

Henry S. West Laboratory School



2014-15 School Improvement Plan

Henry S. West Laboratory School

5300 CARILLO ST, Coral Gables, FL 33146

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

19%

Alternative/ESE Center

No

Charter School

No

Minority

66%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Henry S. West Laboratory School provides a learning environment in which all students are able to attain their maximum academic, social, and physical potential, thus enabling them to become interested learners and contributing members in a changing, multicultural society. Students are afforded the opportunity to capitalize on their inherent strengths through their participation in high level curricular and extracurricular activities. Individualized instruction and tutorial programs are provided as needed. Periodic evaluations, designed to diagnose and assess achievement, provide data for addressing needs and serve as a baseline for the School Improvement Plan. The Henry S. West Laboratory School and University of Miami partnership enhances the educational opportunities for students.

Provide the school's vision statement

Henry S. West Laboratory School provides a high quality education for all students and will pioneer the possibilities of change in the teaching and learning process. As a professional development school in conjunction with the stakeholders and the University of Miami, our vision is to prepare students to become life-long learners and productive citizens. As a clinical setting for aspiring teachers, the school will train and retrain teachers to meet the challenges of preparing students for the future.

School Environment

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

The staff at Henry S. West Laboratory School is committed to ensuring that every student receives a quality education, demonstrating academic growth and social development at the conclusion of each year. Our teachers share a common vision of what effective teaching looks like. Expectations are clearly defined and lessons are clear.

Students at Henry S. West Laboratory School are exposed to a variety of culturally based programs and activities that enhance learning experiences and overall development. Being exposed to and participating in a host of activities throughout the year such as: Walk Safe Program, Hispanic Heritage Month, Black History Month, Say No To Drugs, Performing Arts, and Cultural Passport Field trips, Anti-bullying, Cyber bullying and Character Education Program. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, and tap into and explore their interests. The staff, parents and community at Henry S. West Laboratory School are dedicated to providing a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive interactive experiences between teachers and students, which cultivates a highly effective and well-functioning classroom environment.

Emphasis is made throughout the curriculum to integrate all subject areas with English, Language Arts, Social Sciences, Mathematics and Science. We encourage the use of technology, and promote parental and community involvement in order to prepare students to live more effectively in a global society. The focus on students also empowers them with the knowledge and necessary critical-thinking skills to make positive decisions in a multicultural world and meet the challenges of the 21st century.

To achieve these objectives, Henry S. West Laboratory School teachers aggressively pursue a

rigorous curriculum based on the Florida State Standards that incorporate an evidence-based approach to solving complex multi-step problems. The teachers at Henry S. West Laboratory School are consistently participating in professional development activities which help them to be more effective in the implementation of the most current research-based and data-driven educational strategies.

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

Henry S. West Laboratory School is a School of Choice that services general education students and students with varying exceptionalities. Students come from diverse backgrounds and possess a wide range of academic and social skills. It is our goal to meet each child's needs in order for him/her to flourish and experience success. It is the staff's belief and expectation that every child can learn, despite his/her background and ability level. The staff has received training from The Center for Autism and Related Disorders (CARD) one of the world's largest organizations using applied behavior analysis (ABA) in the treatment of autism spectrum disorder. The staff believes that through a sound work ethic and collaborative efforts by the teacher, student and parent, students will become proficient and maximize their potential.

Henry S. West Laboratory School implements a variety of social skill - based programs and activities that enhance students' social problem solving skills and contribute to the students overall development. Our school counselor implements Character Education Curriculum, and the Say No To Drugs Program. Our school social worker implements student and parent Anti-bullying, Cyber bullying and Safer Stronger Kids Programs throughout the year. The teachers and administration implement the Code of Student Conduct progressive discipline plan. Students are provided opportunities to discuss and problem solve positive alternative choices. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, and tap into and develop problem-solving and conflict resolution skills.

The staff, parents and community at Henry S. West Laboratory School are dedicated to providing a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive interactive experiences between students and teachers, which cultivates a highly effective and well-functioning classroom environment.

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

All of the teachers at Henry S. West Laboratory School follow the code of student conduct as a school-wide discipline plan. Teachers have clearly defined classroom rules and consequences. Administration implements a progressive discipline plan. Students and staff foster mutual respect. Student and parent concerns are addressed and every effort is made to resolve issues fairly and in a timely manner.

Teachers have been trained on the Code of Student Conduct, and review the Code of Student Conduct with the students as part of the Opening of School Procedures. Parents are provided with a copy of the Code of Student Conduct. The school follows the policy and procedures of the Code of Student Conduct to ensure that progressive discipline is applied with established protocols for all disciplinary incidents. Clear behavioral expectations are shared with the students.

The mission of Henry S. West Laboratory School is to prepare students for the future by preparing students to become life-long learners and productive citizens. It is the role of the staff to guide students to be in control of their own learning and to enhance their ability to positively alter outcomes by making appropriate choices.

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

At Henry S. West Laboratory School students exhibiting severe emotional behavioral issues are identified via the Student Case Management Forms, and referred to the School Support Team. A School Support Team Meeting is scheduled and, the following participants are invited to the meeting: parents, teachers, school social worker, counselor, school psychologist and administration. During the meeting an individualized Functional Analysis of Behavior (FAB) Plan is created for the student. Parents are provided with additional community resources. The plan identifies specific target behaviors, and provides instructional staff and parents with strategies to implement in order to improve the targeted behavior. The student's behavior is monitored, and counseling, mentoring and other student services are provided as deemed necessary. After a period of implementation the FAB plan and data collection instruments, such as teacher observations, school psychologist observations, rating scales and anecdotal reports are reviewed. A Behavior Intervention Plan (BIP) is then developed with the information compiled from the FAB, and the BIP is then implemented for a period of time. For severe cases additional testing and additional student services are requested on a case-by-case situation.

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

Henry S. West Laboratory School reviews a variety of Early Warning indicators. The following list includes the indicators reviewed:

- 1) Excessive Absences (More than 5 Excused & Unexcused)
- 2) Excessive Tardies (More than 5 Excused & 7 Unexcused)
- 3) FCAT Levels 1 or 2 (Reading or Mathematics)
- 4) Stanford Achievement Test SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Mathematics
- 5) D or F in a Core Subject.
- 6) Three (3) or more Disciplinary Referrals
- 7) Promotion to Grade 4 based on Good Cause
- 8) Retention
- 9) ELL six semesters or more

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	2	3	1	2	1	0	9
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	8	1	3	0	5	0	17
Level 1 on statewide assessment	0	0	0	0	3	1	4
Retention of students	1	1	1	0	0	0	3

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

Indicator	Grade Level				Total
	K	1	2	4	
Students exhibiting two or more indicators	11	5	5	9	30

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

Henry S. West Laboratory School uses the data from a variety of early warning indicators to identify students at risk of not succeeding such as attendance, behavior and performance. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing to ensure that all students have academic, social, and behavioral success.

