

Royal Green Elementary School



2014-15 School Improvement Plan

Royal Green Elementary School

13047 SW 47TH ST, Miami, FL 33175

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
88%

Alternative/ESE Center
No

Charter School
No

Minority
98%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Royal Green Elementary will strive to promote emotional growth and academic improvement in a safe learning environment with involvement and commitment from parents, students, staff, and community.

Provide the school's vision statement

Royal Green Elementary School enriches the community through: the conveyance of the cultural heritage of our community and the nation; the provision of the best possible educational experiences to our students and the surrounding community; the extension of the services to the school to encompass the needs of the whole individual; and the provision of a center of community activities.

School Environment

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

Royal Green Elementary is predominantly populated by a Hispanic community. The school celebrates Hispanic Heritage and other cultures during the month of September and October. The cultures of the students are identified and teachers in conjunction with students study about students' countries, regions, and customs. The librarian may provide guidebooks that give a basic overview about the countries for teachers and students to use in class. Teachers invite students and/or family members for show-and-tell, story-telling, food tasting, dancing, etc. This will help to raise the self-esteem of students and generate greater respect from their peers. In order to better understand the strengths, needs and real life situations of their students teachers will get to know students family's at school through parent conferences informal meetings or "Get to know you" surveys. Teachers will obtain information including who lives in the home, prior educational experience and whether there is someone to help with homework in the home.

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

Many components help to create an environment where students feel safe and respected at school. A positive student-teacher relationship sets the foundation for social and academic learning. Teachers demonstrate unconditional acceptance for their students to show that they are valued individuals worthy of respect. The teacher provides an atmosphere of nurturing by being accessible, empathetic, and supportive. Clear and consistent expectations for behavior are set and communicated to the students using a school wide Positive Behavioral Program. The school works in conjunction with the Anti-defamation League to create a No Place for Hate environment which requires students to be involved in peace making activities during the school year. A peaceful and respectful school environment helps students feel safe and respected so that optimal learning can occur daily.

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

Royal Green Elementary has a school wide positive behavior plan that is systemic and encourages students to achieve social and learning outcomes while preventing problem behaviors. Teachers and

administrators collaborated together to define behavioral expectations for all students and decided on which proactive, educational, reinforcement-based strategies to use school wide that would assist the school to achieve positive behavior from all students. In the beginning of each school year teachers define and teach their students the ROAR expectations- Responsibility, Organization, Achievement and Respect. To optimize student engagement during instructional time, throughout the day, teachers acknowledge and reward students whom exhibit positive behaviors. Teachers monitor students' positive behavior by providing them with Royal Crowns, special coupons that at the end of each quarter, administrators with the support of the Parent and Teachers Association, PTA, board members, provide students with a special activity. For students whom do not meet the appropriate expectation, referrals to the MTSS/RtI Leadership Team are submitted. The MTSS/RtI Leadership Team collaborates with teachers to identify students who are having challenges meeting positive behavioral expectations and assist teachers in the development and monitoring of behavior interventions including:

Functional Assessment of Behavior (FAB) , Behavior intervention Plan (BIP) and implementation of Positive Behavior Support Program. In addition, teachers use the differentiation of instruction approach to meet the needs of all students.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The Student Services team provides activities that support a comprehensive program based on standards and benchmarks for student skill development in the areas of academic achievement, personal/social growth, career/community awareness, and health and wellness. Individual and small group counseling is provided for students with special needs. Special needs include, but are not limited to, students: with counseling on their Individual Educational Plan, who have been retained, with poor attendance, dealing with a crisis, with discipline referrals or difficulty with peer relationships. The School counselor conducts guidance sessions in the classroom to assist students at various developmental stages in developing lifelong skills, e.g., problem solving, decision making, goal setting. Individual counseling sessions are provided to help students deal with crisis intervention, transitional issues, and personal/ and family concerns.

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

Royal Green Elementary School's early warning system utilizes predictive data, identifies at risk students, targets interventions and evaluates long term causes and patterns. Prior to the beginning of the year, the administrators review test assessment data with the faculty and staff. Data including test scores, ESE information and parent/ teacher information is used to place students appropriate homerooms and intervention classes. Students who did not meet high standards on the state-wide assessments are placed in Tier 2 interventions and are monitored by the MTSS/RtI Leadership Team to ensure adequate progress is made through out the year. In addition, these students are provided additional support by the teacher during the core subjects through small group or individualized instruction. After school tutoring is also offered to these students to help them narrow their achievement gap. The Attendance Review Committee (ARC) comprised of the Assistant Principal, Counselor, Community Involvement Specialist, in the beginning of each school year also reviews reports to identify and target students who had attendance below 90 percent. Parents are contacted and a meeting is convened during the first nine weeks of school to develop a plan is develop to assist with attendance. For students who were suspended the previous year, the school counselor or clinician meets with the teacher(s) of the students to review students' Behavior Intervention Plan and to review procedures in place to monitor students' behavior.

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	7	15	3	2	3	2	32
One or more suspensions	0	0	0	0	0	2	2
Course failure in ELA or Math	6	19	15	8	12	18	78
Level 1 on statewide assessment	0	0	0	22	21	16	59

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

In order to improve the academic performance of students identified by the early warning system the following intervention strategies have put in place:

Attendance below 90 percent- Attendance Review Committee (ARC) (Assistant Principal, Counselor, Community Involvement Specialist) meets with parents and teachers of students whom have accumulated five (5) unexcused absences in an a quarter to address and provide intervention. The ARC review attendance history for student exhibiting patterns of excused and/or unexcused absences and provide appropriate referrals and counseling support. Intervention for students with excused absences are provided make up work. Students that exhibit this warning indicator and whom are not meeting standards are referred to the MTSS/Rtl Leadership Team which collaborates with teachers to develop and monitor specific intervention in the core curriculum areas. where students exhibit difficulty due to lack of attendance.

One or more suspension- To improve the academic performance of the students whom fall in this category, the school has a alternative to suspension plan to be more responsive to the variety of situations and needs related to student behavior. Students whom have been suspended are assigned to the school's clinician or counselor, to problem solve identify skills for targeted interventions or to work out problems or issues the student may have. In addition, counselor along with the school psychologist confer with parents to develop Behavior Intervention Plans

Course Failures in ELA or Math- Students who did not show mastery in the ELA or Math state- wide assessments are automatically placed in Tier 2 interventions to include the state recommended intervention programs. These students are closely monitored by the MTSS/Rtl Leadership Team which also collaborates with teachers to develop and monitor specific intervention in the area of need. These students are also automatically placed in after school tutoring to provide them with the extra time and remediation support needed in the core subjects.

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/48239>.

