

West Hialeah Gardens Elementary School



2014-15 School Improvement Plan

West Hialeah Gardens Elementary School

11990 NW 92ND AVE, Hialeah Gardens, FL 33018

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

87%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

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

WHG will strive to create a supportive environment where school, home and community form a partnership dedicated to maximize each student's learning potential. By providing the highest standard of educational excellence we seek to create bilingual and biliterate citizens who will flourish in a global society.

Provide the school's vision statement

WHG is committed to providing the highest standard of educational excellence while seeking to create bilingual and biliterate citizens who will flourish in a global society.

School Environment

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

The school learns about the cultures of the students through surveys, orientation meetings for students and parents before the beginning of each school year. The school also provides activities throughout the school year that allow students and parents to express themselves. Teachers build relationship with students by initiating conversations with students, asking open ended questions and seek their opinion. Teachers also keep the line of communications open with parents via parent conferences, email, text, phone conferences, communication logs, school activities and parent workshops. Students in the higher grade keep communication open with teachers via district established social media such as Edmodo.

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

West Hialeah Gardens creates an atmosphere that is safe, fair and respectful of students. The educational environment setting is attractive, comfortable and well kept so that the students feel that the classroom is a place worth being and they are worth the effort. The rooms are arranged so that the teacher can monitor all students at the same time.

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

The school creates an environment where the students feel safe by providing clear and consistent expectations for behavior, routines, rituals, and having a proactive intervention system in place if problems arise. The school provides before and after schools supervision to all students. Before and after schools duties and post locations are assigned to staff members and administrators to monitors students in the hallways, cafeteria, and in the physical education court. School Safety patrols are also a component of the morning supervision escorting students to their destination. During school, classroom rules and school rules are established. Students have a clear understanding of what is expected from them in different situations. School counselors provide character education during the schools year to reinforce a positive learning environment. Counselors are also on call to provide assistance if the positive learning environment is disrupted. After schools teachers are responsible to

escort students to their assigned dismissal location and are to stay with the students. Security, administration, and other staff member monitor the dismissal process. The school also provides after school care and extracurricular activities such as cheerleading, chess, and runners club.

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

Students at West Hialeah Gardens Elementary have different social-emotional needs and strengths. Teachers, counselors, psychologist, and administration members provide support to these needs by establishing a three-tiered approach. This approach includes promotion, prevention, and early intervention. The goals of this approach are:

- Educate students so that they acquire a knowledge base plus a set of basic skills, work habits, and values for a lifetime of meaningful work.
- Students can feel motivated to contribute responsibly and ethically to their peer group, family, school, and community.
- Develop a sense of self-worth and feel effective as they deal with daily responsibilities and challenges.
- Are socially skilled and have positive relationships with peers and adults.
- Engage in positive, safe, health-protective behavior practices.

To achieve these outcomes, school personnel collaborate with parents and community members to provide educational opportunities that enhance children's self-management, problem-solving, decision-making, and communication skills; inform. Social development activities promote communication, participation in cooperative groups, emotional self-control and appropriate expression, and thoughtful and nonviolent problem resolution. More broadly, these skills, attitudes, and values encourage a reflective, ready-to-learn approach to all areas of life. In short, they promote knowledge, responsibility, and caring.

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

West Hialeah Gardens' Early Warning System comprises of the following:
 Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 One or more suspensions, whether in school or out of school
 Course failure in English Language Arts or mathematics
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	31	17	16	24	11	9	108
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	11	20	43	43	24	79	220
Level 1 on statewide assessment	0	0	0	62	42	64	168

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	4	6	11	10	2	1	34

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

Attendance: Teachers identify students w/ excessive absences on Student Case Management referral forms. Administrators and counselors work together to conference with parents and provide counseling to students referred to address attendance problems and help students and families solve problems.
 Response to Intervention is implemented for students who are performing below grade level standards. Students are monitored through the MTSS process and provided with the appropriate interventions.

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

SEE PIP

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

West Hialeah Gardens builds and sustains partnerships with the local community through representation of community leaders on our EESAC and involvement of parent and community volunteers to provide tutorial and non academic support services through the OYENTES program. Our Community Outreach Program ensures parents are involved in the day-to-day operations and activities of the school.

