriel Quintero

**Schedule**

Monthly, from 10/10/2014 to 11/26/2014

**Evidence of Completion**

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes; teacher reflections

### Action Step 7 5

Provide additional support based on classroom walkthrough and observation results.

**Person Responsible**

Gabriel Quintero

**Schedule**

Monthly, from 10/10/2014 to 11/26/2014

**Evidence of Completion**

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes

### Action Step 8 5

Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.

**Person Responsible**

Gabriel Quintero

**Schedule**

Biweekly, from 10/10/2014 to 11/26/2014

**Evidence of Completion**

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes; teacher reflections

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/Department meeting minutes will also reflect the implementation of collaborative and reflective activities.

**Person Responsible**

Gabriel Quintero

**Schedule**

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

***Evidence of Completion***

Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Effectiveness of strategies will be determined through a review of student performances in Civics as measured on Interim and classroom-based assessments.

**Person Responsible**

Gabriel Quintero

**Schedule**

Biweekly, from 10/23/2014 to 11/26/2014

***Evidence of Completion***


Student performance reports, electronic gradebook reports, Interim Assessment data



**G1.B4** There exists a need for additional hands-on, interactive, and "real-world" applications of mathematical concepts and skills as a means of reinforcing student understandings. 2

 B122196

**G1.B4.S1** Implementing Problem Solving Protocols 4

 S135692

### Strategy Rationale

- Data trends support greater articulation
- 2013-2014 teacher needs assessment indicated a need for greater opportunities for hands-on, interactive applications of mathematical problem solving
- Common Core and Florida Standards not fully understood
- New Florida Standards Assessment tests are unknown
- A need exists for additional professional development on technology such as Promethian and web based programs such as GIZMOS

### Action Step 1 5

Introduce barrier and goals to Leadership Team and Chairpersons

#### Person Responsible

Rodolfo Rodriguez

#### Schedule

On 9/10/2014

#### Evidence of Completion

Sign in sheets, agenda, minutes and results of staff development needs assessment

### Action Step 2 5

Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Mathematics instruction.

#### Person Responsible

Gabriel Quintero

#### Schedule

On 9/25/2014

#### Evidence of Completion

Sign in sheets, agenda, minutes and results of staff development needs assessment

### Action Step 3 5

Identify research-based interactive/hands-on activities in Mathematics for use during instruction.

**Person Responsible**

Gabriel Quintero

**Schedule**

On 10/10/2014

***Evidence of Completion***

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

### Action Step 4 5

Implement identified activities and strategies during Mathematics instruction

**Person Responsible**

Rodolfo Rodriguez

**Schedule**

Weekly, from 10/10/2014 to 10/10/2014

***Evidence of Completion***

PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants

### Action Step 5 5

Debrief implemented activities through PLCs and assess the effectiveness thereof based on student work products and performance data.

**Person Responsible**

Gabriel Quintero

**Schedule**

Biweekly, from 10/10/2014 to 11/26/2014

***Evidence of Completion***

Sign-in sheets, agenda, minutes

### Action Step 6 5

Provide site-based professional development opportunities to incorporate new technologies with the interactive teaching of mathematical content and skills.

**Person Responsible**

Gabriel Quintero

**Schedule**

Monthly, from 9/25/2014 to 11/26/2014

***Evidence of Completion***

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

### Action Step 7 5

Provide additional support based on classroom walkthrough and observation results.

**Person Responsible**

Rodolfo Rodriguez

**Schedule**

Monthly, from 10/10/2014 to 11/26/2014

***Evidence of Completion***

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

### Action Step 8 5

Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.

**Person Responsible**

Gabriel Quintero

**Schedule**

Monthly, from 10/10/2014 to 11/26/2014

***Evidence of Completion***

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

**Action Step 9** 5

Develop and implement master schedules and tutorial programs that support the provision of targeted math instruction to Black, Hispanic, SWD and ELL students.

**Person Responsible**

Gabriel Quintero

**Schedule**

Weekly, from 10/24/2014 to 11/26/2014

**Evidence of Completion**

Participant rosters and attendance records in tutoring and support sessions

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/Department meeting minutes will also reflect the implementation of collaborative and reflective activities.

**Person Responsible**

Gabriel Quintero

**Schedule**

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

**Evidence of Completion**

Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Effectiveness of strategies will be determined through a review of student performances in Math as measured on Interim, standardized and classroom-based assessments.

**Person Responsible**

Gabriel Quintero


**Schedule**

Biweekly, from 10/23/2014 to 11/26/2014

**Evidence of Completion**

Student performance reports, electronic gradebook reports, Interim Assessment data


**G2.** To use the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. **1**

 G048939

**G2.B1** Student attendance has fluctuated slightly over the past two years, from in the 97% in the 2012-2013 school year to 96.4% in the 2013-2014 school year. Attendance rates, particularly during the latter half of the school year, continue to decline. The lost instructional time, if unmitigated, contributes directly to increasing the probability of failure and retention. **2**

 B123962

**G2.B1.S1** A variety of high-impact strategies and activities will be identified and implemented as a means of improving student attendance rates. **4**

 S136590

### Strategy Rationale

With the advent of new technologies and modes of communication, new means of communicating and incentivizing school attendance are necessary.