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

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
Misas, Alba	Principal
Ortega, Martha	Assistant Principal
Carreno, Nancy	Guidance Counselor
Castillo, Iliana	Instructional Coach
Barroso, Natasha	Teacher, K-12
Mendez, Jessica	Teacher, K-12
Morales, Patrice	Teacher, K-12
Sarabia, Julie	Teacher, K-12
Garcia, Alejandro	Teacher, K-12
Rodriguez, Francisco	Teacher, K-12
Roman, Teresita	Teacher, K-12
Stewart, Marcela	Teacher, K-12
Zamorano, Ana	Teacher, K-12

Duties

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

Tier 1(Leadership Team)

Alba Misas, Principal and Martha Ortega, Assistant Principal will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/Rtl problem solving:

Iliana Castillo, Reading Instructional Coach:

Assists in the screening of all students on a periodic basis to establish an academic baseline and to identify struggling learners who need additional support. Provides support and coaching to teachers to ensure that students receive high quality, scientifically based instruction. Identifies students "at risk"

through universal screenings and/or results on state- or district wide tests and develops an intervention schedule to target needs of students who do not make adequate progress within Tiers . Develops and implements interventions for students in Tier 2 level and monitors intervention programs.

Idania Pla, Exceptional Student Education Teacher:

Collaborates with general education teachers to identify students who are having challenges meeting benchmark levels and who need preventive, supplementary instructional services and/or behavior interventions. Assists in development and monitoring of Functional Assessment of Behavior (FAB) , Behavior intervention Plan (BIP) and implementation of Positive Behavior Support Program.

Nancy Carreno, Positive Behavior Support Program (PBS) facilitator and School Counselor:

Articulates with administration, teachers, reading coach and student services team to identify students not achieving desired level of academic or behavioral progress in response to targeted interventions at Tier 1 through Tier 2 levels. Provides services and expertise on student's academic and social/emotional development. Collaborates with teachers to assist in creating academic and behavioral plans for students who need preventive, supplementary instructional services and/or behavior interventions. Assists in development and monitoring of Functional Assessment of Behavior (FAB), Behavior intervention Plan (BIP). Refers student cases as needed to social worker and school psychologist. Conducts Classroom, individual and small group guidance and consults with parents of high risk students to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Marylou Raymat, School Psychologist:

Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Rosa Giannoni, Speech Language Pathologist:

Educates MTSS/RtI team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design. Assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Lourdes Ferrer, School Social Worker:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Member of advisory group, community stakeholders, parents (Janet Guerrero, Sailey Pimental, Yamila Raimundo, Sismay Torres) provide support and feedback, as appropriate

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

Tier 2

Administrators, Reading Coach, School Counselor and Psychologist will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization: In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Administrators, Reading Coach, School Counselor, Psychologist, Social Worker, and parent/guardian make up the Tier 3 SST Problem Solving Team: a student whose academic performance falls significantly below that of his or her peers, despite intervention, might receive intensive academic support with close monitoring of his or her progress.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/Rtl Leadership Team at Royal Green Elementary focuses on analyzing assessment and school data in order to impact student achievement at every level and maximize student success through early intervention. In addition, the school's MTSS/Rtl Leadership team works together to address the needs of the students in Tiers I, II, and III..

Tier I

The MTSS/Rtl Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Deciding how it will be determined if students have made expected levels of progress towards proficiency (What progress will show a positive response?)
4. Responding when grades, subject areas, classes, or individual students have not shown a positive response (MTSS/Rtl problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group.
3. Response Select students (see SST guidelines) for SST Tier 3 intervention

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

While the SIP plan does not focus on the primary (untested) grades, the MTSS/Rtl leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement

Title I, Part A

Royal Green Elementary provides services to ensure students requiring additional remediation and intervention are assisted through before school and afterschool programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided for as well as ensure services are provided to address student needs. The Curriculum Coach (Reading) develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ assessment and intervention approaches. The Reading Coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design

and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; CHES Supplemental Educational Services; and special support services to special needs populations such as homeless, academically disadvantaged, neglected and/or delinquent students. 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.

Title II

The District uses 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

Royal Green Elementary receives Title III funds which are used to supplement and enhance the programs for the English Language Learner (ELL) Programs including:

- Tutorial programs to develop and enhance language and literacy skills.
- Parent outreach activities.
- Referral to behavioral/counseling services as needed by families.
- Professional development on best practices for ESOL and content area teachers.
- Reading and supplementary instructional materials for ELL population.

Title X- Homeless

District and school social workers provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Royal Green Elementary school counseling program offers classroom guidance, small and individual counseling in the areas of bullying, self-esteem, non-violence, anti-drug and family related issues. We will continue to strive for recognition as a "No Place for Hate" School in order to ensure that a safe learning environment is created for maximum student success. Students will continue to learn to be allies in the fight against bullying and be engaged in school wide peacemaking activities to generate a positive school climate. Royal Green Elementary will continue implementing the Positive Behavior Support Program (PBS) which will provide incentives, motivations, and support for positive behaviors throughout the school. The focus is on creating a violence free peaceful environment in which teaching and learning can occur.

Nutrition Programs

Royal Green Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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. In addition, the Health Connect program offers nutrition lessons for students.

Adult Education

With the assistance of the Parent Academy, Royal Green Elementary provides parent workshops to inform parents on various school and home related topics.

Other

Royal Green Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Royal Green Elementary will increase parental engagement/involvement through

developing (with on-going parental input) our Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Royal Green Elementary School will also conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. The Community Involvement Specialist will complete Title I Administration Parental Involvement Monthly School Reports and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally the M-DCPS Title 1 Administration is to be used to assist with revising our Title 1 parental documents for the approaching school year. The Children's Trust Health Connect program provides health services to Royal Green Elementary students, on site, on a daily basis. Various outside mental health agencies such as, Institute for Child and Family Health and Miami Behavioral Health Center provide on-site counseling services to students in need.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Alba Misas	Principal
Idania Pla	Teacher
Julie Sarabia	Teacher
Virginia Borbolla	Teacher
Iliana Castillo	Teacher
Nancy Carreno	Teacher
Angela Ramos	Teacher
Maria Carballo	Education Support Employee
Jacqueline Silva	Parent
Ania Alonso	Parent
	Parent
Janet Guerrero	Parent
Alina Penate	Parent
Marta Sardon	Parent
Sailey Pimentel	Student
Sophia Garcia	Parent
Maria Marangunich	Parent
Amber Rogers	Student
Marcela Stewart	Teacher
Angela Bonilla	Education Support Employee
Alina Penate	Parent
Ibelice Suarez	Parent
Janet Guerrero	Business/Community
Alexander Rivero	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC is the sole body responsible for final decision-making at the school relating to implementation of the state system of school improvement and accountability. The SAC assists in the preparation, implementation and evaluation of the School Improvement plan (SIP). The SAC will review the results of all assessments including last years FCAT scores and all assessments given to students throughout the school year. The SAC will review all action steps on last years SIP to assess effectiveness in reaching student growth in achievement.

