

Royal Palm Elementary School



2014-15 School Improvement Plan

Royal Palm Elementary School

4200 SW 112TH CT, Miami, FL 33165

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
90%

Alternative/ESE Center
No

Charter School
No

Minority
97%

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	43
Appendix 2: Professional Development and Technical Assistance Outlines	47
Professional Development Opportunities	48
Technical Assistance Items	52
Appendix 3: Budget to Support Goals	53

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 Royal Palm Elementary School teachers and staff is to provide students with the necessary skills to succeed in all academic areas. This will be done by utilizing current technology to support instruction across the curriculum in a comprehensive effort to enhance students' critical thinking skills, which are essential in a rapidly changing society.

Provide the school's vision statement

The vision of Royal Palm Elementary School teachers, staff, and community is to equip our students with the skills to function successfully in a technology driven information age. Our goal is to provide the foundation that will enable them to succeed in school, to advance in their chosen careers, and to become informed citizens capable of making the critical decisions necessary in a democratic society.

School Environment

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

The culture at Royal Palm Elementary School is reflected by the behaviors of the students and staff that communicate a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. RPES endeavors to provide challenging and equitable learning experiences designed to facilitate student achievement of "learning, thinking and life skills necessary for success". Royal Palm Elementary School provides programs and differentiated instruction designed to support and expand development and learning. Specific programs include: gifted education, Title 1 targeted assistance, special education, speech and language services, English for Speakers of Other Languages (ESOL), school-wide guidance and response to intervention activities. In addition to specific programs, the school demonstrates, through instructional practices and rigorous curriculum standards, a commitment to active engagement, depth of understanding and application of skills and knowledge. Instructional plans document student participation in research, writing projects, scientific experimentation, math and science journal writing and novel studies. In addition, teachers meet within grade levels to discuss best practices and implement strategies in an effort to increase student achievement. These meetings are also used for addressing potential problems and sharing initiatives. The administration encourages, supports and monitors the grade level meetings in addition to scheduling regular data chats with administration. Through input from the teachers, clear direction is established for improving conditions that support student learning. Minutes for grade level meetings are available in the classroom of the respective chairperson and the schedule of data chats is located in the Main Office.

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

Fostering character by creating a positive moral culture in the school and foster caring beyond the classroom.

Fostering respect by demonstrating respect for ourselves and others. We encourage and assist children to speak up against exclusion, to respond to someone in need, to acknowledge the efforts of a classmate, to be open to ideas and approaches not rooted in his own culture or experience and to value all members of the community as learners and teachers, followers and leaders.

Fostering enthusiasm by being committed to maintaining a positive attitude which enhances self-

esteem for students, staff, and families.

We utilize a pro-active approach which empowers the school community to achieve mutual goals. Fostering achievement by empowering each student to reach their full potential and to succeed.

Through teamwork, we are committed to a shared goal, listen and respond to others in an objective and productive way, take on different roles in the group in order to accomplish shared ends and are open and honest with one's ideas, concerns, and values.

Fostering excellence by setting high expectations and strive for excellence in individual and organizational accomplishments.

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

Royal Palm Elementary School has a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in Miami-Dade County Publics Schools' Code of Student Conduct. The school-wide behavior plan is designed to meet the needs of the students across all subgroups. Instructional staff will review data including the school-wide data, individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. Each teacher/staff member is expected to follow the school-wide discipline plan as follows: giving verbal warnings, phone calls to parent/guardians, detentions, referral to the guidance counselor and finally referral to an administrator.

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

The guidance counselor works closely with the grade levels and the administration to keep them abreast of various issues that arise with students. When needed, the school's social worker and psychologist are consulted. Periodically, outside services are suggested as needed by the school's based leadership team.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Royal Palm has the following early warning system in place:

*Attendance - Students who miss more than 10% of instructional time.

* Behavior - Students who have referrals that lead to suspension.

*Performance Students who score at FCAT (FSA) Level 1 in either ELA or Math, who are not proficient in reading by Grade 3, and who are retained.

*Attendance is monitored daily and perfect attendance homerooms are recognized daily through the morning announcements and students are recognized individually on a quarterly basis through the honor roll assemblies. Counseling for students and parents is provided for students with behavioral issues. On-going progress monitoring is done through academic grades, content area portfolios, and quarterly assessments.

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	8	5	3	10	1	7	34
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	13	7	8	3	3	2	36
Level 1 on statewide assessment	0	0	0	14	11	52	77

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	8	4	5	1	2	6	26

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

Royal Palm Elementary School uses the following intervention strategies:

- "Pull-out" tutoring in Reading.
- After school and/or Saturday tutorial programs in Reading, Writing, and Mathematics.
- Bilingual Parent Outreach Program monthly classes.
- Behavioral/mental counseling services for the Individual student and family support.
- Research-based reading, mathematics, and science materials.
- Software for the development of language and literacy skills in reading, mathematics and science.

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/192641>.

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

Royal Palm Elementary has an extensive and long history of educational achievements. To ensure continued success in education, Royal Palm has implemented an intervention plan that addresses students' needs. This plan includes the utilization of new materials that are aligned with the new McGraw-Hill Reading Wonders reading program and Common Core State Standards. In addition, Royal Palm has a stellar reputation within the local community for not only our educational achievements but our commitment to providing each student the tools to be successful in all areas of life.

To this end, Royal Palm offers several community classes after school hours such as ballet, judo and soccer. Two classes in particular are sponsored by Common Threads, which has been teaching children living in underserved communities how to cook wholesome, healthy meals in professional led, curriculum-based after-school programs for over 10 years. Students learn about grains, protein, fruits, and vegetables as they chop, slice, and bake their way to a healthy affordable meal. Students gain serious culinary skills, a taste for healthy food from different countries, and the confidence to make healthy choices about what they eat. Royal Palm, in partnership with Common Threads, offers two after school cooking classes. The first class is called Small Bites, which teaches students how to make healthy snacks. The purpose of this program is to educate students on nutrition and cooking through a series interactive lessons. The lessons, which support Common Core State Standards (CCSS) in Math and English, are also incorporated into the regular school day and give teachers a fresh way to support the CCSS while providing students with the tools they need to live longer, healthier lives. The second class is called Cooking Skills and World Cuisine, which teaching students how to make healthy meals. Selected students learn from a trained chef instructor and a team of volunteers to expand their world, skills, and experiences. Each lesson consists of a movement component, a nutritional lesson, and a cultural lesson specific to a different country. The students then cook 3 to 5 healthy, affordable recipes and share a meal together with the teachers and volunteers. Classes are offered in 10-week sessions throughout the school-year. Royal Palm Elementary also is involved in the Education Fund's Plant-a-thousand-gardens. The program uses edible gardens as outdoor learning laboratories to instill in children the desire to eat vegetables, the knowledge to reduce intake of unhealthy foods and the love of learning in all subjects. Based around the hands-on planting and harvesting of edible vegetable and herb gardens, students become enthusiastic participants in an interdisciplinary experience that combines the teaching of nutrition with learning in science, math, social studies, art, reading, language arts and writing. Royal Palm Elementary School is much more than just a school. We are a community of stakeholders who operate in the spirit of excellence in order to achieve success for everyone.