### Action Step 1 **5**

Leadership Team will collect suggestions for attendance improvement strategies and activities from staff, students, parents and other stakeholder groups.

#### **Person Responsible**

Rodolfo Rodriguez

#### **Schedule**

On 9/26/2014

#### **Evidence of Completion**

Listing of strategies (including incentives) for improving attendance

### Action Step 2 **5**

Attendance improvement strategies will be prioritized by feasibility and likelihood of success.

#### **Person Responsible**

Rodolfo Rodriguez

#### **Schedule**

On 10/1/2014

#### **Evidence of Completion**

Prioritized list of attendance improvement strategies

### Action Step 3 5

Attendance improvement strategies and activities will be implemented.

**Person Responsible**

Rodolfo Rodriguez

**Schedule**

On 11/26/2014

**Evidence of Completion**

Documentation of activity implementation (e.g., flyers, handouts, etc.)

### Action Step 4 5

Student attendance data will be collected prior to and after individual activity implementations in order to gauge comparative impact of strategies.

**Person Responsible**

Gabriel Quintero

**Schedule**

Quarterly, from 10/1/2014 to 11/26/2014

**Evidence of Completion**

Student attendance reports, list/schedule of attendance improvement activities

### Action Step 5 5

Activities and strategies demonstrating the greatest result in terms of improvements in attendance will be identified and incorporated into the school's calendar for subsequent reporting periods.

**Person Responsible**

Gabriel Quintero

**Schedule**

On 11/26/2014

**Evidence of Completion**

Revised list/schedule of attendance improvement activities and strategies, Leadership Team meeting notes

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

Student attendance data will be monitored, and correlated to student academic performances

**Person Responsible**

Gabriel Quintero

**Schedule**

On 11/26/2014

***Evidence of Completion***

Electronic gradebook reports, student attendance reports

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

Attendance data, particularly before and after the implementation of specific activities and strategies, will be collected and reviewed.

**Person Responsible**

Gabriel Quintero


**Schedule**

On 11/26/2014


***Evidence of Completion***

Student attendance reports

**G2.B2** While student suspensions have decreased from 15 during the 2012-2013 school year to 13 during the 2013-2014 school year, these incidents continue to have an impact on instructional time and are disruptive to the maintenance of a smoothly operating instructional program. 2

 B123969

**G2.B2.S1** A variety of alternatives to suspension will be implemented as a means of further reducing the number of student suspensions and mitigating lost instructional time. 4

 S136577

### **Strategy Rationale**

The effectiveness of current alternatives leaves room for improvement, and misbehaviors resulting in suspensions have had a significant impact in terms of their effect on instructional time.

### **Action Step 1** 5

Leadership Team will review existing alternative to suspension plan and assess the effectiveness of existing program

#### **Person Responsible**

Rodolfo Rodriguez

#### **Schedule**

On 9/5/2014

#### **Evidence of Completion**

Alternative to Suspension Plan reviewed and revised

### **Action Step 2** 5

Additional alternative strategies will be identified and incorporated into plan.

#### **Person Responsible**

Rodolfo Rodriguez

#### **Schedule**

On 9/5/2014

#### **Evidence of Completion**

Alternative to Suspension Plan revised



### Action Step 3 5

Alternative strategies will be implemented and data collected to assess effectiveness.

**Person Responsible**

Janet Hauser

**Schedule**

Monthly, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Student suspension reports, data regarding student assignment to various alternatives

### Action Step 4 5

Alternative to Suspension Plan will be reviewed and revised based on disciplinary trend data.

**Person Responsible**

Rodolfo Rodriguez

**Schedule**

Quarterly, from 9/8/2014 to 11/26/2014

***Evidence of Completion***

Student suspension and disciplinary reports, data regarding student assignment to various alternatives, revised Alternative to Suspension Plan.

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

Student conduct grade and disciplinary referral data will be monitored, and correlated to student academic performances

**Person Responsible**

Gabriel Quintero

**Schedule**

Quarterly, from 10/23/2014 to 11/26/2014

***Evidence of Completion***

Electronic gradebook reports, ISIS reports of student disciplinary referrals

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

Suspension data and the data regarding the amount of instructional time lost due to suspensions will be collected on a quarterly basis.

**Person Responsible**

Gabriel Quintero

**Schedule**

Quarterly, from 10/23/2014 to 11/26/2014

**Evidence of Completion**

Student suspension and attendance data, electronic gradebook reports

**G2.B3** Results for the 2014 FCAT Reading test indicate that 28% of students in third through eighth grades are now demonstrating proficiency in Reading. 2

 B123970

**G2.B3.S1** Students who are reading below grade level and/or have not yet demonstrated mastery in Reading on standardized assessments will be provided with tutoring and additional support in Reading. 4

4

 S136529

**Strategy Rationale**

The provision of tutoring and additional support affords opportunities for struggling readers to develop the necessary skills for mastery, while maintaining the integrity of the instructional block for direct instructional purposes

**Action Step 1** 5

Students in need of additional Reading tutorial and intervention support are identified.

**Person Responsible**

Dania Leal

**Schedule**

On 10/10/2014

**Evidence of Completion**

Roster of students

## Action Step 2 5

Reading intervention schedules are developed for targeted students, including the provision of Wonder Works interventions during the instructional day.