Development of this school improvement plan

The SAC is the sole body responsible for final decision-making at the school relating to implementation of the state system of school improvement and accountability. The SAC assists in the preparation, implementation and evaluation of the School Improvement plan (SIP). The SIP will be presented to SAC members on a regular basis for review. SAC members will give their input on action steps being taken and submit their recommendations for SIP revisions.

Preparation of the school's annual budget and plan

The SAC will advise school principal in the development of the schools budget. A portion of the school's budget is an allocation of \$5.00 for every FTE in the school, made directly to EESAC. The SAC will elect to transfer funds to be used by the school as determined by them upon review of teacher submission request for small purchases. This will be stipulated in the minutes of the meeting. SAC money will be used for school/educational improvement purposes. The SAC will submit the SAC minutes to the principal for fund transfers.

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

A decision was made through consensus that some of the EESAC funds will be used to purchase Time for Kids for students in 1st-4th grade \$1874.58. For 5th grade EESAC funds will be used to purchase science books for differentiated instruction and novels for reading will also be purchased.

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
Castillo, Iliana	Instructional Coach
Ortega, Martha	Assistant Principal
Misas, Alba	Principal
Barroso, Natasha	Teacher, K-12
Mendez, Jessica	Teacher, K-12
Sarabia, Julie	Teacher, K-12
Garcia, Alejandro	Teacher, K-12
Zamorano, Ana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to ensure that all students receive well balanced instruction in all genres of literacy, and promote student and teacher interest in reading and writing across all curriculum areas.

The team will facilitate the use of technology as a tool for instruction, intervention, and enrichment (ReadingPlus, MyOnReader, Renaissance Place, Discovery Learning). The IReady program will be implemented as a tool for differentiating instruction during language arts and mathematics.

The team will also monitor Reading WonderWorks implementation as a reading intervention plan for the lowest 25% of students. Appropriate personnel will be given professional development, materials, technology and time to implement this new program.

Student incentives such as Accelerated Reader goals, Book it program, and a school wide Book Club will motivate students to read, have conversations and use reading strategies to earn rewards.

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

The master schedule of the school is designed to provide consistent time for teachers to meet by common content. Support by instructional leaders (reading coach, math and science liaisons and administrators) is provided during these meetings at least once a month. Grade levels meet once a week to focus on collaborative planning and standardized instruction and to decide on a specific, instructional strategy and focus of the week. Once every nine weeks or on a needs basis, the leadership team meets with grade level in order to disaggregate data and continue the collaboration process. The assistant principal and reading coach also meet with individual teachers to assist in the development of strategic plans and lessons that cater to the specific needs of a class. Once a month during faculty meetings teachers are invited to share best practices, effective strategies and lessons learned that could potentially have a positive impact on other students. The administration of the school also pairs up teachers in the intermediate grades with those in the primary grades to assist, for example, in the delivery of hands on science activities. New teachers to the school are also paired up with mentor teachers to make their transition to the school more positive.

Furthermore, every year, the administration provides teachers the opportunity to select a committee in which they will participate. This encourages positive relationships and collegiality and encourages active participation.

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

To retain highly qualified and effective teachers at the school site, administrators provide them with support in many different ways. This includes having regular meetings with teachers to assess needs, motivate and promote high engagement. Administrators also will motivate staff with positive recognition and provide for a professional supportive work environment.

On-going support and mentorship by Leadership team and MINT Program Mentors are provided to new teachers to ensure their retention in the school.

To recruit effective teachers, the principal and assistant principal coordinate with local universities and colleges to have student teachers complete their teaching in-service hours and internship at the school. In addition the principal of the school, uses the district's recruitment system to hire highly effective teachers.

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

When a new teachers is hired, the school implements the districts Mentoring and Induction for New Teachers (MINT) program for new teachers. New teachers are assigned a mentor or buddy teacher who assists with all aspects including development of lesson plans, effective teaching strategies, classroom management strategies among other things. New teachers to the school are also required to participate in professional learning communities through New Educator Support Team (NEST) sessions, participate in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting and release time for classroom observations. The reading coach, math liaison and science liaison also meet on a consistent basis with new teachers. Mini professional development based on needs are provided to provide support needed.

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 school's administrators and leadership team ensure that all programs and materials are aligned to the Florida Standards by providing professional development on the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS) and the Florida Standards Assessment. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and align the curriculum to the standards.

During grade level common planning , the Reading Coach and Assistant Principal assist teachers to unpack the Language Arts Florida Standards (LAFS,) and Mathematics Florida Standards (MAFS), discuss and review the ELA and Mathematics Test Item Specifications and the District Pacing Guides and discuss instructional implications for these. Lesson plans are aligned to the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) that utilize the instructional resources available on the District Pacing Guides. Principal and Assistant Principal conduct classroom walk throughs to monitor the implementation of developed plans. Principal and Assistant Principal debrief with the leadership team to determine which teachers need additional support.

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

Royal Green Elementary uses a data-driven approach to differentiated instruction in order to meet the diverse

needs of our students. All core subject teachers are required to utilize a balanced literacy approach to instruction that includes whole group, small group and one-on-one instruction based on student needs. During the first weeks of school, all students are given baseline assessments in Reading, Math, Writing, and Science. The data provided from these assessments is used to differentiate instruction based on specific needs. After the initial assessment, teachers administer assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments are given at the end of each unit to track students.

In addition, administrators, teachers, and coaches review student data (SAT, FCAT, FAIR, CELLA) along with the RtI team in order to identify students in need of intervention/ remediation (for example, identify students in the lowest 25th percent). These students are then given intervention using tier two intervention including the district's required Reading WonderWorks intervention. These students receive an additional 30 minutes of support in English Language Arts. Additionally, ELL students identified as level 1 or 2 as per the administration of the Comprehensive English Language (CELLA), and that have been in the country for less than two years, receive ELA instruction through an ELL pullout program. Furthermore, the iReady diagnostic will be used to place students in differentiated instruction groups during language arts and mathematics. Ongoing monitoring will allow teachers and interventionists to modify and supplement student needs.

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: 3,840

After school tutoring will be offered to our ELL Level 1-4 and ELL level 5 (post program 2 years or less) and to our lowest 25% students in grades third through fifth grade. Tutoring will consist of an additional two hours per week of instruction in reading and/or math.

iReady and Reading Plus will be implemented. These technology based programs serve as an intervention and an enrichment program.

Strategy Rationale

Giving students additional instructional time and remediation will allow them to access reading, mathematics strategies and narrow their achievement gap.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Ortega, Martha, mortega1@dadeschools.net

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

Data collection is an ongoing process. Starting with baseline data, which is analyzed carefully to determine individual learner needs, ongoing assessments are then used to monitor learner growth and determine the direction of the instructional approaches being implemented. That is, the data sources are analyzed to determine if strategies need to be modified, changed, or intensified. Instruction will be modified based on students' data.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

At Royal Green Elementary, all incoming kindergarten students are assessed prior to or upon entering Kindergarten using the Florida Kindergarten Readiness Screener (FLKRS) in order to assess student readiness rates. Teachers will use the Work Sampling System Developmental Skills Checklist (WSS) to determine a student's personal and social development, language and literacy, mathematical thinking, scientific thinking and physical development/health and safety. All data will be collected and analyzed prior to September 2014. Teachers will use data to plan instruction and implement intervention strategies for those students who are identified as needing interventions. Midyear and end of the year assessments will be conducted to assess student progress.

