Joe Hall Elementary School

2014-15 School Improvement Plan

Joe Hall Elementary School

1901 SW 134TH AVE, Miami, FL 33175

http://joehall.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	75%

Alternative/ESE Center	Charter School	Minority
No	No	96%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Joe Hall Elementary community is to create a dynamic learning environment in which all students will acquire the knowledge, skills, and desire to become life-long learners and successful participants in the global community.

Provide the school's vision statement

Joe Hall Elementary School is committed to providing students with exemplary instruction that will prepare them to become productive members of society in the 21st century.

School Environment

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

In order to learn about our students' cultures, Joe Hall opens its doors to the families in the community. Through activities such as Open House, Multi-cultural Literacy Night, Parent Workshops, and holiday programs our teachers and staff build relationships with our students' families. The Parent Academy provides resources to teach and support our students' families, which enhances the teacher, student, and parent connection.

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

Joe Hall creates and environment where students feel safe and respected. Our teachers and staff are readily available to help all students. Before, during and after school, teachers and staff monitor the safety and well-being of all our students. Our Safety Committee ensures that student arrival and dismissal procedures are thoroughly planned and monitored. All adults in the building handle students with respect.

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

Our school strictly follows the District's Student Code of Conduct and our school-wide disciplinary plan. At the beginning of the year, each grade level attends an assembly where the rules and clear behavioral expectations are explained. Additionally, each classroom develops rules that are created by the students and monitored. Established protocols for disciplinary incidents are enforced. Teachers design lessons that allow students to be active participants which minimize distractions.

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

Joe Hall ensures that all students' social-emotional needs are met through a variety of stratagems. Joe Hall participates in the "Everybody Mentors" District-wide initiative designed to enhance, strengthen and engage the social influences between staff, community, and students. Teachers notify the school counselor of students who may be experiencing changes or have situations in which they may need support from the counselor. The school counselor refers families to services within the

community for additional support and guidance as needed. Students are provided opportunities to participate in student-leader roles. Our school also has clubs/organizations such as the Chess Club, Future Educators of America, Fitness Club and chorus to ensure that our students are well-rounded and that their social-emotional needs are met.

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

Teachers and select staff identify students who evidence behaviors and/or academic challenges, which cause the students to fall within the following categories: Attendance below 90 percent, one or more suspensions, course failure in English Language Arts or mathematics, Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. Students are referred to the school counselor for additional support. Students are placed in the Response to Intervention process. Parents are notified and partner with school staff to monitor and enhance student progress.

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 5	Total
Attendance below 90 percent	22	22
One or more suspensions	0	
Course failure in ELA or Math	12	12
Level 1 on statewide assessment	38	38
Please see EWS dashboard at osi.dadeschools.net	0	

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

Indicator	Grade Level 5	Total
Students exhibiting two or more indicators	14	14

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

Students who evidence academic performance challenges are placed in an additional tutoring before, during, and after school. Students are referred to the school counselor for additional support. Students are placed in the Response to Intervention process. Parents are notified and partner with school staff to monitor and enhance student progress.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/48686.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Joe Hall builds and sustains partnerships with the local community to secure and utilize resources to support the school and student achievement through School Advisory Council, Parent Teacher Association, school activities, school clubs, and Parent Academy functions.

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
Abreu, Cathay	Principal
Morales, Ruben	Assistant Principal
Esquivel, Kelly	Teacher, ESE
Rogers, Marsha	Teacher, K-12
Gonzalez, Natalie	Teacher, K-12
Montoes, Hilda	Teacher, K-12
Mateo, Roxana	Other
De Leon, jacqueline	Psychologist

Duties

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

•Cathay Abreu, Principal: Provides a common mission for the use of data-driven instruction planning. Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provides a common decision for the use of data driven instruction and decision-making. Conveys with parents regarding MTSS/ RtI plans and actives the school will provide to effectively enhance student achievement.
•Ruben Morales, Assistant Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provides a common decision for the use of data driven instruction and decision-making. Conveys with parents regarding