### **Person Responsible**

Gabriel Quintero

### **Schedule**

On 10/17/2014

### ***Evidence of Completion***

Intervention schedules and rosters of participating students

## Action Step 3 5

Students are provided reading interventions

### **Person Responsible**

Gabriel Quintero

### **Schedule**

Weekly, from 9/15/2014 to 11/26/2014

### ***Evidence of Completion***

Teacher documentation, student performances on intervention tasks

## Action Step 4 5

Students in need of tutorial support in Reading are identified and scheduled for said service.

### **Person Responsible**

Gabriel Quintero

### **Schedule**

On 11/26/2014

### ***Evidence of Completion***

Tutorial attendance rosters

### Action Step 5 5

Leadership Team will review intervention data and tutorial program participation for necessary refinements, as appropriate.

**Person Responsible**

Rodolfo Rodriguez

**Schedule**

Monthly, from 10/22/2014 to 11/26/2014

***Evidence of Completion***

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

The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students, as well as by reviewing tutorial attendance rosters. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson.

**Person Responsible**

Gabriel Quintero

**Schedule**

Biweekly, from 10/20/2014 to 11/26/2014

***Evidence of Completion***

Utilization reports, tutorial session sign-in forms

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

Student performances in Reading, as measured through classroom and Interim assessments, will be used to gauge the effectiveness of tutorial and additional supports.

**Person Responsible**

Gabriel Quintero

**Schedule**

Monthly, from 10/24/2014 to 11/26/2014

***Evidence of Completion***

Student performance reports, student work samples

**G3.** To increase the number of organized STEM activities provided to students from 4 during the 2013-2014 school year to 6 during the 2014-2015 school year (increase of 50%). 1

G048947

**G3.B1** Teacher needs assessment indicates a lack of sufficient professional development opportunities on best practices for engaging students in STEM-related activities. A need exists to increase community partnerships that support STEM-related efforts and activities for students. 2

B124485

**G3.B1.S1** Students will be provided six or more STEM-related activities during the 2014-2015 school year. 4

S136384

### Strategy Rationale

Middle school students will participate in the Dade County Science and Engineering Fair by developing individual and/or team-based projects for submission. Middle school students will also have the opportunity to participate in the LEGO Robotics Challenge. All elementary students will be engaged in project development activities as well. Emphasis will be placed on enhancing and developing partnerships focused on environmental science. Student participation and engagement in this activity will encourage and support the expansion of the opportunity into a potential advanced course offerings and or the development of a biology-technology magnet program for the 2015-2016 school year.

### Action Step 1 5

Leadership Team will work with teachers to identify potential STEM activities for students.

#### Person Responsible

Rodolfo Rodriguez

#### Schedule

Biweekly, from 10/17/2014 to 11/26/2014

#### Evidence of Completion

Meeting notes; listing of identified activities and proposed timelines

## Action Step 2 5

Identified STEM activities will be shared with grade-level and departmental PLCs for incorporation into instructional planning activities.

### **Person Responsible**

Gabriel Quintero

### **Schedule**

On 11/26/2014

### **Evidence of Completion**

PLC minutes and teacher reflections

## Action Step 3 5

STEM activities and supporting instruction will be implemented in classrooms, through grade-levels and school-wide, as appropriate.

### **Person Responsible**

Rodolfo Rodriguez

### **Schedule**

Weekly, from 10/24/2014 to 11/26/2014

### **Evidence of Completion**

Classroom walkthrough logs and notes; teacher lesson plans.

## Action Step 4 5

Teachers will be engaged in ongoing discussions and debrief activities regarding STEM activities, with the intent of refining plans and strategies.

### **Person Responsible**

Ariana Gutierrez

### **Schedule**

Monthly, from 10/27/2014 to 11/26/2014

### **Evidence of Completion**

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

The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/Department meeting minutes will also reflect the implementation of collaborative and reflective activities.

**Person Responsible**

Gabriel Quintero

**Schedule**

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

***Evidence of Completion***

Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds.

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

Effectiveness of strategies will be determined through a review of the number of STEM-related activities planned and implemented, as well as the student projects resulting from these activities.

**Person Responsible**

Gabriel Quintero

**Schedule**

Monthly, from 10/23/2014 to 11/26/2014

***Evidence of Completion***

Student projects and work samples, student performance reports in Science

**G4.** To increase parental involvement by increasing the number and variety of opportunities for parents to be engaged in school activities by 50% (from 6 during the 2013-2014 school year to at least 9 during the 2014-2015 school year). 1

G048949

**G4.B2** Due to employment and financial responsibilities, traditionally offered parent involvement activities have not resulted in increased attendance or engagement of stakeholders. 2

B124582

**G4.B2.S1** The number of planned activities and opportunities to actively engage parents will be increased, with activities being strategically scheduled and marketed. 4

S136515

### Strategy Rationale

Outreach efforts must be enhanced to ensure that all parents have readily-available access to information about opportunities for meaningful engagement and involvement.

### Action Step 1 5

Leadership Team, with emphasis on the Dade Partner Liaison, will identify and develop plans for parental involvement strategies and activities.