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
Gonzalez, Sharon	Principal
Pineiro, Mary	Assistant Principal
Rodriguez, Hipolito	Assistant Principal
Nodarse, Lourdes	Teacher, K-12
Sanjudo, Blanca	Teacher, K-12
Brito, Humberto	Teacher, K-12
Yaghdjian, Niurka	Teacher, K-12
Gutierrez, Tania	Teacher, K-12
Flores, Arianna	Teacher, K-12
Ferrer, Aileen	Teacher, K-12
Balsano, Mariaceleste	Teacher, K-12
Ferrera, Kristina	Teacher, K-12
Catoni, Leslie	Teacher, K-12
Fernandez, Susan	Guidance Counselor
Kaplan, Tina	Teacher, K-12
Hernandez, Alicia	Teacher, K-12
Adames, Roland	Teacher, K-12
Steele, Fiama	Teacher, ESE

Duties

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

MTSS Leadership is vital, therefore, in building our team, we have considered the following:

Administration: School Principal and Assistant Principals: Sharon Gonzalez, Principal, and Mary Pineiro and Hipolito Rodriguez, Assistant Principals, will ensure commitment and allocate resources.

Student Services Personnel: Susan Fernandez and Tina Kaplan, Counselors, will work to build staff support and sustainability over time and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Rachel Santos, will participate in collection, interpretation, and analysis of data; will facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities,

Speech Language Pathologist: Arlene Bookman, will educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.

Academic Coaches: Leslie Gomez and Blanca Sanjudo, Teachers, will participate in collection, interpretation, and analysis of data; will facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

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

1. The MTSS Leadership Team will meet regularly to gather and analyze data pertaining to academic and behavioral expectations. Professional development needs will also be determined based on the data. Data used will be EDUSOFT reports for Reading, Math and Science; PMRN for progress monitoring in reading of grades K-5; CELLA for ELL students.

2. The MTSS Leadership Team will also assist with the monitoring of interventions and re-evaluate the success of programs in relationship to the needs of all AMO subgroups.

Title I, Part A

West Hialeah Gardens Elementary School ensures that services are provided to students requiring additional remediation and are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum, assessment, and intervention approaches. They identify 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"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I Chess; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

West Hialeah Gardens Elementary School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The school district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-Out Prevention programs.

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, ELL
- 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

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III funds are used to supplement and enhance the programs for English Language Learners and immigrant students by providing funds to implement and/or provide the following:

- Before and after-school tutorial programs
- Parent outreach activities

Title VI, Part B - NA

Title X- Homeless

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling

homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

West Hialeah Gardens Elementary School offers a non-violence and anti-drug program to students that incorporate field trips, community service and counseling.

Nutrition Programs

- 1) West Hialeah Gardens Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental

- Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
- Increase parental involvement through developing our Title I School-Parent Compact; our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting during Open House; and other documents and activities necessary in order to comply with dissemination and reporting requirements.
- Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
- Complete the Title I Administration Parental Involvement Monthly School Report and the Title I Parental Involvement Monthly Activities Report and submit to the district's Title I Administration by the 5th of each month as documentation with NCLB Section 1118.
- Confidential "as needed" services will be provided to any students in the school in "homeless situations" as applicable.
- Additional academic and support services will be provided to students and families of the Migrant

population as applicable.

School Improvement Grant Fund/School Improvement Grant Initiative

West Hialeah Gardens Elementary School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, and Project CRISS.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sharon Gonzalez	Principal
Ellen Kornfield	Teacher
Bridgitte Perez	Teacher
Daimy Gutierrez	Teacher
Michelle Martin	Teacher
Alicia Hernandez	Teacher
Myriam Lindo	Teacher
Josette Rodriguez	Education Support Employee
Rick Daney	Education Support Employee
Lieny Arteaga	Student
Emma Hernandez	Student
David Lema	Business/Community
Jorge Reyes	Business/Community
German Concepcion	Business/Community
Kenia Rodriguez	Parent
Damaysi Garcia	Parent
Yeny Rodriguez	Parent
Maria Moreno	Parent
Nery Cruz	Parent
Milexy Fernandez	Parent

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 EESAC at West Hialeah Gardens met at beginning of the 2014-2015 school year to evaluate the effectiveness and attainment of the goals of the SIP after reviewing the FCAT 2014 data.

Development of this school improvement plan

The EESAC at West Hialeah Gardens Elementary is the sole body responsible for final decision making at the school relating to the implementation of the SIP. The committee assists and evaluates the SIP, assists the principal in the development of the budget, and determines the allocations of the EESAC's budget. The function of the EESAC is to bring together all stakeholders and to involve them in decisions that impact the delivery and instruction of programs at the school site.