MTSS/ RtI plans and actives the school will provide to effectively enhance student achievement.
•Hilda Montes, School Counselor: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.
•Kelly Esquivel, Exceptional Student Education (ESE) Chairperson: Collaborates with ESE and general education teachers to plan activities and to cogitate project based learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the students.
•Marsha Rogers, Reading Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school's instructional focus, assessments and interventions.Supports and provides Instruction through professional development, mentoring, and modeling lessons for teachers.
•Sailyn C Debasa, Math Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school's instructional focus, assessments and interventions. Analyzes data to determine students' progress and needs.
•Ana Martin, Science Facilitator: Delivers information regarding the content standards and benchmarks, assists with the implementation and development of the school's instructional focus, assessments and interventions. Analyzes data to determine students' progress and needs.
•Jacquline Perez, School Psychologist: Participates in the collection interpretation and analysis of data to develop data driven intervention plans. Meets with teachers and parents to provide information and support. Evaluates students for possible placement for either gifted or SWD programs. Reevaluates students for possible dismissal of previous placement programs.
•Roxana M. Mateo, Speech Language Pathologist: Provides in-house individualized speech and language therapy to meet the needs of students on Individualized Educational Plans (IEP). Assesses students for possible placement and dismissal of services in the speech and language program.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/RtI Leadership Team uses the four step problem-solving process (Define,Analyze, Implement,Evaluate) within the RtI framework as a system-wide school improvement model.
Tier I
The MTSS/RtI Leadership Team uses the Tier 1 level problem solving process to set Tier 1 goals and monitors the academic and behavioral data to evaluate progress towards those goals at least three times per year.
The team identifies the discrepancy between what the students are able to do and what we want them to do. The team develops a hypotheses as to why that discrepancy exists and links data-verified instructional changes to those hypotheses. The team measures student(s) response to the adjusted instruction.
The team meets with the grade level teachers through curriculum support data chats to analyze current data identifying strengths and weaknesses. Best practices and strategies are identified (academic/behavior) and implemented with fidelity to ensure student success is achieved and maintained. The team monitors the students' progress.
Professional development needs are identified and opportunities for professional growth provided as needed.
Tier 2
The second level of support consists of supplemental intervention/instruction in addition to and in alignment with effective core instruction and behavioral supports. Tier 2 problem-solving meetings occur regularly.
The team addresses the following:
The amount of additional time needed

The focus of the intervention and support

The specific instructional strategies/behavioral support needed

The method and frequency of progress-monitoring assessments

The evidence of fidelity, and

The sufficiency of intervention/support

Selects students (see SST guidelines) for SST Tier 3 intervention

Collected data is analyzed and drives instruction/intervention based on deficient standards.

Finally, the MTSS/RtI Leadership Team, through End of Year Tier 1 problem-solving, evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades (tested) for support focus or prevention/early intervention efforts.

Title I:

We provide extended learning opportunities to students who require additional remediation through before/after school tutoring programs, the Wonderworks Intervention Program, and computer-based learning. Staff development needs are met through professional development opportunities provided by the District and school-based Professional Learning Communities. In addition, Curriculum Support Meetings are held bi-monthly in order to promote instructional collaboration amongst teachers. Teachers meet regularly to progress monitor students who have been placed on a PMP or have been referred to Response to Intervention Team. The RTI team identifies student needs through research-based intervention strategies, assists in designing and implementing monitoring programs, and provides support for assessment and continued monitoring. Supplemental materials, a Community Involvement Liaison, and Interventionist are funded through Title 1 funds. Through the Parent Academy, teachers and staff reach out to the community by provide support and resources.

Title II: Not Applicable

Title III:

Joe Hall Elementary School utilizes the Title III funds to supplement and enhance the academic program for English Language Learners (ELL). Grant monies are used in the implementation of before/after-school tutoring sessions. The Tutorial Program services all levels of ELL students including Level 5 students who have exited the program within the past two years. Remedial instruction in provided in reading, mathematics and writing.

Title VI, Part B: Not Applicable

Title X - Homeless: Joe Hall Elementary has identified a school-based school homeless liaison. Said person has been trained on the McKinney-Vento Law ensuring appropriate services are provided to any homeless students needing assistance based on the School Board Policy VIII.01 Homeless Students.