#### Person Responsible

Ilene Martinez

#### Schedule

Biweekly, from 10/6/2014 to 11/26/2014

#### Evidence of Completion

Meeting minutes, schedule of activities

### Action Step 2 5

Parental engagement and involvement opportunities will be advertised and marketed to all stakeholder groups.

#### Person Responsible

Ilene Martinez

#### Schedule

Weekly, from 10/7/2014 to 11/26/2014

#### Evidence of Completion

Schedule of activities, documentation of communication and marketing efforts (virtual and/or hard copy)



### Action Step 3 5

Parent participation will be recorded and monitored.

**Person Responsible**

Gabriel Quintero

**Schedule**

Monthly, from 10/7/2014 to 11/26/2014

***Evidence of Completion***

Event agendas, participant sign-in sheets

### Action Step 4 5

Leadership Team will review data and refine proposed schedule and offerings.

**Person Responsible**

Rodolfo Rodriguez

**Schedule**

Monthly, from 10/17/2014 to 11/26/2014

***Evidence of Completion***

Meeting minutes, participant sign-in sheets, stakeholder feedback

### Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7**

**Person Responsible**

**Schedule**

**Evidence of Completion**

**Appendix 1: Implementation Timeline**

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

| Source      | Task, Action Step or Monitoring Activity   | Who                | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date  |
|-------------|--|--------------------|-------------------------------|---|---------------------|
| G1.B1.S1.A1 | Introduce barrier and goals to Leadership Team and Chairpersons  | Rodriguez, Rodolfo | 9/10/2014                     | Sign in sheets, agenda, minutes and results of staff development needs assessment | 9/10/2014 one-time  |
| G1.B2.S1.A1 | Introduce barrier and goals to Leadership Team and Chairpersons  | Rodriguez, Rodolfo | 9/10/2014                     | Sign in sheets, agenda, minutes and results of staff development needs assessment | 9/10/2014 one-time  |
| G1.B4.S1.A1 | Introduce barrier and goals to Leadership Team and Chairpersons  | Rodriguez, Rodolfo | 9/10/2014                     | Sign in sheets, agenda, minutes and results of staff development needs assessment | 9/10/2014 one-time  |
| G1.B3.S1.A1 | Introduce barrier and goals to Leadership Team and Chairpersons.   | Rodriguez, Rodolfo | 9/10/2014                     | Sign in sheets, agenda, minutes.  | 9/10/2014 one-time  |
| G3.B1.S1.A1 | Leadership Team will work with teachers to identify potential STEM activities for students.  | Rodriguez, Rodolfo | 10/17/2014                    | Meeting notes; listing of identified activities and proposed timelines            | 11/26/2014 biweekly |
| G4.B2.S1.A1 | Leadership Team, with emphasis on the Dade Partner Liaison, will identify and develop plans for parental involvement strategies and activities.                                    | Martinez, Ilene    | 10/6/2014                     | Meeting minutes, schedule of activities   | 11/26/2014 biweekly |
| G2.B3.S1.A1 | Students in need of additional Reading tutorial and intervention support are identified.   | Leal, Dania        | 9/1/2014                      | Roster of students  | 10/10/2014 one-time |
| G2.B2.S1.A1 | Leadership Team will review existing alternative to suspension plan and assess the effectiveness of existing program   | Rodriguez, Rodolfo | 9/1/2014                      | Alternative to Suspension Plan reviewed and revised                               | 9/5/2014 one-time   |
| G2.B1.S1.A1 | Leadership Team will collect suggestions for attendance improvement strategies and activities from staff, students, parents and other stakeholder groups.                          | Rodriguez, Rodolfo | 9/15/2014                     | Listing of strategies (including incentives) for improving attendance             | 9/26/2014 one-time  |
| G1.B1.S1.A2 | Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Language Arts/Reading instruction. | Quintero, Gabriel  | 9/25/2014                     |   | 10/3/2014 one-time  |
| G1.B2.S1.A2 | Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Science instruction                | Quintero, Gabriel  | 9/25/2014                     | Sign in sheets, agenda, minutes and results of staff development                  | 9/25/2014 one-time  |

