

Barbara Hawkins Elementary School



2014-15 School Improvement Plan

Barbara Hawkins Elementary School

19010 NW 37TH AVE, Miami Gardens, FL 33056

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
94%

Alternative/ESE Center
No

Charter School
No

Minority
100%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	D	C

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	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

Barbara Hawkins Elementary is a national and international model for educational excellence.

Provide the school's vision statement

Our unified team of committed colleagues ensures that every student experiences success everyday culminating in 100 percent proficiency across all areas- academically, socially, and emotionally.

School Environment

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

The instructional staff, leadership team, support staff and student services team work collaboratively with the school community to learn about the community's cultures/ needs and builds a rapport to establish a relationship. Student support is provided at the school site through RtI Leadership Team, Student Services departments, and Title I services such as a Community Involvement Specialist and a Parent Resource Center. Additionally, the instructional staff implements lessons on diverse cultures in order to raise cultural awareness. The school incorporates a Character Education program to promote a positive school culture.

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

Maintaining a safe and orderly learning environment, for all students at all times, is a top priority at Barbara Hawkins Elementary. Students are greeted in the morning by a school staff. Students have breakfast in the cafeteria. Students in grades 2-5 sit on the hard court prior to the beginning of school. Students in grades K and 1 remain in the school cafeteria during the morning. In the cafeteria there are several of staff members to ensure proper supervision. To ensure safety, guests are not allowed in areas where students congregate.

During the school day, school security monitors are visible and vigilant, monitoring the school's hallways and surrounding areas. All guests and/or parents are greeted upon entering the building by a security monitor who escorts them to the main office and provides them with a visitors' pass. Visitors are not allowed into a classroom without notifying the office and being escorted by a school staff. Additionally, fire and lock down drills procedures are conducted periodically. At dismissal, all students are escorted to their dismissal areas and school staff remains with students until they are picked up or are sent to the main office. Furthermore, there are afterschool programs available for the students at Barbara Hawkins Elementary.

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

Barbara Hawkins Elementary follows and enforces the MDCPS-Code of Student Conduct. To ensure that all students are aware of the Student Code of Conduct, behavioral expectations and consequences, the school counselor conducted class presentations throughout the beginning of the school year for the entire student body. Our school uses Class Dojo as a Positive Behavior Support.

This allows all staff members to reward positive behaviors throughout the school day. Additionally, Barbara Hawkins Elementary has established a school wide incentive program, in which students earn "Hornet Dollars" from faculty and staff for displaying appropriate behaviors in and outside of the classroom. Students are then afforded the opportunity to purchase items with their earned "Hornet Dollars" at the "Hornet Store" once a week. Furthermore, Barbara Hawkins Elementary implements a Character Education program monthly highlighting character traits that build strong and positive characters.

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

Teachers request assistance from the Student Support Team for students with social emotional needs. The Student Support team is composed of school site administrators, school counselor, school social worker and other key members of the school's leadership team. At times, the students service department refers students to local community agencies which provide therapeutic services for the students and their families. The school counselor also provides individualized and group sessions to address the social emotional needs of students. Additionally, the school provides mentoring to our students through a partnership with a local university and an after-school club. The student service department is responsible for identifying students for such programs. Moreover, the school counselor implements the district's Anti-Bullying curriculum in all the classrooms.

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

An Attendance Review Committee was created to monitor student attendance. The Attendance Review Committee (ARC) identifies students who have attendance less than 90%. Initially, students who reach three absences are identified by the ARC. At this time, the ATC will refer these students to be part of the Attendance Team or A Team. The A Team provides in-school mentorship for students to encourage them to be model students - prompt, prepared, and positive.

Students who are at risk for course failure in reading and math will be identified during interim progress reports and first quarter report cards. Parent conferences are set-up to create intervention plans to assist students with achievement.

Students who score a level one on the statewide assessment receive intensive intervention through Saxon, Wonder Works, or iReady. These programs provide students with instruction based on their readiness level. In addition ongoing progress monitoring is conducted within the program implementation.

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	11	8	5	5	5	3	37
One or more suspensions	0	0	0	0	0	22	22
Course failure in ELA or Math	5	20	22	9	12	2	70
Level 1 on statewide assessment	0	0	0	26	26	35	87
	0	0	0	0	0	0	

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	1	8	14	1	5	1	30

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

Barbara Hawkins Elementary strives to address and minimize early warning systems through intervention strategies. Daily attendance is monitored. An attendance incentive plan has been implemented school-wide to increase student attendance. The incentives are provided weekly, monthly, and quarterly. Furthermore, those students that accrue 5 absences/tardies or more are contacted via school letter or by the Community Involvement Specialist and scheduled for a Attendance Review Committee meeting.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

See Parental Involvement Plan

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

Barbara Hawkins Elementary establishes partnerships with local community organizations in order to provide our students with additional resources. The school has a partnership with local churches, fraternities, and sororities that donate school supplies for selected students throughout the year. Wal-Mart and Barbara Hawkins have partnered to provide incentives for students. The Miami-Dade Commissioners office provided funding to help beautify the school. Through these partnerships Barbara Hawkins Elementary can assist students in being better prepared for school and build a positive culture within the school building.

