



## Mae M. Walters Elementary School

650 W 33RD ST, Hialeah, FL 33012

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

91%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

98%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

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





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The Mae M. Walters Community believes that all students will obtain high levels of academic performance in all subject areas. All students will develop competencies to succeed in our competitive world and become life-long learners in reading, mathematics, technology and the sciences.

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

Mae M. Walters Elementary School believes that all students can learn and achieve in all academic areas through a stimulating, supportive, and nurturing atmosphere aimed at acquiring high academic standards.

#### School Environment

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

The culture of our school is characterized by collaboration and a sense of community. School leaders communicate with varied representatives from stakeholder groups, through EESAC meetings, faculty meetings, parent newsletters, the ConnectEd system, etc. Community groups are given opportunities to shape decisions, solicit feedback and respond to school improvement efforts. Our Community Involvement Specialist maintains constant contact with parents and is very involved in community outreach and dissemination of information. Parents are invited and welcomed to attend many activities throughout the year, (Kindergarten Orientation, Parent Meet and Greet, Open House, Parent SAT/FSA Workshops, Seasonal Performances, Reading Under the Stars, Classroom Activities, Honor Roll Ceremonies, Parent Conferences and Title I Orientation) in an effort to encourage their involvement and to afford opportunities to learn more about the families we service. Teachers engage students in learning through a variety of instructional strategies that address different learning styles and student diversity to ensure achievement of learning expectations. Curriculum and learning experiences prepare our students for success at the next level of learning.

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

Mae M. Walters Elementary provides a safe environment for its students by having security for students in the mornings beginning at 7:30 am, throughout the day, and after school to ensure that all students go home accordingly. The school has initiated an i-Care Committee that assists with the morning parental car drop-off. Car doors are opened by school personnel to escort students from their cars and therefore improve the traffic flow and ensure student safety. As students enter the building, there are designated areas where each class sits, supervised by an adult, starting at 7:30 am. Safety Patrols are also available at assigned posts as well as escorting primary students to their classrooms. All gates around the school site are locked throughout the day, except the front entrance. This directs all guests to enter the building from the same location, sign in, and be assisted as needed. At dismissal, teachers are assigned bus duty or parent pick-up duties to supervise students during dismissal procedures. Students are not allowed in the hallways other than with an adult or partner. The All-Star Afterschool Program, provides after-school services for students until 6 pm.



**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**

Classroom rules are clearly established and posted. The Parent/Student Handbook clearly communicates behavioral expectations. The Code of Student Conduct and the Parent/Student Handbook are posted online on the School Website and are also available in the Parent Resource Center and the Main Office. Teachers follow a progressive discipline plan where they first receive a warning, then a phone call to parents, then a parent conference, followed by a meeting with administration. If incidents increase in severity, disciplinary action is reported through the Student Case Management System referral. Students are then serviced and monitored appropriately and referred to student services as needed.

**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**

Mae M. Walters Elementary School provides a variety of services to students and their families. In a partnership with Citrus Health, health services are provided to our students during school hours, at school, and to the families through referrals for services, such as counseling, community agencies, therapy and psychological services. The school also houses a Parent Resource Center, staffed with a full time Community Involvement Specialist who is able to assist parents with the educational and social-emotional needs of our students. This includes hosting monthly parent workshops on topics requested through parental surveys and needs.

The school's counselor also provides services through individual, small group, and large group counseling. The counselor also conducts classroom visitations to address bullying prevention and a number of other concerns, such as Red-ribbon, anti-drug campaign and the anti-child abuse campaign. The Counselor develops and monitors the FAB/BIP process and addresses the specific needs of retainees. Teachers refer students to receive student services as concerns arise.

**Early Warning Systems**

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

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

The Early Warning Indicators monitored include student attendance, behavior referrals, course failure and struggling students based on state assessment scores. The school utilizes the FCIM, the MTSS/ Rtl team monitors Student Case Management and Suspension reports, teacher referrals and/or concerns of students needing counseling. The MTSS/Rtl team meet on a monthly basis to monitor the effectiveness of strategies and make adjustments as necessary.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	5	4	9	3	8	35
One or more suspensions	0	1	0	0	0	2	3
Course failure in ELA or Math	15	10	14	32	27	12	110
Level 1 on statewide assessment	0	0	0	48	44	46	138

**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**

Services are provided at Mae M. Walters Elementary for students requiring additional remediation and are assisted through extended learning opportunities such as the Saturday Academy and English Language Learner's Tutoring provided by Title III funds. Teachers provide Differentiated Instruction to address the specific needs of each student and additional interventions are provided during Spanish for selected students. Students at-risk are referred to the MTSS/RtI Leadership Team. They monitor the students' academic and behavioral goals through data analysis and progress monitoring. The fidelity of the delivery of instruction and intervention process is continued and/or modified based on data to provide assistance to the student.

Truancy is monitored with the assistance of the CIS and the Social Worker. Parent attendance conferences are held for students with habitual tardiness or absences. To eliminate behavior referrals, mini-lessons are provided on Character Education, the Code of Student Conduct, and anti-bullying, with a problem solving approach that promotes alternatives and peaceful behavior.

**Family and Community Involvement**

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

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

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

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

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/187357>.

**Description**

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

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

Mae M. Walters Elementary School hosts many events throughout the school year to involve the local community, including Reading Under the Stars, Hispanic Heritage Parade, Author's Tea, and Dr. Seuss' Birthday Celebration. With the support of our local business community, such as the Home Depot Build a Project and the Hialeah Fire Department, students are able to create simple machines and also grow and maintain a vegetable garden. The PTA is actively involved in organizing extracurricular activities for our students. These include a Fall Festival, movie nights, and an end of the school year celebration to recognize student achievement. The Spanish Department prepares students to participate in the "Club Planeta" program sponsored by Univision. In an effort to create social consciousness, students are encouraged to support good causes and help the less fortunate through their participation in Jump Rope for Heart, Orange Bowl Kicks for Kids, and the United Way campaign.

## 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
Valls, Yolanda	Principal
Costero, Saimara	Assistant Principal
Clark, Daphne	Instructional Coach
Mendoza, Maria	Instructional Coach
Hernandez, Eva	Teacher, K-12
Prieto, Rosa	Guidance Counselor
Rivers-Stevenson, Sonya	Teacher, ESE
Lopez, Esperanza	Teacher, K-12

#### Duties

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

Janeysa M. Sanchez and Saimara Q. Costero, Assistant Principals: MTSS Chairperson that oversees scheduling, required documentation, and leads meetings.

Daphne Clark, Math & Science Coach: Provides expertise regarding math and science, particularly regarding interventions.

Maria Mendoza, Reading Coach: Provides expertise regarding reading, particularly regarding interventions. Completes data tracking for reading interventions.

Eva Hernandez, Primary Teacher & Reading Coach: Provides expertise in technology and research-based instructional strategies based on student's individual needs.

Esperanza Lopez, Primary Math/Science Teacher: Provides research-based instructional strategies based on student's individual needs.

Rosa Prieto, Counselor: Gathers data and information regarding student's school experience. Provides guidance regarding available resources and programs, especially when behavioral issues are concerned.

