

Goulds Elementary School



2014-15 School Improvement Plan

Goulds Elementary School

23555 SW 112TH AVE, Homestead, FL 33032

<http://goulds.dadeschools.net>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
95%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	37
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Goulds Elementary School is to offer programs that foster children's ability to think critically. The administration, professional staff, community leaders and stakeholders utilize a challenging curriculum and provide students with a learning environment that reflects district and state standards in literacy, mathematics science and social studies. The school's mission is to deepen student's commitment to Agriscience careers, mold students to become productive citizens in society, and develop civic virtue and moral character in our youth; qualities that are essential to leading productive lives in an environmentally conscious society. As a result, organic garden has been created to foster hands-on learning in Agriscience. Currently a variety of herbs and vegetables are being cultivated by students.

Provide the school's vision statement

The vision of Goulds Elementary School is to provide a positive and nurturing environment where all students are encouraged to strive toward and achieve their fullest potential. Students will be given the foundation to become productive and conscientious citizens for the 21st century. At Goulds Elementary school, no child will be left behind.

School Environment

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

Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.

School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

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

School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.

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

The administration of Goulds Elementary, along with the Student Services department, provides professional development on corrective strategies that deter disruptive behaviors: Functional Assessment of Behaviors Coordinator Training provided insight using research based strategies that identify, target and deter negative behaviors through proactive, educative and functional interventions. Professional Development on reducing and eliminating undesirable behaviors: Keys to Successful Classroom Management Featuring Assertive Discipline Strategies: Administration in collaboration with student services will empower educators with essential techniques and methodology through role-playing school specific case studies. Professional Development on rewarding desirable & effective behaviors: Review school wide incentives and initiatives during student assemblies, morning announcement, and faculty meeting to promote positive citizenship. Professional Development on intervention strategies and alternatives to suspension: Best Practice on Grade Level Specific Behavioral Intervention Strategies: Grade Level Teams will identify, chart and share positive reinforcement strategies, corrective strategies, deterrents, and parent involvement strategies.

School-wide strategies for promoting model behavior:

Daily character education lesson during morning announcement, adequate supervision during student arrival and dismissal, active cafeteria monitors/ security during breakfast and lunch, classroom management through close proximity approach, multi-disciplinary parent conferences

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

Goulds Elementary utilizes the morning announcement for The Counselor Message of the Day. The counselor focuses on character values, bullying prevention, drug prevention, citizenship and traits that lead to success. Students are recognized on morning announcements for actions/decisions indicative of exemplary decorum.

Daily classroom visits: The school's leadership team conducts daily classroom visits to motivate/promote academic achievement and positive behavior.

Student of the Month: recognizes a student per class/ per month for displaying exceptional effort and conduct. Students' pictures are displayed in main office on the Student of the Month board, their names are read on the announcements, and they are invited to lunch with the principal.

Student-Centered activities utilized as alternative to outdoor suspension: Counseling, alternative class assignment, student academic review, exclusion from extra-curricular activities, enrollment in after school study hall program, written reflection of replacement behavior.

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

School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.

Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address

individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

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	25	27	21	12	9	16	110
One or more suspensions	0	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	
Failed a Reading Course	9	27	34	12	6	3	91
Failed a Math Course	6	18	10	12	3	8	57
Level 1 in Reading	0	0	0	20	7	16	43
Level 1 in Math	0	0	0	15	14	18	47

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	6	22	26	11	2	3	70

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

School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning. Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

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/197426>.

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

Community-Based Organizations and/ or Outside Providers which support academic and positive behavior:

- PsychSolution, Inc. provides subsidized Mental Health services to eligible students and families.
- Urgent Inc., in collaboration with The Children's Trust, provides free after-school care to assist students with home learning and promote a positive attitude.
- Miami-Dade Police Education Department: Students are exposed to safety features, drug abuse prevention, and character education.
- Police Athletic League provides after school home learning assistance through a mentoring program that models, supports and rewards positive behavior.
- Miami Children's Hospital School Clinic provides primary care to promote a healthy lifestyle and improve student well-being.

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
Garcia, Raul	Principal
Reed, LaJean	Assistant Principal

Duties

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

Pilar Masson, Media Specialist
 Doris Florez, Kindergarten Teacher
 Jesse Beauvoir, First Grade Teacher
 Abdis Suarez, Second Grade Reading Teacher
 Andrea Williams, Third Grade Reading Teacher
 Rosario Fernandez, Fourth Grade Reading/Writing Teacher
 Keisha Hylton-Stewart, Fifth Grade Reading Teacher
 Gemma Alfred, School Counselor
 Stuart Weinstock, Psyc
 Sabrina Hicks, Social Worker

An administrator will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The administrators, reading coach, school counselor will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. Each grade level has a pre-identified support team member to provide information or revise efforts.