Students scoring below proficiency levels on standardized assessments are monitored and provided additional assistance in core subjects. Students identified as at risk in Reading receive an additional 30 minutes of Reading Intervention. Differentiated Instruction is provided at all grade levels for both Reading and Mathematics.

Truancy Intervention is addressed by the school counselor through the Attendance Review Committee to address students with five or more unexcused absences. Parent meetings are held to develop strategies and goals to help improve student attendance. All students missing more than 10% of instructional time are flagged for possible early intervention. Students who have 3 or more disciplinary referrals are referred to the School Support Team for a Functional Analysis of Behavior meeting. Students who have been retained receive counseling through student services.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Based on past log in hours of school-related events, there is a high level of parental involvement in social programs. However, there needs to be more emphasis placed on involving parents in academic programs such as with a subject area of Reading, Mathematics or Science related theme in an effort to increase student achievement (for example: Friends of the Library, Chess Club, and Mathematics Club).

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

Provide Parent Resource Fair during Open House to showcase programs and resources available at the school and recruit parents to enlist in various activities sponsored through the Media-Library Services,

Visions-Gifted program, SPED department and other academic departments.
Follow the FCIM review log in hours of volunteer and make necessary adjustments to strategy.

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
Soto Pujadas, Barbara	Principal
Capote, Isabel	Assistant Principal

Duties

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

The MTSS Leadership Team is comprised of the school Principal; Assistant Principal; School Social Worker; School Psychologist; Counselor; Department Head of (SWD) Teachers and General Education Teachers as applicable to the student.

The school-based MTSS/Rtl Leadership Team roles/functions at Henry S. West Laboratory School are as follows:

The Principal oversees the MTSS/Rtl process and monitors the fidelity of its implementation. The Assistant Principal coordinates and facilitates the SST process and MTSS/Rtl Intervention Plan. The MTSS/Rtl Leadership team reviews individual student areas of weakness. During data chats all members review formative and summative data ex: Edusoft Reports, PMRN, highlighting both the positive and negative issues impacting the student's functioning at school and determine whether any risk factors are present. Based on the outcome of the data analysis and the Guidelines for Determining the Presence of Significant Risk Factors, individualized interventions are then developed, according to the level of MTSS/Rtl.

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 process through which the school leadership identifies and aligns resources is through the school-based MTSS/Rtl Leadership Team. The MTSS/Rtl Leadership team monitors and adjusts the school's academic and EWS goals through data following the Continuous Improvement Plan Model (CIMS) process. The MTSS/Rtl Leadership Team monitors the fidelity of the delivery of instruction and intervention. The MTSS/Rtl Leadership Team provides levels of support and coordinates interventions for students based on data outcomes.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Barbara Soto Pujadas	Principal
Ophelia Bromell	Teacher
Jennifer Sadoian	Teacher
Pedro Pertierra	Teacher
Gema Duran	Teacher
Maydel Fernandez	Teacher
Tania-Arias Castellon	Teacher
Georgina Virreira	Teacher
Magalys Garcia	Education Support Employee
Margaret Johnson	Education Support Employee
Tonya Pacanins	Parent
Robert Alsopp	Parent
Porpoise Evans	Parent
Lucy Paine	Parent
Maria Melograno	Parent
Jennifer Roque	Teacher
Barbara Sans	Parent
Lorena Moglia	Parent
Miriam Carnase	Parent
Caridad Bechtinger	Parent
Mollie Forand	Student
Henrik Kling	Student
Miriam Lipsky	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) members participated in completing a needs assessment after reviewing the 2014 FCAT data and other end of year assessments. Opportunities were provided for the EESAC members and staff to present the recommendations for the 2014-2015 School Improvement Plan. EESAC members assisted in the development of the School Improvement Plan by providing feedback during the EESAC meeting.

Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) members participate in a meeting to review the 2014-2015 School Improvement Plan. Opportunities are provided for EESAC members and staff to present recommendations for the 2014-2015 School Improvement Plan. EESAC members assist in the development of the School Improvement Plan by providing feedback during this EESAC meeting.

Preparation of the school's annual budget and plan

The Educational Excellence School Advisory Council (EESAC) members participate in a meeting to discuss the school's annual budget allocated. Recommendations are made for the spending the allocated budget for activities or supplies directly tied to the goals the 2014-2015 School Improvement Plan.

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

The EESAC funds of \$1,379.00, will be utilized to fund the hourly teacher for the before school Reading Intervention Tutorial Program.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Soto Pujadas, Barbara	Principal
Capote, Isabel	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will continue to implement the Florida Continuous Improvement Plan Model through Professional Learning Communities and providing students exposure to the Florida State Standards. Teachers will expose students to a rigorous curriculum through the use of higher level questioning techniques. Additionally, students will be provided differentiated instruction and interventions as necessary through the Multi-Tiered Support System MTSS/Rtl.

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

Teachers are provided common planning time across grade levels and departments to encourage collaborative planning and instruction. Professional Learning Community meetings are scheduled monthly. During these monthly meetings the Reading, Mathematics and Science liaisons are provided an opportunity to update the instructional staff with the most current information presented at their respective subject area District meetings.

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

1. Advertise the position within one week of position being available.
2. Schedule appointments to interview candidates within one week of advertising position.
3. Assign new hires to teacher mentoring program within one week of being hired.
4. Provide Professional Growth Team within one week of being hired.

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

New teachers to Henry S. West Laboratory School are assigned an experienced mentoring teacher, preferably one who is assigned to teach the same grade level and subject.

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Who receives a mentor:

- Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.

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 teachers at Henry S. West Laboratory School plan with a process using the end in mind. The teachers' focus is the Florida State Standards and the Item Specifications provided by the Florida Department of Education; from this end they select activities and assessments aligned to the Florida State Standards. An additional tool utilized by the teachers is the pacing guide provided by the Miami-Dade County Public School's District.