Preparation of the school's annual budget and plan

The EESAC at West Hialeah Gardens meets to go over the 2014-2015 budget. The principal reviews each line item and the members of the EESAC give input and come to consensus over spending of discretionary funds.

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

SAC funds will be allocated to support the goals of the SIP. Projected use of the funds: \$5,750.00 toward technology programs and hardware that support academic achievement.

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
Gonzalez, Sharon	Principal
Pineiro, Mary	Assistant Principal
Rodriguez, Hipolito	Assistant Principal
Catoni, Leslie	Instructional Coach
Balsano, Mariaceleste	Instructional Coach
Adames, Roland	Instructional Media
Kaplan, Tina	Guidance Counselor
Fernandez, Susan	Guidance Counselor
Nodarse, Lourdes	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the school-based LLT this year will be aligned to the District K-12 CRRP 2014-2015 and will include:

- Increasing school-wide literacy across all content areas.
- Implementing on-going professional development targeted and specific to the needs of individual grade levels and instructional staff based on data results.
- Monitoring, collecting, and utilizing assessment data, including FAIR Assessments, District interims, observational data, and in-program assessment data.
- Participating in data analysis teams.

- Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout the curriculum.

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

PLC teams will be formed according to shared instructional goals. Data sources such as the School Improvement Plan, FCAT 2014 student data, and Staff IPEGS Evaluation results will be used to determine the professional development needs and Professional Learning Communities at our school. The PLC Support Team members will facilitate the implementation of PLCs by training staff on the structure of PLCs and provide ongoing support for active PLCs and staff in order to support collaborative planning and instruction.

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

The recruitment of high-quality, highly-qualified teachers to work in high-need academic areas of the school begins during the pre-service of intern teachers. The school brings in pre-service teachers from local colleges and universities each semester and places them with high-performing teachers to serve as role models. As openings occur, former interns are interviewed and hired to become faculty members. In order to retain high-quality, highly-qualified teachers, the school provides many intangible rewards such as encouraging professional learning communities, specific and deliberate professional development, acknowledging outstanding teaching practices, and providing an environment where academic freedom is respected and honored. The principal will be responsible for recruiting and retaining highly qualified, certified-in-field, and effective teachers.

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

West Hialeah Gardens provides mentoring program for beginning teachers. Additional mentoring support is also provided to veteran teachers who are in need of improvement based on data, classroom management, and observations, both formal and informal. Mentor teachers meet with their mentees on a weekly basis and assist them with data analysis, lesson planning, classroom management techniques, intervention techniques, the referral process, parent involvement, and other issues that may arise. Mentors also spend time observing the beginning teachers as well as doing demonstration lessons in the mentee's classroom. Mentor teachers are A. Leon, Y. Leon, and A. Hernandez.

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

West Hialeah Gardens teachers follow the Florida Standards for grades K-5 along with the District-developed pacing guides.

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

West Hialeah Gardens uses data to differentiate instruction and meet the diverse needs of students. Monthly data chats provide teachers the opportunity to review student data with the Leadership Team. Additionally, formative data is used as an ongoing process to modify instructional practices and provide intensive intervention for students through the implementation of differentiated instruction.

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

Strategy: After School Program

Minutes added to school year: 2,160

Title III Academic tutoring will be offered after school to students in the ELL subgroup. Instruction will target the specific benchmarks determined by student performance on FCAT 2.0 2014 administration.

Strategy Rationale

The ELL subgroup has not met AMOs on the FCAT 2014 administration and are a large subgroup within West Hialeah Gardens' student population.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Sharon, pr2371@dadeschools.net

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

Data will be collected using District Interim Assessments. Student performance and learning gains will be analyzed to determine effectiveness of strategies.