| Source      | Task, Action Step or Monitoring Activity   | Who                | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date  |
|-------------|--|--------------------|-------------------------------|---|---------------------|
| G1.B4.S1.A2 | Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Mathematics instruction.                   | Quintero, Gabriel  | 9/25/2014                     | Sign in sheets, agenda, minutes and results of staff development needs assessment                           | 9/25/2014 one-time  |
| G1.B3.S1.A2 | Establish PLCs/Social Studies Teachers will identify Civics-related standards and benchmarks in Kindergarten through Seventh grade curricula.  | Quintero, Gabriel  | 9/16/2014                     | PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants                                | 10/3/2014 one-time  |
| G3.B1.S1.A2 | Identified STEM activities will be shared with grade-level and departmental PLCs for incorporation into instructional planning activities.   | Quintero, Gabriel  | 10/20/2014                    | PLC minutes and teacher reflections   | 11/26/2014 one-time |
| G4.B2.S1.A2 | Parental engagement and involvement opportunities will be advertised and marketed to all stakeholder groups.   | Martinez, Ilene    | 10/7/2014                     | Schedule of activities, documentation of communication and marketing efforts (virtual and/or hard copy)     | 11/26/2014 weekly   |
| G2.B3.S1.A2 | Reading intervention schedules are developed for targeted students, including the provision of Wonder Works interventions during the instructional day.                                    | Quintero, Gabriel  | 9/8/2014                      | Intervention schedules and rosters of participating students  | 10/17/2014 one-time |
| G2.B2.S1.A2 | Additional alternative strategies will be identified and incorporated into plan.   | Rodriguez, Rodolfo | 9/1/2014                      | Alternative to Suspension Plan revised  | 9/5/2014 one-time   |
| G2.B1.S1.A2 | Attendance improvement strategies will be prioritized by feasibility and likelihood of success.  | Rodriguez, Rodolfo | 9/29/2014                     | Prioritized list of attendance improvement strategies   | 10/1/2014 one-time  |
| G1.B1.S1.A3 | Identify and establish common planning times, including monthly opportunities for vertical articulation and planning sessions.   | Hauser, Janet      | 10/10/2014                    | PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants                                | 10/10/2014 one-time |
| G1.B2.S1.A3 | Implement identified laboratory and hands-on, interactive activities and strategies in Science with students.  | Quintero, Gabriel  | 9/22/2014                     | Classroom walkthrough logs; teacher lesson plans; student work products                                     | 11/26/2014 biweekly |
| G1.B4.S1.A3 | Identify research-based interactive/hands-on activities in Mathematics for use during instruction.   | Quintero, Gabriel  | 10/10/2014                    | Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds | 10/10/2014 one-time |
| G1.B3.S1.A3 | Facilitate discussions identifying specific Civics-focused activities for implementation within and among grade levels/departments.  | Quintero, Gabriel  | 9/25/2014                     | PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants                                | 10/10/2014 biweekly |
| G3.B1.S1.A3 | STEM activities and supporting instruction will be implemented in classrooms, through grade-levels and school-wide, as appropriate.  | Rodriguez, Rodolfo | 10/24/2014                    | Classroom walkthrough logs and notes; teacher lesson plans.   | 11/26/2014 weekly   |
| G4.B2.S1.A3 | Parent participation will be recorded and monitored.   | Quintero, Gabriel  | 10/7/2014                     | Event agendas, participant sign-in sheets   | 11/26/2014 monthly  |
| G2.B3.S1.A3 | Students are provided reading interventions  | Quintero, Gabriel  | 9/15/2014                     | Teacher documentation, student performances on intervention tasks   | 11/26/2014 weekly   |
| G2.B2.S1.A3 | Alternative strategies will be implemented and data collected to assess effectiveness.   | Hauser, Janet      | 9/8/2014                      | Student suspension reports, data regarding student assignment to various alternatives                       | 11/26/2014 monthly  |
| G2.B1.S1.A3 | Attendance improvement strategies and activities will be implemented.  | Rodriguez, Rodolfo | 10/1/2014                     | Documentation of activity implementation (e.g., flyers, handouts, etc.)                                     | 11/26/2014 one-time |
| G1.B1.S1.A4 | Establish PLC/Common Planning activities implemented through grade-levels and departments, with initial sessions facilitated by Administration, Chairpersons and/or content area liaisons. | Quintero, Gabriel  | 10/10/2014                    | Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds | 10/10/2014 one-time |