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 Literacy Leadership Team (LLT) members meet once a month to focus on areas of literacy concerns across the school. They analyze the ongoing formative and summative data collected, identify trends of student needs and reflect on school wide trends. The LLT team meets approximately five times per school year to focus on data; at the beginning of the year, following each of the three FAIR assessments, and at the end of the year. Based on the District's MTSS/Rtl model, the LLT team will meet as needed to identify and target interventions for students. The administrative team conferences with all teachers individually during data chats to analyze their students' data and team members work with teachers to identify and target interventions for students. The administrative team conferences with all teachers individually during data chats to analyze their students' data and determine areas of strength and weakness. Through the use of ongoing progress monitoring, the LLT team members work with teachers to identify and provide targeted, customized professional development in alignment with the student data. The LLT team makes recommendations for support; research-based instructional strategies, and customized professional development in alignment with student data. The members of the LLT consider student assessment data, classroom observational data, and professional development listed on the teachers' IPEG goals setting form and the School Improvement Plan, when planning professional development for the school. The administrative team monitors implementation of the CRRP and students' literacy progress through a variety of methods that include weekly classroom walk-throughs, monthly grade/department meetings and data chats.

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: 5,190

Provide at risk students in grades 3-5, identified as scoring in the lowest quartile with additional practice to develop a better understanding of Florida State Standards in Reading during before school computer-based tutorial program.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

The Literacy Leadership Team will meet quarterly after each District Interim Assessment and will review the student growth data from the computer-based before school tutorial program and correlate the data with the District Interim Assessments to monitor student individual progress and make adjustments to instruction as necessary.

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 April a Kindergarten Orientation meeting is held for parents of future Kindergarten students. During the orientation meeting the parents have an opportunity to listen to the Kindergarten teachers present the curriculum and give an overview of the Kindergarten program. A tour of the school and Kindergarten classroom is provided. One week prior to school beginning the Parent Teacher Organization of West Laboratory organizes a Kindergarten/New Family Picnic. Parents of registered Kindergarten students and new students are invited to the picnic. the picnic is held in the school's Kindergarten playground. Parents and students have an opportunity to get to know each other in this meet and greet environment and the Parent Teacher Organization representatives and administration is available to answer questions.

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

Not Applicable - N/A

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

Not Applicable - N/A

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

Not Applicable - N/A

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

Not Applicable - N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Our 2014-2015 goal is to decrease the total number of students exhibiting two or more Early Warning System (EWS) Indicators.
- G3.** Our 2014-2015 goal is to increase the number of students participating in Project Based Learning in STEM in order to emphasize and engage students in the problem solving process.
- G4.** Our goal for the 2014-2015 school year is to increase parental involvement by 10% in academic programs in an effort to increase student achievement.

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

G049697

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	91.0
AMO Math - All Students	92.0
AMO Math - African American	75.0
AMO Math - Hispanic	97.0
FCAT 2.0 Science Proficiency	78.0
FAA Writing Proficiency	85.0

Resources Available to Support the Goal 2

- Teacher openness to learning and applying new practices
- Content knowledgeable teachers
- Core textbooks
- Promethean boards in all classrooms
- Interactive links from Miami-Dade County Public schools pacing guide
- Time allocated for teacher collaboration activities ex: Faculty meetings, common planning

Targeted Barriers to Achieving the Goal 3

- Need for opportunities to build rigorous questioning and techniques that address higher cognitive levels.

Plan to Monitor Progress Toward G1. 8

Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 10/24/2014 to 6/4/2015

Evidence of Completion

Student work and classroom walk throughs

G2. Our 2014-2015 goal is to decrease the total number of students exhibiting two or more Early Warning System (EWS) Indicators. 1a

G049863

Targets Supported 1b

Indicator	Annual Target
Attendance rate	8.0
Discipline incidents	0.0
Level 1 - All Grades	16.0
Students exhibiting two or more EWS indicators (Total)	5.0

Resources Available to Support the Goal 2

- Review of Early Warning Systems Indicators: Retention, Excessive Absences or Tardies (5 or more unexcused or excused), Three or more Disciplinary Referrals, D or F in Core Subject, ELL six semesters or more, FCAT Levels 1 or 2, Stanine 1,2,3,4, or lower than 50th Percentile on Reading or Mathematics Stanford Achievement Test, Promotion to Grade 4 or 5 based on Good Cause.
- School Support Team (SST) Members : SST Chairperson, Counselor, School Social Worker, School Psychologist

Targeted Barriers to Achieving the Goal 3

- Approximately 30 students have been identified through Early Warning System (EWS) Indicators as being at risk.

G3. Our 2014-2015 goal is to increase the number of students participating in Project Based Learning in STEM in order to emphasize and engage students in the problem solving process. 1a

G049865

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Computer Laboratory
- Parent Support
- University of Miami Partnership

Targeted Barriers to Achieving the Goal 3

- Need for teachers to provide students with frequent opportunities to participate in STEM related activities

G4. Our goal for the 2014-2015 school year is to increase parental involvement by 10% in academic programs in an effort to increase student achievement. 1a

G049867

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- High level of parental involvement
- High turn out for school events

Targeted Barriers to Achieving the Goal 3

- Parents volunteer according to their interests more social than academic

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**


 G049697

G1.B4 Need for opportunities to build rigorous questioning and techniques that address higher cognitive levels. **2**

 B124407

G1.B4.S1 Implement questioning strategies and activities in Reading and Writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while reading.

4

 S136307

Strategy Rationale

Students will be exposed to higher cognitive level questions in order to provide a deeper understanding of the text.

Action Step 1 **5**

Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.

Person Responsible

Barbara Soto Pujadas

Schedule

On 10/1/2014

Evidence of Completion

Meeting agenda, sign-in sheet, photos of participants in training, follow-up home learning lesson plan from participants explicitly focused on questions targeting higher cognitive levels and probing techniques shared at the professional development.

Action Step 2 5

Administrators will build a rotational calendar for all teachers to participate in Instructional Rounds and build their capacity in explicitly teaching students how to answer Higher Order Thinking questions. Model/Observational classrooms will showcase the application techniques shared in the PD through the delivery of a lesson.

Person Responsible

Barbara Soto Pujadas

Schedule

On 10/7/2014

Evidence of Completion

Meeting agenda and sign-in sheets

Action Step 3 5

Teachers will create a lesson plan infusing the LAFS Standards that include Higher Order Thinking questions.

Person Responsible

Isabel Capote

Schedule

Daily, from 10/10/2014 to 6/4/2015

Evidence of Completion

Lesson Plans

Action Step 4 5

Teachers will deliver the LAFS Standards infused lesson inclusive of Higher Order Thinking questions. Teachers will employ various techniques such as probing to explicitly teach students how to answer Higher Order Thinking questions.

Person Responsible

Isabel Capote

Schedule

Daily, from 10/24/2014 to 6/4/2015

Evidence of Completion

Student work, classroom walk-through logs

Action Step 5 5

Administrators will monitor effective application of explicitly teaching students how to answer Higher Order thinking questions through classroom observations. Teachers in need of additional support will be identified.

