

Hialeah Elementary School



2014-15 School Improvement Plan

Hialeah Elementary School

550 E 8TH ST, Hialeah, FL 33010

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

95%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

C

B

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	31
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	34

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The staff, parents, and community of Hialeah Elementary believe that all students can learn and achieve mastery of fundamental skills. Together we will strive to develop each students' academic, social, physical and emotional potential, thus creating productive citizens in our multi-cultural and changing world.

Provide the school's vision statement

We are committed to provide educational excellence for all.

School Environment

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

One way to build a relationship between teachers and students is to share classroom expectations with the students as well as what is anticipated for them to learn and accomplish during the year.

Students will share what their own expectations are during the school year.

Teachers will conduct data chats with students individually after every interim assessment.

When the culture of the school reflects the culture of the home or community, the classroom becomes more comfortable to children. Culturally responsive teaching and strategies for building on cultural differences in the classroom builds relationships between the teachers and students.

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

In order to create an environment where students feel safe and respected before, during and after school, the teacher needs to arrange the classroom in a way that maximizes interaction; ideally, students should be seated in groups or horseshoe shape that maximizes the amount of eye contact students can have with each other.

Being clear about the distinctions between course grades, teacher expectations of students, and class norms also create a cohesive environment.

The teacher can bring students into discussion indirectly- using prompts, eye contact, and statements at any time of the day.

Participation in whole class discussions, as well as giving students individually the right to not participate promotes a safe and engaging classroom climate.

On a monthly basis, Character Education is celebrated school wide. The objective is to reinforce positive behavior.

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

In order to minimize distractions and keep students engaged during instructional time, the students have reviewed the Code of Student Conduct.

Classroom rules were established, including positive reinforcement such as: acknowledging the students by giving them prizes, stickers, certificates, and sending notes home.

Negative behavior is curtailed by contacting the parents and having parent conferences. The Code of Student conduct is followed to establish consequences. Students are alerted of the consequence of negative behavior and the impact negative behavior has in the participation in school activities.

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

In order to assure the social-emotional needs of all students are being met all students who are in need of counseling is referred to the counselor for small group counseling as well as individual counseling.

When a student has family trauma, emotional distress, and school conflicts, the student is referred to outside agencies like the Institute of Child and Family Health, which provides therapy to families and students.

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

NA

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	12	15	8	14	4	8	61
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	24	10	24	24	35	37	154
Level 1 on statewide assessment	0	0	0	81	47	55	183

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	13	6	8	10	10	15	62

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

Students who scored a level 1 or a level 2 in the FCAT 2.0 are placed in intervention: Foundational Skills/ACT.

Before tutoring is offered to ELL students.

Saturday skill is offered to students who scored Levels 1 and 2 on the FCAT 2.0 Reading, Mathematics and Science.

Differentiated Instruction

Technology programs are used for remediation: i-Ready, Reflex Math, Starfall and Reading Plus.

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 available at the school site.

Description

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

The school builds and sustains partnership with local community for the purpose of securing and utilizing resources to support the school and student achievement by fostering a relationship with Dade Partners, local merchants and the City of Hialeah. These entities are welcomed into the school in order to participate in various programs/activities during the year such as quarterly award programs and Career Day.

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
Iglesias, Rosa	Principal
Arthur, Miriam Carlota	Assistant Principal
O'Leary, Rosamar	SAC Member
Lob, Nora	Teacher, K-12
Wagner, Natalie	Teacher, K-12
Rijo, Miriam	Instructional Coach
Patterson, Shanna	Teacher, K-12
Lassus, Isabel	Teacher, K-12
Brookins, Patrice	Teacher, K-12

Duties

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

Each member is responsible for their respective grade level. Their responsibility includes disseminating information to their grade level. During the Leadership Team meetings these members have an opportunity to voice their opinion, which may assist in improving the overall performance of

the school. The Administrative team uses these members as part of the decision making process of the school. They partner with the administrative team to assure Hialeah Elementary continues to be "Anchored in Excellence!"