Supplemental Academic Instruction (SAI): Not Applicable.

Violence Prevention Programs: Not Applicable

Nutrition Programs: Joe Hall Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness policy.

Housing Programs: Not Applicable

Head Start: Not Applicable

Adult Education: Not Applicable

Career and Technical Education: Not Applicable

Job Training: Not Applicable

School Advisory Council (SAC)

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

Name	Stakeholder Group
Abreu, Cathay	Principal
Clavell, Lisette	Teacher
Esquivel-Garay, Kelly	Education Support Employee
Martin, Elizabeth	Teacher
Perez, Isabel	Teacher
Rivera, Ivonne	Education Support Employee
Aguilar, Ivette	Parent
Diehs, Creta	Parent
Hernandez, Odette	Parent
Morales, Mayelin	Business/Community
Freyre, Alejandra	Student
Martin, Joanna	Student

Duties

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

Evaluation of last year's school improvement plan

The 2013-2014 School Improvement Plan for Joe Hall Elementary School was effective as evidenced by our students' performance on the State Standardized Test, FCAT 2.0. Joe Hall demonstrated growth in reading, mathematics, and science - all core subject areas. The English Language Learners, Florida Alternative Assessment students, and Students with Disabilities showed an increase in all core subjects.

Development of this school improvement plan

The Educational Excellence School Advisory Council (SAC) committee is involved in evaluating the school's performance data and in preparing and developing the school's improvement plan.
In preparing and developing the SIP, the SAC reviewed the recommendations, which were made by each grade level for the development of the 2014-2015 school improvement plan. Each recommendation was considered and suggestions and changes were made as needed.
During the monthly meetings, the SAC members review and discuss current performance data.
Based on the data, the SAC members analyze the impact of the strategies implemented to reach the goals as delineated in the SIP.

Preparation of the school's annual budget and plan

The School Advisory Council reviews the annual budget and based on the academic needs of the students as evidenced by student performance data makes recommendations on appropriating funds.

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

The school improvement funds for the 2013-2014 school year were used to fund the school's intervention programs. The programs included tutoring before, during, and after school.

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
Abreu, Cathay	Principal
Morales, Ruben	Assistant Principal
Montoes, Hilda	Teacher, K-12
Debasa, Sailyn	Teacher, K-12
Esquivel, Kelly	Teacher, ESE
Rogers, Marsha	Teacher, K-12
Gonzalez, Natalie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the Literacy Leadership Team is to build school wide capacity in the area of reading knowledge and proficiency. The LLT will focus on areas of literacy concerns across grade levels. The LLT will ensure that the curriculum and instructional strategies are implemented school wide to enhance student achievement. The main area of focus is to provide embedded collaborative planning and collegial discussions aimed at increasing rigor as required by the Common core State Standards (CCSS).

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

Joe Hall builds positive relationships between teachers through:
1. Scheduling common planning across all grade levels and departments
2. Committee assignments
3. Professional Learning Communities
4. Curriculum Support Meetings
5. Share out of "Best Practices"
6. In-house Professional Development

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

1. Regular meetings with early career teachers and teachers new to the school.
2. Partnering of new teachers with mentoring staff.
3. Monitoring and mentoring of pre-service teachers assigned to the school.
4. Opportunities for new teachers and early career teachers to participate in Professional Learning Communities.

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

Beginning teachers participate in the District's MINT program and are assigned a mentor. Early career teachers are paired with an expert teacher in their grade level or department. Planned mentoring activities include professional development, peer observations, lesson modeling, and opportunities for collegial discussions.

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

Joe Hall ensures its core instructional programs and materials are aligned to Florida's standards by the use of the District's Pacing Guides, state adopted books and resources, and technology.

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

Through the use of the following stratagems, Joes Hall ensures that the diverse needs of students are met:
1. The Response to Intervention Process (RtI)
2. Differentiated Instruction within core areas
3. Progress monitoring through curriculum support meetings
The RtI team reviews and analyzes data to evaluate individual students' progress. Instructional strategies are modified as needed. Curricular support is provided, accordingly.