Student Transition and Readiness

PreK-12 Transition

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

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

Title I Administration assists West Hialeah Gardens Elementary 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. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Additionally, the school staff has met with some of the local preschool center directors and given suggestions on how they can better prepare their students for kindergarten. All in-coming kindergarten students are screened upon their initial arrival to assess basic knowledge of colors, shapes, letter recognition, and letter sound identification. Most students are also screened on their English Language skills utilizing the Oral Language Proficiency Scale – Revised. Throughout the school year, Kindergarten students are closely monitored for progress using FLKRS and all three FAIR Assessments. Based on the results of these assessments, instructional strategies are modified to meet the individual needs of the students. Also, beginning during Spring registration, the school begins offering campus tours for incoming Kindergarten students and their parents. Transition packets are distributed at the conclusion of the tour. Orientation sessions are also held the week before school begins in order to prepare students and their parents and share expectations for the upcoming school year.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase student achievement by improving core instruction.
- G2.** Early Warning Systems: To decrease the number of students who are identified as struggling and at-risk.
- G3.** To prepare students to be college and career ready through STEM and CTE initiatives.
- G4.** Parental Involvement: SEE 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. We will increase student achievement by improving core instruction. 1a

G051213

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Reading - Hispanic	72.0
AMO Reading - ED	70.0
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	85.0
AMO Math - All Students	79.0
AMO Math - Hispanic	79.0
AMO Math - White	83.0
AMO Math - ELL	76.0
AMO Math - ED	77.0
Math Gains	65.0
Math Lowest 25% Gains	58.0
CELLA Reading Proficiency	37.0
CELLA Listening/Speaking Proficiency	50.0
CELLA Writing Proficiency	35.0
FCAT 2.0 Science Proficiency	52.0

Resources Available to Support the Goal 2

- Common planning time, Reading Liaison, Master teachers who could model lessons, Professional Development Liaison

Targeted Barriers to Achieving the Goal 3

- Lack of collaborative learning communities among teachers within grade levels with a focus on planning to impact student achievement

Plan to Monitor Progress Toward G1. 8

Disaggregation of formative data such as District Interim assessments and summative data such as FSA Spring 2015

Person Responsible

Sharon Gonzalez

Schedule

On 6/5/2015

Evidence of Completion

Walkthrough logs, DI folders, lesson plans, rotation schedules, student feedback

G2. Early Warning Systems: To decrease the number of students who are identified as struggling and at-risk. 1a

G051214

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	85.0
Math Lowest 25% Gains	58.0
Attendance Below 90%	108.0
One or More Suspensions	9.0
Non-proficient Reading by Grade 03	117.0
Retained Students	23.0

Resources Available to Support the Goal 2

- MTSS Team, RtI Team, Administration, Counselors, Interventionists, Florida Standards Curriculum, During and After School Tutorials

Targeted Barriers to Achieving the Goal 3

- Lack of consistency in school-wide behavior policies contributed to increase of students who received two or more behavior referrals and of students who received two or more behavior referrals that lead to suspension.
- Lack of intervention tutorials for primary grades contributed to an increase of students who are not proficient in reading by third grade.
- Lack of consistency with an attendance incentive program contributed to an increase in absences over the previous year.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Sharon Gonzalez

Schedule

Biweekly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Quizzes, tests, site generated assessments, unit assessments

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

G051215

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Math Liaison, Manipulatives, Reflex, Thinkcentral, iReady, Differentiated Instruction

Targeted Barriers to Achieving the Goal 3

- Lack of opportunity to develop higher-order thinking skills and hands on problem solving in math

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Sharon Gonzalez

Schedule

Biweekly, from 10/1/2014 to 3/30/2015

Evidence of Completion

Quizzes, tests, and Interim Assessments, PD rosters

G4. Parental Involvement: SEE PIP 1a

G051216

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. We will increase student achievement by improving core instruction. **1**

 G051213

G1.B1 Lack of collaborative learning communities among teachers within grade levels with a focus on planning to impact student achievement **2**

 B128652

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**

 S140783

Strategy Rationale

Effective planning with a focus on increasing rigorous instruction will help achieve goal.

Action Step 1 **5**

(1) Provide professional development for specified teacher leaders to share effective planning framework and priority components of an instructional block. (2) Provide professional development for all teachers to share effective planning framework and priority components of an instructional block. (3) Provide professional development by modeling an effective planning session using the instructional planning framework inclusive of the priority components.

Person Responsible

Sharon Gonzalez

Schedule

Biweekly, from 9/17/2014 to 11/27/2014

Evidence of Completion

Sign-in, Agenda, PD deliverables

Action Step 2 5

Implement weekly collaborative planning with members of the Literacy Leadership Team assisting and supporting effective planning to deliver instruction.