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
Blanco, Jo Ann	Teacher, K-12
Garcia, Marta	Principal
Askari, Linda	Teacher, K-12
Garcia, Clary	Teacher, ESE
Hunter, Dannette	Teacher, K-12
Panzer, Carlianne	Teacher, K-12
Wiese, Cristobal	Teacher, K-12
Thomas, Myrtis	Assistant Principal
Ruiz, Elena	Instructional Media
Perera, Melissa	Guidance Counselor
Meireles, Zoila	Instructional Coach
Perdomo, Carmen	Teacher, K-12
Medina, Teresa	Teacher, K-12

Duties

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

Royal Palm Elementary MTSS/Rtl team is an extension of the school's Leadership Team designed to support the administration through a problem solving process to address issues and concerns which arise through a systematic examination of data in regards to student achievement, safety, culture, literacy, attendance, and behavior in an effort to provide early intervention.

Royal Palm Elementary has a school-based Multi-Tiered Support System/Response to Instruction/Intervention Leadership Team which includes the Principal, Assistant Principal, Primary and Intermediate Teachers, SWD Teachers, the Reading Liaison, the Math Liaison, the Science Liaison, the School Psychologist, a Technology Specialist, the Speech Language Pathologist, and the School Counselor.

Occasionally, the MTSS/Rtl team may call upon the School Social Worker, Members of the SAC, and Community stakeholder as resources based on specific problems or concerns as warranted.

- Royal Palm Elementary Principal, Marta Garcia, provides a common vision for the use of data-based decision-making. In addition, the principal ensures that the school-based team is implementing MTSS/Rtl by conducting assessment of MTSS/Rtl skills of school staff and collecting documentation. Moreover, the principal provides adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.
- The Reading Liaison, Zoila Meireles, develops, leads, and evaluates school core content standards/programs and identifies and analyzes existing literature on scientifically based curriculum/behavior assessments and intervention approaches. In addition, the Reading Liaison identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies. The Coach assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" and in the design and implementation for progress monitoring, data collection, and data analysis. Furthermore, the Reading Liaison provides guidance on K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of all levels of intervention.
- The Primary and Intermediate Teachers on Royal Palm Elementary MTSS/Rtl provide information about core instruction, participate in student data collection, deliver core instructional and behavioral supports for all students in the general curriculum, collaborate with other staff to implement supplemental interventions to groups of targeted students who need additional support, and integrates Intensive interventions in order to meet the goal of increasing each student's rate of progress academically.
- SWD Teachers participate in student data collection, integrate core instructional activities/materials into Intensive instruction, and collaborate with general education teachers through activities such as co-teaching, small group pull-out, and tutoring.
- The School Psychologist, Michelle Solis-Diaz, participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation, and facilitates data-based decision making activities.
- The Technology Specialist, Andrew Domena, develops the technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
- The Speech Language Pathologist, Rosa Giannoni, educates the team in the role language plays in curriculum, assessments, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.
- The School Counselor, Melissa Perera, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the counselor offers a repertoire of community agencies that offer assistance to

children and families and to support the child's academic, emotional, behavioral, and social success.

- Royal Palm Elementary uses the MTSS/Rtl as a general education initiative where levels of support (resources) are allocated in direct proportion to student needs. There are three levels of support which include Core Instructional, Supplemental Instructional, and Intensive Instructional and/or behavioral interventions in order to increase individual students' rate of progress. There will be an on-going evaluation method established for services at each tier to monitor effectiveness of meeting school goals and student growth as evidenced by on-going assessments. The four step problem solving model (problem identification, problem analysis, intervention implementation, and response evaluation) will be used to plan, monitor, and revise instruction and intervention.

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

Royal Palm Elementary MTSS/Rtl team is an extension of the school's Leadership Team designed to support the administration through a problem solving process to address issues and concerns which arise through a systematic examination of data in regards to student achievement, safety, culture, literacy, attendance, and behavior in an effort to provide early intervention

Title I, Part A

Royal Palm Elementary provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring that staff development needs are provided for. Our Reading Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Coach identifies systematic patterns of student needs while working with the administration and district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parent(s) Programs and Supplemental Educational Services. At Royal Palm Elementary, parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

Although Royal Palm Elementary currently does not have a migrant population, it will provide services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs in an effort to conduct a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are being met.

Title I, Part D

NA

Title II

Royal Palm Elementary uses supplemental funds provided by the county in order to improve 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

Royal Palm Elementary receives funds from Title III and utilizes the funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students. The monies are used to implement and/or provide:

- tutorial programs
- parent outreach activities
- behavioral/mental counseling services
- professional development on best practices, as well as coaching and mentoring for ELL and content area teachers

teachers

- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics, and science.

Title VI, Part B – NA

Title X- Homeless

Although Royal Palm Elementary has no Homeless population at the moment, the district offers the Homeless Assistance Program to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. 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, with an annual contest sponsored by the Homeless Trust, a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Royal Palm Elementary has identified the school counselor to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Royal Palm Elementary offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

Nutrition Programs

1) Royal Palm Elementary 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.