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

Effective schools anchor their work on central issues of learning and teaching and continuous school improvement. The combination of three concepts constitutes the foundation for positive improvement results which include meaningful teamwork; clear measurable goals; and the regular collection and analysis of performance data. School leadership must lead their school through the goal-setting process in which student achievement data is analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. School leadership must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities.

The federal supplement requires that federal funds be used to augment the regular educational program. They are utilized to substitute for funds or services that would otherwise be provided during the time period in question. As a Title I school we use federal funds received under Title I only to supplement the amount of funds available from non-federal sources for the education of students participating in Title I services. Prior networks, linkages, and partnerships coupled with communication across organizational boundaries, enables all stakeholders to communicate with each other.

Creative thinking about resource shortfalls and coordinated testing, training, enable the schools to improve their ability to see the "big picture" for simultaneous responses.

The school math-leader has the overall responsibility, for managing and executing the program according to the grant guidelines. The school math leader will work with all resources, to perform project planning to include but not limited to, before school and Saturday school tutoring. All will be reviewed and approved by the administration. The scope of this grant also includes completion of all documentation, and curriculum, to be used in conjunction with the basal.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rosa B. Iglesias	Principal
Rosa B. Iglesias	Principal
Jose Bolua	Teacher
Rosamar O'Leary (EESAC Chairperson)	Teacher
Yolanda Lafont	Teacher
Evelina Richardson	Teacher
Shanna Patterson	Teacher
Mylene Llado	Teacher
Emma Webb	Education Support Employee
Gloria Cardona	Education Support Employee
Madieska Gonzalez	Parent
Tamara Melendez	Parent
Evy Martinez	Parent
Christian Montenegro	Parent
Maria Acevedo	Parent
Anielka Castillo	Parent
Rafael Verdesa	Business/Community
Karen Villarino	Student
Emilie Trenhs	Student
Miguel Murias	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC meets monthly in order to monitor progress related to the implementation of School Improvement Plan strategies, to make decisions about the budget, and to conduct a thorough needs assessment.

Development of this school improvement plan

To assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP); to assist in the preparation and evaluation of the school's annual budget; and to recommend waivers or changes to Florida Statute, Florida Board of Education Rules, School Board Bylaws & Policies, and labor contract provisions.

Preparation of the school's annual budget and plan

Each grade level is asked to turn in a wish list which will enhance the delivery of instruction. The SAC meets and votes on each of the items to determine which items will be purchased. Once the budget is in place the items are purchased.

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

The SAC funds will be used to purchase Patrol belts for grades 3-5 in the amount of \$49.85.

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
Iglesias, Rosa	Principal
Arthur, Miriam Carlota	Assistant Principal
Rijo, Miriam	Instructional Coach
Wagner, Natalie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will extend the use of professional development in literacy courses available to the teachers such as I-Ready, Reading Plus 4.0, Discovery Education, Renaissance Learning, Starfall and My ON Reader. The LLT will assist teachers with the interpretation of data from all reading management systems. The LLT will also stress the importance of differentiated instruction designed specifically for each classroom, and ensure that there is greater focus and intensity on meeting the needs of the lowest 25 percentile during the specified time frame for differentiated instruction. The LLT will follow the Action Plan closely and assure the teachers are doing the same.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers will learn to collaborate effectively during their planning time.

Teachers participate in school functions and most of the faculty members are part of the social committee.

The administration has an open door policy. Issues and concerns are addressed in a timely manner.

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

1. The administration will provide strategies and training to allow for expansion in high-need academic areas.
2. Regular meetings of teachers with administrators to discuss and analyze data and needs to attain professional goals.
3. The administrative team will conduct daily walk-throughs in order to supervise the delivery of instruction.
4. An Open-door policy is utilized by administrators to address individual or grade level concerns.

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

There are no beginning teachers in the building. The mentoring program is not needed this year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Strategies

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

The administrative team and the LLT meet to discuss the results of the state assessment. A Selected group of highly effective teachers are compensated for their time in order to review and analyze the data. Classes are formulated according to the results of the FSA and SAT scores. This will allow for interventionists and classroom teachers to effectively provide intervention: Foundational skills and/ or ACT to students. Teachers also provide differentiated instruction to the students with fidelity as well as utilize computer-based programs for enhancement or remediation purposes . After the Baseline, Fall and Winter Interim Assessments are administered to grades Kindergarten through Fifth grade, the teachers and the administrative team meet again to discuss data, and re-group students based upon their abilities. Differentiated instruction and intervention groups continue based upon the students' level of performance.