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

Strategy: Extended School Day
Minutes added to school year: 2,720

Selected students in grades 3-5 are offered extended learning opportunities, which provide support in Reading, Mathematics, Writing (fourth grade students) and Science (fifth grade students) before and after school. Assistance with home learning assignments is provided in our After School Care program on a daily basis. Enrichment activities, for selected students, in art and music are provided to promote a well rounded education.

Strategy Rationale

To improve student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Abreu, Cathay, pr2341@dadeschools.net

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

Highly qualified teachers provide the additional learning sessions using district approved supplemental materials and resources. The tutorial team meets with the LLT to discuss the data results from the assessments provided within the tutorial curricular. Changes to instruction are made as needed.

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

In an effort to transition students from Pre-Kindergarten through 5th grade, Joe Hall Elementary School has established several practices. Before starting their first school year, our kindergarten students and their parents attend an orientation to meet the teachers and tour the school. Each parent is provided with a presentation and packet about registration and other important information they may need to increase their knowledge about Joe Hall, the upcoming school year, and their comfort level.
At the end of each school year, our teachers organize activities so that the students can meet the teachers in the next grade level. Students provide information and suggestions to other students who will be in their grade the following school year.
In order to transition our fifth graders into middle school. Representatives from our neighboring middle schools visit to provide presentations about the programs that are being offered, expectations, and to answer any questions the students may have.

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

G2.   Use the Early Warning System (EWS) indicators to identify at risk students in order to provide intervention and support that will increase academic achievement.

G3.   Science, Technology, Engineering, & Mathematics (STEM)- Increase opportunities for students in grades K - 5 to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair and STEM labs.

G4.   Parent 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. To increase student achievement by improving core instruction in all content areas. 1a

🔍 G051059

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	79.0
AMO Math - ED	75.0
AMO Math - ELL	73.0
AMO Math - Hispanic	79.0
AMO Math - SWD	65.0
AMO Math - White	70.0
FAA Mathematics Proficiency	76.0
Math Gains	76.0
Math Lowest 25% Gains	78.0
AMO Reading - All Students	78.0
AMO Reading - ED	77.0
AMO Reading - ELL	73.0
AMO Reading - Hispanic	78.0
AMO Reading - SWD	57.0
AMO Reading - White	65.0
FAA Reading Proficiency	76.0
ELA/Reading Gains	83.0
ELA/Reading Lowest 25% Gains	79.0
FCAT 2.0 Science Proficiency	54.0

Resources Available to Support the Goal 2

- Leadership Team, In-house professional development, Pacing Guides, C-PALMS, Discovery Education, Wonders, Wonderworks, Reading Plus, Curriculum Support Meetings, Wonders Writer's Workspace, PLCs, experienced teachers, active PTA, parental involvement, departmentalized 3-5, Reading Liason, Grade-level chairs, in-house intervention, AR, computer and ESOL lab, ELL/SPED chair, PD Liason, Content Committees.

Targeted Barriers to Achieving the Goal 3

- Limited professional development/knowledge amongst staff about the process of the gradual release model.

Plan to Monitor Progress Toward G1. 8

On going monitoring of the use of the Gradual Release of Responsibility Model during instructional delivery in the instructional block.

Person Responsible

Cathay Abreu

Schedule

Weekly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Walk through notes, review of minutes, PD attendance, curriculum support meeting attendance, and DATA chats.

G2. Use the Early Warning System (EWS) indicators to identify at risk students in order to provide intervention and support that will increase academic achievement. 1a

G051060

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	22.0
Level 1 - All Grades	
Retained Students	

Resources Available to Support the Goal 2

- Leadership Team, In-house professional development, Pacing Guides, C-PALMS, Discovery Education, Wonders, Wonderworks, Reading Plus, Curriculum Support Meetings, Wonders Writer's Workspace, PLCs, experienced teachers, active PTA, parental involvement, departmentalized 3-5, Reading Liaison, Grade-level chairs, in-house intervention, AR, computer and ESOL lab, ELL/SPED chair, PD Liaison, Content Committees.