Housing Programs - N/A

Head Start- NA

Adult Education- NA

Career and Technical Education- NA

Job Training- NA

Other

Parental

As a Title I school, Royal Palm Elementary strives to involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center, located in our Media Center, in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

In addition, Royal Palm Elementary increases parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Our Community Involvement Specialist as well as our Title I Liaison work together to target 100% of the school population. Moreover, the school conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement. Due to the input of these surveys, the school varies the times of workshops and meetings in an effort to give all parents the opportunity to attend and become involved. Royal Palm Elementary has a Community Involvement Specialist that completes Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submits to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Marta Garcia	Principal
Dannette Hunter	Teacher
Alma Bartley	Teacher
Clary Garcia	Teacher
Cristobal Wiese	Teacher
Zoila Meireles	Teacher
Irene Childs	Teacher
Frances Quinto	Education Support Employee
Elizabeth de la Puente	Parent
Griselda Solorzano	Parent
Daimara Cobas	Parent
Mayelin Carril	Parent
Marioly Medina	Parent
Sara Ibanez	Parent
Sofia Fardales	Parent
Sarah Echevarria	Student
Rhonda Smith	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council (EESAC) met at the end of the 2013-2014 school year to review the data from the SAT-10 and FCAT Spring Administration. At that time the goals and strategies of the 2014-2015 SIP were discussed. Considerations from the EESAC Committee were made and reviewed.

Development of this school improvement plan

The School Advisory Council (SAC) has an important function for the success of Royal Palm Elementary School. Listed below are some of the functions of the SAC.

- Develop and monitor the implementation of the School Improvement Plan and District Action Plan.
- Sponsor drives to increase parental involvement.
- Reach out to the community to obtain more partners
- Data Analysis of assessments.

Preparation of the school's annual budget and plan

Title III Budget will provide after-school tutoring for ELL students. The budget is estimated at \$3,000. In addition, the principal shares school budget updates with the SAC during regular and/or emergency meetings.

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

Support personnel will be hired and paid for by the SAC funding. The support personnel will be hired to provide the students with tutoring in Reading. The estimated budget is \$2,500.

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
Askari, Linda	Teacher, K-12
Blanco, Jo Ann	Teacher, K-12
Garcia, Clary	Teacher, ESE
Hunter, Dannette	Teacher, K-12
Panzer, Carlianne	Teacher, K-12
Medina, Teresa	Teacher, K-12
Meireles, Zoila	Instructional Coach
Perdomo, Carmen	Teacher, K-12
Perera, Melissa	Guidance Counselor
Ruiz, Elena	Instructional Media
Thomas, Myrtis	Assistant Principal
Wiese, Cristobal	Teacher, K-12
Garcia, Marta	Principal

Duties

Describe how the LLT promotes literacy within the school

Royal Palm Elementary LLT will focus its primary initiative on training staff on implementing the MTSS/Response to Intervention, Common Core Standards, and Florida Standards. Training will include identifying new clusters, strands, utilizing the district pacing guides, correlating the Common Core to the Florida Standards, and focus will be given on the new requirements for intervention based on the district's Decision Tree Model for FAIR Testing. The initiatives for this school year are aligned to the Comprehensive Research-based Reading Plan (C.R.R.P.)

Public and Collaborative Teaching

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

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

The faculty and staff at Royal Palm Elementary School (RPES) are steadfast in their resolve to provide the best possible education for its students and they work diligently to promote student achievement. The teachers utilize the Curriculum guides provided by the district to ensure that instruction supports mastery of all standards by the end of the school year. Teachers also use instructional strategies that

compel students to apply knowledge and skills, integrate content and skills with other disciplines, and use technology as instructional resources and learning tools. Subsequently, curriculum and the overall learning experiences in each class provide all students with challenging and equitable opportunities to develop skills for learning, thinking, and life. Student learning is aligned to our state standards, the Florida Standards, and is well documented within the curriculum. Lesson plans, located in each teacher's classroom, indicate that the learning is progressive. The shift to the Florida Standards has resulted in the need for additional materials and resources. Royal Palm's teachers have worked diligently to create a seamless transition to the Florida Standards curriculum that ensures there are no gaps in learning. Many of the teachers, volunteered to come in during the summer to help create grade-level specific Exemplar Text lesson plans to be made available to all teachers in order to facilitate the conversion to Common Core. These lessons, located in the Reading Liaison's office, were especially useful at the start of school when the material from the new reading series was still being distributed. Teachers collaborate often during grade level meetings to monitor and analyze student progress in order to adjust instruction. Administration also conducts regular data chats in order to examine and monitor students' progress using a variety of assessment tools, such as benchmark testing, student assessment data, F.A.I.R. testing, District Interim Assessments and observations of students' classroom performance. Minutes for grade level meetings are available in the classroom of the respective chairperson and the schedule of data chats is located in the Main Office while the Data Chat attendance rosters are located in the main office.

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

Partnering with local universities and implementing an Intern Recruitment Program.
Partnering new teachers with veteran staff.
On-site leadership opportunities.
Provide opportunities to observe model classrooms and attend professional development activities.
Person responsible: Marta Garcia, Principal and Myrtis Thomas , Assistant Principal

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

RPES participates in the MINT Program offered through the district. New teachers within the school are paired with veteran teachers who can offer expertise and mentoring. These teachers will have weekly meetings to develop lessons and activities, as well as lesson studies.

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

Royal Palm Elementary School ensures that the curriculum is aligned with the new Florida Standards through the implementation of the District's Pacing Guides.
The Leadership Team monitors the programs and materials used by daily walk through, lesson plans, and formal observations.

Instructional Strategies

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

The Literacy Leadership Team at Royal Palm Elementary school will meet monthly. The team will analyze data and look for data trends. They will adjust curriculum and provide strategies for differentiated instruction. Data is used to adjust the delivery of curriculum and instruction to meet the specific needs of the students, adjust the allocation of school-based resources, drive decisions regarding targeted professional development and create student growth trajectories in order to identify and develop interventions.

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
- Interim Assessments
- Wonder Works
- Reading Plus
- iReady
- myONReader
- Thinkgate
- Reflex
- Discovery Education
- Think Central
- GIZMOS
- Tutoring

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: 2,160

The school based strategy that is used to increase the amount of quality learning time and help provide an enriched and accelerated curriculum at our school is ELL After school Tutoring. It will be provided once the funding is available, for the students selected.

Strategy Rationale

To meet the academic individual needs of each student and improve student proficiency levels.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Garcia, Marta, pr4761@dadeschools.net

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

Throughout the school year, data chats are conducted after the FAIR and interim assessments are completed.

The team analyzes the data by first determining the student sub groups, and identifying the at risk students. After the students are identified we determine whether the students are receiving intervention, or whether external factors are impeding their performance. We also determine if requests for assistance or Rtl has been initiated. Once the students at risk are identified, we determine the deficiencies of each student and address the strategies needed to target the deficiencies.