Tier 3 SST

Administrators, Reading Coach, School Counselor, Psychologist, Classroom teacher and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports

designed for all students in the general curriculum.

- The second level of support consists of supplemental instruction and interventions that are provided in

addition to and in alignment with effective core additional instructional and/or behavioral support.

- The third level of support consists of intensive instructional and/or behavioral interventions provided in

addition to and in alignment with effective core instruction and the supplemental instruction and interventions

with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There

will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of

meeting school goals and student growth as measured by benchmark and progress monitoring data.

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

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency. Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide

materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school’s Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Goulds Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-Out Prevention programs.

Title II

Goulds Elementary benefits from District use of supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

- tutorial programs (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
- coaching and mentoring for ESOL and content area teachers(K-12)
- 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 is purchased 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

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

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 Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education 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 Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Goulds Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

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.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) Goulds Elementary adheres to and implements the nutrition requirements stated in the District

Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start – N/A

Adult Education– N/A

Career and Technical Education– N/A

Job Training– N/A

Other

Goulds Elementary receives service from Health Connect in Our Schools

- 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.
- Teams at designated school sites are 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.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

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

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Raul F. Garcia	Principal
Heather Pryce	Teacher
Anna Richards	Education Support Employee
Bibiana Arias	Teacher
Emily Gunter	Business/Community
Evelyn Lawrence	Teacher
Francelia Zelaya	Parent
Imro Anys	Teacher
Keisha Hylton-Stewart	Teacher
Latoya Brady	Parent
Mavis Cato	Parent
Monte Willis	Business/Community
Nikki Hardemon-Williams	Teacher
Omar Patterson	Parent
Orlena Ramirez	Teacher
Pasha Waters	Parent
Sintia Alexander	Teacher
Veronica Roques	Parent
Maria Saez	Parent
Collin Bethel	Student
Tim Morris	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 School Advisory Council noted the 2013-14 School Improvement Plan was a successful in improving student achievement.

Development of this school improvement plan

The School Advisory Council reviewed the end of year stakeholder feedback for the 2013-14 school improvement plan. The SAC accepted the recommendations of the instructional staff and administration in preparing for the 2014-2015 School Improvement Plan.

Preparation of the school's annual budget and plan

The principal shared the projected enrollment for the 2014-15 school year and the plans in place to support continued academic success. An overview of the schools needs was provided and acceptable by consensus.

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

The purchase of student incentives for academic and attendance recognition. \$533.00
 The purchase of Supplemental Education Tutoring materials \$2,300.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Garcia, Raul	Principal
Reed, LaJean	Assistant Principal
Mildreca, Robinson	Teacher, K-12
Hicks, Sabrina	Attendance/Social Work
Masson, Pilar	Instructional Media
Weinstock, Stuart	Psychologist
Florez, Dora	Teacher, K-12
Beauvoir, Jessie	Teacher, K-12
Suarez, Abdis	Teacher, K-12
Fernandez, Rosario	Teacher, K-12
Alfred, Gemma	Guidance Counselor
Hylton-Stewart, Keisha	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Gather knowledge about literacy and resources, facilitate workshops, organize study groups, initiate action research, and examine student artifacts.

As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Leadership Literacy Team, students who consistently demonstrate academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/interventions.

Students not making mastery will be offered tutorial assistance (before-school, after-school or during the regular school day) from personnel hired to provide tutorial services.

Student who scored in the lowest 25% on the 2014 FCAT 2.0(Reading and Math) will be monitored by the LLT to determine effectiveness of supplemental instruction.

Strategies that are unsuccessful will be discontinued and replaced with alternate interventions.

All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed.

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

As part of the our school action plan, Collaborative structures have been put in place to facilitate common planning sessions. Teachers are encouraged to meet on a weekly basis to develop weekly lesson plans. Curriculum Leads also utilize this time to provide support and assistance in the utilization of the district provided planning materials, in addition to embedding PD components during the introduction of strategies that teachers can embed in lesson plans. Teachers benefit from such structures, as it allows the sharing of best practices as well as promotes effective collaborative conversations among professionals.