Targeted Barriers to Achieving the Goal 3

- All parents do not understand and support the concept that student academic development is correlated to student attendance.

Plan to Monitor Progress Toward G2. 8

Monitor Early Warning Systems

Person Responsible

Cathay Abreu

Schedule

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

Evidence of Completion

Increase attendance percentage, decrease behavior referral documentation, and DATA chats.

G3. Science, Technology, Engineering, & Mathematics (STEM)- Increase opportunities for students in grades K - 5 to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair and STEM labs. `1a`

Targets Supported `1b`   🔍 G051061

Indicator	Annual Target

Resources Available to Support the Goal `2`
- Leadership Team, In-house professional development, Pacing Guides, C-PALMS, Discovery Education, Wonders, Wonderworks, Reading Plus, Curriculum Support Meetings, Wonders Writer's Workspace, PLCs, experienced teachers, active PTA, parental involvement, departmentalized 3-5, Reading Liaison, Grade-level chairs, in-house intervention, AR, computer and ESOL lab, ELL/SPED chair, PD Liaison, Content Committees.

Targeted Barriers to Achieving the Goal `3`
- Students have had limited exposure to science, technology, engineering, and mathematics activities that develop scientific thinking and engage students in inquiry.

Plan to Monitor Progress Toward G3. `8`

On-going monitoring of an increase in support, resources provided, and student/parental participation.

Person Responsible

Cathay Abreu

Schedule

Monthly, from 9/10/2014 to 6/3/2015

Evidence of Completion

debriefing with committee chairpersons, attendance to events, resources being used, data chats

G4. Parent Involvement- See PIP `1a`

Targets Supported `1b`   🔍 G051062

Indicator	Annual Target

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

🔑 G051059

G1.B1 Limited professional development/knowledge amongst staff about the process of the gradual release model. 2

🔑 B128301

G1.B1.S1 In all content areas - Gradual Release of Responsibility Model: Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

🔑 S140393

Strategy Rationale

Through the Gradual Release of Responsibility Model, students' improved level of cognitive complexity will increase performance.

Action Step 1 5

Provide professional development workshops of the Gradual Release of Responsibility Model.

Person Responsible

Cathay Abreu

Schedule

On 10/1/2014

Evidence of Completion

PD sign- sheets, agenda, hand-outs, reflections.

Action Step 2 5

Plan and implement through lesson plans the Gradual Release of Responsibility Model during the instructional block.

Person Responsible

Cathay Abreu

Schedule

Weekly, from 10/2/2014 to 10/15/2014

Evidence of Completion

Lesson plans, authentic student work, walk-throughs.

Action Step 3 5

Follow up and support will be given during collaborative conversations at grade level/curriculum support meetings in order to share best practices and provide instructional support.

Person Responsible

Cathay Abreu

Schedule

Monthly, from 10/2/2014 to 6/3/2015

Evidence of Completion

Sign-in sheets, agenda, grade-level/Leadership team meeting minutes.

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

On going monitoring of the use of the Gradual Release of Responsibility Model during instructional delivery in the instructional block.

Person Responsible

Cathay Abreu

Schedule

On 6/3/2015

Evidence of Completion

Walk through notes, review of minutes, PD attendance, curriculum support meeting attendance.

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

On going monitoring of the use of the Gradual Release of Responsibility Model during instructional delivery in the instructional block.

Person Responsible

Cathay Abreu

Schedule

On 6/3/2015

Evidence of Completion

Walk through notes, review of minutes, PD attendance, curriculum support meeting attendance.

G2. Use the Early Warning System (EWS) indicators to identify at risk students in order to provide intervention and support that will increase academic achievement. `1`

🔍 G051060

G2.B1 All parents do not understand and support the concept that student academic development is correlated to student attendance. `2`

🔍 B128306

G2.B1.S1 Students who are identified as developing a pattern of non-attendance will be referred to the MTSS/RtI Team. `4`

🔍 S140394

Strategy Rationale

The MTSS/RtI team will provide support and monitoring of students' attendance.