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 10/24/2014 to 11/13/2014

Evidence of Completion

Student work, classroom walk-through logs

Action Step 6 5

Teachers identified in need of additional support will be provided opportunities to observe other faculty successfully implementing the strategies.

Person Responsible

Barbara Soto Pujadas

Schedule

On 11/14/2014

Evidence of Completion

Peer teacher support log

Action Step 7 5

Administrative Team will continuously monitor for implementation effectiveness and fidelity by ensuring Higher Order Thinking Questioning techniques are embedded in daily lessons.

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 11/26/2014 to 6/4/2015

Evidence of Completion

Meeting Agenda, sign-in sheets, Lesson Plans, Student work, classroom walk-throughs logs and peer teacher support logs

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

Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 10/24/2014 to 6/4/2015

Evidence of Completion

Student work and classroom walk-through logs

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

Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis

Person Responsible

Barbara Soto Pujadas


Schedule

Daily, from 10/24/2014 to 10/24/2014

Evidence of Completion

Student work and classroom walk-through logs

G1.B4.S2 Implement questioning strategies and activities in Mathematics to increase rigorous student interactions with problem solving to deepen understanding of mathematical concept. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and apply problem solving strategies. 4

 S136674

Strategy Rationale

Students will be exposed to higher cognitive level questions in order to provide a deeper understanding of mathematical concepts.

Action Step 1 5

Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.

Person Responsible

Barbara Soto Pujadas

Schedule

On 10/1/2014

Evidence of Completion

Meeting agenda, sign-in sheet, and photographs of the participants in the professional development session

Action Step 2 5

Administrators will build a rotational calendar for all teachers to participate in Instructional Rounds and build their capacity in explicitly teaching students how to answer Higher Order Thinking questions. Model/Observational classrooms will showcase the application techniques shared in the PD through the delivery of a lesson.

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 10/6/2014 to 10/7/2014

Evidence of Completion

Meeting agenda and sign-in sheets

Action Step 3 5

Teachers will create a lesson plan infusing the MAFS Standards that include Higher Order Thinking questions.

Person Responsible

Isabel Capote

Schedule

On 10/10/2014

Evidence of Completion

Lesson Plans

Action Step 4 5

Teachers will deliver the MAFS Standards infused lesson inclusive of Higher Order Thinking questions. Teachers will employ various techniques such as probing to explicitly teach students how to answer Higher Order Thinking Questions.

Person Responsible

Barbara Soto Pujadas

Schedule

On 11/13/2014

Evidence of Completion

Student work, classroom walk-through logs

Action Step 5 5

Administrators will monitor effective application of explicitly teaching students how to answer Higher Order thinking questions through classroom observations. Teachers in need of additional support will be identified.

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 10/24/2014 to 11/13/2014

Evidence of Completion

Ms. Soto Pujadas, Principal Ms. Capote, Assistant Principal

Action Step 6 5

Teachers identified in need of additional support will be provided opportunities to observe other faculty successfully implementing the strategies.

Person Responsible

Barbara Soto Pujadas

Schedule

On 11/14/2014

Evidence of Completion

Peer teacher support log

Action Step 7 5

Administrative Team will continuously monitor for implementation effectiveness and fidelity by ensuring Higher Order Thinking Questioning techniques are embedded in daily lessons.

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 11/17/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work, classroom walk-through logs and peer teacher support logs

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 11/17/2014 to 6/4/2015

Evidence of Completion

Student work and classroom walk through logs

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis

Person Responsible

Barbara Soto Pujadas


Schedule

Daily, from 11/17/2014 to 6/4/2015

Evidence of Completion

Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis

G1.B4.S3 Implement questioning strategies and activities in Science to encourage rigorous student interactions with the science content to deepen understanding of scientific concept. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while being exposed to a scientific concept. 4

 S136696

Strategy Rationale

Students will be exposed to higher cognitive level questions in order to provide a deeper understanding of scientific concepts.

Action Step 1 5

Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.

Person Responsible

Barbara Soto Pujadas

Schedule

On 10/1/2014

Evidence of Completion

Meeting Agenda, sign-in sheets, and photographs of participants in professional development

Action Step 2 5

Administrators will build a rotational calendar for teachers to participate in Instructional Rounds and build their capacity in explicitly teaching students how to answer Higher Order Thinking questions. Model/Observational classrooms will showcase the application techniques shared in the PD through the delivery of a lesson.

Person Responsible

Barbara Soto Pujadas

Schedule

On 10/7/2014

Evidence of Completion

Meeting agenda, sign-in sheets

Action Step 3 5

Teachers will create a lesson plan infusing the Science Sunshine State Standards that include Higher Order Thinking questions.

Person Responsible

Isabel Capote

Schedule

On 11/10/2014

Evidence of Completion

Lesson plans

Action Step 4 5

Teachers will deliver the Science Sunshine State Standards infused lesson inclusive of Higher Order Thinking questions. Teachers will employ various techniques such as probing to explicitly teach students how to answer Higher Order Thinking questions.

Person Responsible

Isabel Capote

Schedule

On 11/13/2014

Evidence of Completion

Student work, classroom walk-through logs

Action Step 5 5

Administrators will monitor effective application of explicitly teaching students how to answer Higher Order thinking questions through classroom observations. Teachers in need of additional support will be identified.

Person Responsible

Barbara Soto Pujadas

Schedule

On 11/14/2014

Evidence of Completion

Student work, classroom walk-through logs

Action Step 6 5

Teachers identified in need of additional support will be provided opportunities to observe other faculty successfully implementing the strategies.

Person Responsible

Isabel Capote

Schedule

On 11/14/2014

Evidence of Completion

Peer teacher support log

Action Step 7 5

Administrative Team will continuously monitor for implementation effectiveness and fidelity by ensuring Higher Order Questioning techniques are embedded in daily lessons.

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 11/17/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work, classroom walk-through logs and peer teacher support logs.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 11/17/2014 to 6/4/2015

Evidence of Completion

Student work and classroom walk-through logs

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis

Person Responsible

Barbara Soto Pujadas


Schedule

Daily, from 11/17/2014 to 6/4/2015

Evidence of Completion

Student work and classroom walk-through logs

G1.B4.S4 Implement questioning strategies and activities while reading social science content connecting Writing to Reading that emphasize rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topic presented. 4

 S136710

Strategy Rationale

Students will be exposed to higher cognitive level questions in order to provide a deeper understanding of the text.

Action Step 1 5

Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.