Sonya Rivers-Stevenson, SPED Teacher: Provides research-based instructional strategies based on student's individual needs.

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

The school's MTSS Leadership Team will meet on a monthly basis to monitor the effectiveness of current interventions on targeted students. The Principal and Assistant Principal will serve as the Administrators for Curriculum, ensuring that students are meeting the requirements established in the Student Progression Plan and that the school is complying with all state mandates. Instructional coaches will provide data from the Progress Monitoring and Reporting Network (PMRN), Thinkgate, CELLA, etc. to gauge student progress, as well as research-based strategies to address the

individual needs of the student. Teachers on the team will provide first-hand knowledge on student progress and academic and behavioral information and strategies. The counselor, school psychologist, and social worker will provide support services and resources to address issues that encompass the whole child.

Progress monitoring tools and state/school-based assessment data will be used to identify students that are not progressing in the core program due to academic, behavioral, attendance, or other factors. Based on gathered data, the team will meet to develop appropriate interventions, establish goals, and monitor the effectiveness of the interventions, once they are in place.

Decisions made by the MTSS Leadership Team members will be data driven and will lead to effective modifications and opportunities for professional development. Every effort will be made to maintain continuous communication with the staff for their input and feedback.

#### Title I, Part A

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

#### Title II

We are a Title II District. Mae M. Walters benefits from the supplemental funds provided by the District for improving basic education in training to certify qualified mentors for the New Teacher (MINT) Program; add-on endorsement programs such as Reading, Gifted, ESOL, and Professional Development Liaisons (PDL) at each school which focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

Title III Funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:

- Tutorial programs (K-12)
- Parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- Professional development on best practices for ESOL and content area teachers
- Reading and supplementary instructional materials (K-12)
- Cultural supplementary instructional materials (K-12)

- Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

#### Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools – each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust – a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Students Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. The school counselor has also been trained on the McKinney Vento Homeless Assistance Act. Upon immediate identification and classification of a student as homeless, the school will contact the Homeless Assistance Program to ensure appropriate services are provided.

#### Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists. Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program. The school counselor at Mae M. Walters Elementary works with students and incorporates programs to solve problems related to drugs and alcohol, stress, suicide, isolation, self-esteem, family violence, and other crises. The Anti Bullying Campaign is implemented to raise awareness on the dynamics of bullying situations with a problem solving approach that promotes alternative and peaceful behavior, and counteracts to change and not tolerate bullying. The Blue Ribbon Month (Child Abuse Prevention and Awareness Month) ACT for kids aims to prevent child abuse and sexual exploitation, targeting all 3rd grade students through stories, personal drawings, and question and answer sections.

Furthermore, Mae M. Walters participates in the Health Connect in Our Schools (HCiOS), which forms a partnership with the Children's Trust, Miami-Dade County Health Department, and local health service providers. HCiOS offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. HCiOS services serve to reduce or eliminate barriers to care, connect eligible students with health insurance, and provide care for students who are not eligible for other services. As part of HCiOS, coordinated social work and mental/behavioral health interventions are delivered in a timely manner and health education activities are provided by the school and by the health department. Thus, HCiOS assures all students receive health education and offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program. Such services provide pertinent assistance to students and their families in areas of need.

#### Nutrition Programs

Mae M. Walters adheres to and implements the nutrition requirements stated in the District Wellness Policy. The school also ensures that nutrition education, as per state statute, is taught through physical education and as part of the health curriculum. In addition, the School Food Service Program, school breakfast, school lunch, and after care snacks follow the Healthy Food and

Beverage Guidelines as adopted in the District's Wellness Policy. Through the Alliance for a Healthier Generation, Mae M. Walters Elementary has been recognized for its efforts in developing nutritional meals and snacks by being awarded the Bronze Award. The school also has a fruit and vegetable garden that has been planted and is harvested by students and teachers in an effort to introduce students to healthier eating habits.

#### Other

Mae M. Walters involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services. Parental engagement/involvement increases through developing (with on-going parental input) our school Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of our parents, and schedules workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. Mae M. Walters will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the MDCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. Results from the survey are to be used to assist with revising our Title I parental documents for the approaching school year.

The Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. The team at our school sites is staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide. HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS enhances the health education activities provided by the schools and by the health department.

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

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

#### **Membership**

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

Name	Stakeholder Group
Yolanda L Valls	Principal
Sonya Rivers Stevenson	Teacher
Maxinia Rodriguez	Teacher
Monica Alfonso-Cepeda	Teacher
Kim Seitz	Teacher
Maria B.Mendoza	Teacher
Sory Sanchez	Teacher
Lourdes Fernandez	Education Support Employee
Tania Solorzano	Parent
Mariela Garcia	Parent
Luis Betancourt	Business/Community
Julie Garcia	Student
	Student

### Duties

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

*Evaluation of last year's school improvement plan*

The SAC met to review the school data as pertaining to the implementation of the School Improvement Plan and recommendations were made for the 2014-2015 School Improvement Plan.

*Development of this school improvement plan*

The SAC met to review student data and barriers, strategies, and action plans identified by the SIP writing team. Recommendations from the SAC members led to revisions in the SIP document, resulting in a collaborative document.

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

The SAC committee made recommendations to use EESAC funds for classroom resources, student incentives for academic achievement and attendance, and intervention software (i.e., Brain Pop) based on teachers' concerns and school performance data.

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

- Research-based materials according to student needs \$2,458
- Incentives for students \$1,000

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

Yes

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

### Literacy Leadership Team (LLT)

## Membership

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

Name	Title
Valls, Yolanda	Principal
Costero, Saimara	Assistant Principal
Mendoza, Maria	Instructional Coach
Hernandez, Eva	Teacher, K-12

## Duties

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

The Literacy Leadership Team will focus on two major initiatives this school year:

- Implementation of Common Core State Standards in Grades K-5

The Literacy Leadership Team will work to ensure that the CCSS are evident throughout the instructional program. Peer support, professional development, and modeling by instructional coaches will be ongoing.

- Implementation of McGraw-Hill Reading Wonders Program

The Literacy Leadership Team will work to ensure that effective instruction is evident throughout the grade levels. Differentiated instruction and interventions will be essential components of the literacy program. Peer support, professional development by district staff, and modeling by instructional coaches will be ongoing.

## 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**

Professional development opportunities are offered, in-house, to address teachers' needs based on their responses to a PD Survey. Teachers also participate in collaborative learning communities to encourage positive working relationships and share best practices. Teachers also have grade level meetings once a week and plan collaboratively. Teachers develop lesson plans together both in grade level groups and in content area groups. Instructional leaders provide support in the classroom by modelling lessons and providing mini-workshops to address the specific needs of the staff.

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

- In an effort to recruit highly qualified teachers, the school will work in conjunction with local universities to place student interns with teachers that are certified in Clinical Supervision.
- Current teachers will be provided with opportunities for ongoing professional development that address areas of need and maintain communication that fosters input and feedback.
- Common planning time for grade levels will be scheduled on a weekly basis to provide a network of ongoing support for stakeholders.
- Ongoing data chats/articulation meetings will be scheduled to provide support in identifying academic strategies, interventions, and enrichment. These will also serve to examine the validity and effectiveness of program delivery.
- The school's Leadership Team will be responsible for implementing strategies for recruitment and retention.