Person Responsible

Sharon Gonzalez

Schedule

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

Evidence of Completion

Planning schedules, lesson plans

Action Step 3 5

Implementation of technology programs to support at-risk students and also to provide acceleration to on grade-level students such as Reflex Math, iReady, Accelerated Reader, and Reading Plus

Person Responsible

Sharon Gonzalez

Schedule

Weekly, from 9/29/2014 to 6/1/2015

Evidence of Completion

Program reports

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

Walk-throughs, planning meetings, teacher lesson plans

Person Responsible

Sharon Gonzalez

Schedule

On 11/27/2014

Evidence of Completion

Walkthrough logs, coaching logs, coaching schedules, debriefing conferences

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

Student work, Results of district-developed interim assessments, teacher-developed assessments

Person Responsible

Sharon Gonzalez

Schedule

Weekly, from 9/17/2014 to 11/27/2014

Evidence of Completion


Sign-in sheets, Walkthrough logs, Debriefing conferences

G2. Early Warning Systems: To decrease the number of students who are identified as struggling and at-risk.


1

 G051214

G2.B1 Lack of consistency in school-wide behavior policies contributed to increase of students who received two or more behavior referrals and of students who received two or more behavior referrals that lead to suspension. 2

 B128655

G2.B1.S1 Implement a school-wide behavior incentive policy to recognize positive behavior and reinforce district and school expectations. 4

 S140784

Strategy Rationale

Knowledge of school-wide behavior policies and of the District's Code of Student Conduct will reduce the number of students who receive two or more behavior referrals.

Action Step 1 5

Counselors will meet with students who are referred for behavior issues.

Person Responsible

Susan Fernandez

Schedule

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

Evidence of Completion

Numbers of SCAMS will decrease.

Action Step 2 5

Teachers will have evidence of a behavior management plan in their classrooms.

Person Responsible

Sharon Gonzalez

Schedule

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

Evidence of Completion

Classroom walk-throughs and observations

Action Step 3 5

Implement a Character Club to develop citizenship in students.

Person Responsible

Sharon Gonzalez

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Sign-In Rosters

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

walk-throughs, evidence of behavior monitoring charts,

Person Responsible

Sharon Gonzalez

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

reduction of SCAMS

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

Administrative informal and formal observation of classroom management systems and parent conferences

Person Responsible

Sharon Gonzalez

Schedule

Biweekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

classroom walk-throughs, referrals to counselors

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

Administrative informal and formal observation of classroom management systems and parent conferences

Person Responsible

Sharon Gonzalez


Schedule

Biweekly, from 9/8/2014 to 6/5/2015


Evidence of Completion

classroom walk-throughs, referrals to counselors

G2.B2 Lack of intervention tutorials for primary grades contributed to an increase of students who are not proficient in reading by third grade. **2**

 B128656

G2.B2.S1 Provide pull-out intervention for students in primary grades. **4**

 S140785

Strategy Rationale

Early intervention for primary grades will reduce the number of students not proficient in reading by grade 3.

Action Step 1 **5**

Interventionists will provide tutorial support using a pull-out model for primary students.

Person Responsible

Sharon Gonzalez

Schedule

Weekly, from 10/6/2014 to 4/30/2015

Evidence of Completion

Results of Unit tests, teacher-developed assessments and classroom walk-throughs

Action Step 2 **5**

Teachers will implement Differentiated Instruction during the 90 minute reading block.

Person Responsible

Sharon Gonzalez

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

DI folders, sample DI work, DI management charts

Action Step 3 5

Teachers will use iReady as intervention during their Differentiated Instruction.

Person Responsible

Sharon Gonzalez

Schedule

Daily, from 1/1/2015 to 6/5/2015

Evidence of Completion

iReady Reports

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

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

Person Responsible

Sharon Gonzalez

Schedule

Biweekly, from 10/1/2014 to 5/30/2015

Evidence of Completion

Quizzes, tests, site generated assessments, and District Interims

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

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

Person Responsible

Sharon Gonzalez

Schedule

Biweekly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Quizzes, tests, site generated assessments, unit tests

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

G051215

G3.B1 Lack of opportunity to develop higher-order thinking skills and hands on problem solving in math 2

B128658

G3.B1.S1 Professional development of teachers to implement higher order thinking skills and problem solving in science and math to develop their knowledge of STEM. 4

S140786

Strategy Rationale

When students apply higher order thinking and inquiry skills along with problem solving strategies to real life situations, their mathematics knowledge will increase.

Action Step 1 5

Modeling, coaching, common planning time.