Person Responsible

Barbara Soto Pujadas

Schedule

On 10/1/2014

Evidence of Completion

Meeting Agenda, sign-in sheet, and photographs of participants in professional development

Action Step 2 5

Administrators will build a rotational calendar for all teachers to participate in Instructional Rounds and build their capacity in explicitly teaching students how to answer Higher Order Thinking questions. Model/Observational classrooms will showcase the application techniques shared in the PD through the delivery of a lesson.

Person Responsible

Barbara Soto Pujadas

Schedule

On 10/7/2014

Evidence of Completion

Meeting Agenda, sign-in sheet, and photographs of participants in professional development

Action Step 3 5

Teachers will create a lesson plan infusing the Social Science Sunshine State Standards that include Higher Order Thinking questions.

Person Responsible

Isabel Capote

Schedule

On 10/10/2014

Evidence of Completion

Lesson plans

Action Step 4 5

Teachers will deliver the Social Science Sunshine State Standards infused lesson inclusive of Higher Order Thinking questions.

Person Responsible

Isabel Capote

Schedule

On 10/24/2014

Evidence of Completion

Student work, classroom walk-through logs

Action Step 5 5

Administrators will monitor effective application of explicitly teaching students how to answer Higher Order thinking questions through classroom observations. Teachers in need of additional support will be identified.

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 10/24/2014 to 11/13/2014

Evidence of Completion

Student work, classroom walk-through logs

Action Step 6 5

Teachers identified in need of additional support will be provided opportunities to observe other faculty successfully implementing the strategies.

Person Responsible

Barbara Soto Pujadas

Schedule

On 11/14/2014

Evidence of Completion

Peer teacher support log

Action Step 7 5

Administrative Team will continuously monitor for implementation effectiveness and fidelity by ensuring Higher Order Thinking Questioning techniques are embedded in daily lessons.

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 11/17/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, lesson plans, student work, classroom walk-through logs and peer teacher support logs

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 11/17/2014 to 6/4/2015

Evidence of Completion

Student work and classroom walk through logs

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7

Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis

Person Responsible

Barbara Soto Pujadas

Schedule

Daily, from 11/17/2014 to 6/4/2015

Evidence of Completion

Student work and classroom walk through logs

G2. Our 2014-2015 goal is to decrease the total number of students exhibiting two or more Early Warning System (EWS) Indicators. 1

 G049863

G2.B1 Approximately 30 students have been identified through Early Warning System (EWS) Indicators as being at risk. 2

 B124863

G2.B1.S1 Students flagged for exhibiting two or more of the EWS indicators will have priority when scheduling SST meetings in order to initiate Intervention Plans and Response to Intervention Services in a timely manner. 4

 S136777

Strategy Rationale

Students exhibiting two or more of the EWS indicators need to receive services in a timely manner in order to provide assistance for these at risk students.

Action Step 1 5

Literacy Leadership Team and Student Services will review (EWS) indicators.

Person Responsible

Isabel Capote

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Early Warning System Dashboard findings, Control D Reports (i.e. Retention List, SST/RTI Meeting logs)

Action Step 2 5

Identification of students having two or more (EWS) indicators

Person Responsible

Isabel Capote

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Early Warning System Dashboard findings, Control D Reports (i.e. Retention List, SST/RTI Meeting logs)

Action Step 3 5

SST/RTI meetings will be scheduled with priority in order to develop Intervention Plans for identified students.

Person Responsible

Isabel Capote

Schedule

Weekly, from 9/24/2014 to 6/3/2015

Evidence of Completion

Early Warning System Dashboard findings, Control D Reports (i.e. Retention List, SST/RTI Meeting logs)

Action Step 4 5

Ongoing Student Progress Monitoring will be conducted and reviewed for students who have an Intervention Plan

Person Responsible

Isabel Capote

Schedule

Biweekly, from 9/24/2014 to 6/3/2015

Evidence of Completion

Early Warning System Dashboard findings, Control D Reports (i.e. Retention List, SST/RTI Meeting logs)

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

Ongoing Student Progress Monitoring will be conducted and reviewed for students who have an Intervention Plan

Person Responsible

Isabel Capote

Schedule

Weekly, from 9/24/2014 to 6/3/2015

Evidence of Completion

Early Warning System Dashboard findings, Control D Reports (i.e. Retention List, SST/RTI Meeting logs)

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

Ongoing Student Progress Monitoring will be conducted and reviewed for students who have an Intervention Plan

Person Responsible

Isabel Capote

Schedule

On 6/3/2015

Evidence of Completion

Early Warning System Dashboard findings, Control D Reports (i.e. Retention List, SST/RTI Meeting logs)

G3. Our 2014-2015 goal is to increase the number of students participating in Project Based Learning in STEM in order to emphasize and engage students in the problem solving process. 1

G049865

G3.B1 Need for teachers to provide students with frequent opportunities to participate in STEM related activities 2

B124823

G3.B1.S1 There is a need for teachers to provide students with opportunities to participate in STEM related activities. 4

S136755

Strategy Rationale

Students participating in STEM related activities will demonstrate an increase in achievement in the areas of Science, Technology, Engineering and Mathematics and make real world connections.

Action Step 1 5

A flyer will be prepared to invite students to attend the after school Coding Computer Club

Person Responsible

Isabel Capote

Schedule

Weekly, from 11/24/2014 to 6/3/2015

Evidence of Completion

Attendance logs of students participating in the after school Coding Computer Club

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

Student attendance records for participation in the after school Coding Computer Club will be monitored on a monthly basis

Person Responsible

Isabel Capote

Schedule

Monthly, from 12/3/2014 to 6/3/2015

Evidence of Completion

Attendance logs of students participating in the after school Coding Computer Club

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

Student attendance records for participation in the after school Coding Computer Club will be monitored on a monthly basis

Person Responsible

Isabel Capote

Schedule

Monthly, from 12/3/2014 to 6/3/2015

Evidence of Completion

Attendance logs of students participating in the after school Coding Computer Club

G4. Our goal for the 2014-2015 school year is to increase parental involvement by 10% in academic programs in an effort to increase student achievement. 1

G049867

G4.B1 Parents volunteer according to their interests more social than academic 2

B124840

G4.B1.S1 Increase parental involvement by 10% in academic programs in an effort to increase student achievement. 4

S136764

Strategy Rationale

More emphasis on parental involvement in academic programs will increase student achievement

Action Step 1 5

Provide a Parent Resource Fair during Open House to showcase programs and resources available at the school and recruit parents to enlist in various activities sponsored through the Vision-Gifted Program, SPED department and other academic departments.