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



- Teachers new to a grade level or department will be assigned a mentor teacher to provide assistance with planning and instruction. This will afford the “new” teacher opportunities to observe, model, and discuss improvements to the classroom and instructional plans.
- The school’s Leadership Team will be responsible for assigning mentor teachers to teachers new to a grade level or department.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

The instructional coaches provide professional development to teachers based on their needs as reported through the PD survey with an emphasis on new Florida Standards and Florida Standards Assessments. Grade level teams meet weekly and plan collaboratively to develop and implement lessons that are standards based and are aligned with District pacing guides. Instructional coaches conduct coaching cycles on the delivery of developed lessons through modeling. Through Professional Learning Communities (PLC) teachers share sound instructional practices and expertise in the use of resources. Administrators conduct regular walkthroughs to monitor instructional programming and delivery of rigorous lessons with higher cognitive complexity of content standards.

#### Instructional Strategies

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

The school’s MTSS Leadership Team meets on a monthly basis to monitor the effectiveness of current interventions on targeted students. The Principal and Assistant Principal serve as the Administrators for Curriculum, ensuring that students are meeting the requirements established in the Student Progression Plan and that all state mandates are being complied with. Instructional coaches provide data from the Progress Monitoring and Reporting Network (PMRN), Thinkgate, CELLA, etc. to gauge student progress, as well as research-based strategies to address the individual needs of the student.

Progress monitoring tools and state/school-based assessment data is used to identify students that are not progressing in the core program due to academic, behavioral, attendance, or other factors. Based on gathered data, the team meets to develop appropriate interventions, establish goals, and monitor the effectiveness of the interventions, once they are in place.

Decisions made by the MTSS Leadership Team members are data driven and lead to effective modifications and opportunities for professional development. Every effort is made to maintain continuous communication with the staff for their input and feedback.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 2,640

Services are provided at Mae M. Walters Elementary for students requiring additional remediation and are assisted through extended learning opportunities such as after-school programs and Saturday Academy. The Extended Learning Opportunity will utilize supplemental materials to enhance the reading, mathematics, and science curriculum to increase student achievement.

### **Strategy Rationale**

Mae M. Walters Elementary serves 545 students in Kindergarten through 5th grade from the surrounding neighborhood, which is comprised of predominantly Hispanic students. Currently, 52% of our students are English Language Learners (ELL). We are faced with many challenges and it is our responsibility to improve both reading and mathematics skills for our large ELL population.

### **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**

Pretests will be administered and analyzed to determine the students' strengths and weaknesses in reading, mathematics, and science standards. Progress monitoring will be ongoing throughout the Extended Learning Opportunity.

## **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**

During the month of May, the Community Involvement Specialist visits local daycare centers and pre-schools to distribute information to parents of incoming Kindergartners.

During Kindergarten registration, parents are given an informational packet that provides general school information as well as information about our Fall orientation meeting. Parents of incoming Kindergartners are invited to a Kindergarten Orientation meeting prior to the start of school. During this meeting, incoming Kindergartners meet their teachers and visit the classrooms. Parents receive a more-in depth explanation of policies, procedures, and expectations. They also have an opportunity to ask questions and learn more about the academic program in Kindergarten.

During the summer, Kindergarten students are administered the Oral Language Proficiency Scale-Revised (OLPS-R) to determine their oral language proficiency in English and to decide on proper program placement for the fall. During the first week of Kindergarten, students were assessed on phonological awareness and phonics skills using a teacher-created Baseline Assessment. During the first 30 instructional days, Kindergarten students are also screened using the ECHOS and FAIR portions of the FLKRS. The ECHOS observational tool provides an overview of development in language and literacy, mathematics, social and personal skills, science, social studies, physical development and fitness and creative arts. The FAIR results provide data on phonological awareness, phonics, listening comprehension, and vocabulary skills.

Results from all screening and assessments are used to identify students that are lacking readiness

skills and to place those students in the appropriate setting to meet their individual needs. Students are monitored for progress throughout the school year to ensure that they are mastering the required grade level standards as well as developing appropriate social and behavioral skills. Each of the assessments are re-administered for mid-year and end of year data comparisons. Articulation meetings and field-trips are held to facilitate the transition of fifth grade students with the feeder pattern middle school.

### **College and Career Readiness**

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

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Our goal is to increase student achievement by improving core instruction in all content areas.
- G2.** Our goal is to increase student achievement by using the Early Warning System (EWS) to identify at-risk students to provide support and intervention.
- G3.** Our goal is to prepare students to be college and career ready by increasing participation in STEM and/or CTE initiatives and programs.
- G4.** See Title I PIP

## Strategic Goals Detail

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

**G1. Our goal is to increase student achievement by improving core instruction in all content areas.** 1a

G048563

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	67.0
AMO Reading - Hispanic	67.0
AMO Reading - ELL	59.0
AMO Reading - SWD	49.0
AMO Math - ELL	62.0
FSA - English Language Arts - Proficiency Rate	58.0
ELA/Reading Gains	88.0
ELA/Reading Lowest 25% Gains	88.0
AMO Math - All Students	67.0
FSA - Mathematics - Proficiency Rate	68.0
Math Gains	79.0
Math Lowest 25% Gains	92.0
FCAT 2.0 Science Proficiency	56.0

**Resources Available to Support the Goal** 2

- McGraw-Hill "Wonders" Reading Series: Reading-Writing Workshop, Literature Anthologies, Leveled Readers, Wonder Works Intervention Kits, and Writer's Workspace. Houghton Mifflin Harcourt Go Math! Series: Student text books, online resources, intervention resources, Grab and Go Kits Scott Foresman Science Series: student text books, online resources, and Science Lab Kits MDCPS District's Rigorous Lesson Planner for Writing, mentor texts as models, Lucy Calkins' The Writing Workshop, Elements of Reading/Writing Vocabulary. Technology: Promethean Boards, SmartBoards, classroom computers, Computer Lab and Media Center computer stations Online Resources: Reading Plus, Waterford, I-Ready, Reflex Math, Brain Pop, and ThinkCentral Curriculum Leaders: Eva Hernandez , Maria Mendoza, and Daphne Clark

**Targeted Barriers to Achieving the Goal** 3

- Improve implementation of academic writing as part of a cohesive instructional framework to increase rigor throughout the content areas.

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

Follow FCIM by monitoring results of the District Interim Assessments and FSA to review and adjust effectiveness of instruction.

**Person Responsible**

Yolanda Valls

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Formative Assessment: McGraw-Hill Reading Series Benchmark Assessments, Teacher-Made Tests, i-Ready reports, District Interim Assessments, FAIR data, Thinkgate Assessments.  
 Summative Assessment: 2015 FSA

**G2.** Our goal is to increase student achievement by using the Early Warning System (EWS) to identify at-risk students to provide support and intervention. 1a

G048568

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	6.0
One or More Suspensions	1.0
Level 1 - All Grades	24.0

**Resources Available to Support the Goal** 2

- Community Involvement Specialist: Cecilia Mira Guidance Counselor: Rosy Prieto Citrus Health Nurses Social Worker Attendance incentive activiites and rewards McGraw Hill WonderWorks intervention kits Title III ELL tutoring funds

**Targeted Barriers to Achieving the Goal** 3

- Systematically identify and monitor progress of students with excessive absences, tardiness, and behavior referrals.