In order to address the emotional needs of students the school counselor conducts classroom guidance activities related to positive self-esteem, social skills, conflict resolution and study skills. Pre-kindergarten and kindergarten teachers work closely with the administration and Community Involvement Specialist to ensure that all children come to school ready to learn. Parents and students will also be able to walk through the kindergarten class in order to facilitate the transition.

The following strategies are implemented at Royal Green Elementary:

- Two orientations (May and August) are held prior to the opening of school which allow the parents and students to tour the school, receive information about the programs available, ask pertinent questions, and meet the teachers while visiting their future classrooms.
- Literature that highlights important information is distributed to the parents of incoming kindergarteners.
- Additional resources are available at the Royal Green Elementary Parent Resource Center.
- The school's Community Involvement Specialist (CIS) assists the parents as necessary.
- At Open House, the parents are provided with additional information, and, at a second parent night, they are provided with information about the upcoming SE-SAT.
- Throughout the school year, parent meetings are offered through Parent Academy which provide an overview of the resources available to them through the school and district.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction across all content areas.
- G2.** Use the EWS to identify at-risk students to provide support and intervention to increase achievement.
- G3.** To prepare students to be college and career ready through STEM programs.
- G4.** See Title 1 PIP

Strategic Goals Detail

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

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

G049349

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	64.0
AMO Math - ED	79.0
AMO Math - All Students	81.0
AMO Math - Hispanic	80.0
AMO Reading - SWD	53.0
AMO Reading - All Students	75.0

Resources Available to Support the Goal 2

- Reading Coach, Media Center, Computer Lab, ELA District Pacing Guides, ELA District Website Resources, Florida Standards Assessment Portal, ELA Test Item Specifications, McGraw-Hill Reading Wonders Series, Wonderworks Intervention, Two Interventionists, Title 3 Funds for tutoring, parent workshops, Leadership team, Strong grade level chairs, observational classrooms, ActivBoard technologies, Reading Plus, Accelerated Reader, IReady.
- Go Math! Series, Math Liaison, Media Center, Computer Lab, Mathematics District Pacing Guides, Mathematics District Website Resources, Florida Standards Assessment Portal, Mathematics Test Item Specifications, Title 3 Funds for tutoring, parent workshops, Leadership team, Strong grade level chairs, observational classrooms, ActivBoard technologies.
- Scott Foresman Interactive Science Series, Scott Foreman Science Series, Science Liaison, Media Center, Computer Lab, Science District Pacing Guides, Science District Website Resources, Science NGSSS Test Item Specifications, parent workshops, Leadership team, Strong grade level chairs, observational classrooms, ActivBoard technologies, GIZMOS, McMillan Middle School science teacher liaison, science lab kits.

Targeted Barriers to Achieving the Goal 3

- Teacher unfamiliarity with the Language Arts Florida Standards (LAFS) and the use of the Florida Standards Assessment (FSA) Writing Rubrics and ELA Test Item Specifications.
- Teacher unfamiliarity with the Mathematics Florida Standards (MAFS) and the use of the Mathematics Test Item Specifications.
- Teacher unfamiliarity with the 5E Learning cycle.

Plan to Monitor Progress Toward G1. 8

Administration will conduct classroom walkthroughs to monitor progress in the implementation of developed plans and the teacher's disaggregation of FCAT, FCAT 2.0, SAT, FAIR, IReady and interim assessment data to provide differentiated instruction. Principal and Assistant Principal will debrief to determine next steps.

Person Responsible

Alba Misas

Schedule

Weekly, from 10/3/2014 to 10/24/2014

Evidence of Completion

Observation notes, Lesson plans, Reading Response Journals, Writing Notebooks, Constructed Response Journals, Science Interactive notebooks, student work, student discourse

Plan to Monitor Progress Toward G1. 8

Consistently monitor the implementation of developed lesson plans aligned to the Language Arts Florida Standards (LAFS) and that utilize the instructional resources available on the District Pacing Guides (including the Instructional Focus Standard, Reading Response Journals, Writing Notebook resources.) Teachers will plan for scaffolding instruction toward successful completion of the District Developed Constructed Response item. Administration will conduct classroom walkthroughs to monitor progress teacher's disaggregation of FCAT, FCAT 2.0, SAT, FAIR, IReady and interim assessment data to provide differentiated instruction.

Person Responsible

Martha Ortega

Schedule

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

Evidence of Completion

Observation notes, Lesson plans, Reading Response Journals, Writing Notebooks, student work, student discourse

Plan to Monitor Progress Toward G1. 8

Consistently monitor the implementation of developed lesson plans aligned to the Mathematics Florida Standards (MAFS) and that utilize the instructional resources available on the District Pacing Guides in order to develop effective instructional strategies and real-world application of the standards content. Administration will conduct classroom walkthroughs to monitor progress teacher's disaggregation of FCAT, FCAT 2.0, SAT, FAIR, IReady and interim assessment data to provide differentiated instruction.

Person Responsible

Alba Misas

Schedule

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

Evidence of Completion

Observation notes, Lesson plans, Constructed Response Journals, student work, student discourse

Plan to Monitor Progress Toward G1. 8

Consistently monitor the implementation of developed lesson plans aligned to the NGSSS Science Standards that incorporate the Gradual Release of Responsibility Model and all components of the 5E Learning Cycle.

Administration will conduct classroom walkthroughs to monitor progress teacher's disaggregation of FCAT, FCAT 2.0, SAT, FAIR, IReady and interim assessment data to provide differentiated instruction.

Person Responsible

Alba Misas

Schedule

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

Evidence of Completion

Observation notes, Lesson plans, Science Interactive notebooks, student work, student discourse/ collaborative conversations

G2. Use the EWS to identify at-risk students to provide support and intervention to increase achievement.

1a

G049556

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0
One or More Suspensions	1.0
Retained Students	3.0

Resources Available to Support the Goal 2

- Administration, Community Involvement Specialist, Reading Coach, Teachers, Media Specialist, Social worker, Counselor, Interventionist, Psychologist, Attendance secretary, daily recognition during morning announcements, perfect attendance award posters, incentives, Honor Roll assembly, Connect Ed communication.

Targeted Barriers to Achieving the Goal 3

- Students are not familiar with the code of student conduct.
- Students lack grade level academic skills.

Plan to Monitor Progress Toward G2. 8

Attendance bulletin, district assessments and state assessments (FAIR, FSA) will be used to monitor student progress.