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

Royal Palm Elementary offers an Exceptional Special Education Mainstream Pre-Kindergarten Program. The Program consists of SWD students and role models selected for the Voluntary Pre-Kindergarten Program (VPK) Role Model in ESE full day program. This program creates a smooth transition into our elementary school program. In addition, Royal Palm also houses a VPK program consisting of 18 students with a full-time certified teacher and a paraprofessional. The Pre-Kindergarten instruction follows the M-DCPS Pre-Kindergarten High Scope Curriculum which includes pre and post evaluations documenting student progress. Research indicates that students who participate in an early childhood program demonstrate readiness skills upon entering kindergarten. These students exhibit positive social and academic behaviors as well as self-confidence. Their success is evident as they come ready to meet the benchmarks and expectations of the Kindergarten program.

Royal Palm Elementary builds a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations. A Transition Meeting from Pre-K to Kindergarten took place on May 30, 2013. A secondary meeting will

be held on August 6, 2013.

All students are assessed in Cognitive, Social/Emotional, Self-Help, and Behavior Development prior to entering Kindergarten. The Devereaux Early Childhood Assessment, The Battelle Developmental Intervention and the PELI Literacy Based Program are the assessment instruments used. The teachers use the PELI to assess print/letter knowledge and level of phonological awareness/processing. The DECA and BDI-II are used to assess Social/Emotional Development. The results from these assessments are used to plan instruction and determine the need for interventions. The academic and behavioral instruction is based on the data from the assessments. These screening tools are used at the beginning of the school year and at the end. Pre-K teachers and Kindergarten teachers collaborate on activities and expectations, as well as share best practices.

During the Leadership Team Meetings, the representatives collaborate and share grade level expectations and concerns with the previous grade level and future grade level. Not only are grade levels planning cooperatively to address needs of the students, but vertical planning is also focusing on the needs. Teachers inform parents of the new changes to the grade levels and share expectations during Open House and/or parent conferences.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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 Indicators to identify at-risk students in order to provide support and intervention that will increase academic achievement.
- G3.** Increase student participation and experiences in Science Technology Engineering and Mathematics (STEM) related activities.
- 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. To increase student achievement by improving core instruction in all content areas. 1a

G044958

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - ED	75.0
AMO Reading - ELL	63.0
AMO Reading - Hispanic	76.0
AMO Reading - SWD	53.0
AMO Reading - White	79.0
ELA/Reading Gains	74.0
ELA/Reading Lowest 25% Gains	62.0
AMO Math - All Students	81.0
AMO Math - ED	81.0
AMO Math - ELL	78.0
AMO Math - Hispanic	79.0
AMO Math - SWD	58.0
AMO Math - White	95.0
Math Gains	64.0
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal 2

- Math, Science, Reading Liaisons; Title I Parent Resource Center; Active PTA; Promethean Boards; 4-5 Computers in each class; Media Center opens early daily; After-School ELL Tutoring; In-House Intervention; 3rd Grade Departmentalization; 3-5 Looping; PD Liaison; Common Planning twice per week; Vertical Planning among grade level chairs; Positive Teacher Climate; High number of experienced teachers; Digital Resources available from textbooks; District Wide Supplemental Materials.

Targeted Barriers to Achieving the Goal 3

- Planning collaboratively.

Plan to Monitor Progress Toward G1. 8

On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed.

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples; Results from the 2015 FSA Assessments

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

G044963

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	6.25

Resources Available to Support the Goal 2

- The use of the "Bucket Filler" Recognition Program. Awards and incentives to motivate the students to improve attendance. Math, Science, Reading Liaisons; Title I Parent Resource Center; Active PTA; Promethean Boards; 4-5 Computers in each class; Media Center opens early daily; After-School ELL Tutoring; In-House Intervention; 3rd Grade Departmentalization; 3-5 Looping; PD Liaison; Common Planning twice per week; Vertical Planning among grade level chairs; Positive Teacher Climate; High number of experienced teachers; Digital Resources available from textbooks; District Wide Supplemental Materials. The Royal Palm also has a full time counselor, a psychologist, and social worker that work together with staff to target student behaviors and improve achievement.

Targeted Barriers to Achieving the Goal 3

- Student academic development and progress is essential in students that are not proficient in reading by grade 3 and attendance must be monitored. .

Plan to Monitor Progress Toward G2. 8

Monitor attendance, referral, suspension and student progress reports.

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Attendance rosters, behavior reports, and data results.

G3. Increase student participation and experiences in Science Technology Engineering and Mathematics (STEM) related activities. 1a

G044962

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal 2

- Math, Science, Reading Liaisons; Title I Parent Resource Center; Active PTA; Promethean Boards; 4-5 Computers in each class; Media Center opens early daily; After-School ELL Tutoring; In-House Intervention; 3rd Grade Departmentalization; 3-5 Looping; PD Liaison; Common Planning twice per week; Vertical Planning among grade level chairs; Positive Teacher Climate; High number of experienced teachers; Digital Resources available from textbooks; District Wide Supplemental Materials.

Targeted Barriers to Achieving the Goal 3

- Lack of STEM Vocabulary/Knowledge

Plan to Monitor Progress Toward G3. 8

On-going monitoring of implementation of grade level specific content vocabulary and developing appropriate lessons in STEM.

Person Responsible

Marta Garcia

Schedule

On 6/4/2015

Evidence of Completion

Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples; Results from the 2015 FCAT 2.0 Science Assessment and 2015 FSA Assessments.

G4. Parental Involvement - See PIP. 1a

G048953

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

-

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

 G044958

G1.B4 Planning collaboratively. **2**

 B110824

G1.B4.S1 READING-Effective Planning and Instructional Delivery **4**

 S122264

Strategy Rationale

Teachers need to collaboratively plan to increase academic achievement and implement technology.

Action Step 1 **5**

Through a Lesson Plan Study during collaborative planning time, teachers will develop lessons that will increase vocabulary development through the McGraw-Hill Wonders Series Vocabulary Routine using interactive games and/or activities.

Person Responsible

Marta Garcia

Schedule

Biweekly, from 9/9/2014 to 9/25/2014

Evidence of Completion

Lesson Plan; Agenda/Minutes; Administration Attendance

Action Step 2 5

Implement lesson created during collaborative planning infusing technology; evaluate success of lesson during collaborative planning; enhance or fine tune lesson for future use.