After using these strategies, if the student continues to work below standards, an RTI or a LEP (if the student is ELL) is convened so that additional strategies can be explored to assure students' success. Students who scored a Level 4 or 5 in the FSA or an 8 and 9 in the SAT are referred to be evaluated for the gifted program. These students are provided with enrichment activities to supplement the curriculum.

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: Before School Program

Minutes added to school year: 60

The students will be able to use I-Ready, Reading Plus 4.0, Renaissance Learning, My ON Reader, Starfall and Reflex Math, during computer lab time. The computer labs will be available to students one hour before classes start. There will also be before school and Saturday tutoring for the lowest 25 percentile in Reading, Mathematics and Science.

Strategy Rationale

The rationale to have before tutoring and Saturday school tutoring is to give those students who are in the lowest 25 percentile an added opportunity to be exposed to the instructional material introduced in the classroom.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Iglesias, Rosa, pr2361@dadeschools.net

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

Principal and Assistant Principal will monitor reports from computer assisted programs weekly. Teachers will discuss reports with students, and print their awards for Reading Plus 4.0.

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

Whenever a student transitions from Hialeah Elementary School to another school, all the data from previous assessments is placed in the CUM. All practice books and records are delivered to the other school. When a student transitions to Hialeah Elementary School, all records are requested and data is analyzed to assure that the student is placed in the appropriate class.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** During the 2014 - 2015 school year there will be an overall increase in attendance by 5% for fifth grade students compared to the 2013 - 2014 attendance. Students will have better behavior in the cafeteria. Students will increase Mathematics proficiency as evident in the FSA Mathematics administration for the 2014 - 2015 school year.
- G3.** Provide more opportunities for students to participate in STEMS activities
- G4.** See Title I PIP

Strategic Goals Detail

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

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

G050720

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Common Planning in schedule, Curriculum Support Specialists, Promethean boards, Core materials, labs, computers in classrooms, Reading contact, grade level chairs, Interventionists, Before school tutoring, Saturday school, Accelerated Reader/STAR, Reading Plus 4.0, I-Ready, My On Reader and Starfall.
- Math: Common planning time, Curriculum Support Specialists, Promethean boards, Go Math Series, Think Central, Computer Labs with rotational schedule, computers in classrooms, manipulative kits, Reflex Math, I-Ready, Starfall, Math Coach, Grade Level Chairs, interventionists, before school tutoring, Saturday tutoring,
- Science/Social Studies: Common Planning in schedule, Curriculum Support Specialists, Promethean boards, Core materials, labs, computers in classrooms, Reading contact, grade level chairs, Interventionists, Before school tutoring, Saturday school, Accelerated Reader/STAR, Reading Plus 4.0, Discovery Education, NBC Learn, FCAT Explorer and My ON Reader.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of collaborative planning.

Plan to Monitor Progress Toward G1. 8

Consistently monitor for progress toward meeting goal by conducting walk-throughs and leadership team meetings.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

Interim Assessment Data

G2. During the 2014 - 2015 school year there will be an overall increase in attendance by 5% for fifth grade students compared to the 2013 - 2014 attendance. Students will have better behavior in the cafeteria. Students will increase Mathematics proficiency as evident in the FSA Mathematics administration for the 2014 - 2015 school year. 1a

G050847

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	69.0

Resources Available to Support the Goal 2

- PTA incentives
- I'll Catch You Reading coupons
- Go Math, Think Central, Reflex Math, Differentiated Instruction.

Targeted Barriers to Achieving the Goal 3

- Students are not proficient in the English Language.

Plan to Monitor Progress Toward G2. 8

Students will increase the mathematics proficiency.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

Students increase Mathematics proficiency as evident by the end of the year assessment.