Person Responsible

Martha Ortega

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Data reports,

G3. To prepare students to be college and career ready through STEM programs. 1a

G050162

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- Science Liaison, Interactive Science, Pacing Guides, Science Labs, Explore Gizmos

Targeted Barriers to Achieving the Goal 3

- Students have not had sufficient opportunities to participate in project-based activities.

Plan to Monitor Progress Toward G3. 8

Collect the science lab sign in logs and interactive notebooks to review the amount of project-based activities conducted each quarter.

Person Responsible

Alba Misas

Schedule

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

Evidence of Completion

Observation notes, Lesson plans, Science Interactive notebooks, student work, student assessment reports

G4. See Title 1 PIP 1a

G050539

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 across all content areas. **1**

 G049349

G1.B1 Teacher unfamiliarity with the Language Arts Florida Standards (LAFS) and the use of the Florida Standards Assessment (FSA) Writing Rubrics and ELA Test Item Specifications. **2**

 B123350

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

 S135263

Strategy Rationale

Ensure that all students acquire a high level of literacy, communication (reading, writing, and oral language), and critical thinking skills.

Action Step 1 **5**

Provide professional development on the Language Arts Florida Standards (LAFS) and the Florida Standards Assessment and discuss instructional implications for these.

Person Responsible

Martha Ortega

Schedule

On 8/14/2014

Evidence of Completion

Agenda, sign-in sheets, handouts

Action Step 2 5

Meet with Leadership team in order to conduct a needs assessment and engage in strategic planning for professional development opportunities as regard to effective planning.

Person Responsible

Alba Misas

Schedule

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

Evidence of Completion

Agenda, sign-in sheets, handouts

Action Step 3 5

In grade level common planning sessions, Reading Coach and Assistant Principal unpack the Language Arts Florida Standards (LAFS,) discuss ELA Test Item Specifications and the District Pacing Guides (including the Instructional Focus Standard, Reading Response Journals, Writing Notebook resources,) and discuss instructional implications for these.

Person Responsible

Iliana Castillo

Schedule

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

Evidence of Completion

Coaching log, meeting minutes, sign-in sheets

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

Administration will conduct classroom walkthroughs to monitor progress in the implementation of developed plans. Principal and Assistant Principal will debrief to determine next steps.

Person Responsible

Martha Ortega

Schedule

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

Evidence of Completion

Observation notes, Lesson plans, Reading Response Journals, Writing Notebooks, student work, student discourse

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

Administration will conduct classroom walk-throughs to monitor progress in the implementation of developed plans. Principal and Assistant Principal will debrief to determine next steps.

Person Responsible

Alba Misas

Schedule

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

Evidence of Completion

Observation notes, Lesson plans, Reading Response Journals, Writing Notebooks, student work, student discourse

G1.B2 Teacher unfamiliarity with the Mathematics Florida Standards (MAFS) and the use of the Mathematics Test Item Specifications. 2

 B123688

G1.B2.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. 4

 S135577

Strategy Rationale

Ensure that all students acquire a high level of mathematics skills (real-world application and computation), and critical thinking skills.

Action Step 1 5

Provide professional development on the Mathematics Florida Standards (MAFS) and the Florida Standards Assessment and discuss instructional implications for these.

Person Responsible

Martha Ortega

Schedule

On 8/14/2014

Evidence of Completion

Agenda, sign-in sheets, handouts

Action Step 2 5

Meet with Leadership team in order to conduct a needs assessment and engage in strategic planning for professional development opportunities as regard to effective planning.

Person Responsible

Alba Misas

Schedule

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

Evidence of Completion

Agenda, sign-in sheets, handouts

Action Step 3 5

In grade level common planning sessions, Assistant Principal and Math Liaison unpack the Mathematics Florida Standards (MAFS,) discuss Math Test Item Specifications and District Pacing Guides in order to develop effective instructional strategies and real-world application of the standards content.

Person Responsible

Schedule

Monthly, from 10/3/2014 to 11/26/2014

Evidence of Completion

Coaching log, meeting minutes, sign-in sheets

Action Step 4 5

Teachers in need of additional support will be partnered with a planning mentor. Teachers will visit observational classrooms (based on teacher need.)

Person Responsible

Schedule

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

Evidence of Completion

Coaching log, Lesson plans, Constructed Response Journals, student work, student discourse

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

Conduct classroom walkthroughs to monitor the implementation of developed plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.

Person Responsible

Alba Misas

Schedule

Weekly, from 10/6/2014 to 10/24/2014

Evidence of Completion

Observation notes, Lesson plans, Constructed Response Journals, student work, student discourse

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

Administration will conduct classroom walk-throughs to monitor progress in the implementation of developed plans. Principal and Assistant Principal will debrief to determine next steps.

Person Responsible

Alba Misas


Schedule

Weekly, from 10/6/2014 to 11/21/2014

Evidence of Completion

Observation notes, Lesson plans, Constructed Response Journals, student work, student discourse

G1.B3 Teacher unfamiliarity with the 5E Learning cycle. 2

 B123689

G1.B3.S1 Implement the 5E learning cycle to tap students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, and allow students to become independent learners in science instruction through gradual release. 4

 S135578

Strategy Rationale

Ensure that all students acquire a high level of scientific inquiry and critical thinking skills.

Action Step 1 5

Provide professional development on the use of the Gradual Release of Responsibility Model in the science classroom and the components of the 5E Learning Cycle.

Person Responsible

Schedule

On 10/1/2014

Evidence of Completion

Agenda, sign-in sheets, handouts

Action Step 2 5

Primary science teachers will be partnered with an Intermediate Science Teacher as a planning/best practices/science lab mentor.

Person Responsible

Schedule

Monthly, from 8/18/2014 to 11/26/2014

Evidence of Completion

Lesson plans, Science Interactive notebooks, student work, student discourse/collaborative conversations

Action Step 3 5

Provide professional development on the implementation of GIZMOS online simulations.

Person Responsible

Martha Ortega

Schedule

On 10/20/2014

Evidence of Completion

Sign-in sheet, agenda

Action Step 4 5

Create Science Lab setting (one per grade level) in the primary grades.

Person Responsible

Martha Ortega

Schedule

On 10/10/2014

Evidence of Completion

Class sign-in logs, student work, Interactive Notebooks

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

Conduct classroom walk-throughs to monitor the implementation of developed plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.

Person Responsible

Alba Misas

Schedule

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

Evidence of Completion

Observation notes, Lesson plans, Science Interactive notebooks, student work, student discourse/collaborative conversations

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

Consistently monitor the implementation of developed lesson plans aligned to the NGSSS Science Standards that incorporate the Gradual Release of Responsibility Model and all components of the 5E Learning Cycle.