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

Utilizing the FCIM, the teams will use progress monitoring tools and state/school-based assessment data will be used to identify students that are not progressing academically in the core program due to academic, behavioral, attendance, or other factors. The MTSS/Rtl team will meet to develop appropriate interventions, establish goals, and monitor the effectiveness of these interventions once they are in place. Decisions made by the Rtl Leadership Team members will be data driven and will lead to the effective implementation of progress monitoring.

**Person Responsible**

Saimara Costero

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Formative Assessment: McGraw-Hill Reading Series Benchmark Assessments, Teacher-Made Tests, Monthly SuccessMaker reports, District Baseline and Interim Assessments, FAIR data; Summative Assessment: 2015 FSA

**G3.** Our goal is to prepare students to be college and career ready by increasing participation in STEM and/or CTE initiatives and programs. 1a

G048567

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- Science Fair Parent Workshop DiscoverLearning Classroom computer stations, Media Center computer stations, and Computer Lab Classroom technology, including Promethean Boards and SmartBoards All components of the Scott Foresman Science Series will be utilized: Student text books, Online resources, Science Lab kits

**Targeted Barriers to Achieving the Goal** 3

- Increase participation in hands-on math, technology, and science related classroom activities, competitions, events, and field trips.

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

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

**Person Responsible**

Daphne Clark

**Schedule**

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

**Evidence of Completion**

Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2015 FCAT 2.0/FSA

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

G049901

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

**Targeted Barriers to Achieving the Goal** 3

## Action Plan for Improvement


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

### Problem Solving Key


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

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

**G1.** Our goal is to increase student achievement by improving core instruction in all content areas. **1**

 G048563

**G1.B1** Improve implementation of academic writing as part of a cohesive instructional framework to increase rigor throughout the content areas. **2**

 B121174

**G1.B1.S1** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. **4**

 S133114

### Strategy Rationale

Faculty expressed importance of incorporating writing throughout curriculum areas to better address Florida Standards.

### Action Step 1 **5**

Provide Professional Development to Reading, Writing, and Social Science teachers on the writing process and academic writing across the curriculum with an emphasis on new Florida Standards and Florida Standards Assessments. Ensure active participation by Administrators.

### Person Responsible

Eva Hernandez

### Schedule

On 9/23/2014

### Evidence of Completion

Agendas, Sign in Rosters, Training Materials



## Action Step 2 5

Develop and implement lessons that are standards based, with an emphasis on increasing rigor by incorporating the writing process and academic writing in response to text and to higher order questioning

### **Person Responsible**

Maria Mendoza

### **Schedule**

Weekly, from 9/29/2014 to 11/26/2014

### **Evidence of Completion**

Lesson plans, student work samples

## Action Step 3 5

Conduct coaching cycles on the delivery of developed lessons through modeling.

### **Person Responsible**

Maria Mendoza

### **Schedule**

Weekly, from 9/29/2014 to 10/31/2014

### **Evidence of Completion**

Coach's logs, lesson plans, student work samples

## Action Step 4 5

Provide support to teachers, based on needs, through collaborative planning and grade level/departmental meetings. Provide opportunities for sharing of sound instructional practices through PLC sessions.

### **Person Responsible**

Maria Mendoza

### **Schedule**

Weekly, from 9/29/2014 to 11/26/2014

### **Evidence of Completion**

Coach's logs, grade level/departmental meeting minutes, PLC rosters

**Action Step 5** 5

Monitor the implementation of the writing process and academic writing across the curriculum through classroom walkthroughs and IPEGS observations.

**Person Responsible**

Yolanda Valls

**Schedule**

Weekly, from 9/29/2014 to 11/26/2014

***Evidence of Completion***

Walkthrough notes/logs, IPEGS post observation conferences.

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

Following the FCIM, implementation of professional development, lesson development, instructional strategies, and support will be monitored by the Leadership Team and adjustment will be made as necessary.

**Person Responsible**

Eva Hernandez

**Schedule**

Biweekly, from 9/23/2014 to 11/26/2014

***Evidence of Completion***

PD agendas, training materials, lesson plans, coach's logs, grade level meeting minutes, walkthrough notes, and IPEGS post observation conferences.

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

Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Eva Hernandez

**Schedule**

Monthly, from 9/23/2014 to 11/26/2014

**Evidence of Completion**

Formative Assessment: McGraw-Hill Reading Series Benchmark Assessments, Teacher-Made Tests, Monthly i-Ready reports, District Interim Assessments, FAIR data, student work samples Summative Assessment: 2015 FSA

**G1.B1.S2** Engage students in academic writing with an emphasis on critical thinking, probing for deeper understanding of mathematical concepts, developing content specific vocabulary, and providing opportunities for student reflection and self-corrections. 4

 S133115

**Strategy Rationale**

Leadership team expressed need to increase rigor of "journals" by emphasizing critical thinking while writing in all content areas.

**Action Step 1** 5

Provide Professional Development to Mathematics teachers on academic writing across the curriculum with an emphasis on new Florida Standards and Florida Standards Assessments. Ensure active participation by Administrators

**Person Responsible**

Daphne Clark

**Schedule**

On 9/23/2014

**Evidence of Completion**

Agenda, Sign in Roster, Training Materials

### Action Step 2 5

Develop and implement lessons that are standards based, with an emphasis on critical thinking, probing for deeper understanding of mathematical concepts, developing mathematical vocabulary, and providing opportunities for student reflection and self-corrections

#### **Person Responsible**

Daphne Clark

#### **Schedule**

Weekly, from 9/29/2014 to 11/26/2014

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

### Action Step 3 5

Conduct coaching cycles in the delivery of developed lessons through modeling.

#### **Person Responsible**

Daphne Clark

#### **Schedule**

Weekly, from 9/29/2014 to 10/31/2014

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

Coach's logs, lesson plans, student work samples

### Action Step 4 5

Provide support to teachers, based on needs, through collaborative planning and grade level/departmental meetings. Provide opportunities for sharing of sound instructional practices through PLC sessions.

#### **Person Responsible**

Daphne Clark

#### **Schedule**

Weekly, from 9/29/2014 to 11/26/2014

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

Coach's logs, grade level/departmental meeting minutes, PLC rosters

### Action Step 5 5

Monitor the implementation of academic writing across the curriculum through classroom walkthroughs and IPEGS observations.

#### **Person Responsible**

Yolanda Valls

#### **Schedule**

Weekly, from 9/29/2014 to 11/26/2014

#### **Evidence of Completion**

Walkthrough notes/logs, IPEGS post observation conference

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

Following the FCIM, implementation of professional development, lesson development, instructional strategies, and support will be monitored by the Leadership Team and adjustments will be made as necessary.