Action Step 1 `5`

Introduce school wide attendance plan.

Person Responsible

Cathay Abreu

Schedule

On 9/8/2014

Evidence of Completion

Code of student conduct hand book and handouts

Action Step 2 `5`

Teachers will refer students with attendance issues.

Person Responsible

Cathay Abreu

Schedule

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

Evidence of Completion

A reduction in students being referred based on attendance.

Action Step 3 `5`

The MTSS/RtI Team will monitor students who have been referred with high attendance issues providing students with counseling and encouraging parental involvement in this process.

Person Responsible

Cathay Abreu

Schedule

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

Evidence of Completion

Counselor log

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

Monitor Early Warning Systems

Person Responsible

Cathay Abreu

Schedule

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

Evidence of Completion

Increase attendance percentage, decrease behavior referral documentation, and DATA chats.

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

Monitor Early Warning Systems

Person Responsible

Cathay Abreu

Schedule

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

Evidence of Completion

Increase attendance percentage, decrease behavior referral documentation, and DATA chats.

G2.B1.S2 Students who are deemed as developing a pattern of Behavior issues will be referred to the MTSS/RtI Team. `4`

🔑 S140395

Strategy Rationale

The MTSS/RtI team will collaborate to develop a behavior plan to modify behaviors.

Action Step 1 `5`

Introduce school wide behavior plan.

Person Responsible

Cathay Abreu

Schedule

On 9/8/2014

Evidence of Completion

Code of student conduct hand book and handouts

Action Step 2 5

Teachers create individual management routines.

Person Responsible

Cathay Abreu

Schedule

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

Evidence of Completion

A reduction in students being referred based on behavior.

Action Step 3 5

The MTSS/RtI Team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person Responsible

Cathay Abreu

Schedule

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

Evidence of Completion

Counselor log

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor Early Warning Systems

Person Responsible

Cathay Abreu

Schedule

On 6/3/2015

Evidence of Completion

Increased attendance percentage, decrease behavior referral documentation, and DATA chats.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Monitor Early Warning Systems

Person Responsible

Cathay Abreu

Schedule

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

Evidence of Completion

Increased attendance percentage, decrease behavior referral documentation, and DATA chats.

G2.B1.S3 Create an intervention schedule for during and after school to include all Tier 2 and 3 students. `4`

S140396

Strategy Rationale

To provide additional academic support to selected students.

Action Step 1 `5`

Identify targeted students for intervention and create a schedule.

Person Responsible

Cathay Abreu

Schedule

On 9/8/2014

Evidence of Completion

Roster and schedule

Action Step 2 `5`

Create and implement schedule and tracking system

Person Responsible

Cathay Abreu

Schedule

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

Evidence of Completion

schedule and tracking system

Action Step 3 `5`

Follow on the implementation of the intervention being given

Person Responsible

Cathay Abreu

Schedule

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

Evidence of Completion

Student data

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Monitor the implementation of the targeted intervention

Person Responsible

Cathay Abreu

Schedule

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

Evidence of Completion

Schedule and DATA

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Monitor the implementation of the targeted intervention

Person Responsible

Cathay Abreu

Schedule

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

Evidence of Completion

Schedule and DATA

G3. Science, Technology, Engineering, & Mathematics (STEM)- Increase opportunities for students in grades K - 5 to participate in STEM related learning experiences through participation in activities such as the Elementary Science Fair and STEM labs. `1`

`G051061`

G3.B1 Students have had limited exposure to science, technology, engineering, and mathematics activities that develop scientific thinking and engage students in inquiry. `2`

`B128307`

G3.B1.S1 The school will focus on creating more STEM-related experiences during and after school hours. `4`

`S140397`

Strategy Rationale

To increase student performance.

Action Step 1 `5`

Provide teachers with committees leaders to provide resources for math, science, & technology programs

Person Responsible

Cathay Abreu

Schedule

Monthly, from 9/10/2014 to 6/3/2015

Evidence of Completion

Sign-in sheets, agenda, grade-level/Leadership team meeting minutes.