G3. Provide more opportunities for students to participate in STEMS activities 1a

 G051187

Targets Supported 1b

Indicator	Annual Target
FAA Science Proficiency	49.0

Resources Available to Support the Goal 2

- Science parent night, science department, science experiments, and scientific process.

Targeted Barriers to Achieving the Goal 3

- Students need more exposure to science experiments.

Plan to Monitor Progress Toward G3. 8

Data Chats will take place after interim assessments in order to determine which science strands each grade level will concentrate on based upon the data.

Person Responsible

Rosa Iglesias

Schedule

Quarterly, from 10/23/2014 to 6/4/2015

Evidence of Completion

On the 2015 FSA 49% of fifth grade students will score Level 3 or above.

G4. See Title I PIP 1a

 G050852

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

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

Problem Solving Key


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

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

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

 **G050720**

G1.B5 Limited evidence of collaborative planning. **2**

 **B127136**

G1.B5.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**

 **S139161**

Strategy Rationale

As walk-throughs and IPEGS observations are completed there is evidence that collaborative planning is not taking place effectively.

Action Step 1 **5**

Administration will share action plan with staff during FCIM meetings

Person Responsible

Rosa Iglesias

Schedule

Quarterly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Sign in sheets, agenda, PD deliverables

Action Step 2 5

Provide teachers and administrators with professional development on effective collaborative planning during FCIM meetings, focusing on instructional routines/framework.

Person Responsible

Rosa Iglesias

Schedule

Quarterly, from 9/30/2014 to 6/4/2015

Evidence of Completion

Sign in sheets, agenda, PD deliverables

Action Step 3 5

Monitor the implementation of an instructional routine/framework as indicated on the teachers agenda and in the delivery of instruction during classroom walk-throughs.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

Walk through logs/documentation

Action Step 4 5

Determine the support needed by providing feedback by administration and providing modeling, additional planning or coaching to teachers in need of additional support.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

Walk through logs/notes, lesson plans, coaching logs

Action Step 5 5

Consistently monitor for the effectiveness and fidelity of instructional routines/frameworks during the delivery of instruction during walk-throughs and leadership team meetings.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

Walk through logs/documentation, leadership team meeting agenda, sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Consistently monitor for the fidelity of instructional routines/frameworks during the delivery of instruction by conducting walk-throughs and leadership team meetings.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

Walk through logs/documentation, leadership team meeting agenda, sign in sheet

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Consistently monitor for the effectiveness of instructional routines/frameworks during the delivery of instruction by conducting walk-throughs and leadership team meetings.

Person Responsible

Rosa Iglesias

Schedule

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


Evidence of Completion

Walk through logs/documentation, leadership team meeting agenda, sign in sheet


G2. During the 2014 - 2015 school year there will be an overall increase in attendance by 5% for fifth grade students compared to the 2013 - 2014 attendance. Students will have better behavior in the cafeteria. Students will increase Mathematics proficiency as evident in the FSA Mathematics administration for the 2014 - 2015 school year. **1**

 G050847

G2.B3 Students are not proficient in the English Language. **2**

 B128593

G2.B3.S3 Reflex Math **4**

 S140745

Strategy Rationale

Students will have the opportunity to review basic mathematical concepts using technology

Action Step 1 **5**

Students will use the Reflex Math in order to reinforce basic mathematical skills.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

Monitoring of Computer lab usage.

Action Step 2 **5**

Teachers will plan collaboratively based upon the fall and winter interim data.

Person Responsible

Rosa Iglesias

Schedule

Daily, from 10/23/2014 to 6/4/2015

Evidence of Completion

Teachers will plan collaboratively based upon the fall and winter interim data.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Administrators will conduct walk-throughs.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

Administrators will have the opportunity to see the delivery of instruction. Administrators will partake in data conversations after the administration of the fall and winter interims.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

During walk-throughs students will display knowledge/mastery of the mathematical concepts learned.

Person Responsible

Rosa Iglesias


Schedule

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


Evidence of Completion

Student folders, students' responses to teacher guided questions.