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

In an effort to retain highly qualified teachers at Goulds Elementary, professional development opportunities, Professional Learning Communities and A Lesson Study Cycle will be used to support instructional practices for teachers. School Administration and Reading Coach will be responsible for the teacher recruitment and retention strategies.

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

Through weekly meetings and classroom visitations new teachers will be coached and guided on effective school instructional practices, current trends in education, etc. to support professional growth. School Administration, Reading Coach and Professional Development liaison will be responsible for the implementation of the Teacher Mentoring Program/plan.

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

Goulds Elementary ensures its core instructional programs and materials are aligned to Florida standards by utilized a variety of resources available which include pacing guides, district curriculum support specialist, in-house coaches/liaisons (reading, math and science) and research-based textbooks and programs. Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

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

Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of

purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

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

Strategy: After School Program

Minutes added to school year: 2,400

2400 minutes of additional Learning Time will be added to the school year with After-School and Weekend tutorial programs.

Strategy Rationale

Students would benefit from additional learning opportunities to enrich and/or enhance core academic areas using an individual approach. The students are able to receive additional support after-school

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Reed, LaJean, lreed@dadeschools.net

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

Students will receive supplemental support after-school or on the weekend to reinforce and/or supplemental reading, writing, mathematics and/or science, through exploration, inquiry based activities and various enrichment and remediation strategies.

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

Goulds Elementary has a mixed population of students ready for Kindergarten enrolling each academic year. Kindergarten instructors utilize Florida Kindergarten Readiness Screener (FLKRS) and Florida Assessment for Instruction in Reading (FAIR) assessments to monitor student achievement and growth. The Kindergarten screening assessments are used at the opening of school and closing of school to determine student growth. Data generated from the screening process is used to enhance instructional delivery for the upcoming academic school year.

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.** To increase student achievement by improving core instruction in all content areas.
- G2.** Our goal for the 2014-15 school year is to increase the number of students participating in Project Based Learning in STEM by 5 percentage points to 40%.
- G3.** Our goal for the 2014-15 school year is to improve student achievement by decreasing the number of students missing instructional time due absences, suspensions and the number of retained students.
- G4.** See Title I Parental Involvement Plan

Strategic Goals Detail

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

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

G048874

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	56.0
AMO Math - All Students	63.0

Resources Available to Support the Goal 2

- Reading Liaison, Reading Plus, Paraprofessional support; supplement materials; tutoring, DI Professional Development, mobile and stationary computer labs, curriculum support specialist, Accelerated Reader Program, Iready, Intervention, Technology, Media Specialist, Core Curriculum materials, District provided Resources, Gizmos, Discovery Education, District Curriculum Support Specialists for Reading and Math

Targeted Barriers to Achieving the Goal 3

- Students have limited exposure to rigor through instructional framework.

Plan to Monitor Progress Toward G1. 8

Interim assessments for all subject areas, FAIR assessments and Mock assessments will be analyzed and debriefed with staff to problem-solve to identify trends, areas of greatest deficiencies, as well as immediate action steps needed for improvement.

Person Responsible

Raul Garcia

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Data, meeting agendas, data debriefing documentation and structures in place in reaction to identified deficiencies.

G2. Our goal for the 2014-15 school year is to increase the number of students participating in Project Based Learning in STEM by 5 percentage points to 40%. 1a

G050888

Targets Supported 1b

Indicator	Annual Target
	40.0

Resources Available to Support the Goal 2

- Science Liaison, Zoo Miami - Carnival Kids Curriculum, Pacing Guides

Targeted Barriers to Achieving the Goal 3

- Students had limited opportunities for inquiry based activities

Plan to Monitor Progress Toward G2. 8

Completed activity reports, projects

Person Responsible

LaJean Reed

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

G3. Our goal for the 2014-15 school year is to improve student achievement by decreasing the number of students missing instructional time due absences, suspensions and the number of retained students. 1a

G050737

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Student of the Month and Honor Roll Assemblies, Student Incentives, Student Services department, Special Activities

Targeted Barriers to Achieving the Goal 3

- Student academic development is correlated to student attendance. By monitoring Early Warning Systems, Goulds Elementary will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time.
- Student academic development is also correlated to annual promotion. By monitoring Early Warning Systems, Goulds Elementary will monitor the number of students retained in the third grade students.
- Student academic development is also correlated to positive behaviors. By monitoring Early Warning Systems, Goulds Elementary will decrease the number of students who receive two or more behavioral referrals that lead to suspension.