Person Responsible

Marta Garcia

Schedule

Weekly, from 9/26/2014 to 10/10/2014

Evidence of Completion

Lesson Plan; Agenda/Minutes; Administration Attendance; Student Work Samples

Action Step 3 5

Provide on-going support through modeling and/or observation, as needed, to follow-up on the feedback received after the implementation of the lesson.

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Lesson Plan; Agenda/Minutes; Administration walk throughs; Teacher Observation/Modeling

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

On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples

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

On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed

Person Responsible

Marta Garcia


Schedule

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

Evidence of Completion

IntAttending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples

G1.B4.S2 WRITING-Academic Writing 4

 S122408

Strategy Rationale

Based on the rigor of the new Florida Standards Assessment, teachers need additional time to collaboratively plan and implement new strategies.

Action Step 1 5

Through a Lesson Plan Study during collaborative planning time, teachers will develop lessons using the writing process found in the McGraw-Hill Wonders Series using Writer's Notebook.

Person Responsible

Marta Garcia

Schedule

Biweekly, from 9/9/2014 to 10/3/2014

Evidence of Completion

Lesson Plan; Agenda/Minutes; Administration Attendance

Action Step 2 5

Implement lesson created during collaborative planning infusing technology; evaluate success of lesson during collaborative planning; enhance or fine tune lesson for future use.

Person Responsible

Marta Garcia

Schedule

Weekly, from 10/3/2014 to 10/17/2014

Evidence of Completion

Lesson Plan; Agenda/Minutes; Administration Attendance; Student Work Samples

Action Step 3 5

Provide on-going support through modeling and/or observation, as needed, to follow-up on the feedback received after the implementation of the lesson.

Person Responsible

Marta Garcia

Schedule

Weekly, from 10/17/2014 to 6/4/2015

Evidence of Completion

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

On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing writing skills, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples

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

On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing writing skills, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples

G1.B4.S3 MATH-Use and evidence of effective planning utilizing the Item Specifications 4

 S122410

Strategy Rationale

Teachers need to collaboratively plan to increase academic achievement and implement technology.

Action Step 1 5

Through a Lesson Plan Study during collaborative planning time, teachers will develop lessons that will increase content vocabulary and enhance skills through the available Think Central interactive resources.

Person Responsible

Marta Garcia

Schedule

Biweekly, from 9/9/2014 to 9/25/2014

Evidence of Completion

Lesson Plan; Agenda/Minutes; Administration Attendance

Action Step 2 5

Implement lesson created during collaborative planning infusing technology; evaluate success of lesson during collaborative planning; enhance or fine tune lesson for future use.

Person Responsible

Marta Garcia

Schedule

Weekly, from 9/25/2014 to 10/3/2014

Evidence of Completion

Lesson Plan; Agenda/Minutes; Administration Attendance; Student Work Samples

Action Step 3 5

Provide on-going support through modeling and/or observation, as needed, to follow-up on the feedback received after the implementation of the lesson.

Person Responsible

Marta Garcia

Schedule

Weekly, from 10/3/2014 to 6/4/2015

Evidence of Completion

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

On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples

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

On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed

Person Responsible

Marta Garcia


Schedule

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

Evidence of Completion

Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples

G1.B4.S4 SCIENCE-Effective Planning 4

 S122413

Strategy Rationale

Teachers need to collaboratively plan to increase academic achievement and implement technology.

Action Step 1 5

Through a Lesson Plan Study during collaborative planning time/vertical planning, teachers will develop lessons that will not only increase vocabulary, but also provide hands on experiences using all resources available in the McGraw-Hill Wonders Series , Think Central, AIMS, and Discovery Education.

Person Responsible

Marta Garcia

Schedule

Biweekly, from 9/9/2014 to 10/3/2014

Evidence of Completion

Lesson Plan; Agenda/Minutes; Administration Attendance

Action Step 2 5

Implement lesson created during collaborative planning infusing technology; evaluate success of lesson during collaborative planning; enhance or fine tune lesson for future use.

Person Responsible

Marta Garcia

Schedule

Weekly, from 10/3/2014 to 10/17/2014

Evidence of Completion

Lesson Plan; Agenda/Minutes; Administration Attendance; Student Work Samples

Action Step 3 5

Provide on-going support through modeling and/or observation, as needed, to follow-up on the feedback received after the implementation of the lesson. Through support given, teachers will use an AIMS lesson to provide hands-on learning experiences.

Person Responsible

Marta Garcia

Schedule

Weekly, from 10/17/2014 to 6/4/2015

Evidence of Completion

Lesson Plan; Agenda/Minutes; Administration walk throughs; Teacher Observation/ Modeling; Student Work Samples

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

On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development and hands-on experiences, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples

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

On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development and hands-on experiences, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples

G2. Use the Early Warning System Indicators to identify at-risk students in order to provide support and intervention that will increase academic achievement. 1

G044963

G2.B3 Student academic development and progress is essential in students that are not proficient in reading by grade 3 and attendance must be monitored. 2

B110841

G2.B3.S1 Address attendance issues in each grade level and identify students not meeting reading proficiency. 4

S122283

Strategy Rationale

Students with low reading performance tend to have attendance issues. If we target these students, then our academic achievement will improve.

Action Step 1 5

Provide Guidance lessons introducing the "Bucket Filler" Recognition Program, focusing on attendance.

Person Responsible

Melissa Perera

Schedule

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

Evidence of Completion

Decrease in absences, behavior referrals, and increase achievement.

Action Step 2 5

School Wide Recognition of classroom bucket fillers.

Person Responsible

Melissa Perera

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Names of students in school bucket, as well as a decrease in absences.

Action Step 3 5

Provide on-going support in the "Bucket Filler" Program, and academic intervention for identified ELL students not proficient.

Person Responsible

Marta Garcia

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Teacher Participation

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

On-going monitoring of the Bucket Filler Program and increased use of the program.

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Decrease in absences.

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

Monitor daily student attendance through attendance bulletin, monitor weekly behavior SCAMS, and debrief Interim data.

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Decrease in absences and Student Attendance Bulletins.

G2.B3.S2 Implement "Bucket Filler" program to encourage positive behavior school wide. 4

 S134146

Strategy Rationale

Students like to be rewarded for doing the right thing. This will reduce or eliminate negative behavior.

Action Step 1 5

Provide Guidance lessons introducing the "Bucket Filler" Recognition Program, focusing on behavior, doing the right thing, anti-bullying, and academic achievement.