| Source      | Task, Action Step or Monitoring Activity  | Who                | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date   |
|-------------|---|--------------------|-------------------------------|---|----------------------|
| G1.B2.S1.A4 | Assess the fidelity by implementation of resulting plans by conducting classroom walkthroughs, instructional rounds and observations, followed by individual and PLC-level debrief activities       | Rodriguez, Rodolfo | 10/10/2014                    | Classroom walkthrough logs; teacher lesson plans; student work products   | 11/26/2014 weekly    |
| G1.B4.S1.A4 | Implement identified activities and strategies during Mathematics instruction   | Rodriguez, Rodolfo | 10/10/2014                    | PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants  | 10/10/2014 weekly    |
| G1.B3.S1.A4 | Identify and implement grade-level instructional activities.  | Quintero, Gabriel  | 10/10/2014                    | PLC minutes reflecting discussions  | 10/10/2014 one-time  |
| G3.B1.S1.A4 | Teachers will be engaged in ongoing discussions and debrief activities regarding STEM activities, with the intent of refining plans and strategies.   | Gutierrez, Ariana  | 10/27/2014                    |   | 11/26/2014 monthly   |
| G4.B2.S1.A4 | Leadership Team will review data and refine proposed schedule and offerings.  | Rodriguez, Rodolfo | 10/17/2014                    | Meeting minutes, participant sign-in sheets, stakeholder feedback   | 11/26/2014 monthly   |
| G2.B3.S1.A4 | Students in need of tutorial support in Reading are identified and scheduled for said service.  | Quintero, Gabriel  | 10/17/2014                    | Tutorial attendance rosters   | 11/26/2014 one-time  |
| G2.B2.S1.A4 | Alternative to Suspension Plan will be reviewed and revised based on disciplinary trend data.   | Rodriguez, Rodolfo | 9/8/2014                      | Student suspension and disciplinary reports, data regarding student assignment to various alternatives, revised Alternative to Suspension Plan. | 11/26/2014 quarterly |
| G2.B1.S1.A4 | Student attendance data will be collected prior to and after individual activity implementations in order to gauge comparative impact of strategies.  | Quintero, Gabriel  | 10/1/2014                     | Student attendance reports, list/ schedule of attendance improvement activities   | 11/26/2014 quarterly |
| G1.B1.S1.A5 | Assess the fidelity of implementation of resulting plans by conducting classroom walkthroughs, instructional rounds and observations, followed by individual and PLC-level debrief activities       | Rodriguez, Rodolfo | 10/31/2014                    | Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds                                     | 11/26/2014 weekly    |
| G1.B2.S1.A5 | Provide additional support based on classroom walkthrough and observation results.  | Hauser, Janet      | 10/10/2014                    | Classroom walkthrough logs; teacher lesson plans; teacher reflection logs   | 11/26/2014 monthly   |
| G1.B4.S1.A5 | Debrief implemented activities through PLCs and assess the effectiveness thereof based on student work products and performance data.   | Quintero, Gabriel  | 10/10/2014                    | Sign-in sheets, agenda, minutes   | 11/26/2014 biweekly  |
| G1.B3.S1.A5 | Collaborate, debrief and discuss by examining the effectiveness of Civics activities, and further investigating opportunities to enhance the articulation of Civics content across grade levels.    | Hauser, Janet      | 10/10/2014                    | PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes  | 11/26/2014 biweekly  |
| G2.B3.S1.A5 | Leadership Team will review intervention data and tutorial program participation for necessary refinements, as appropriate.   | Rodriguez, Rodolfo | 10/22/2014                    |   | 11/26/2014 monthly   |
| G2.B1.S1.A5 | Activities and strategies demonstrating the greatest result in terms of improvements in attendance will be identified and incorporated into the school's calendar for subsequent reporting periods. | Quintero, Gabriel  | 11/24/2014                    | Revised list/schedule of attendance improvement activities and strategies, Leadership Team meeting notes  | 11/26/2014 one-time  |
| G1.B1.S1.A6 | Provide additional support based on classroom walkthrough and observation results.  | Quintero, Gabriel  | 11/26/2014                    | Classroom walkthrough logs; Teacher reflection notes  | 11/26/2014 one-time  |
| G1.B2.S1.A6 | Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.   | Rodriguez, Rodolfo | 10/10/2014                    | Classroom walkthrough logs; review of debrief conversations following walkthrough, instructional rounds and teacher reflection logs             | 11/26/2014 biweekly  |

| Source       | Task, Action Step or Monitoring Activity  | Who                | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|--------------|---|--------------------|-------------------------------|--|---------------------|
| G1.B4.S1.A6  | Provide site-based professional development opportunities to incorporate new technologies with the interactive teaching of mathematical content and skills.   | Quintero, Gabriel  | 9/25/2014                     | Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds                            | 11/26/2014 monthly  |
| G1.B3.S1.A6  | Elementary and middle school social studies teachers will be provided with opportunities to engage in professional development and collegial conversations regarding Civics-specific activities and best practices in the teaching of Civics content.                                   | Quintero, Gabriel  | 10/10/2014                    | PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes; teacher reflections                | 11/26/2014 monthly  |
| G1.B1.S1.A7  | Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.   | Rodriguez, Rodolfo | 11/26/2014                    | Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds                            | 11/26/2014 weekly   |
| G1.B4.S1.A7  | Provide additional support based on classroom walkthrough and observation results.  | Rodriguez, Rodolfo | 10/10/2014                    | Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds                            | 11/26/2014 monthly  |
| G1.B3.S1.A7  | Provide additional support based on classroom walkthrough and observation results.  | Quintero, Gabriel  | 10/10/2014                    | PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes                                     | 11/26/2014 monthly  |
| G1.B4.S1.A8  | Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.   | Quintero, Gabriel  | 10/10/2014                    | Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds                            | 11/26/2014 monthly  |
| G1.B3.S1.A8  | Continuously engage in the provision of feedback and follow-up monitoring to ensure the fidelity of implementation.   | Quintero, Gabriel  | 10/10/2014                    | PLC calendar, PLC sign-in forms; PLC minutes; feedback from PLC participants; AP Walkthrough notes; teacher reflections                | 11/26/2014 biweekly |
| G1.B1.S1.A8  | Develop and implement master schedules and tutorial programs that support the provision of targeted reading instruction and support to SWD and ELL students,  | Quintero, Gabriel  | 10/24/2014                    | Tutorial and support session attendance records  | 11/26/2014 weekly   |
| G1.B4.S1.A9  | Develop and implement master schedules and tutorial programs that support the provision of targeted math instruction to Black, Hispanic, SWD and ELL students.  | Quintero, Gabriel  | 10/24/2014                    | Participant rosters and attendance records in tutoring and support sessions  | 11/26/2014 weekly   |
| G1.MA1       | Classroom walkthroughs, classroom-based assessments, data disaggregation from Interim Assessments, Florida Standards Assessments and/or End-of-Course examinations.   | Quintero, Gabriel  | 10/24/2014                    | Student performance reports, Interim and other assessment data, classroom walkthrough notes and logs                                   | 10/31/2014 one-time |
| G1.B1.S1.MA1 | Effectiveness of strategies will be determined through a review of student performances in Reading as measured on Interim, standardized and classroom-based assessments.  | Quintero, Gabriel  | 10/23/2014                    | Student performance reports, electronic gradebook reports, Interim Assessment data   | 10/31/2014 biweekly |
| G1.B1.S1.MA1 | The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/ Department meeting minutes will also reflect the implementation of collaborative and reflective activities. | Quintero, Gabriel  | 10/10/2014                    | Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds. | 11/26/2014 weekly   |
| G1.B2.S1.MA1 | Effectiveness of strategies will be determined through a review of student performances in Science as measured on Interim, standardized and classroom-based assessments.  | Quintero, Gabriel  | 10/23/2014                    | Student performance reports, electronic gradebook reports, Interim Assessment data   | 10/31/2014 biweekly |