G3. Provide more opportunities for students to participate in STEMS activities 1

 G051187

G3.B1 Students need more exposure to science experiments. 2

 B128594

G3.B1.S1 Students from grades Kindergarten through Fourth grade will conduct one science experiment a week. 4

 S140736

Strategy Rationale

Students will become familiar with the Scientific process.

Action Step 1 5

Students will have a science journal.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

Students will write in their science journals daily.

Action Step 2 5

Students will complete at least one Science experiment weekly.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

There will be evidence of experiments in the classroom on a weekly basis.

Action Step 3 5

Each student in grades 3rd through 5th will participate in the Science Fair.

Person Responsible

Rosa Iglesias

Schedule

Annually, from 8/18/2014 to 1/30/2015

Evidence of Completion

Science Fair Projects

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

Lesson plans will show weekly science experiments.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

Experiments will be displayed in the classroom.

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

Science teachers will have evidence of Science experiments in their lesson plans as observed during walk-throughs.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

During walk-throughs, the administration will hear students speaking knowledgeably about the scientific process.

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

Administrators will conduct daily classroom walk-throughs.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

Students' journals will show evidence of the scientific process.

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

Students will have knowledge of the scientific process.

Person Responsible

Rosa Iglesias

Schedule

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

Evidence of Completion

Science Fair

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.B5.S1.A1	Administration will share action plan with staff during FCIM meetings	Iglesias, Rosa	9/30/2014	Sign in sheets, agenda, PD deliverables	6/4/2015 quarterly
G3.B1.S1.A1	Students will have a science journal.	Iglesias, Rosa	8/18/2014	Students will write in their science journals daily.	6/4/2015 monthly
G2.B3.S3.A1	Students will use the Reflex Math in order to reinforce basic mathematical skills.	Iglesias, Rosa	10/10/2014	Monitoring of Computer lab usage.	6/4/2015 daily
G1.B5.S1.A2	Provide teachers and administrators with professional development on effective collaborative planning during FCIM meetings, focusing on instructional routines/framework.	Iglesias, Rosa	9/30/2014	Sign in sheets, agenda, PD deliverables	6/4/2015 quarterly
G3.B1.S1.A2	Students will complete at least one Science experiment weekly.	Iglesias, Rosa	8/18/2014	There will be evidence of experiments in the classroom on a weekly basis.	6/4/2015 weekly
G2.B3.S3.A2	Teachers will plan collaboratively based upon the fall and winter interim data.	Iglesias, Rosa	10/23/2014	Teachers will plan collaboratively based upon the fall and winter interim data.	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A3	Monitor the implementation of an instructional routine/framework as indicated on the teachers agenda and in the delivery of instruction during classroom walk-throughs.	Iglesias, Rosa	8/18/2014	Walk through logs/documentation	6/4/2015 daily
G3.B1.S1.A3	Each student in grades 3rd through 5th will participate in the Science Fair.	Iglesias, Rosa	8/18/2014	Science Fair Projects	1/30/2015 annually
G1.B5.S1.A4	Determine the support needed by providing feedback by administration and providing modeling, additional planning or coaching to teachers in need of additional support.	Iglesias, Rosa	8/18/2014	Walk through logs/notes, lesson plans, coaching logs	6/4/2015 quarterly
G1.B5.S1.A5	Consistently monitor for the effectiveness and fidelity of instructional routines/frameworks during the delivery of instruction during walk-throughs and leadership team meetings.	Iglesias, Rosa	8/18/2014	Walk through logs/documentation, leadership team meeting agenda, sign in sheet	6/4/2015 quarterly
G1.MA1	Consistently monitor for progress toward meeting goal by conducting walk-throughs and leadership team meetings.	Iglesias, Rosa	8/18/2014	Interim Assessment Data	6/4/2015 weekly
G1.B5.S1.MA1	Consistently monitor for the effectiveness of instructional routines/frameworks during the delivery of instruction by conducting walk-throughs and leadership team meetings.	Iglesias, Rosa	8/18/2014	Walk through logs/documentation, leadership team meeting agenda, sign in sheet	6/4/2015 weekly
G1.B5.S1.MA1	Consistently monitor for the fidelity of instructional routines/frameworks during the delivery of instruction by conducting walk-throughs and leadership team meetings.	Iglesias, Rosa	8/18/2014	Walk through logs/documentation, leadership team meeting agenda, sign in sheet	6/4/2015 weekly
G2.MA1	Students will increase the mathematics proficiency.	Iglesias, Rosa	8/18/2014	Students increase Mathematics proficiency as evident by the end of the year assessment.	6/4/2015 daily
G2.B3.S3.MA1	During walk-throughs students will display knowledge/mastery of the mathematical concepts learned.	Iglesias, Rosa	8/18/2014	Student folders, students' responses to teacher guided questions.	6/4/2015 daily
G2.B3.S3.MA1	Administrators will conduct walk-throughs.	Iglesias, Rosa	8/18/2014	Administrators will have the opportunity to see the delivery of instruction. Administrators will partake in data conversations after the administration of the fall and winter interims.	6/4/2015 weekly
G3.MA1	Data Chats will take place after interim assessments in order to determine which science strands each grade level will concentrate on based upon the data.	Iglesias, Rosa	10/23/2014	On the 2015 FSA 49% of fifth grade students will score Level 3 or above.	6/4/2015 quarterly
G3.B1.S1.MA1	Students will have knowledge of the scientific process.	Iglesias, Rosa	8/18/2014	Science Fair	6/4/2015 weekly
G3.B1.S1.MA1	Lesson plans will show weekly science experiments.	Iglesias, Rosa	8/18/2014	Experiments will be displayed in the classroom.	6/4/2015 weekly
G3.B1.S1.MA2	Science teachers will have evidence of Science experiments in their lesson plans as observed during walk-throughs.	Iglesias, Rosa	8/18/2014	During walk-throughs, the administration will hear students speaking knowledgeably about the scientific process.	6/4/2015 weekly
G3.B1.S1.MA4	Administrators will conduct daily classroom walk-throughs.	Iglesias, Rosa	8/18/2014	Students' journals will show evidence of the scientific process.	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 in all content areas.