Action Step 2 `5`

Develop and create resources for teachers and parent events for student participation in STEM related activities.

Person Responsible

Cathay Abreu

Schedule

Monthly, from 9/10/2014 to 6/3/2015

Evidence of Completion

labs, handouts, flyers, pictures, sign-ins to events

Action Step 3 `5`

Follow-up and support teachers and students through the committee meetings on an as needed basis.

Person Responsible

Cathay Abreu

Schedule

Monthly, from 9/10/2014 to 6/3/2015

Evidence of Completion

Committee meeting agendas, minutes, resources provided, schedules of events

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

On-going monitoring of the implementation of the committee chairpersons support, resources provided, and student/parental participation.

Person Responsible

Cathay Abreu

Schedule

Monthly, from 9/10/2014 to 6/3/2015

Evidence of Completion

debriefing with committee chairpersons, attendance to events, resources being used, data chats

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

On-going monitoring of the implementation of the committee chairpersons support, resources provided, and student/parental participation.

Person Responsible

Cathay Abreu

Schedule

Monthly, from 9/10/2014 to 6/3/2015

Evidence of Completion

debriefing with committee chairpersons, attendance to events, resources being used, data chats

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development workshops of the Gradual Release of Responsibility Model.	Abreu, Cathay	10/1/2014	PD sign- sheets, agenda, hand-outs, reflections.	10/1/2014 one-time
G2.B1.S1.A1	Introduce school wide attendance plan.	Abreu, Cathay	9/8/2014	Code of student conduct hand book and handouts	9/8/2014 one-time
G2.B1.S2.A1	Introduce school wide behavior plan.	Abreu, Cathay	9/8/2014	Code of student conduct hand book and handouts	9/8/2014 one-time
G2.B1.S3.A1	Identify targeted students for intervention and create a schedule.	Abreu, Cathay	9/8/2014	Roster and schedule	9/8/2014 one-time
G3.B1.S1.A1	Provide teachers with committees leaders to provide resources for math, science, & technology programs	Abreu, Cathay	9/10/2014	Sign-in sheets, agenda, grade-level/ Leadership team meeting minutes.	6/3/2015 monthly
G1.B1.S1.A2	Plan and implement through lesson plans the Gradual Release of Responsibility Model during the instructional block.	Abreu, Cathay	10/2/2014	Lesson plans, authentic student work, walk-throughs.	10/15/2014 weekly
G2.B1.S1.A2	Teachers will refer students with attendance issues.	Abreu, Cathay	9/9/2014	A reduction in students being referred based on attendance.	6/3/2015 monthly
G2.B1.S2.A2	Teachers create individual management routines.	Abreu, Cathay	9/9/2014	A reduction in students being referred based on behavior.	6/3/2015 monthly
G2.B1.S3.A2	Create and implement schedule and tracking system	Abreu, Cathay	9/9/2014	schedule and tracking system	6/3/2015 monthly
G3.B1.S1.A2	Develop and create resources for teachers and parent events for student participation in STEM related activities.	Abreu, Cathay	9/10/2014	labs, handouts, flyers, pictures, sign-ins to events	6/3/2015 monthly
G1.B1.S1.A3	Follow up and support will be given during collaborative conversations at grade level/curriculum support meetings in order to share best practices and provide instructional support.	Abreu, Cathay	10/2/2014	Sign-in sheets, agenda, grade-level/ Leadership team meeting minutes.	6/3/2015 monthly
G2.B1.S1.A3	The MTSS/RtI Team will monitor students who have been referred with high attendance issues providing	Abreu, Cathay	9/9/2014	Counselor log	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	students with counseling and encouraging parental involvement in this process.				
G2.B1.S2.A3	The MTSS/RtI Team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.	Abreu, Cathay	9/9/2014	Counselor log	6/3/2015 monthly
G2.B1.S3.A3	Follow on the implementation of the intervention being given	Abreu, Cathay	9/9/2014	Student data	6/3/2015 monthly
G3.B1.S1.A3	Follow-up and support teachers and students through the committee meetings on an as needed basis.	Abreu, Cathay	9/10/2014	Committee meeting agendas, minutes, resources provided, schedules of events	6/3/2015 monthly