Person Responsible

Isabel Capote

Schedule

On 9/16/2014

Evidence of Completion

Number of Hours logged in volunteer log for the 2014-2015 school year

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review of Volunteer Log on a monthly basis

Person Responsible

Isabel Capote

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Hours reflected in volunteer log for academic programs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Review of Volunteer Log on a monthly basis

Person Responsible

Isabel Capote

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Hours reflected in volunteer log for academic programs

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.B4.S1.A1	Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.	Soto Pujadas, Barbara	10/1/2014	Meeting agenda, sign-in sheet, photos of participants in training, follow-up home learning lesson plan from participants explicitly focused on questions targeting higher cognitive levels and probing techniques shared at the professional development.	10/1/2014 one-time
G1.B4.S2.A1	Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.	Soto Pujadas, Barbara	10/1/2014	Meeting agenda, sign-in sheet, and photographs of the participants in the professional development session	10/1/2014 one-time
G1.B4.S3.A1	Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.	Soto Pujadas, Barbara	10/1/2014	Meeting Agenda, sign-in sheets, and photographs of participants in professional development	10/1/2014 one-time

Dade - 5831 - Henry S. West Laboratory School - 2014-15 SIP
Henry S. West Laboratory School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S4.A1	Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.	Soto Pujadas, Barbara	10/1/2014	Meeting Agenda, sign-in sheet, and photographs of participants in professional development	10/1/2014 one-time
G3.B1.S1.A1	A flyer will be prepared to invite students to attend the after school Coding Computer Club	Capote, Isabel	11/24/2014	Attendance logs of students participating in the after school Coding Computer Club	6/3/2015 weekly
G4.B1.S1.A1	Provide a Parent Resource Fair during Open House to showcase programs and resources available at the school and recruit parents to enlist in various activities sponsored through the Vision-Gifted Program, SPED department and other academic departments.	Capote, Isabel	9/16/2014	Number of Hours logged in volunteer log for the 2014-2015 school year	9/16/2014 one-time
G2.B1.S1.A1	Literacy Leadership Team and Student Services will review (EWS) indicators.	Capote, Isabel	9/1/2014	Early Warning System Dashboard findings, Control D Reports (i.e. Retention List, SST/RTI Meeting logs	6/3/2015 weekly
G1.B4.S1.A2	Administrators will build a rotational calendar for all teachers to participate in Instructional Rounds and build their capacity in explicitly teaching students how to answer Higher Order Thinking questions. Model/Observational classrooms will showcase the application techniques shared in the PD through the delivery of a lesson.	Soto Pujadas, Barbara	10/6/2014	Meeting agenda and sign-in sheets	10/7/2014 one-time
G1.B4.S2.A2	Administrators will build a rotational calendar for all teachers to participate in Instructional Rounds and build their capacity in explicitly teaching students how to answer Higher Order Thinking questions. Model/Observational classrooms will showcase the application techniques shared in the PD through the delivery of a lesson.	Soto Pujadas, Barbara	10/6/2014	Meeting agenda and sign-in sheets	10/7/2014 daily
G1.B4.S3.A2	Administrators will build a rotational calendar for teachers to participate in Instructional Rounds and build their capacity in explicitly teaching students how to answer Higher Order Thinking questions. Model/Observational classrooms will showcase the application techniques shared in the PD through the delivery of a lesson.	Soto Pujadas, Barbara	10/6/2014	Meeting agenda, sign-in sheets	10/7/2014 one-time
G1.B4.S4.A2	Administrators will build a rotational calendar for all teachers to participate in Instructional Rounds and build their capacity in explicitly teaching students how to answer Higher Order Thinking questions. Model/Observational classrooms will showcase the application techniques shared in the PD through the delivery of a lesson.	Soto Pujadas, Barbara	10/6/2014	Meeting Agenda, sign-in sheet, and photographs of participants in professional development	10/7/2014 one-time
G2.B1.S1.A2	Identification of students having two or more (EWS) indicators	Capote, Isabel	9/8/2014	Early Warning System Dashboard findings, Control D Reports (i.e. Retention List, SST/RTI Meeting logs	6/3/2015 weekly
G1.B4.S1.A3	Teachers will create a lesson plan infusing the LAFS Standards that include Higher Order Thinking questions.	Capote, Isabel	10/10/2014	Lesson Plans	6/4/2015 daily
G1.B4.S2.A3	Teachers will create a lesson plan infusing the MAFS Standards that	Capote, Isabel	10/10/2014	Lesson Plans	10/10/2014 one-time