#### **Person Responsible**

Daphne Clark

#### **Schedule**

Biweekly, from 9/23/2014 to 11/26/2014

#### **Evidence of Completion**

PD agendas, training materials, lesson plans, coach's logs, grade level meeting minutes, walkthrough notes, and IPEGS post observation conferences

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

Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.

#### **Person Responsible**

Daphne Clark

#### **Schedule**

Monthly, from 9/29/2014 to 11/26/2014

#### **Evidence of Completion**

Formative Assessment: Thinkgate standards assessments, teacher-made tests, District Interim Assessments, student work samples Summative Assessment: 2015 FSA

**G1.B1.S3** Provide students with multiple opportunities to write argumentative and informative pieces focused on science content. **4**

 S133539

### **Strategy Rationale**

Leadership team expressed need to increase rigor of "journals" by emphasizing critical thinking while writing in all content areas.

### **Action Step 1** **5**

Provide Professional Development to Science teachers on academic writing across the curriculum with an emphasis on new Florida Standards and Florida Standards Assessments. Ensure active participation by Administrators.

#### **Person Responsible**

Daphne Clark

#### **Schedule**

On 9/23/2014

#### **Evidence of Completion**

Agendas, Sign in Rosters, Training Materials

### **Action Step 2** **5**

Develop and implement lessons that are standards based, with an emphasis on increasing rigor by incorporating academic writing focused on science content.

#### **Person Responsible**

Daphne Clark

#### **Schedule**

Weekly, from 9/29/2014 to 11/26/2014

#### **Evidence of Completion**

Lesson plans, student work samples

### Action Step 3 5

Conduct coaching cycles on the delivery of developed lessons through modeling.

**Person Responsible**

Daphne Clark

**Schedule**

Weekly, from 9/29/2014 to 10/31/2014

**Evidence of Completion**

Coach's logs, lesson plans, student work samples

### Action Step 4 5

Provide support to teachers, based on needs, through collaborative planning and grade level/departmental meetings. Provide opportunities for sharing of sound instructional practices through PLC sessions

**Person Responsible**

Daphne Clark

**Schedule**

Weekly, from 9/29/2014 to 11/26/2014

**Evidence of Completion**

Coach's logs, grade level/departmental meeting minutes, PLC rosters

### Action Step 5 5

Monitor the implementation of academic writing across the curriculum through classroom walkthroughs and IPEGS observations

**Person Responsible**

Yolanda Valls

**Schedule**

Weekly, from 9/29/2014 to 11/26/2014

**Evidence of Completion**

Walkthrough notes/logs, IPEGS post observation conferences

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

Following the FCIM, implementation of professional development, lesson development, instructional strategies, and support will be monitored by the Leadership Team and adjustment will be made as necessary.

**Person Responsible**

Daphne Clark

**Schedule**

Biweekly, from 9/23/2014 to 11/26/2014

***Evidence of Completion***

PD agendas, training materials, lesson plans, coach;s logs, grade level meeting minutes, walkthrough notes and IPEGS post observation conferences.

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

Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.

**Person Responsible**

Daphne Clark

**Schedule**

Monthly, from 9/23/2014 to 11/26/2014

***Evidence of Completion***

Formative Assessment: Thinkgate Standards Assessments, Teacher-made tests, District Interim Assessments, student work samples Summative Assessment: 2015 FCAT 2.0



**G2.** Our goal is to increase student achievement by using the Early Warning System (EWS) to identify at-risk students to provide support and intervention. 1

G048568

**G2.B1** Systematically identify and monitor progress of students with excessive absences, tardiness, and behavior referrals. 2

B121188

**G2.B1.S1** Improve student and parent understanding of the correlation between school attendance and student achievement. 4

S133145

### **Strategy Rationale**

Better understanding of correlation may encourage parents and students to make school attendance a priority.

### **Action Step 1** 5

Monitor student attendance and tardiness based on the District's monthly attendance reports and the effectiveness of current interventions on targeted students.

#### **Person Responsible**

Saimara Costero

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Monthly attendance reports

### **Action Step 2** 5

Parents will be notified of excessive student absences and their current academic levels. Parent conferences will take place to explain consequences of their child's attendance problems and develop together a plan of action.

#### **Person Responsible**

Saimara Costero

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Attendance Reports, Parent conference logs

**Action Step 3** 5

Provide incentives for classes with perfect attendance and recognize classes during the school wide morning announcements.

**Person Responsible**

Yolanda Valls

**Schedule**

Weekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Attendance Reports, Perfect attendance charts

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

Monitor student attendance and tardiness based on the District's monthly attendance reports and the effectiveness of current interventions on targeted students.

**Person Responsible**

Saimara Costero

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Monthly attendance reports will be generated to monitor students' attendance.

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

Monitor student attendance and tardiness based on the District's monthly attendance reports and the effectiveness of current interventions on targeted students.

**Person Responsible**

Saimara Costero


**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Monthly attendance reports will be generated to monitor students' attendance.

**G2.B1.S2** Decrease recidivism of students with behavior incidents that lead to suspensions. 4

 S137338

**Strategy Rationale**

Documentation of behavior incidents and suspensions show that issues arise from the same repeat offenders.

**Action Step 1** 5

Consistent and systemic use of progressive discipline to document and monitor behavior incidents.

**Person Responsible**

Saimara Costero

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

parent communication logs, parent conference logs, Student Case Management Reports

**Action Step 2** 5

Identify repeat offenders and pattern of incidents to target student services presentations and counseling based on needs.

**Person Responsible**

Rosa Prieto

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student Case Management Reports, counseling logs

**Action Step 3** 5

Provide small and large group counseling sessions to familiarize students with a problem-solving approach, promoting alternatives and peaceful behavior.

**Person Responsible**

Rosa Prieto

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Counseling session logs

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Utilizing the FCIM, Student Services will monitor recidivism rate through Student Case Management and Suspension reports, teacher referrals and/or concerns of students needing counseling.

**Person Responsible**

Rosa Prieto

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student Case Management Reports, Suspension Reports

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Following the FCIM, the MTSS/RtI team will monitor Student Case Management and Suspension reports, teacher referrals and/or concerns of students needing counseling.

**Person Responsible**

Saimara Costero


**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student Case Management Reports, Suspension Reports

**G2.B1.S3** Refer students with excessive absences, tardies, and behavioral incidents to the Rtl team for progress monitoring. 4

 S137339

### Strategy Rationale

Data shows that a correlation exists between students in the lowest quartile and their pattern of absences and behavioral incidents, and this needs to be monitored more closely to mitigate these factors.

### Action Step 1 5

Identify students that are not progressing academically in the core program due to academic, behavioral, attendance, or other factors. Collaborate with classroom teachers to plan and deliver interventions as necessary.

#### Person Responsible

Maria Mendoza

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Formative: McGraw-Hill Reading Series Standards Assessment Reports, District Interim Assessments, Teacher-made Tests Summative: 2015 FSA

### Action Step 2 5

Reading teacher will provide differentiated instruction with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension to students lacking proficiency in reading by third grade.