Person Responsible

Martha Ortega


Schedule

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


Evidence of Completion

Observation notes, Lesson plans, Science Interactive notebooks, student work, student discourse/collaborative conversations

G2. Use the EWS to identify at-risk students to provide support and intervention to increase achievement. 1

 G049556

G2.B2 Students are not familiar with the code of student conduct. 2

 B124092

G2.B2.S1 School counselor will introduce all students to the elementary code of student conduct. 4

 S135960

Strategy Rationale

Students will have the ability to self monitor and regulate personal school attendance.

Action Step 1 5

Counselor will provide classroom guidance at each grade level to introduce students to the elementary code of student conduct emphasizing the importance of daily attendance. Students will be administered a pretest to assess knowledge of code of student conduct.

Person Responsible

Nancy Carreno

Schedule

On 12/19/2014

Evidence of Completion

Classroom guidance log

Action Step 2 5

A bulletin board in the school foyer has perfect attendance charts. When a class completes their chart by filling in a letter for each day of perfect attendance the class receives a popcorn or snow cone celebration.

Person Responsible

Martha Ortega

Schedule

On 5/29/2015

Evidence of Completion

Attendance charts

Action Step 3 5

Teacher generates referral after 5 absences excused or unexcused. Parent/Teacher contact is made through written request for a meeting. Medical documentation is requested if applicable.

Person Responsible

Martha Ortega

Schedule

On 5/29/2015

Evidence of Completion

Number of Student Case Management (SCM) referrals.

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

Observe classroom instruction to determine if counselors' lessons are being implemented.

Person Responsible

Alba Misas

Schedule

On 12/19/2014

Evidence of Completion

Observation notes, student discourse

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

Collaboration between CIS and administration to ensure teachers are following the attendance plan.

Person Responsible

Martha Ortega

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

School daily attendance bulletin, District Reports

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

Monitoring of the school daily attendance

Person Responsible

Alba Misas


Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Daily attendance bulletin file.

G2.B2.S2 Counselor addresses model student behavior using the code of student conduct while correlating it with the district character core values. 4

 S135961

Strategy Rationale

Students will have the ability to self monitor and regulate appropriate behavior.

Action Step 1 5

Counselor will provide classroom guidance at each grade level to introduce students to the elementary code of student conduct. Students will be administered a pretest to assess knowledge of code of student conduct.

Person Responsible

Nancy Carreno

Schedule

On 12/19/2014

Evidence of Completion

Counselor guidance log

Action Step 2 5

Students will participate in a school wide incentive program for positive behavior where they will receive tokens for demonstrating specific behaviors.

Person Responsible

Alba Misas

Schedule

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

Evidence of Completion

Teacher monitoring system for tokens; teacher made list of students who met the predetermined goal.

Action Step 3 5

Counselor will teach lessons on core values: trustworthiness, respect, responsibility, fairness, caring, citizenship, pursuit of excellence.

Person Responsible

Nancy Carreno

Schedule

On 6/4/2015

Evidence of Completion

Counselor guidance log

G2.B3 Students lack grade level academic skills. 2

 B124095

G2.B3.S1 Systematic examination of available data with the goal of impacting student achievement, literacy and prevention of student failure through student intervention. Intervention will include all technology based programs. 4

 S135971

Strategy Rationale

Teachers can provide the appropriate intervention and adequately monitor student progress.

Action Step 1 5

Develop and implement lesson plans aligned to the Language Arts Florida Standards (LAFS) and that utilize the instructional resources available on the District Pacing Guides. Teachers will plan for scaffolding instruction toward successful differentiated instruction.

Person Responsible

Iliana Castillo

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

lesson plans, small group rosters, handouts, data reports

Action Step 2 5

Teacher scaffolding of student's use of district-wide technology based programs: IReady, Reading Plus, Accelerated Reader, Reading Wonders

Person Responsible

Iliana Castillo

Schedule

Every 2 Months, from 8/3/2014 to 6/4/2015

Evidence of Completion

Data reports

Action Step 3 5

Interventionists will monitor the Reading WonderWorks program (an additional 30 minute pull-out program) for the lowest 25% of our student population.

Person Responsible

Iliana Castillo

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Attendance logs, student work folders

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

Administration will conduct classroom walkthroughs to monitor progress in the implementation of Reading Wonderworks intervention. Principal and Assistant Principal will debrief to determine next steps.

Person Responsible

Schedule

On 6/1/2015

Evidence of Completion

Observation notes, student work, student discourse

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

Reading coach will monitor students results through data derived from: Wonderworks mid-unit assessments, unit assessments, daily student work.

Person Responsible

Iliana Castillo

Schedule

On 6/1/2015

Evidence of Completion

Test results, data reports, student work folders


G3. To prepare students to be college and career ready through STEM programs. 1

 G050162

G3.B1 Students have not had sufficient opportunities to participate in project-based activities. 2

 B125698

G3.B1.S1 Students will participate in more inquiry based activities 4

 S138533

Strategy Rationale

Students need more active participation inquiry based activities to understand science concepts and the scientific process as oppose to memorizing facts from instructional materials.

Action Step 1 5

Create Science Lab setting (one per grade level) in the primary grades.

Person Responsible

Martha Ortega

Schedule

On 10/10/2014

Evidence of Completion

Teacher Science lab sign-ins, Interactive science notebooks

Action Step 2 5

Meet with science teachers to provide information and examples of interactive notebooks.

Person Responsible

Francisco Rodriguez

Schedule

On 10/8/2014

Evidence of Completion

Sign- In sheets, agendas

Action Step 3 5

Science Liaison will deliver a workshop to science teachers in grade K-5 teachers in how to create more effective hands-on, problem-based learning environment in their classrooms.

Person Responsible

Francisco Rodriguez

Schedule

On 11/4/2014

Evidence of Completion

Sign In sheets, Agenda

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

Administration will conduct classroom walkthroughs to monitor effective use of science lab.

Person Responsible

Martha Ortega

Schedule

Weekly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Science Lab Logs, Students' Interactive Notebooks, Lesson Plans

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

Data derived from science interim assessments and quarterly assessments will be analyzed to check for student growth in the area of science.