G1.B5 Limited evidence of collaborative planning.

G1.B5.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.

PD Opportunity 1

Provide teachers and administrators with professional development on effective collaborative planning during FCIM meetings, focusing on instructional routines/framework.

Facilitator

Triana Florio (CSS) and Leticia Coello (CSS),

Participants

Entire staff

Schedule

Quarterly, from 9/30/2014 to 6/4/2015

G2. During the 2014 - 2015 school year there will be an overall increase in attendance by 5% for fifth grade students compared to the 2013 - 2014 attendance. Students will have better behavior in the cafeteria. Students will increase Mathematics proficiency as evident in the FSA Mathematics administration for the 2014 - 2015 school year.

G2.B3 Students are not proficient in the English Language.

G2.B3.S3 Reflex Math

PD Opportunity 1

Students will use the Reflex Math in order to reinforce basic mathematical skills.

Facilitator

Mathematics Coach and Mathematics Curriculum Specialist.

Participants

All Mathematics Teachers

Schedule

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

PD Opportunity 2

Teachers will plan collaboratively based upon the fall and winter interim data.

Facilitator

Triana Florio, Mathematics Curriculum Specialist

Participants

All Mathematics Teachers

Schedule

Daily, from 10/23/2014 to 6/4/2015

G3. Provide more opportunities for students to participate in STEMS activities

G3.B1 Students need more exposure to science experiments.

G3.B1.S1 Students from grades Kindergarten through Fourth grade will conduct one science experiment a week.

PD Opportunity 1

Students will have a science journal.

Facilitator

Fernanda Guidotti

Participants

All Science teachers.

Schedule

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

PD Opportunity 2

Students will complete at least one Science experiment weekly.

Facilitator

Fernanda Guidotti

Participants

All Science Teachers

Schedule

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

PD Opportunity 3

Each student in grades 3rd through 5th will participate in the Science Fair.

Facilitator

Fernanda Guidotti

Participants

Science Teachers

Schedule

Annually, from 8/18/2014 to 1/30/2015

Budget Rollup

Summary

Description	Total
Grand Total	0