Person Responsible

Sharon Gonzalez

Schedule

Biweekly, from 10/1/2014 to 3/30/2015

Evidence of Completion

PD Data, Sign-In rosters, Student Data

Action Step 2 5

Modeling, coaching, common planning time.

Person Responsible

Sharon Gonzalez

Schedule

Biweekly, from 10/1/2014 to 3/30/2015

Evidence of Completion

PD Data, Sign-In rosters, Student Data

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

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

Person Responsible

Sharon Gonzalez

Schedule

On 3/30/2015

Evidence of Completion

Quizzes, tests, and interim assessments

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

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

Person Responsible

Sharon Gonzalez

Schedule

Biweekly, from 10/1/2014 to 3/30/2015

Evidence of Completion

Weekly teacher generated assessments, math journals, interim assessments

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

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

Person Responsible

Sharon Gonzalez

Schedule

Biweekly, from 10/1/2014 to 3/30/2015

Evidence of Completion

Weekly teacher generated assessments, math journals, interim assessments

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	(1) Provide professional development for specified teacher leaders to share effective planning framework and priority components of an instructional block. (2) Provide professional development for all teachers to share effective planning framework and priority components of an instructional block. (3) Provide professional development by modeling an effective planning session using the instructional planning framework inclusive of the priority components.	Gonzalez, Sharon	9/17/2014	Sign-in, Agenda, PD deliverables	11/27/2014 biweekly
G2.B1.S1.A1	Counselors will meet with students who are referred for behavior issues.	Fernandez, Susan	9/1/2014	Numbers of SCAMS will decrease.	6/5/2015 weekly
G2.B2.S1.A1	Interventionists will provide tutorial support using a pull-out model for primary students.	Gonzalez, Sharon	10/6/2014	Results of Unit tests, teacher-developed assessments and classroom walk-throughs	4/30/2015 weekly
G3.B1.S1.A1	Modeling, coaching, common planning time.	Gonzalez, Sharon	10/1/2014	PD Data, Sign-In rosters, Student Data	3/30/2015 biweekly
G1.B1.S1.A2	Implement weekly collaborative planning with members of the Literacy Leadership Team assisting and supporting effective planning to deliver instruction.	Gonzalez, Sharon	10/6/2014	Planning schedules, lesson plans	6/1/2015 weekly
G2.B1.S1.A2	Teachers will have evidence of a behavior management plan in their classrooms.	Gonzalez, Sharon	8/18/2014	Classroom walk-throughs and observations	6/5/2015 daily
G2.B2.S1.A2	Teachers will implement Differentiated Instruction during the 90 minute reading block.	Gonzalez, Sharon	8/25/2014	DI folders, sample DI work, DI management charts	6/5/2015 daily
G3.B1.S1.A2	Modeling, coaching, common planning time.	Gonzalez, Sharon	10/1/2014	PD Data, Sign-In rosters, Student Data	3/30/2015 biweekly
G1.B1.S1.A3	Implementation of technology programs to support at-risk students and also to provide acceleration to on grade-level students such as Reflex Math, iReady, Accelerated Reader, and Reading Plus	Gonzalez, Sharon	9/29/2014	Program reports	6/1/2015 weekly
G2.B1.S1.A3	Implement a Character Club to develop citizenship in students.	Gonzalez, Sharon	9/15/2014	Sign-In Rosters	6/5/2015 weekly
G2.B2.S1.A3	Teachers will use iReady as intervention during their Differentiated Instruction.	Gonzalez, Sharon	1/1/2015	iReady Reports	6/5/2015 daily
G1.MA1	Disaggregation of formative data such as District Interim assessments and summative data such as FSA Spring 2015	Gonzalez, Sharon	9/17/2014	Walkthrough logs, DI folders, lesson plans, rotation schedules, student feedback	6/5/2015 one-time
G1.B1.S1.MA1	Student work, Results of district-developed interim assessments, teacher-developed assessments	Gonzalez, Sharon	9/17/2014	Sign-in sheets, Walkthrough logs, Debriefing conferences	11/27/2014 weekly
G1.B1.S1.MA1	Walk-throughs, planning meetings, teacher lesson plans	Gonzalez, Sharon	9/17/2014	Walkthrough logs, coaching logs, coaching schedules, debriefing conferences	11/27/2014 one-time
G2.MA1	Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.	Gonzalez, Sharon	10/1/2014	Quizzes, tests, site generated assessments, unit assessments	4/30/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Administrative informal and formal observation of classroom management systems and parent conferences	Gonzalez, Sharon	9/8/2014	classroom walk-throughs, referrals to counselors	6/5/2015 biweekly
G2.B1.S1.MA1	Administrative informal and formal observation of classroom management systems and parent conferences	Gonzalez, Sharon	9/8/2014	classroom walk-throughs, referrals to counselors	6/5/2015 biweekly
G2.B1.S1.MA1	walk-throughs, evidence of behavior monitoring charts,	Gonzalez, Sharon	9/8/2014	reduction of SCAMS	6/5/2015 weekly
G2.B2.S1.MA1	Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.	Gonzalez, Sharon	10/1/2014	Quizzes, tests, site generated assessments, unit tests	4/30/2015 biweekly
G2.B2.S1.MA1	Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.	Gonzalez, Sharon	10/1/2014	Quizzes, tests, site generated assessments, and District Interims	5/30/2015 biweekly
G3.MA1	Following the FCIM model monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Gonzalez, Sharon	10/1/2014	Quizzes, tests, and Interim Assessments, PD rosters	3/30/2015 biweekly
G3.B1.S1.MA1	Following the FCIM model monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Gonzalez, Sharon	10/1/2014	Weekly teacher generated assessments, math journals, interim assessments	3/30/2015 biweekly
G3.B1.S1.MA1	Following the FCIM model monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Gonzalez, Sharon	10/1/2014	Weekly teacher generated assessments, math journals, interim assessments	3/30/2015 biweekly
G3.B1.S1.MA1	Following the FCIM model, assessment data reports will be reviewed monthly and instruction will be adjusted as needed.	Gonzalez, Sharon	10/1/2014	Quizzes, tests, and interim assessments	3/30/2015 one-time