Plan to Monitor Progress Toward G3. 8

Person Responsible

Raul Garcia

Schedule

On 6/3/2015

Evidence of Completion

G4. See Title I Parental Involvement Plan 1a

G050955

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

 G048874

G1.B2 Students have limited exposure to rigor through instructional framework. **2**

 B122036

G1.B2.S1 Teachers will implement questioning strategies and activities throughout all subject areas, in order to encourage rigorous interactions with text to deepen understanding. Explicitly teach students to students to independently form and answer questions that help them analyze synthesize, evaluate and interpret a variety of topics. **4**

 S139166

Strategy Rationale

Through the use of questioning stems and probing models, teachers will provide students with modeling in analytic thinking. Through rigorous questioning techniques, students will be able to independently synthesize texts varying in genres and topics, so that cross text analysis could then be made.

Action Step 1 **5**

Provide Professional Development on incorporating Higher-Order Thinking questioning strategies within the instructional framework.

Person Responsible

Raul Garcia

Schedule

On 9/30/2014

Evidence of Completion

Sign-in sheet, agenda, PD deliverable materials

Action Step 2 5

Teachers will utilize instructional frame work during common planning to design lessons that incorporate the writing process in text-referenced responses to higher order thinking questioning.

Person Responsible

Raul Garcia

Schedule

Daily, from 10/6/2014 to 6/3/2015

Evidence of Completion

Lesson plans

Action Step 3 5

During common planning meetings, teachers will be provided support in the development and implementation of the instructional frame work. The incorporation of the text-referenced writing process in response higher order thinking questioning strategies will be facilitated and provided, to be utilized during their instructional delivery. Support to individual teachers will be provided on an as-needed basis.

Person Responsible

Raul Garcia

Schedule

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

Evidence of Completion

Meeting minutes, lesson plans, students work samples

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

Administration will conduct daily walk throughs to monitor incorporation of cited text in student written responses.

Person Responsible

Raul Garcia

Schedule

Monthly, from 9/30/2014 to 6/3/2015

Evidence of Completion

Formal and informal observatonal notes

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

Administration will conduct data chats to to monitor assessments and to gauge the effectiveness of higher order thinking questioning strategies being utilized within the instructional framework.

Person Responsible

Raul Garcia

Schedule

Quarterly, from 10/27/2014 to 6/3/2015

Evidence of Completion

Data chat schedule, district assessment data

G2. Our goal for the 2014-15 school year is to increase the number of students participating in Project Based Learning in STEM by 5 percentage points to 40%. 1

 G050888

G2.B1 Students had limited opportunities for inquiry based activities 2

 B127630

G2.B1.S1 Students will be provided with a variety of hands-on inquiry based learning opportunities for students to collect data, create and interpret graphs and charts, analyze, draw appropriate conclusions and apply kerp instructional concepts that connect mathematics, engineering and technology 4

 S139764

Strategy Rationale

The opportunities to present data findings in a guided/structured manner allow for greater integration of mathematics, science and technology when creating authentic research.

Action Step 1 5

Students will be able to participate in field trip opportunities that support STEM concepts.

Person Responsible

LaJean Reed

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

The number of completed activities and/or field trips for students

Action Step 2 5

The teachers will monitor students ability to complete a STEM activity report independently

Person Responsible

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

G3. Our goal for the 2014-15 school year is to improve student achievement by decreasing the number of students missing instructional time due absences, suspensions and the number of retained students. 1

 G050737

G3.B1 Student academic development is correlated to student attendance. By monitoring Early Warning Systems, Goulds Elementary will increase student attendance by decreasing the number of students who miss 10% or more of the available instructional time. 2

 B127172

G3.B1.S1 Students who are deemed as developing a pattern of non-attendance will be referred to the Attendance Review committee. 4

 S139211

Strategy Rationale

Action Step 1 5

Teachers will follow the Attendance Plan outlined in the Goulds Elementary Opening of Schools meetings.

Person Responsible

Raul Garcia

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Parent contacts resulting in attendance and behavior concerns.

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

Monitor student attendance referrals

Person Responsible

Raul Garcia

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Improved Student attendance and behavior

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

Monitor student attendance referrals.

Person Responsible

Raul Garcia

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Improved student attendance.

G3.B2 Student academic development is also correlated to annual promotion. By monitoring Early Warning Systems, Goulds Elementary will monitor the number of students retained in the third grade students. 2

 B127173

G3.B2.S1 Students in third grade will have academic progress monitored throughout the school year. Parents will be invited to participate in academic reviews in order to keep them abreast of student progress with special emphasis placed on reading. 4

 S139224

Strategy Rationale

Action Step 1 5

Parents will be contacted on a monthly basis to discuss student academic and behavioral progress.