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Decrease in behavior referrals.

Action Step 2 5

School Wide Recognition of Classroom bucket fillers.

Person Responsible

Marta Garcia

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Names of students in school bucket, as well as decrease in behavior referrals.

Action Step 3 5

Provide on-going support in the "Bucket Filler" Program.

Person Responsible

Marta Garcia

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Teacher Participation

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

On-going monitoring of the Bucket Filler Program and increased use of the program.

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Decrease in behavior referrals.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Monitor weekly behavior SCAMS.

Person Responsible

Marta Garcia


Schedule

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

Evidence of Completion

Decrease in behavior referrals and SCAMS.

G2.B3.S3 Wonder Works Intervention will be offered to all students who are in the lowest 25 percent and/or recommended by the teacher. 4

 S134147

Strategy Rationale

Students who receive intervention will increase their academic abilities.

Action Step 1 5

Provide lesson introducing "Wonder Works" program focusing on increasing academic achievement in reading.

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Increase in reading achievement.

Action Step 2 5

School wide implementation of Wonder Works program targeting lowest 25%.

Person Responsible

Marta Garcia

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Increase in reading achievement.

Action Step 3 5

Provide on-going support and academic intervention for identified ELL students and targeted lowest 25%.

Person Responsible

Marta Garcia

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Teacher Participation and increase in progress monitoring reports.

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

On-going monitoring of the Wonder Works program and increased use of the program.

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Increased academic achievement.

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

Debrief Interim data.

Person Responsible

Marta Garcia

Schedule

On 6/4/2015

Evidence of Completion

Increased academic achievement and Interim Data Analysis.

G3. Increase student participation and experiences in Science Technology Engineering and Mathematics (STEM) related activities. 1

G044962

G3.B2 Lack of STEM Vocabulary/Knowledge 2

B110837

G3.B2.S1 Regularly provide students with meaningful opportunities to apply science content and skills using content vocabulary. 4

S122279

Strategy Rationale

Students lack experience and vocabulary in the Science curriculum. Providing opportunities will enhance achievement.

Action Step 1 5

Introduce grade level specific content vocabulary to staff and develop appropriate lessons.

Person Responsible

Marta Garcia

Schedule

Weekly, from 9/9/2014 to 10/24/2014

Evidence of Completion

Lesson Plan; Agenda/Minutes; Administration Attendance

Action Step 2 5

Implement lessons and create a vocabulary book and/or flashcards with specific terms.

Person Responsible

Marta Garcia

Schedule

Weekly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Lesson Plan; Agenda/Minutes; Administration Attendance; Student Work Samples

Action Step 3 5

Provide on-going support through modeling and/or observation, as needed, to follow-up on the feedback received after the implementation of hands on science, technology, engineering, and math activities using content vocabulary.

Person Responsible

Marta Garcia

Schedule

Weekly, from 10/27/2014 to 6/4/2015

Evidence of Completion

Lesson Plan; Agenda/Minutes; Administration walk throughs; Teacher Observation/ Modeling; Student Work Samples; Student use of content vocabulary.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

On-going monitoring of implementation of grade level specific content vocabulary and developing appropriate lessons in STEM.

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

On-going monitoring of implementation of grade level specific content vocabulary and developing appropriate lessons in STEM.

Person Responsible

Marta Garcia

Schedule

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

Evidence of Completion

Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Through a Lesson Plan Study during collaborative planning time, teachers will develop lessons that will increase vocabulary development through the McGraw-Hill Wonders Series Vocabulary Routine using interactive games and/or activities.	Garcia, Marta	9/9/2014	Lesson Plan; Agenda/Minutes; Administration Attendance	9/25/2014 biweekly
G3.B2.S1.A1	Introduce grade level specific content vocabulary to staff and develop appropriate lessons.	Garcia, Marta	9/9/2014	Lesson Plan; Agenda/Minutes; Administration Attendance	10/24/2014 weekly
G2.B3.S1.A1	Provide Guidance lessons introducing the "Bucket Filler" Recognition Program, focusing on attendance.	Perera, Melissa	8/18/2014	Decrease in absences, behavior referrals, and increase achievement.	6/4/2015 daily
G1.B4.S2.A1	Through a Lesson Plan Study during collaborative planning time, teachers will develop lessons using the writing process found in the McGraw-Hill Wonders Series using Writer's Notebook.	Garcia, Marta	9/9/2014	Lesson Plan; Agenda/Minutes; Administration Attendance	10/3/2014 biweekly
G1.B4.S3.A1	Through a Lesson Plan Study during collaborative planning time, teachers will develop lessons that will increase content vocabulary and enhance skills through the available Think Central interactive resources.	Garcia, Marta	9/9/2014	Lesson Plan; Agenda/Minutes; Administration Attendance	9/25/2014 biweekly
G1.B4.S4.A1	Through a Lesson Plan Study during collaborative planning time/vertical planning, teachers will develop lessons that will not only increase vocabulary, but also provide hands on experiences using all resources available in the McGraw-Hill Wonders Series , Think Central, AIMS, and Discovery Education.	Garcia, Marta	9/9/2014	Lesson Plan; Agenda/Minutes; Administration Attendance	10/3/2014 biweekly