Person Responsible

Schedule

Quarterly, from 10/31/2014 to 6/4/2015

Evidence of Completion

Observation notes, Lesson plans, Science Interactive notebooks, student work, student discourse/collaborative conversations

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide professional development on the Language Arts Florida Standards (LAFS) and the Florida Standards Assessment and discuss instructional implications for these.	Ortega, Martha	8/14/2014	Agenda, sign-in sheets, handouts	8/14/2014 one-time
G1.B2.S1.A1	Provide professional development on the Mathematics Florida Standards (MAFS) and the Florida Standards Assessment and discuss instructional implications for these.	Ortega, Martha	8/14/2014	Agenda, sign-in sheets, handouts	8/14/2014 one-time
G1.B3.S1.A1	Provide professional development on the use of the Gradual Release of Responsibility Model in the science classroom and the components of the 5E Learning Cycle.		10/1/2014	Agenda, sign-in sheets, handouts	10/1/2014 one-time
G2.B2.S1.A1	Counselor will provide classroom guidance at each grade level to introduce students to the elementary code of student conduct emphasizing the importance of daily attendance. Students will be administered a pretest to assess knowledge of code of student conduct.	Carreno, Nancy	10/6/2014	Classroom guidance log	12/19/2014 one-time
G2.B2.S2.A1	Counselor will provide classroom guidance at each grade level to introduce students to the elementary code of student conduct. Students will be administered a pretest to assess knowledge of code of student conduct.	Carreno, Nancy	10/6/2014	Counselor guidance log	12/19/2014 one-time
G2.B3.S1.A1	Develop and implement lesson plans aligned to the Language Arts Florida Standards (LAFS) and that utilize the instructional resources available on the District Pacing Guides. Teachers will plan for scaffolding instruction toward successful differentiated instruction.	Castillo, Iliana	9/15/2014	lesson plans, small group rosters, handouts, data reports	6/4/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Create Science Lab setting (one per grade level) in the primary grades.	Ortega, Martha	10/7/2014	Teacher Science lab sign-ins, Interactive science notebooks	10/10/2014 one-time
G1.B1.S1.A2	Meet with Leadership team in order to conduct a needs assessment and engage in strategic planning for professional development opportunities as regard to effective planning.	Misas, Alba	9/8/2014	Agenda, sign-in sheets, handouts	11/26/2014 monthly
G1.B2.S1.A2	Meet with Leadership team in order to conduct a needs assessment and engage in strategic planning for professional development opportunities as regard to effective planning.	Misas, Alba	9/8/2014	Agenda, sign-in sheets, handouts	11/26/2014 monthly
G1.B3.S1.A2	Primary science teachers will be partnered with an Intermediate Science Teacher as a planning/best practices/science lab mentor.		8/18/2014	Lesson plans, Science Interactive notebooks, student work, student discourse/collaborative conversations	11/26/2014 monthly
G2.B2.S1.A2	A bulletin board in the school foyer has perfect attendance charts. When a class completes their chart by filling in a letter for each day of perfect attendance the class receives a popcorn or snow cone celebration.	Ortega, Martha	8/18/2014	Attendance charts	5/29/2015 one-time
G2.B2.S2.A2	Students will participate in a school wide incentive program for positive behavior where they will receive tokens for demonstrating specific behaviors.	Misas, Alba	8/18/2014	Teacher monitoring system for tokens; teacher made list of students who met the predetermined goal.	5/29/2015 annually
G2.B3.S1.A2	Teacher scaffolding of student's use of district-wide technology based programs: IReady, Reading Plus, Accelerated Reader, Reading Wonders	Castillo, Iliana	8/3/2014	Data reports	6/4/2015 every-2-months
G3.B1.S1.A2	Meet with science teachers to provide information and examples of interactive notebooks.	Rodriguez, Francisco	9/17/2014	Sign- In sheets, agendas	10/8/2014 one-time
G1.B1.S1.A3	In grade level common planning sessions, Reading Coach and Assistant Principal unpack the Language Arts Florida Standards (LAFS,) discuss ELA Test Item Specifications and the District Pacing Guides (including the Instructional Focus Standard, Reading Response Journals, Writing Notebook resources,) and discuss instructional implications for these.	Castillo, Iliana	9/29/2014	Coaching log, meeting minutes, sign-in sheets	11/26/2014 monthly
G1.B2.S1.A3	In grade level common planning sessions, Assistant Principal and Math Liaison unpack the Mathematics Florida Standards (MAFS,) discuss Math Test Item Specifications and District Pacing Guides in order to develop effective instructional strategies and real-world application of the standards content.		10/3/2014	Coaching log, meeting minutes, sign-in sheets	11/26/2014 monthly
G1.B3.S1.A3	Provide professional development on the implementation of GIZMOS online simulations.	Ortega, Martha	10/20/2014	Sign-in sheet, agenda	10/20/2014 one-time
G2.B2.S1.A3	Teacher generates referral after 5 absences excused or unexcused. Parent/Teacher contact is made	Ortega, Martha	10/6/2014	Number of Student Case Management (SCM) referrals.	5/29/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	through written request for a meeting. Medical documentation is requested if applicable.				
G2.B2.S2.A3	Counselor will teach lessons on core values: trustworthiness, respect, responsibility, fairness, caring, citizenship, pursuit of excellence.	Carreno, Nancy	10/6/2014	Counselor guidance log	6/4/2015 one-time
G2.B3.S1.A3	Interventionists will monitor the Reading WonderWorks program (an additional 30 minute pull-out program) for the lowest 25% of our student population.	Castillo, Iliana	8/18/2014	Attendance logs, student work folders	6/1/2015 monthly
G3.B1.S1.A3	Science Liaison will deliver a workshop to science teachers in grade K-5 teachers in how to create more effective hands-on, problem-based learning environment in their classrooms.	Rodriguez, Francisco	11/4/2014	Sign In sheets, Agenda	11/4/2014 one-time
G1.B2.S1.A4	Teachers in need of additional support will be partnered with a planning mentor. Teachers will visit observational classrooms (based on teacher need.)		10/6/2014	Coaching log, Lesson plans, Constructed Response Journals, student work, student discourse	11/26/2014 weekly
G1.B3.S1.A4	Create Science Lab setting (one per grade level) in the primary grades.	Ortega, Martha	9/1/2014	Class sign-in logs, student work, Interactive Notebooks	10/10/2014 one-time
G1.MA1	Administration will conduct classroom walkthroughs to monitor progress in the implementation of developed plans and the teacher's disaggregation of FCAT, FCAT 2.0, SAT, FAIR, IReady and interim assessment data to provide differentiated instruction. Principal and Assistant Principal will debrief to determine next steps.	Misas, Alba	10/3/2014	Observation notes, Lesson plans, Reading Response Journals, Writing Notebooks, Constructed Response Journals, Science Interactive notebooks, student work, student discourse	10/24/2014 weekly
G1.MA2	Consistently monitor the implementation of developed lesson plans aligned to the Language Arts Florida Standards (LAFS) and that utilize the instructional resources available on the District Pacing Guides (including the Instructional Focus Standard, Reading Response Journals, Writing Notebook resources.) Teachers will plan for scaffolding instruction toward successful completion of the District Developed Constructed Response item. Administration will conduct classroom walkthroughs to monitor progress teacher's disaggregation of FCAT, FCAT 2.0, SAT, FAIR, IReady and interim assessment data to provide differentiated instruction.	Ortega, Martha	10/6/2014	Observation notes, Lesson plans, Reading Response Journals, Writing Notebooks, student work, student discourse	11/26/2014 weekly
G1.MA3	Consistently monitor the implementation of developed lesson plans aligned to the Mathematics Florida Standards (MAFS) and that utilize the instructional resources available on the District Pacing Guides in order to develop effective instructional strategies and real-world application of the standards content. Administration will conduct classroom walkthroughs to monitor progress	Misas, Alba	10/6/2014	Observation notes, Lesson plans, Constructed Response Journals, student work, student discourse	11/26/2014 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	teacher's disaggregation of FCAT, FCAT 2.0, SAT, FAIR, IReady and interim assessment data to provide differentiated instruction.				
G1.MA4	Consistently monitor the implementation of developed lesson plans aligned to the NGSSS Science Standards that incorporate the Gradual Release of Responsibility Model and all components of the 5E Learning Cycle. Administration will conduct classroom walkthroughs to monitor progress teacher's disaggregation of FCAT, FCAT 2.0, SAT, FAIR, IReady and interim assessment data to provide differentiated instruction.	Misas, Alba	10/6/2014	Observation notes, Lesson plans, Science Interactive notebooks, student work, student discourse/collaborative conversations	11/26/2014 weekly
G1.B1.S1.MA1	Administration will conduct classroom walk-throughs to monitor progress in the implementation of developed plans. Principal and Assistant Principal will debrief to determine next steps.	Misas, Alba	10/6/2014	Observation notes, Lesson plans, Reading Response Journals, Writing Notebooks, student work, student discourse	11/26/2014 weekly
G1.B1.S1.MA1	Administration will conduct classroom walkthroughs to monitor progress in the implementation of developed plans. Principal and Assistant Principal will debrief to determine next steps.	Ortega, Martha	10/6/2014	Observation notes, Lesson plans, Reading Response Journals, Writing Notebooks, student work, student discourse	11/26/2014 weekly
G1.B2.S1.MA1	Administration will conduct classroom walk-throughs to monitor progress in the implementation of developed plans. Principal and Assistant Principal will debrief to determine next steps.	Misas, Alba	10/6/2014	Observation notes, Lesson plans, Constructed Response Journals, student work, student discourse	11/21/2014 weekly
G1.B2.S1.MA1	Conduct classroom walkthroughs to monitor the implementation of developed plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.	Misas, Alba	10/6/2014	Observation notes, Lesson plans, Constructed Response Journals, student work, student discourse	10/24/2014 weekly
G1.B3.S1.MA1	Consistently monitor the implementation of developed lesson plans aligned to the NGSSS Science Standards that incorporate the Gradual Release of Responsibility Model and all components of the 5E Learning Cycle.	Ortega, Martha	10/6/2014	Observation notes, Lesson plans, Science Interactive notebooks, student work, student discourse/collaborative conversations	11/26/2014 weekly
G1.B3.S1.MA1	Conduct classroom walk-throughs to monitor the implementation of developed plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.	Misas, Alba	10/6/2014	Observation notes, Lesson plans, Science Interactive notebooks, student work, student discourse/collaborative conversations	11/26/2014 weekly
G2.MA1	Attendance bulletin, district assessments and state assessments (FAIR, FSA) will be used to monitor student progress.	Ortega, Martha	10/27/2014	Data reports,	5/29/2015 quarterly
G2.B2.S1.MA1	Monitoring of the school daily attendance	Misas, Alba	9/1/2014	Daily attendance bulletin file.	6/1/2015 daily
G2.B2.S1.MA1	Observe classroom instruction to determine if counselors' lessons are being implemented.	Misas, Alba	10/6/2014	Observation notes, student discourse	12/19/2014 one-time
G2.B2.S1.MA2	Collaboration between CIS and administration to ensure teachers are following the attendance plan.	Ortega, Martha	8/18/2014	School daily attendance bulletin, District Reports	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.MA1	Reading coach will monitor students results through data derived from: Wonderworks mid-unit assessments, unit assessments, daily student work.	Castillo, Iliana	10/6/2014	Test results, data reports, student work folders	6/1/2015 one-time
G2.B3.S1.MA1	Administration will conduct classroom walkthroughs to monitor progress in the implementation of Reading Wonderworks intervention. Principal and Assistant Principal will debrief to determine next steps.		10/6/2014	Observation notes, student work, student discourse	6/1/2015 one-time
G3.MA1	Collect the science lab sign in logs and interactive notebooks to review the amount of project-based activities conducted each quarter.	Misas, Alba	10/23/2014	Observation notes, Lesson plans, Science Interactive notebooks, student work, student assessment reports	10/23/2014 quarterly
G3.B1.S1.MA1	Data derived from science interim assessments and quarterly assessments will be analyzed to check for student growth in the area of science.		10/31/2014	Observation notes, Lesson plans, Science Interactive notebooks, student work, student discourse/collaborative conversations	6/4/2015 quarterly
G3.B1.S1.MA1	Administration will conduct classroom walkthroughs to monitor effective use of science lab.	Ortega, Martha	10/13/2014	Science Lab Logs, Students' Interactive Notebooks, Lesson Plans	6/4/2015 weekly