Parents and students will be informed every month along with recommendations for interventions and/or additional support.

Person Responsible

Raul Garcia

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Academic Reviews with Parents, Student data chats, Tutorial attendance Plan

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

Using the FCIM, team members will review third grade assessment information and make recommendations about supplemental educational opportunities available and/or adjustments.

Person Responsible

Raul Garcia

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

District Interim Assessment, Class Assessments, Report Cards, Tutorial attendance rosters, Parental Academic Reviews Dade - 0311 - Goulds Elementary School - FDOE SIP 2013-14
Last

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

Using the FCIM, team members will review third grade assessment information and make recommendations about supplemental educational opportunities available and/or adjustments.

Person Responsible

Raul Garcia

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

District Interim Assessments, FAIR, iReady Reports, Class Assessments

G3.B3 Student academic development is also correlated to positive behaviors. By monitoring Early Warning Systems, Goulds Elementary will decrease the number of students who receive two or more behavioral referrals that lead to suspension. 2

 B127175

G3.B3.S1 A reward system will be established to recognize students for perfect attendance and outstanding citizenship through "Student of the Month" initiative. 4

 S139220

Strategy Rationale

Action Step 1 5

Students will be recognized for attendance and positive behaviors.

Person Responsible

Raul Garcia

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Monthly Recognition of Student of Month, Quarterly Honor Roll Assemblies

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

The entire will participate in the recognition of student success.

Person Responsible

Raul Garcia

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student of the Month wall updates, Honor Roll ceremony announcements

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

The celebration of student academic, attendance and behavioral success.

Person Responsible

Raul Garcia

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increase in the number of students awarded for attendance, academic and behavioral success.

G3.B3.S2 Students will be informed of the types of behaviors expected of them during the school day, throughout the school year. 4

 S139230

Strategy Rationale

Action Step 1 5

Students will review the Elementary Code of Student Conduct with teachers and parents.

Person Responsible

Raul Garcia

Schedule

Annually, from 8/18/2014 to 9/25/2015

Evidence of Completion

Lesson Plans, Signed

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Team members will review the disciplinary referrals submitted to administration. Each referral submitted must have been processed by the counselor for behavior intervention strategies.

Person Responsible

Raul Garcia

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Reduction in the number of suspensions.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Team members will review the disciplinary referrals submitted to administration. Each referral submitted must have been processed by the counselor for behavior intervention strategies.

Person Responsible

Raul Garcia

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Reduction in the number of suspensions.

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.B2.S1.A1	Provide Professional Development on incorporating Higher-Order Thinking questioning strategies within the instructional framework.	Garcia, Raul	9/30/2014	Sign-in sheet, agenda, PD deliverable materials	9/30/2014 one-time
G3.B1.S1.A1	Teachers will follow the Attendance Plan outlined in the Goulds Elementary Opening of Schools meetings.	Garcia, Raul	8/18/2014	Parent contacts resulting in attendance and behavior concerns.	6/3/2015 quarterly
G3.B3.S1.A1	Students will be recognized for attendance and positive behaviors.	Garcia, Raul	8/18/2014	Monthly Recognition of Student of Month, Quarterly Honor Roll Assemblies	6/3/2015 monthly
G3.B2.S1.A1	Parents will be contacted on a monthly basis to discuss student academic and behavioral progress. Parents and students will be informed every month along with recommendations for interventions and/or additional support.	Garcia, Raul	8/18/2014	Academic Reviews with Parents, Student data chats, Tutorial attendance Plan	6/3/2015 monthly
G3.B3.S2.A1	Students will review the Elementary Code of Student Conduct with teachers and parents.	Garcia, Raul	8/18/2014	Lesson Plans, Signed	9/25/2015 annually
G2.B1.S1.A1	Students will be able to participate in field trip opportunities that support STEM concepts.	Reed, LaJean	8/18/2014	The number of completed activities and/or field trips for students	5/29/2015 quarterly
G1.B2.S1.A2	Teachers will utilize instructional frame work during common planning to design lessons that incorporate the writing process in text-referenced responses to higher order thinking questioning.	Garcia, Raul	10/6/2014	Lesson plans	6/3/2015 daily
G2.B1.S1.A2	The teachers will monitor students ability to complete a STEM activity report independently		8/18/2014		5/29/2015 monthly
G1.B2.S1.A3	During common planning meetings, teachers will be provided support in the development and implementation of the instructional frame work. The incorporation of the text-referenced writing process in	Garcia, Raul	10/6/2014	Meeting minutes, lesson plans, students work samples	6/3/2015 weekly