| Source       | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date   |
|--------------|--|-------------------|-------------------------------|---|----------------------|
| G1.B2.S1.MA1 | The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/ Department meeting minutes will also reflect the implementation of collaborative and reflective activities.  | Quintero, Gabriel | 10/10/2014                    | Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds | 11/26/2014 biweekly  |
| G1.B4.S1.MA1 | Effectiveness of strategies will be determined through a review of student performances in Math as measured on Interim, standardized and classroom-based assessments.  | Quintero, Gabriel | 10/23/2014                    | Student performance reports, electronic gradebook reports, Interim Assessment data  | 11/26/2014 biweekly  |
| G1.B4.S1.MA1 | The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/ Department meeting minutes will also reflect the implementation of collaborative and reflective activities.  | Quintero, Gabriel | 10/10/2014                    | Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds | 11/26/2014 weekly    |
| G1.B3.S1.MA1 | Effectiveness of strategies will be determined through a review of student performances in Civics as measured on Interim and classroom-based assessments.  | Quintero, Gabriel | 10/23/2014                    | Student performance reports, electronic gradebook reports, Interim Assessment data  | 11/26/2014 biweekly  |
| G1.B3.S1.MA1 | The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/ Department meeting minutes will also reflect the implementation of collaborative and reflective activities.  | Quintero, Gabriel | 10/10/2014                    | Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds | 11/26/2014 weekly    |
| G2.MA1       | Data from ISIS and other systems for student data will be collected and reviewed on a quarterly basis.   | Quintero, Gabriel | 10/24/2014                    | Student suspension and attendance reports, electronic gradebook reports, minutes from Leadership Team meetings                        | 11/26/2014 monthly   |
| G2.B3.S1.MA1 | Student performances in Reading, as measured through classroom and Interim assessments, will be used to gauge the effectiveness of tutorial and additional supports.   | Quintero, Gabriel | 10/24/2014                    | Student performance reports, student work samples   | 11/26/2014 monthly   |
| G2.B3.S1.MA1 | The fidelity of implementation will be assessed and insured through the monitoring of utilization data and reviews of program-specific progress reports on individual students, as well as by reviewing tutorial attendance rosters. Implementation of the strategies will be monitored by the Assistant Principal and Grade-level/Department Chairperson. | Quintero, Gabriel | 10/20/2014                    | Utilization reports, tutorial session sign-in forms   | 11/26/2014 biweekly  |
| G2.B2.S1.MA1 | Suspension data and the data regarding the amount of instructional time lost due to suspensions will be collected on a quarterly basis.  | Quintero, Gabriel | 10/23/2014                    | Student suspension and attendance data, electronic gradebook reports  | 11/26/2014 quarterly |
| G2.B2.S1.MA1 | Student conduct grade and disciplinary referral data will be monitored, and correlated to student academic performances  | Quintero, Gabriel | 10/23/2014                    | Electronic gradebook reports, ISIS reports of student disciplinary referrals  | 11/26/2014 quarterly |
| G2.B1.S1.MA1 | Attendance data, particularly before and after the implementation of specific  | Quintero, Gabriel | 10/1/2014                     | Student attendance reports  | 11/26/2014 one-time  |

| Source       | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|--------------|---|-------------------|-------------------------------|--|---------------------|
|              | activities and strategies, will be collected and reviewed.  |                   |                               |  |                     |
| G2.B1.S1.MA1 | Student attendance data will be monitored, and correlated to student academic performances  | Quintero, Gabriel | 10/1/2014                     | Electronic gradebook reports, student attendance reports   | 11/26/2014 one-time |
| G3.MA1       | Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds, student work products and projects.  | Quintero, Gabriel | 10/20/2014                    | Student performance reports, classroom walkthrough logs and notes, student projects, PLC minutes                                       | 11/26/2014 one-time |
| G3.B1.S1.MA1 | Effectiveness of strategies will be determined through a review of the number of STEM-related activities planned and implemented, as well as the student projects resulting from these activities.  | Quintero, Gabriel | 10/23/2014                    | Student projects and work samples, student performance reports in Science  | 11/26/2014 monthly  |
| G3.B1.S1.MA1 | The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the Leadership Team. A review of PLC/ Department meeting minutes will also reflect the implementation of collaborative and reflective activities. | Quintero, Gabriel | 10/10/2014                    | Classroom walkthrough logs; teacher reflection notes, reviews of debrief conversations following walkthrough and instructional rounds. | 11/26/2014 weekly   |
| G4.B2.S1.MA1 | [no content entered]  |                   |                               | one-time   |                     |
| G4.B2.S1.MA1 | [no content entered]  |                   |                               | one-time   |                     |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

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

**G1.B1** Greater articulation and common planning time among elementary and middle school teachers is needed to enhance instructional effectiveness, as well as to build capacity to support improved student performances in Reading.