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 across all content areas.

G1.B2 Teacher unfamiliarity with the Mathematics Florida Standards (MAFS) and the use of the Mathematics Test Item Specifications.

G1.B2.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Provide professional development on the Mathematics Florida Standards (MAFS) and the Florida Standards Assessment and discuss instructional implications for these.

Facilitator

Martha Ortega, Assistant Principal and Marcela Stewart, teacher, Patrice Morales, teacher

Participants

All Math Teachers

Schedule

On 8/14/2014

G1.B3 Teacher unfamiliarity with the 5E Learning cycle.

G1.B3.S1 Implement the 5E learning cycle to tap students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, and allow students to become independent learners in science instruction through gradual release.

PD Opportunity 1

Provide professional development on the use of the Gradual Release of Responsibility Model in the science classroom and the components of the 5E Learning Cycle.

Facilitator

Francisco Rodriguez, teacher and Alejandro Garcia, teacher, Marcela Stewart, teacher

Participants

All Science teachers

Schedule

On 10/1/2014

PD Opportunity 2

Provide professional development on the implementation of GIZMOS online simulations.

Facilitator

Mario Junco, Senior GIZMOS Implementation Coordinator

Participants

All Science teachers

Schedule

On 10/20/2014

G3. To prepare students to be college and career ready through STEM programs.

G3.B1 Students have not had sufficient opportunities to participate in project-based activities.

G3.B1.S1 Students will participate in more inquiry based activities

PD Opportunity 1

Science Liaison will deliver a workshop to science teachers in grade K-5 teachers in how to create more effective hands-on, problem-based learning environment in their classrooms.

Facilitator

Martha Ortega, Fransisco Rodriguez

Participants

All science teachers

Schedule

On 11/4/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: To increase student achievement by improving core instruction across all content areas.	9,083
Grand Total	9,083

Goal 1: To increase student achievement by improving core instruction across all content areas.		
Description	Source	Total
B1.S1.A1 - EESAC	School Improvement Funds	9,083
Total Goal 1		9,083