#### Person Responsible

Maria Mendoza

#### Schedule

Biweekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Formative: McGraw-Hill Reading Series Standards Assessment Reports, i-Ready, District Interim Assessments, Teacher-made Tests Summative: 2015 FSA

### Action Step 3 **5**

Provide ELL and/or Saturday Academy tutoring to students demonstrating difficulty with grade level reading for additional instruction and effective strategies to improve their academic achievement.

#### **Person Responsible**

Maria Mendoza

#### **Schedule**

Weekly, from 10/27/2014 to 4/18/2015

#### **Evidence of Completion**

Formative: Tutoring logs, student work samples Summative: 2015 FSA

### Plan to Monitor Fidelity of Implementation of G2.B1.S3 **6**

Utilizing the FCIM, the Rtl team will monitor identification of students and implementation of interventions.

#### **Person Responsible**

Maria Mendoza

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Tutoring rosters, lesson plans, student work samples, Rtl data reports

### Plan to Monitor Effectiveness of Implementation of G2.B1.S3 **7**

Utilizing the FCIM, the Rtl team will use progress monitoring tools and state/school-based assessment data to track effectiveness of interventions.

#### **Person Responsible**

Maria Mendoza

#### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Formative: McGraw-Hill Reading Series standards assessments, Teacher-made tests, i-Ready reports, District Interim Assessments Summative: 2015 FSA

**G3.** Our goal is to prepare students to be college and career ready by increasing participation in STEM and/or CTE initiatives and programs. 1

G048567

**G3.B2** Increase participation in hands-on math, technology, and science related classroom activities, competitions, events, and field trips. 2

B125892

**G3.B2.S1** Students will participate in a number of hands-on math and science related activities to tie learning to real-world and career applications. 4

S137788

### Strategy Rationale

Hands-on math and science, career related, activities help students make cross-curricular connections between classroom learning and the real world. This is aligned with the Florida Standards and STEM/CTE initiatives.

### Action Step 1 5

Students will participate in a number of competitions to simulate career and real-world situations through SECME such as Math Bowl, Science Bowl, Mouse-Trap Car, and Bottle Rocket contest.

#### Person Responsible

Kim Seitz

#### Schedule

Annually, from 9/1/2014 to 6/5/2015

#### Evidence of Completion

SECME meeting attendance rosters, competition agendas, student work samples

### Action Step 2 5

Introduce students to real-world engineering challenges by participating in the First LEGO League to design and build robots, discover career possibilities, apply real-world math and science concepts, research challenges facing today's scientists.

#### Person Responsible

Kim Seitz

#### Schedule

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

#### Evidence of Completion

Competition rosters and agendas, student work samples, team meeting attendance logs

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

Utilize FCIM to review participation logs and monitor participation in projects and contests.

**Person Responsible**

Kim Seitz

**Schedule**

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

**Evidence of Completion**

Contest entry logs, agendas, team attendance rosters

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

Utilize FCIM to monitor participation in math and science activities, review data and make adjustments as necessary.

**Person Responsible**

Saimara Costero

**Schedule**

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

**Evidence of Completion**

student participation logs, contest awards and certificates, SECME attendance rosters, student work samples

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide Professional Development to Reading, Writing, and Social Science teachers on the writing process and academic writing across the curriculum with an emphasis on new Florida Standards and Florida Standards Assessments. Ensure active participation by Administrators.	Hernandez, Eva	9/23/2014	Agendas, Sign in Rosters, Training Materials	9/23/2014 one-time
G2.B1.S1.A1	Monitor student attendance and tardiness based on the District's monthly attendance reports and the effectiveness of current interventions on targeted students.	Costero, Saimara	8/18/2014	Monthly attendance reports	6/5/2015 monthly
G1.B1.S2.A1	Provide Professional Development to Mathematics teachers on academic	Clark, Daphne	9/23/2014	Agenda, Sign in Roster, Training Materials	9/23/2014 one-time



**Dade - 5711 - Mae M. Walters Elementary Schl - 2014-15 SIP**  
*Mae M. Walters Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	writing across the curriculum with an emphasis on new Florida Standards and Florida Standards Assessments. Ensure active participation by Administrators				
G1.B1.S3.A1	Provide Professional Development to Science teachers on academic writing across the curriculum with an emphasis on new Florida Standards and Florida Standards Assessments. Ensure active participation by Administrators.	Clark, Daphne	9/23/2014	Agendas, Sign in Rosters, Training Materials	9/23/2014 one-time
G2.B1.S2.A1	Consistent and systemic use of progressive discipline to document and monitor behavior incidents.	Costero, Saimara	8/18/2014	parent communication logs, parent conference logs, Student Case Management Reports	6/5/2015 daily
G2.B1.S3.A1	Identify students that are not progressing academically in the core program due to academic, behavioral, attendance, or other factors. Collaborate with classroom teachers to plan and deliver interventions as necessary.	Mendoza, Maria	8/18/2014	Formative: McGraw-Hill Reading Series Standards Assessment Reports, District Interim Assessments, Teacher-made Tests Summative: 2015 FSA	6/5/2015 weekly
G3.B2.S1.A1	Students will participate in a number of competitions to simulate career and real-world situations through SECME such as Math Bowl, Science Bowl, Mouse-Trap Car, and Bottle Rocket contest.	Seitz, Kim	9/1/2014	SECME meeting attendance rosters, competition agendas, student work samples	6/5/2015 annually
G1.B1.S1.A2	Develop and implement lessons that are standards based, with an emphasis on increasing rigor by incorporating the writing process and academic writing in response to text and to higher order questioning	Mendoza, Maria	9/29/2014	Lesson plans, student work samples	11/26/2014 weekly
G1.B1.S2.A2	Develop and implement lessons that are standards based, with an emphasis on critical thinking, probing for deeper understanding of mathematical concepts, developing mathematical vocabulary, and providing opportunities for student reflection and self-corrections	Clark, Daphne	9/29/2014		11/26/2014 weekly
G1.B1.S3.A2	Develop and implement lessons that are standards based, with an emphasis on increasing rigor by incorporating academic writing focused on science content.	Clark, Daphne	9/29/2014	Lesson plans, student work samples	11/26/2014 weekly
G2.B1.S1.A2	Parents will be notified of excessive student absences and their current academic levels. Parent conferences will take place to explain consequences of their child's attendance problems and develop together a plan of action.	Costero, Saimara	8/18/2014	Attendance Reports, Parent conference logs	6/5/2015 monthly
G2.B1.S2.A2	Identify repeat offenders and pattern of incidents to target student services presatations and counseling based on needs.	Prieto, Rosa	8/18/2014	Student Case Management Reports, counseling logs	6/5/2015 biweekly
G2.B1.S3.A2	Reading teacher will provide differentiated instruction with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension to students lacking proficiency in reading by third grade.	Mendoza, Maria	8/18/2014	Formative: McGraw-Hill Reading Series Standards Assessment Reports, i-Ready, District Interim Assessments, Teacher-made Tests Summative: 2015 FSA	6/5/2015 biweekly