Dade - 5831 - Henry S. West Laboratory School - 2014-15 SIP
Henry S. West Laboratory School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	include Higher Order Thinking questions.				
G1.B4.S3.A3	Teachers will create a lesson plan infusing the Science Sunshine State Standards that include Higher Order Thinking questions.	Capote, Isabel	10/10/2014	Lesson plans	11/10/2014 one-time
G1.B4.S4.A3	Teachers will create a lesson plan infusing the Social Science Sunshine State Standards that include Higher Order Thinking questions.	Capote, Isabel	10/10/2014	Lesson plans	10/10/2014 one-time
G2.B1.S1.A3	SST/RTI meetings will be scheduled with priority in order to develop Intervention Plans for identified students.	Capote, Isabel	9/24/2014	Early Warning System Dashboard findings, Control D Reports (i.e. Retention List, SST/RTI Meeting logs	6/3/2015 weekly
G1.B4.S1.A4	Teachers will deliver the LAFS Standards infused lesson inclusive of Higher Order Thinking questions. Teachers will employ various techniques such as probing to explicitly teach students how to answer Higher Order Thinking questions.	Capote, Isabel	10/24/2014	Student work, classroom walk-through logs	6/4/2015 daily
G1.B4.S2.A4	Teachers will deliver the MAFS Standards infused lesson inclusive of Higher Order Thinking questions. Teachers will employ various techniques such as probing to explicitly teach students how to answer Higher Order Thinking Questions.	Soto Pujadas, Barbara	10/24/2014	Student work, classroom walk-through logs	11/13/2014 one-time
G1.B4.S3.A4	Teachers will deliver the Science Sunshine State Standards infused lesson inclusive of Higher Order Thinking questions. Teachers will employ various techniques such as probing to explicitly teach students how to answer Higher Order Thinking questions.	Capote, Isabel	10/24/2014	Student work, classroom walk-through logs	11/13/2014 one-time
G1.B4.S4.A4	Teachers will deliver the Social Science Sunshine State Standards infused lesson inclusive of Higher Order Thinking questions.	Capote, Isabel	10/24/2014	Student work, classroom walk-through logs	10/24/2014 one-time
G2.B1.S1.A4	Ongoing Student Progress Monitoring will be conducted and reviewed for students who have an Intervention Plan	Capote, Isabel	9/24/2014	Early Warning System Dashboard findings, Control D Reports (i.e. Retention List, SST/RTI Meeting logs	6/3/2015 biweekly
G1.B4.S1.A5	Administrators will monitor effective application of explicitly teaching students how to answer Higher Order thinking questions through classroom observations. Teachers in need of additional support will be identified.	Soto Pujadas, Barbara	10/24/2014	Student work, classroom walk-through logs	11/13/2014 daily
G1.B4.S2.A5	Administrators will monitor effective application of explicitly teaching students how to answer Higher Order thinking questions through classroom observations. Teachers in need of additional support will be identified.	Soto Pujadas, Barbara	10/24/2014	Ms. Soto Pujadas, Principal Ms. Capote, Assistant Principal	11/13/2014 daily
G1.B4.S3.A5	Administrators will monitor effective application of explicitly teaching students how to answer Higher Order thinking questions through classroom observations. Teachers in need of additional support will be identified.	Soto Pujadas, Barbara	11/14/2014	Student work, classroom walk-through logs	11/14/2014 one-time
G1.B4.S4.A5	Administrators will monitor effective application of explicitly teaching	Soto Pujadas, Barbara	10/24/2014	Student work, classroom walk-through logs	11/13/2014 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	students how to answer Higher Order thinking questions through classroom observations. Teachers in need of additional support will be identified.				
G1.B4.S1.A6	Teachers identified in need of additional support will be provided opportunities to observe other faculty successfully implementing the strategies.	Soto Pujadas, Barbara	11/14/2014	Peer teacher support log	11/14/2014 one-time
G1.B4.S2.A6	Teachers identified in need of additional support will be provided opportunities to observe other faculty successfully implementing the strategies.	Soto Pujadas, Barbara	11/14/2014	Peer teacher support log	11/14/2014 one-time
G1.B4.S3.A6	Teachers identified in need of additional support will be provided opportunities to observe other faculty successfully implementing the strategies.	Capote, Isabel	11/14/2014	Peer teacher support log	11/14/2014 one-time
G1.B4.S4.A6	Teachers identified in need of additional support will be provided opportunities to observe other faculty successfully implementing the strategies.	Soto Pujadas, Barbara	11/14/2014	Peer teacher support log	11/14/2014 one-time
G1.B4.S1.A7	Administrative Team will continuously monitor for implementation effectiveness and fidelity by ensuring Higher Order Thinking Questioning techniques are embedded in daily lessons.	Soto Pujadas, Barbara	11/26/2014	Meeting Agenda, sign-in sheets, Lesson Plans, Student work, classroom walk-throughs logs and peer teacher support logs	6/4/2015 daily
G1.B4.S2.A7	Administrative Team will continuously monitor for implementation effectiveness and fidelity by ensuring Higher Order Thinking Questioning techniques are embedded in daily lessons.	Soto Pujadas, Barbara	11/17/2014	Lesson plans, student work, classroom walk-through logs and peer teacher support logs	6/4/2015 daily
G1.B4.S3.A7	Administrative Team will continuously monitor for implementation effectiveness and fidelity by ensuring Higher Order Questioning techniques are embedded in daily lessons.	Soto Pujadas, Barbara	11/17/2014	Lesson plans, student work, classroom walk-through logs and peer teacher support logs.	6/4/2015 daily
G1.B4.S4.A7	Administrative Team will continuously monitor for implementation effectiveness and fidelity by ensuring Higher Order Thinking Questioning techniques are embedded in daily lessons.	Soto Pujadas, Barbara	11/17/2014	Sign-in sheets, lesson plans, student work, classroom walk-through logs and peer teacher support logs	6/4/2015 daily
G1.MA1	Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis	Soto Pujadas, Barbara	10/24/2014	Student work and classroom walk throughs	6/4/2015 daily
G1.B4.S1.MA1	Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis	Soto Pujadas, Barbara	10/24/2014	Student work and classroom walk-through logs	10/24/2014 daily
G1.B4.S1.MA1	Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis	Soto Pujadas, Barbara	10/24/2014	Student work and classroom walk-through logs	6/4/2015 daily
G1.B4.S2.MA1	Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis	Soto Pujadas, Barbara	11/17/2014	Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis	6/4/2015 daily
G1.B4.S2.MA1	Principal and Assistant Principal will review student work, and conduct	Soto Pujadas, Barbara	11/17/2014	Student work and classroom walk through logs	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	classroom walk-throughs on a daily basis				
G1.B4.S3.MA1	Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis	Soto Pujadas, Barbara	11/17/2014	Student work and classroom walk-through logs	6/4/2015 daily
G1.B4.S3.MA1	Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis	Soto Pujadas, Barbara	11/17/2014	Student work and classroom walk-through logs	6/4/2015 daily
G1.B4.S4.MA1	Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis	Soto Pujadas, Barbara	11/17/2014	Student work and classroom walk through logs	6/4/2015 daily
G1.B4.S4.MA1	Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis	Soto Pujadas, Barbara	11/17/2014	Student work and classroom walk through logs	6/4/2015 daily
G2.B1.S1.MA1	Ongoing Student Progress Monitoring will be conducted and reviewed for students who have an Intervention Plan	Capote, Isabel	9/24/2014	Early Warning System Dashboard findings, Control D Reports (i.e. Retention List, SST/RTI Meeting logs	6/3/2015 one-time
G2.B1.S1.MA1	Ongoing Student Progress Monitoring will be conducted and reviewed for students who have an Intervention Plan	Capote, Isabel	9/24/2014	Early Warning System Dashboard findings, Control D Reports (i.e. Retention List, SST/RTI Meeting logs	6/3/2015 weekly
G3.B1.S1.MA1	Student attendance records for participation in the after school Coding Computer Club will be monitored on a monthly basis	Capote, Isabel	12/3/2014	Attendance logs of students participating in the after school Coding Computer Club	6/3/2015 monthly
G3.B1.S1.MA1	Student attendance records for participation in the after school Coding Computer Club will be monitored on a monthly basis	Capote, Isabel	12/3/2014	Attendance logs of students participating in the after school Coding Computer Club	6/3/2015 monthly
G4.B1.S1.MA1	Review of Volunteer Log on a monthly basis	Capote, Isabel	10/1/2014	Hours reflected in volunteer log for academic programs	6/1/2015 monthly
G4.B1.S1.MA1	Review of Volunteer Log on a monthly basis	Capote, Isabel	10/1/2014	Hours reflected in volunteer log for academic programs	6/1/2015 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. To increase student achievement by improving core instruction in all content areas.

G1.B4 Need for opportunities to build rigorous questioning and techniques that address higher cognitive levels.