#### G1.B1.S1 Effective Planning and Instructional Delivery

##### PD Opportunity 1

Provide additional support based on classroom walkthrough and observation results.

##### Facilitator

Rudy Rodriguez, Gabriel Quintero, Janet Hauser

##### Participants

Teachers

##### Schedule

On 11/26/2014

**G1.B2** There is a lack of instructional rigor and opportunities to enhance students' higher order thinking and science process skills, including the incorporation of additional hands-on and laboratory activities.

#### G1.B2.S1 Inquiry-based, Hands-on Activities

##### PD Opportunity 1

Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Science instruction

##### Facilitator

PD Liaison, Science Department Chairperson, Science Liaison

##### Participants

Science and Content Teachers

##### Schedule

On 9/25/2014



## PD Opportunity 2

Provide additional support based on classroom walkthrough and observation results.

### Facilitator

Assistant Principals, Science Liaison

### Participants

Science and Content Teachers

### Schedule

Monthly, from 10/10/2014 to 11/26/2014

**G1.B3** There is a lack of vertically articulated and coordinated Civics-related instructional activities designed to enhance Civics content knowledge and understandings across grade levels.

**G1.B3.S1** Beginning with primary instruction, a variety of Civics-related activities for students will be identified and implemented as a means of building capacity and improving student performances in Civics.

## PD Opportunity 1

Elementary and middle school social studies teachers will be provided with opportunities to engage in professional development and collegial conversations regarding Civics-specific activities and best practices in the teaching of Civics content.

### Facilitator

Assistant Principals, Social Studies Chairperson

### Participants

Social Studies and Content Teachers

### Schedule

Monthly, from 10/10/2014 to 11/26/2014

## PD Opportunity 2

Provide additional support based on classroom walkthrough and observation results.

### Facilitator

Assistant Principals, Social Studies Chairperson

### Participants

Social Studies and Content Teachers

### Schedule

Monthly, from 10/10/2014 to 11/26/2014

**G1.B4** There exists a need for additional hands-on, interactive, and "real-world" applications of mathematical concepts and skills as a means of reinforcing student understandings.

**G1.B4.S1** Implementing Problem Solving Protocols

**PD Opportunity 1**

Conduct Professional Development to determine teachers' readiness levels as well as professional development needs addressing best practices in Mathematics instruction.

**Facilitator**

Assistant Principals, PD Liaison, Math Liaisons

**Participants**

Math and Content Teachers

**Schedule**

On 9/25/2014

**PD Opportunity 2**

Provide site-based professional development opportunities to incorporate new technologies with the interactive teaching of mathematical content and skills.

**Facilitator**

Assistant Principals, PD Liaison, Math Liaisons

**Participants**

Math and Content Teachers

**Schedule**

Monthly, from 9/25/2014 to 11/26/2014

**PD Opportunity 3**

Provide additional support based on classroom walkthrough and observation results.

**Facilitator**

Assistant Principals, PD Liaison, Math Liaisons

**Participants**

Math and Content Teachers

**Schedule**

Monthly, from 10/10/2014 to 11/26/2014

**G3.** To increase the number of organized STEM activities provided to students from 4 during the 2013-2014 school year to 6 during the 2014-2015 school year (increase of 50%).

**G3.B1** Teacher needs assessment indicates a lack of sufficient professional development opportunities on best practices for engaging students in STEM-related activities. A need exists to increase community partnerships that support STEM-related efforts and activities for students.

**G3.B1.S1** Students will be provided six or more STEM-related activities during the 2014-2015 school year.

### **PD Opportunity 1**

Teachers will be engaged in ongoing discussions and debrief activities regarding STEM activities, with the intent of refining plans and strategies.

#### **Facilitator**

Assistant Principals, PD Liaison, Science Liaison

#### **Participants**

Science and Content Teachers

#### **Schedule**

Monthly, from 10/27/2014 to 11/26/2014

## Technical Assistance Items

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

## Budget Rollup

| Summary  |              |
|--|--------------|
| Description  | Total        |
| <b>Goal 1:</b> To increase student achievement by improving core instruction in all content areas. | 6,200        |
| <b>Grand Total</b>   | <b>6,200</b> |

| Goal 1: To increase student achievement by improving core instruction in all content areas. |                          |              |
|---|--------------------------|--------------|
| Description   | Source                   | Total        |
| <b>B1.S1.A8</b> - EESAC Funds   | School Improvement Funds | 1,100        |
| <b>B1.S1.A8</b> - Reading and Math Tutorials  | Title III                | 2,000        |
| <b>B4.S1.A9</b> - EESAC Funds   | School Improvement Funds | 1,100        |
| <b>B4.S1.A9</b> - Reading and Math Tutorials  | Title III                | 2,000        |
| <b>Total Goal 1</b>   |                          | <b>6,200</b> |