Dade - 0311 - Goulds Elementary School - 2014-15 SIP
Goulds Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	response higher order thinking questioning strategies will be facilitated and provided, to be utilized during their instructional delivery. Support to individual teachers will be provided on an as-needed basis.				
G1.MA1	Interim assessments for all subject areas, FAIR assessments and Mock assessments will be analyzed and debriefed with staff to problem-solve to identify trends, areas of greatest deficiencies, as well as immediate action steps needed for improvement.	Garcia, Raul	10/1/2014	Data, meeting agendas, data debriefing documentation and structures in place in reaction to identified deficiencies.	5/29/2015 monthly
G1.B2.S1.MA1	Administration will conduct data chats to monitor assessments and to gauge the effectiveness of higher order thinking questioning strategies being utilized within the instructional framework.	Garcia, Raul	10/27/2014	Data chat schedule, district assessment data	6/3/2015 quarterly
G1.B2.S1.MA1	Administration will conduct daily walk throughs to monitor incorporation of cited text in student written responses.	Garcia, Raul	9/30/2014	Formal and informal observational notes	6/3/2015 monthly
G2.MA1	Completed activity reports, projects	Reed, LaJean	8/18/2014		5/29/2015 monthly
G3.MA1	.	Garcia, Raul	8/18/2014	.	6/3/2015 one-time
G3.B1.S1.MA1	Monitor student attendance referrals.	Garcia, Raul	8/18/2014	Improved student attendance.	6/3/2015 monthly
G3.B1.S1.MA1	Monitor student attendance referrals	Garcia, Raul	8/18/2014	Improved Student attendance and behavior	6/3/2015 quarterly
G3.B3.S1.MA1	The celebration of student academic, attendance and behavioral success.	Garcia, Raul	8/18/2014	Increase in the number of students awarded for attendance, academic and behavioral success.	6/3/2015 monthly
G3.B3.S1.MA1	The entire will participate in the recognition of student success.	Garcia, Raul	8/18/2014	Student of the Month wall updates, Honor Roll ceremony announcements	6/3/2015 monthly
G3.B2.S1.MA1	Using the FCIM, team members will review third grade assessment information and make recommendations about supplemental educational opportunities available and/or adjustments.	Garcia, Raul	8/18/2014	District Interim Assessments, FAIR, iReady Reports, Class Assessments	6/3/2015 quarterly
G3.B2.S1.MA1	Using the FCIM, team members will review third grade assessment information and make recommendations about supplemental educational opportunities available and/or adjustments.	Garcia, Raul	8/18/2014	District Interim Assessment, Class Assessments, Report Cards, Tutorial attendance rosters, Parental Academic Reviews Dade - 0311 - Goulds Elementary School - FDOE SIP 2013-14 Last	6/3/2015 quarterly
G3.B3.S2.MA1	Team members will review the disciplinary referrals submitted to administration. Each referral submitted must have been processed by the counselor for behavior intervention strategies.	Garcia, Raul	8/18/2014	Reduction in the number of suspensions.	6/3/2015 quarterly
G3.B3.S2.MA1	Team members will review the disciplinary referrals submitted to administration. Each referral submitted must have been processed by the counselor for behavior intervention strategies.	Garcia, Raul	8/18/2014	Reduction in the number of suspensions.	6/3/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B2 Students have limited exposure to rigor through instructional framework.

G1.B2.S1 Teachers will implement questioning strategies and activities throughout all subject areas, in order to encourage rigorous interactions with text to deepen understanding. Explicitly teach students to students to independently form and answer questions that help them analyze synthesize, evaluate and interpret a variety of topics.

PD Opportunity 1

Provide Professional Development on incorporating Higher-Order Thinking questioning strategies within the instructional framework.

Facilitator

Mildreca Robinson, Enma Rosa, Justina Torres

Participants

All instructional staff

Schedule

On 9/30/2014

PD Opportunity 2

During common planning meetings, teachers will be provided support in the development and implementation of the instructional framework. The incorporation of the text-referenced writing process in response higher order thinking questioning strategies will be facilitated and provided, to be utilized during their instructional delivery. Support to individual teachers will be provided on an as-needed basis.

Facilitator

Mildreca Robinson, Enma Rosa, Justina Torres

Participants

All instructional Staff

Schedule

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