G1.B4.S1 Implement questioning strategies and activities in Reading and Writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while reading.

PD Opportunity 1

Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.

Facilitator

Ms. Ambros, Ms. Bromell, Ms. Printzlau, Ms. Ramirez, Ms. Virreira

Participants

Teachers of English Language Arts

Schedule

On 10/1/2014

PD Opportunity 2

Administrators will build a rotational calendar for all teachers to participate in Instructional Rounds and build their capacity in explicitly teaching students how to answer Higher Order Thinking questions. Model/Observational classrooms will showcase the application techniques shared in the PD through the delivery of a lesson.

Facilitator

Ms. Soto Pujadas, Principal, Ms. Capote, Assistant Principal, Ms. Ambros, Ms. Bromell, Ms. Printzlas, Ms. Virreira

Participants

Teachers of English Language Arts

Schedule

On 10/7/2014

G1.B4.S2 Implement questioning strategies and activities in Mathematics to increase rigorous student interactions with problem solving to deepen understanding of mathematical concept. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and apply problem solving strategies.

PD Opportunity 1

Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.

Facilitator

Ms. Ambros, Ms. Bromell, Ms. Printzlau, Ms. Ramirez, Ms. Virreira

Participants

Teachers of Mathematics

Schedule

On 10/1/2014

PD Opportunity 2

Administrators will build a rotational calendar for all teachers to participate in Instructional Rounds and build their capacity in explicitly teaching students how to answer Higher Order Thinking questions. Model/Observational classrooms will showcase the application techniques shared in the PD through the delivery of a lesson.

Facilitator

Ms. Soto Pujadas, Principal, Ms. Capote, Assistant Principal, Ms. Ambros, Ms. Bromell, Ms. Printzlau, Ms. Ramirez, Ms. Virreira

Participants

Teachers of Mathematics

Schedule

Daily, from 10/6/2014 to 10/7/2014

G1.B4.S3 Implement questioning strategies and activities in Science to encourage rigorous student interactions with the science content to deepen understanding of scientific concept. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while being exposed to a scientific concept.

PD Opportunity 1

Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.

Facilitator

Ms. Ambros, Ms. Bromell, Ms. Printzlau, Ms. Ramirez, Ms. Virreira

Participants

Teachers of Science

Schedule

On 10/1/2014

PD Opportunity 2

Administrators will build a rotational calendar for teachers to participate in Instructional Rounds and build their capacity in explicitly teaching students how to answer Higher Order Thinking questions. Model/Observational classrooms will showcase the application techniques shared in the PD through the delivery of a lesson.

Facilitator

Ms. Soto Pujadas, Principal, Ms. Capote, Assistant Principal, Ms. Ambros, Ms. Bromell, Ms. Printzlau, Ms. Ramirez, Ms. Virreira

Participants

Teachers of Science

Schedule

On 10/7/2014

G1.B4.S4 Implement questioning strategies and activities while reading social science content connecting Writing to Reading that emphasize rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topic presented.

PD Opportunity 1

Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.

Facilitator

Ms. Ambros, Ms. Bromell, Ms. Printzlau, Ms. Ramirez, Ms. Virreira

Participants

Teachers of Social Sciences

Schedule

On 10/1/2014

PD Opportunity 2

Administrators will build a rotational calendar for all teachers to participate in Instructional Rounds and build their capacity in explicitly teaching students how to answer Higher Order Thinking questions. Model/Observational classrooms will showcase the application techniques shared in the PD through the delivery of a lesson.

Facilitator

Ms. Soto Pujadas, Principal Ms. Capote, Assistant Principal, Ms. Ambros, Ms. Bromell, Ms. Printzlau, Ms. Ramirez, Ms. Virreira

Participants

Teachers of Social Sciences

Schedule

On 10/7/2014

PD Opportunity 3

Teachers identified in need of additional support will be provided opportunities to observe other faculty successfully implementing the strategies.

Facilitator

Ms. Ambros, Ms. Bromell, Ms. Printzlau, Ms. Ramirez, Ms. Virreira

Participants

Teachers of Social Sciences

Schedule

On 11/14/2014

Technical Assistance Items

Technical Assistance 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.B4 Need for opportunities to build rigorous questioning and techniques that address higher cognitive levels.

G1.B4.S1 Implement questioning strategies and activities in Reading and Writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while reading.

PD Opportunity 1

Teachers will create a lesson plan infusing the LAFS Standards that include Higher Order Thinking questions.

Facilitator

Teachers of English Language Arts

Participants

Teachers of English Language Arts

Schedule

Daily, from 10/10/2014 to 6/4/2015

PD Opportunity 2

Teachers will deliver the LAFS Standards infused lesson inclusive of Higher Order Thinking questions. Teachers will employ various techniques such as probing to explicitly teach students how to answer Higher Order Thinking questions.

Facilitator

Teachers of English Language Arts

Participants

Teachers of English Language Arts

Schedule

Daily, from 10/24/2014 to 6/4/2015

PD Opportunity 3

Administrators will monitor effective application of explicitly teaching students how to answer Higher Order thinking questions through classroom observations. Teachers in need of additional support will be identified.

Facilitator

Ms. Soto Pujadas, Principal, Ms. Capote, Assistant Principal

Participants

Teachers English Language Arts

Schedule

Daily, from 10/24/2014 to 11/13/2014

PD Opportunity 4

Teachers identified in need of additional support will be provided opportunities to observe other faculty successfully implementing the strategies.

Facilitator

Ms. Ambros, Ms. Bromell, Ms. Printzlau, Ms. Ramirez, Ms. Virreira

Participants

Selected Teachers of English Language Arts

Schedule

On 11/14/2014

PD Opportunity 5

Administrative Team will continuously monitor for implementation effectiveness and fidelity by ensuring Higher Order Thinking Questioning techniques are embedded in daily lessons.

Facilitator

Ms. Soto Pujadas, Principal, Ms. Capote, Assistant Principal

Participants

Teachers English Language Arts

Schedule

Daily, from 11/26/2014 to 6/4/2015

Budget Rollup

Summary

Description	Total
Goal 1: To increase student achievement by improving core instruction in all content areas.	3,379
Grand Total	3,379

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

Description	Source	Total
B4.S1.A1 - Substitutes	General Fund	1,000
B4.S1.A2 - Substitutes	General Fund	1,000
B4.S1.A4 - The \$1,379.00 allocation for the EESAC 2014-2015 school year will be utilized to provide Extended School Day Services - Before School Tutoring through Reading Plus to students identified as at risk for English Language Arts.	School Improvement Funds	1,379
Total Goal 1		3,379