G1.MA1	On going monitoring of the use of the Gradual Release of Responsibility Model during instructional delivery in the instructional block.	Abreu, Cathay	10/1/2014	Walk through notes, review of minutes, PD attendance, curriculum support meeting attendance, and DATA chats.	6/3/2015 weekly
G1.B1.S1.MA1	On going monitoring of the use of the Gradual Release of Responsibility Model during instructional delivery in the instructional block.	Abreu, Cathay	10/1/2014	Walk through notes, review of minutes, PD attendance, curriculum support meeting attendance.	6/3/2015 one-time
G1.B1.S1.MA1	On going monitoring of the use of the Gradual Release of Responsibility Model during instructional delivery in the instructional block.	Abreu, Cathay	10/1/2014	Walk through notes, review of minutes, PD attendance, curriculum support meeting attendance.	6/3/2015 one-time
G2.MA1	Monitor Early Warning Systems	Abreu, Cathay	9/9/2014	Increase attendance percentage, decrease behavior referral documentation, and DATA chats.	6/3/2015 monthly
G2.B1.S1.MA1	Monitor Early Warning Systems	Abreu, Cathay	9/9/2014	Increase attendance percentage, decrease behavior referral documentation, and DATA chats.	6/3/2015 monthly
G2.B1.S1.MA1	Monitor Early Warning Systems	Abreu, Cathay	9/9/2014	Increase attendance percentage, decrease behavior referral documentation, and DATA chats.	6/3/2015 monthly
G2.B1.S2.MA1	Monitor Early Warning Systems	Abreu, Cathay	9/9/2014	Increased attendance percentage, decrease behavior referral documentation, and DATA chats.	6/3/2015 monthly
G2.B1.S2.MA1	Monitor Early Warning Systems	Abreu, Cathay	9/9/2014	Increased attendance percentage, decrease behavior referral documentation, and DATA chats.	6/3/2015 one-time
G2.B1.S3.MA1	Monitor the implementation of the targeted intervention	Abreu, Cathay	9/9/2014	Schedule and DATA	6/3/2015 monthly
G2.B1.S3.MA1	Monitor the implementation of the targeted intervention	Abreu, Cathay	9/9/2014	Schedule and DATA	6/3/2015 monthly
G3.MA1	On-going monitoring of an increase in support, resources provided, and student/parental participation.	Abreu, Cathay	9/10/2014	debriefing with committee chairpersons, attendance to events, resources being used, data chats	6/3/2015 monthly
G3.B1.S1.MA1	On-going monitoring of the implementation of the committee chairpersons support, resources provided, and student/parental participation.	Abreu, Cathay	9/10/2014	debriefing with committee chairpersons, attendance to events, resources being used, data chats	6/3/2015 monthly
G3.B1.S1.MA1	On-going monitoring of the implementation of the committee chairpersons support, resources provided, and student/parental participation.	Abreu, Cathay	9/10/2014	debriefing with committee chairpersons, attendance to events, resources being used, data chats	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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.B1 Limited professional development/knowledge amongst staff about the process of the gradual release model.

G1.B1.S1 In all content areas - Gradual Release of Responsibility Model: Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide professional development workshops of the Gradual Release of Responsibility Model.

Facilitator

Marsha Rogers (Reading Liaison), Lisette Clavell (Literacy Chair), Natalie Gonzalez (ESOL Chair), Kelly Esquivel (SPED Chair).

Participants

Instructional Staff

Schedule

On 10/1/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: Use the Early Warning System (EWS) indicators to identify at risk students in order to provide intervention and support that will increase academic achievement.	9,900
Grand Total	**9,900**

Goal 2: Use the Early Warning System (EWS) indicators to identify at risk students in order to provide intervention and support that will increase academic achievement.		
Description	**Source**	**Total**
B1.S3.A2 - Before and after school intervention.	Title III	6,500
B1.S3.A2 - Before and after school intervention.	School Improvement Funds	3,400
Total Goal 2		**9,900**