Dade - 4761 - Royal Palm Elementary School - 2014-15 SIP
Royal Palm Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S2.A1	Provide Guidance lessons introducing the "Bucket Filler" Recognition Program, focusing on behavior, doing the right thing, anti-bullying, and academic achievement.	Garcia, Marta	8/18/2014	Decrease in behavior referrals.	6/4/2015 daily
G2.B3.S3.A1	Provide lesson introducing "Wonder Works" program focusing on increasing academic achievement in reading.	Garcia, Marta	8/18/2014	Increase in reading achievement.	6/4/2015 daily
G1.B4.S1.A2	Implement lesson created during collaborative planning infusing technology; evaluate success of lesson during collaborative planning; enhance or fine tune lesson for future use.	Garcia, Marta	9/26/2014	Lesson Plan; Agenda/Minutes; Administration Attendance; Student Work Samples	10/10/2014 weekly
G1.B4.S2.A2	Implement lesson created during collaborative planning infusing technology; evaluate success of lesson during collaborative planning; enhance or fine tune lesson for future use.	Garcia, Marta	10/3/2014	Lesson Plan; Agenda/Minutes; Administration Attendance; Student Work Samples	10/17/2014 weekly
G1.B4.S3.A2	Implement lesson created during collaborative planning infusing technology; evaluate success of lesson during collaborative planning; enhance or fine tune lesson for future use.	Garcia, Marta	9/25/2014	Lesson Plan; Agenda/Minutes; Administration Attendance; Student Work Samples	10/3/2014 weekly
G1.B4.S4.A2	Implement lesson created during collaborative planning infusing technology; evaluate success of lesson during collaborative planning; enhance or fine tune lesson for future use.	Garcia, Marta	10/3/2014	Lesson Plan; Agenda/Minutes; Administration Attendance; Student Work Samples	10/17/2014 weekly
G2.B3.S1.A2	School Wide Recognition of classroom bucket fillers.	Perera, Melissa	9/2/2014	Names of students in school bucket, as well as a decrease in absences.	6/4/2015 weekly
G3.B2.S1.A2	Implement lessons and create a vocabulary book and/or flashcards with specific terms.	Garcia, Marta	10/27/2014	Lesson Plan; Agenda/Minutes; Administration Attendance; Student Work Samples	6/4/2015 weekly
G2.B3.S2.A2	School Wide Recognition of Classroom bucket fillers.	Garcia, Marta	9/2/2014	Names of students in school bucket, as well as decrease in behavior referrals.	6/4/2015 weekly
G2.B3.S3.A2	School wide implementation of Wonder Works program targeting lowest 25%.	Garcia, Marta	9/2/2014	Increase in reading achievement.	6/4/2015 weekly
G1.B4.S1.A3	Provide on-going support through modeling and/or observation, as needed, to follow-up on the feedback received after the implementation of the lesson.	Garcia, Marta	10/10/2014	Lesson Plan; Agenda/Minutes; Administration walk throughs; Teacher Observation/Modeling	6/4/2015 weekly
G1.B4.S2.A3	Provide on-going support through modeling and/or observation, as needed, to follow-up on the feedback received after the implementation of the lesson.	Garcia, Marta	10/17/2014		6/4/2015 weekly
G1.B4.S3.A3	Provide on-going support through modeling and/or observation, as needed, to follow-up on the feedback received after the implementation of the lesson.	Garcia, Marta	10/3/2014		6/4/2015 weekly
G1.B4.S4.A3	Provide on-going support through modeling and/or observation, as needed, to follow-up on the feedback received after the implementation of the lesson. Through support given, teachers will use an AIMS lesson to provide hands-on learning experiences.	Garcia, Marta	10/17/2014	Lesson Plan; Agenda/Minutes; Administration walk throughs; Teacher Observation/Modeling; Student Work Samples	6/4/2015 weekly
G2.B3.S1.A3	Provide on-going support in the "Bucket Filler" Program, and academic	Garcia, Marta	9/2/2014	Teacher Participation	6/4/2015 monthly

Dade - 4761 - Royal Palm Elementary School - 2014-15 SIP
Royal Palm Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	intervention for identified ELL students not proficient.				
G3.B2.S1.A3	Provide on-going support through modeling and/or observation, as needed, to follow-up on the feedback received after the implementation of hands on science, technology, engineering, and math activities using content vocabulary.	Garcia, Marta	10/27/2014	Lesson Plan; Agenda/Minutes; Administration walk throughs; Teacher Observation/Modeling; Student Work Samples; Student use of content vocabulary.	6/4/2015 weekly
G2.B3.S2.A3	Provide on-going support in the "Bucket Filler" Program.	Garcia, Marta	9/2/2014	Teacher Participation	6/4/2015 monthly
G2.B3.S3.A3	Provide on-going support and academic intervention for identified ELL students and targeted lowest 25%.	Garcia, Marta	9/2/2014	Teacher Participation and increase in progress monitoring reports.	6/4/2015 monthly
G1.MA1	On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed.	Garcia, Marta	9/9/2014	Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples; Results from the 2015 FSA Assessments	6/4/2015 weekly
G1.B4.S1.MA1	On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed	Garcia, Marta	9/9/2014	IntAttending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples	6/4/2015 weekly
G1.B4.S1.MA1	On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed	Garcia, Marta	9/9/2014	Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples	6/4/2015 weekly
G1.B4.S2.MA1	On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing writing skills, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/ model lessons as needed	Garcia, Marta	9/9/2014	Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples	6/4/2015 weekly
G1.B4.S2.MA1	On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing writing skills, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/ model lessons as needed	Garcia, Marta	9/9/2014	Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples	6/4/2015 weekly
G1.B4.S3.MA1	On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development, follow up and support given by attending meetings, walk throughs, providing release-time to have	Garcia, Marta	9/9/2014	Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples	6/4/2015 weekly

Dade - 4761 - Royal Palm Elementary School - 2014-15 SIP
Royal Palm Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teachers observe/model lessons as needed				
G1.B4.S3.MA1	On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed	Garcia, Marta	9/9/2014	Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples	6/4/2015 weekly
G1.B4.S4.MA1	On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development and hands-on experiences, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed	Garcia, Marta	9/9/2014	Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples	6/4/2015 weekly
G1.B4.S4.MA1	On-going monitoring of collaborative planning; use of lesson plan study; implementation of technology; effective planning increasing vocabulary development and hands-on experiences, follow up and support given by attending meetings, walk throughs, providing release-time to have teachers observe/model lessons as needed	Garcia, Marta	9/9/2014	Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples	6/4/2015 weekly
G2.MA1	Monitor attendance, referral, suspension and student progress reports.	Garcia, Marta	8/18/2014	Attendance rosters, behavior reports, and data results.	6/4/2015 monthly
G2.B3.S1.MA1	Monitor daily student attendance through attendance bulletin, monitor weekly behavior SCAMS, and debrief Interim data.	Garcia, Marta	8/18/2014	Decrease in absences and Student Attendance Bulletins.	6/4/2015 monthly
G2.B3.S1.MA1	On-going monitoring of the Bucket Filler Program and increased use of the program.	Garcia, Marta	8/18/2014	Decrease in absences.	6/4/2015 monthly
G2.B3.S2.MA1	Monitor weekly behavior SCAMS.	Garcia, Marta	8/18/2014	Decrease in behavior referrals and SCAMS.	6/4/2015 monthly
G2.B3.S2.MA1	On-going monitoring of the Bucket Filler Program and increased use of the program.	Garcia, Marta	8/18/2014	Decrease in behavior referrals.	6/4/2015 monthly
G2.B3.S3.MA1	Debrief Interim data.	Garcia, Marta	8/18/2014	Increased academic achievement and Interim Data Analysis.	6/4/2015 one-time
G2.B3.S3.MA1	On-going monitoring of the Wonder Works program and increased use of the program.	Garcia, Marta	8/18/2014	Increased academic achievement.	6/4/2015 monthly
G3.MA1	On-going monitoring of implementation of grade level specific content vocabulary and developing appropriate lessons in STEM.	Garcia, Marta	9/9/2014	Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples; Results from the 2015 FCAT 2.0 Science Assessment and 2015 FSA Assessments.	6/4/2015 one-time
G3.B2.S1.MA1	On-going monitoring of implementation of grade level specific content vocabulary and developing appropriate lessons in STEM.	Garcia, Marta	9/9/2014	Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	On-going monitoring of implementation of grade level specific content vocabulary and developing appropriate lessons in STEM.	Garcia, Marta	9/9/2014	Attending meetings, walk-throughs; observations; schedule for provided teacher-release time; Student Work Samples	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B4 Planning collaboratively.