**Dade - 5711 - Mae M. Walters Elementary Schl - 2014-15 SIP**  
*Mae M. Walters Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A2	Introduce students to real-world engineering challenges by participating in the First LEGO League to design and build robots, discover career possibilities, apply real-world math and science concepts, research challenges facing today's scientists.	Seitz, Kim	10/6/2014	Competition rosters and agendas, student work samples, team meeting attendance logs	5/29/2015 monthly
G1.B1.S1.A3	Conduct coaching cycles on the delivery of developed lessons through modeling.	Mendoza, Maria	9/29/2014	Coach's logs, lesson plans, student work samples	10/31/2014 weekly
G1.B1.S2.A3	Conduct coaching cycles in the delivery of developed lessons through modeling.	Clark, Daphne	9/29/2014	Coach's logs, lesson plans, student work samples	10/31/2014 weekly
G1.B1.S3.A3	Conduct coaching cycles on the delivery of developed lessons through modeling.	Clark, Daphne	9/29/2014	Coach's logs, lesson plans, student work samples	10/31/2014 weekly
G2.B1.S1.A3	Provide incentives for classes with perfect attendance and recognize classes during the school wide morning announcements.	Valls, Yolanda	9/1/2014	Attendance Reports, Perfect attendance charts	6/5/2015 weekly
G2.B1.S2.A3	Provide small and large group counseling sessions to familiarize students with a problem-solving approach, promoting alternatives and peaceful behavior.	Prieto, Rosa	8/18/2014	Counseling session logs	6/5/2015 biweekly
G2.B1.S3.A3	Provide ELL and/or Saturday Academy tutoring to students demonstrating difficulty with grade level reading for additional instruction and effective strategies to improve their academic achievement.	Mendoza, Maria	10/27/2014	Formative: Tutoring logs, student work samples Summative: 2015 FSA	4/18/2015 weekly
G1.B1.S1.A4	Provide support to teachers, based on needs, through collaborative planning and grade level/departmental meetings. Provide opportunities for sharing of sound instructional practices through PLC sessions.	Mendoza, Maria	9/29/2014	Coach's logs, grade level/departmental meeting minutes, PLC rosters	11/26/2014 weekly
G1.B1.S2.A4	Provide support to teachers, based on needs, through collaborative planning and grade level/departmental meetings. Provide opportunities for sharing of sound instructional practices through PLC sessions.	Clark, Daphne	9/29/2014	Coach's logs, grade level/departmental meeting minutes, PLC rosters	11/26/2014 weekly
G1.B1.S3.A4	Provide support to teachers, based on needs, through collaborative planning and grade level/departmental meetings. Provide opportunities for sharing of sound instructional practices through PLC sessions	Clark, Daphne	9/29/2014	Coach's logs, grade level/departmental meeting minutes, PLC rosters	11/26/2014 weekly
G1.B1.S1.A5	Monitor the implementation of the writing process and academic writing across the curriculum through classroom walkthroughs and IPEGS observations.	Valls, Yolanda	9/29/2014	Walkthrough notes/logs, IPEGS post observation conferences.	11/26/2014 weekly
G1.B1.S2.A5	Monitor the implementation of academic writing across the curriculum through classroom walkthroughs and IPEGS observations.	Valls, Yolanda	9/29/2014	Walkthrough notes/logs, IPEGS post observation conference	11/26/2014 weekly
G1.B1.S3.A5	Monitor the implementation of academic writing across the curriculum through classroom walkthroughs and IPEGS observations	Valls, Yolanda	9/29/2014	Walkthrough notes/logs, IPEGS post observation conferences	11/26/2014 weekly
G1.MA1	Follow FCIM by monitoring results of the District Interim Assessments and	Valls, Yolanda	8/18/2014	Formative Assessment: McGraw-Hill Reading Series Benchmark Assessments, Teacher-Made Tests, i-	6/5/2015 monthly

**Dade - 5711 - Mae M. Walters Elementary Schl - 2014-15 SIP**  
*Mae M. Walters Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	FSA to review and adjust effectiveness of instruction.			Ready reports, District Interim Assessments, FAIR data, Thinkgate Assessments. Summative Assessment: 2015 FSA	
G1.B1.S1.MA1	Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.	Hernandez, Eva	9/23/2014	Formative Assessment: McGraw-Hill Reading Series Benchmark Assessments, Teacher-Made Tests, Monthly i-Ready reports, District Interim Assessments, FAIR data, student work samples Summative Assessment: 2015 FSA	11/26/2014 monthly
G1.B1.S1.MA1	Following the FCIM, implementation of professional development, lesson development, instructional strategies, and support will be monitored by the Leadership Team and adjustment will be made as necessary.	Hernandez, Eva	9/23/2014	PD agendas, training materials, lesson plans, coach's logs, grade level meeting minutes, walkthrough notes, and IPEGS post observation conferences.	11/26/2014 biweekly
G1.B1.S2.MA1	Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.	Clark, Daphne	9/29/2014	Formative Assessment: Thinkgate standards assessments, teacher-made tests, District Interim Assessments, student work samples Summative Assessment: 2015 FSA	11/26/2014 monthly
G1.B1.S2.MA1	Following the FCIM, implementation of professional development, lesson development, instructional strategies, and support will be monitored by the Leadership Team and adjustments will be made as necessary.	Clark, Daphne	9/23/2014	PD agendas, training materials, lesson plans, coach's logs, grade level meeting minutes, walkthrough notes, and IPEGS post observation conferences	11/26/2014 biweekly
G1.B1.S3.MA1	Following the FCIM model, assessment data reports will be reviewed and instruction will be adjusted as needed.	Clark, Daphne	9/23/2014	Formative Assessment: Thinkgate Standards Assessments, Teacher-made tests, District Interim Assessments, student work samples Summative Assessment: 2015 FCAT 2.0	11/26/2014 monthly
G1.B1.S3.MA1	Following the FCIM, implementation of professional development, lesson development, instructional strategies, and support will be monitored by the Leadership Team and adjustment will be made as necessary.	Clark, Daphne	9/23/2014	PD agendas, training materials, lesson plans, coach's logs, grade level meeting minutes, walkthrough notes and IPEGS post observation conferences.	11/26/2014 biweekly
G2.MA1	Utilizing the FCIM, the teams will use progress monitoring tools and state/ school-based assessment data will be used to identify students that are not progressing academically in the core program due to academic, behavioral, attendance, or other factors. The MTSS/ Rtl team will meet to develop appropriate interventions, establish goals, and monitor the effectiveness of these interventions once they are in place. Decisions made by the Rtl Leadership Team members will be data driven and will lead to the effective implementation of progress monitoring.	Costero, Saimara	8/18/2014	Formative Assessment: McGraw-Hill Reading Series Benchmark Assessments, Teacher-Made Tests, Monthly SuccessMaker reports, District Baseline and Interim Assessments, FAIR data; Summative Assessment: 2015 FSA	6/5/2015 monthly
G2.B1.S1.MA1	Monitor student attendance and tardiness based on the District's monthly attendance reports and the effectiveness of current interventions on targeted students.	Costero, Saimara	8/18/2014	Monthly attendance reports will be generated to monitor students' attendance.	6/5/2015 monthly
G2.B1.S1.MA1	Monitor student attendance and tardiness based on the District's monthly attendance reports and the effectiveness of current interventions on targeted students.	Costero, Saimara	8/18/2014	Monthly attendance reports will be generated to monitor students' attendance.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Following the FCIM, the MTSS/Rtl team will monitor Student Case Management and Suspension reports, teacher referrals and/or concerns of students needing counseling.	Costero, Saimara	8/18/2014	Student Case Management Reports, Suspension Reports	6/5/2015 monthly
G2.B1.S2.MA1	Utilizing the FCIM, Student Services will monitor recidivism rate through Student Case Management and Suspension reports, teacher referrals and/or concerns of students needing counseling.	Prieto, Rosa	8/18/2014	Student Case Management Reports, Suspension Reports	6/5/2015 monthly
G2.B1.S3.MA1	Utilizing the FCIM, the Rtl team will use progress monitoring tools and state/school-based assessment data to track effectiveness of interventions.	Mendoza, Maria	8/18/2014	Formative: McGraw-Hill Reading Series standards assessments, Teacher-made tests, i-Ready reports, District Interim Assessments Summative: 2015 FSA	6/5/2015 monthly
G2.B1.S3.MA1	Utilizing the FCIM, the Rtl team will monitor identification of students and implementation of interventions.	Mendoza, Maria	8/18/2014	Tutoring rosters, lesson plans, student work samples, Rtl data reports	6/5/2015 monthly
G3.MA1	Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.	Clark, Daphne	10/6/2014	Formative Assessments: Scott Foresman Science Series Chapter Assessments, Teacher-Made Tests, District Baseline and Interim Assessments Summative Assessment: 2015 FCAT 2.0/FSA	5/29/2015 monthly
G3.B2.S1.MA1	Utilize FCIM to monitor participation in math and science activities, review data and make adjustments as necessary.	Costero, Saimara	10/6/2014	student participation logs, contest awards and certificates, SECME attendance rosters, student work samples	5/29/2015 monthly
G3.B2.S1.MA1	Utilize FCIM to review participation logs and monitor participation in projects and contests.	Seitz, Kim	10/6/2014	Contest entry logs, agendas, team attendance rosters	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Our goal is to increase student achievement by improving core instruction in all content areas.