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. We will increase student achievement by improving core instruction.

G1.B1 Lack of collaborative learning communities among teachers within grade levels with a focus on planning to impact student achievement

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.

PD Opportunity 1

(1) Provide professional development for specified teacher leaders to share effective planning framework and priority components of an instructional block. (2) Provide professional development for all teachers to share effective planning framework and priority components of an instructional block. (3) Provide professional development by modeling an effective planning session using the instructional planning framework inclusive of the priority components.

Facilitator

Leslie Gomez, Celeste Balsano, Blanca Sanjudo, Humberto Brito

Participants

Grades K-5 Teachers

Schedule

Biweekly, from 9/17/2014 to 11/27/2014

PD Opportunity 2

Implementation of technology programs to support at-risk students and also to provide acceleration to on grade-level students such as Reflex Math, iReady, Accelerated Reader, and Reading Plus

Facilitator

Leslie Gomez, Celeste Balsano, Blanca Sanjudo, Humberto Brito

Participants

Teachers in grades K-5

Schedule

Weekly, from 9/29/2014 to 6/1/2015

G2. Early Warning Systems: To decrease the number of students who are identified as struggling and at-risk.

G2.B2 Lack of intervention tutorials for primary grades contributed to an increase of students who are not proficient in reading by third grade.

G2.B2.S1 Provide pull-out intervention for students in primary grades.

PD Opportunity 1

Teachers will use iReady as intervention during their Differentiated Instruction.

Facilitator

Blanca Sanjudo, Leslie Gomez, Humberto Brito

Participants

K-5 grade teachers

Schedule

Daily, from 1/1/2015 to 6/5/2015

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

G3.B1 Lack of opportunity to develop higher-order thinking skills and hands on problem solving in math

G3.B1.S1 Professional development of teachers to implement higher order thinking skills and problem solving in science and math to develop their knowledge of STEM.

PD Opportunity 1

Modeling, coaching, common planning time.

Facilitator

Blanca Sajudo, Humberto Brito

Participants

Grades 3-5

Schedule

Biweekly, from 10/1/2014 to 3/30/2015

PD Opportunity 2

Modeling, coaching, common planning time.

Facilitator

Blanca Sajudo, Humberto Brito

Participants

Grades 3-5

Schedule

Biweekly, from 10/1/2014 to 3/30/2015

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 2: Early Warning Systems: To decrease the number of students who are identified as struggling and at-risk.	244,000
Grand Total	244,000

Goal 2: Early Warning Systems: To decrease the number of students who are identified as struggling and at-risk.		
Description	Source	Total
B2.S1.A1 - About 50% of the Budget	Title I Part A	244,000
Total Goal 2		244,000