G1.B4.S1 READING-Effective Planning and Instructional Delivery

PD Opportunity 1

Through a Lesson Plan Study during collaborative planning time, teachers will develop lessons that will increase vocabulary development through the McGraw-Hill Wonders Series Vocabulary Routine using interactive games and/or activities.

Facilitator

Grade Level Chairs: K-Perdomo; 1-Blanco; 2-Askari; 3-Medina; 4-Wiese; 5-Maruri; Ms. Thomas-AP; Ms. Garcia-Principal

Participants

Classroom Teachers

Schedule

Biweekly, from 9/9/2014 to 9/25/2014

PD Opportunity 2

Implement lesson created during collaborative planning infusing technology; evaluate success of lesson during collaborative planning; enhance or fine tune lesson for future use.

Facilitator

Grade Level Chairs: K-Perdomo; 1-Blanco; 2-Askari; 3-Medina; 4-Wiese; 5-Maruri; Ms. Thomas-AP; Ms. Garcia-Principal

Participants

Classroom Teachers

Schedule

Weekly, from 9/26/2014 to 10/10/2014

G1.B4.S2 WRITING-Academic Writing

PD Opportunity 1

Through a Lesson Plan Study during collaborative planning time, teachers will develop lessons using the writing process found in the McGraw-Hill Wonders Series using Writer's Notebook.

Facilitator

Grade Level Chairs: K-Perdomo; 1-Blanco; 2-Askari; 3-Medina; 4-Wiese; 5-Maruri; Reading Liaison-Meireles; Ms. Garcia-Principal; Ms. Thomas-AP

Participants

Classroom Teachers

Schedule

Biweekly, from 9/9/2014 to 10/3/2014

PD Opportunity 2

Implement lesson created during collaborative planning infusing technology; evaluate success of lesson during collaborative planning; enhance or fine tune lesson for future use.

Facilitator

Grade Level Chairs: K-Perdomo; 1-Blanco; 2-Askari; 3-Medina; 4-Wiese; 5-Maruri; Reading Liaison-Meireles; Ms. Garcia-Principal; Ms. Thomas-AP

Participants

Classroom Teachers

Schedule

Weekly, from 10/3/2014 to 10/17/2014

G1.B4.S3 MATH-Use and evidence of effective planning utilizing the Item Specifications

PD Opportunity 1

Through a Lesson Plan Study during collaborative planning time, teachers will develop lessons that will increase content vocabulary and enhance skills through the available Think Central interactive resources.

Facilitator

Grade Level Chairs: K-Perdomo; 1-Blanco; 2-Askari; 3-Medina; 4-Wiese; 5-Maruri (Math Liaison); Ms. Thomas-AP; Ms. Garcia-Principal

Participants

Classroom Teachers

Schedule

Biweekly, from 9/9/2014 to 9/25/2014

PD Opportunity 2

Implement lesson created during collaborative planning infusing technology; evaluate success of lesson during collaborative planning; enhance or fine tune lesson for future use.

Facilitator

Grade Level Chairs: K-Perdomo; 1-Blanco; 2-Askari; 3-Medina; 4-Wiese; 5-Maruri (Math Liaison); Ms. Thomas-AP; Ms. Garcia-Principal

Participants

Classroom Teachers

Schedule

Weekly, from 9/25/2014 to 10/3/2014

G1.B4.S4 SCIENCE-Effective Planning

PD Opportunity 1

Through a Lesson Plan Study during collaborative planning time/vertical planning, teachers will develop lessons that will not only increase vocabulary, but also provide hands on experiences using all resources available in the McGraw-Hill Wonders Series , Think Central, AIMS, and Discovery Education.

Facilitator

Grade Level Chairs: K-Perdomo; 1-Blanco; 2-Askari; 3-Medina; 4-Wiese; 5-Maruri (Math Liaison); Ms. Thomas-AP; Ms. Garcia-Principal; Ms. Meireles (Reading Liaison); Ms. Villavicencio (Science Liaison)

Participants

Classroom Teachers

Schedule

Biweekly, from 9/9/2014 to 10/3/2014

PD Opportunity 2

Implement lesson created during collaborative planning infusing technology; evaluate success of lesson during collaborative planning; enhance or fine tune lesson for future use.

Facilitator

Grade Level Chairs: K-Perdomo; 1-Blanco; 2-Askari; 3-Medina; 4-Wiese; 5-Maruri (Math Liaison); Ms. Thomas-AP; Ms. Garcia-Principal; Ms. Meireles (Reading Liaison); Ms. Villavicencio (Science Liaison)

Participants

Classroom Teachers

Schedule

Weekly, from 10/3/2014 to 10/17/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: To increase student achievement by improving core instruction in all content areas.	2,500
Goal 2: Use the Early Warning System Indicators to identify at-risk students in order to provide support and intervention that will increase academic achievement.	3,000
Grand Total	5,500

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

Description	Source	Total
B4.S1.A3 - Personnel to monitor early access to technology use in the media center.	School Improvement Funds	2,500
Total Goal 1		2,500

Goal 2: Use the Early Warning System Indicators to identify at-risk students in order to provide support and intervention that will increase academic achievement.

Description	Source	Total
B3.S1.A3 - After-School Tutoring	Title III	3,000
Total Goal 2		3,000