**G1.B1** Improve implementation of academic writing as part of a cohesive instructional framework to increase rigor throughout the content areas.

**G1.B1.S1** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

### PD Opportunity 1

Provide Professional Development to Reading, Writing, and Social Science teachers on the writing process and academic writing across the curriculum with an emphasis on new Florida Standards and Florida Standards Assessments. Ensure active participation by Administrators.

#### Facilitator

Curriculum Leaders: Eva Hernandez and Maria Mendoza

#### Participants

Reading, Writing, and Social Science Teachers

#### Schedule

On 9/23/2014

### PD Opportunity 2

Provide support to teachers, based on needs, through collaborative planning and grade level/departmental meetings. Provide opportunities for sharing of sound instructional practices through PLC sessions.

#### Facilitator

Instructional coaches, grade level chairs, PLC groups

#### Participants

Teachers, grade groups, and PLC groups, based on needs

#### Schedule

Weekly, from 9/29/2014 to 11/26/2014

**G1.B1.S2** Engage students in academic writing with an emphasis on critical thinking, probing for deeper understanding of mathematical concepts, developing content specific vocabulary, and providing opportunities for student reflection and self-corrections.

### **PD Opportunity 1**

Provide Professional Development to Mathematics teachers on academic writing across the curriculum with an emphasis on new Florida Standards and Florida Standards Assessments. Ensure active participation by Administrators

#### **Facilitator**

Curriculum Leader: Daphne Clark

#### **Participants**

Mathematics teachers

#### **Schedule**

On 9/23/2014

### **PD Opportunity 2**

Provide support to teachers, based on needs, through collaborative planning and grade level/departmental meetings. Provide opportunities for sharing of sound instructional practices through PLC sessions.

#### **Facilitator**

Instructional coaches, grade level chairs, PLC groups

#### **Participants**

Teachers, grade groups, and PLC groups, based on needs

#### **Schedule**

Weekly, from 9/29/2014 to 11/26/2014

**G1.B1.S3** Provide students with multiple opportunities to write argumentative and informative pieces focused on science content.

### **PD Opportunity 1**

Provide Professional Development to Science teachers on academic writing across the curriculum with an emphasis on new Florida Standards and Florida Standards Assessments. Ensure active participation by Administrators.

#### **Facilitator**

Curriculum Leader: Daphne Clark

#### **Participants**

Science Teachers

#### **Schedule**

On 9/23/2014

### **PD Opportunity 2**

Provide support to teachers, based on needs, through collaborative planning and grade level/ departmental meetings. Provide opportunities for sharing of sound instructional practices through PLC sessions

#### **Facilitator**

Instructional coach: Daphne Clark

#### **Participants**

Teachers, grade groups, and PLC groups, based on needs

#### **Schedule**

Weekly, from 9/29/2014 to 11/26/2014

## Technical Assistance Items

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

**G1.** Our goal is to increase student achievement by improving core instruction in all content areas.

**G1.B1** Improve implementation of academic writing as part of a cohesive instructional framework to increase rigor throughout the content areas.

**G1.B1.S1** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

### PD Opportunity 1

Conduct coaching cycles on the delivery of developed lessons through modeling.

#### Facilitator

Instructional Coaches: Maria Mendoza and Eva Hernandez

#### Participants

Classroom teachers in need of assistance in the development and implementation of lessons that incorporate writing across the curriculum.

#### Schedule

Weekly, from 9/29/2014 to 10/31/2014

**G1.B1.S2** Engage students in academic writing with an emphasis on critical thinking, probing for deeper understanding of mathematical concepts, developing content specific vocabulary, and providing opportunities for student reflection and self-corrections.

### PD Opportunity 1

Conduct coaching cycles in the delivery of developed lessons through modeling.

#### Facilitator

Instructional coach: Daphne Clark

#### Participants

Classroom teachers in need of assistance in the development and implementation of lessons that incorporate writing across the curriculum.

#### Schedule

Weekly, from 9/29/2014 to 10/31/2014



**G1.B1.S3** Provide students with multiple opportunities to write argumentative and informative pieces focused on science content.

**PD Opportunity 1**

Conduct coaching cycles on the delivery of developed lessons through modeling.

**Facilitator**

Instructional coach: Daphne Clark

**Participants**

Classroom teachers in need of assistance in the development and implementation of lessons that incorporate writing across the curriculum.

**Schedule**

Weekly, from 9/29/2014 to 10/31/2014

## Budget Rollup

Summary	
Description	Total
<b>Goal 2:</b> Our goal is to increase student achievement by using the Early Warning System (EWS) to identify at-risk students to provide support and intervention.	8,500
<b>Grand Total</b>	<b>8,500</b>

Goal 2: Our goal is to increase student achievement by using the Early Warning System (EWS) to identify at-risk students to provide support and intervention.		
Description	Source	Total
<b>B1.S3.A3</b> - ELL Tutoring	Title III	8,500
<b>Total Goal 2</b>		<b>8,500</b>