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
Williams, Rhonda	Principal
Negron, Derek	Assistant Principal
Mandrell, Brittani	Instructional Coach
Moore, Mildred	Instructional Coach
Scott, Melinda	Instructional Coach
King-Mapps, Marthenia	Teacher, K-12

Duties

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

At Barbara Hawkins Elementary the MTSS/Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. The MTSS/Rtl leadership is vital, therefore, in building our team we have considered the following: The Principal, Rhonda Williams and assistant principal, Derek Negron, will ensure commitment and allocate resources; Teacher(s) and Reading Coach, Mildred Moore who share the common goal of improving instruction for all students; and Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The MTSS/Rtl Team will include additional personnel as resources to the team, based on specific problems or

concerns as warranted, such as:

Instructional coaches, Brittani Mandrell, Mildred Moore, and Melinda Scott,

Special education teacher, Jia Tyson

School guidance counselor, Patricia Mergner

School psychologist, Jeheudimes Vuai

School social worker, Susan Cambridge

MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl uses increasingly more intense instruction and interventions. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. At the core level we will evaluate how students respond to solid instruction using McGraw Hill, in mathematics using Houghton Mifflin Harcourt and Scott Foresman in Science. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

For the past eight years, our school has provided ongoing progress monitoring and focused interventions to target professional learning that meets the specific instructional needs of our students. The model provides an effective mechanism that based on data identifies student needs and promptly delivers student interventions as well as job embedded professional development targeting these needs. MTSS features school-based teams that include school psychologists, reading

coaches, professional development specialists and school-site administrators. Teams support teachers by collecting diagnostic data, conducting progress monitoring and identifying appropriate instructional interventions. As team members chart particular student needs, data is used strategically to shift instructional focus and align professional development with the students' instructional needs. Professional development thus serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement.

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

The MTSS Leadership Team has an active role in the development and implementation of the School Improvement Plan (SIP). The MTSS Leadership Team along with the SIP Writing Committee will analyze and disaggregate data presented in the SIP. Individualized Educational Plans (IEPs) will be developed, implemented, and monitored for maximum student success.

The MTSS Leadership Team met with the School Advisory Council (SAC) and Principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Literacy Coaches 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 Leadership Team under the guidance of the reading coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The Literacy Coaches will sit with reading teachers to identify student needs and then assist in the identifying and implementing lessons and differentiating instruction for all students. The reading coach will monitor implementation of reading program and hold powerful discussions with administration. 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, and neglected and delinquent students.

Title I, Part C- Migrant

Barbara Hawkins provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program

- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols. At Barbara Hawkins Elementary, we allow beginning teachers to observe our MINT mentor teachers who demonstrate best practices and have continuously demonstrated growth. The mentor teacher will then observe beginning teacher deliver instructional lessons and assist the teacher in monitoring student progress and modifying instruction. Mentor and Mentee will meet bi-weekly and inform administration of any additional support that may be needed.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

- professional development on best practices for ESOL and content area teachers

- coaching and mentoring for ESOL and content area teachers(K-12)

- reading and supplementary instructional materials(K-12)

cultural supplementary instructional materials (K-12)

Title VI, Part B - NA

Title X- Homeless

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. When parents or guardians register new students, registrar meets with families to inquire of any needs family may have. 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 and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. November is Homeless Awareness Month, the school promotes a canned food drive to donate to the Miami Rescue Mission.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Training and technical assistance for elementary school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- 2) Nutrition education, as per state statute, is taught through physical education. The Physical Education teacher stresses the use of exercise and proper nutrition.

- 3) The School Food Service Program, school breakfast, school lunch, school fundraising, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

4) The school has been selected to participate in the “Fresh Fruit and Vegetable Program (FFVP) in Florida Schools” to expand the variety of fruits and vegetables children consume, increase children’s fruit and vegetable consumption, and to make a difference in children’s diets to impact their present and future health.

5) The school is partnered with Fuel Up to Play 60 and the National Dairy Council to increase the physical fitness and nutrition in all students, families, faculty, and staff.

Housing Programs –

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

At Barbara Hawkins Elementary, we hold a Career Day every year where we get parents and community members involved. Guests represent various professional and technical jobs. The program has community participants work with classes of students by providing lessons and then host a fieldtrip to the work site.

As part of the non-fiction section of the Media Center, there is a part of this section that is dedicated to depicting a variety of careers.

Other

Parent Involvement Program Description

Barbara Hawkins Elementary will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school’s parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental 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.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents’ schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit 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.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Barbara Hawkins Elementary has a partnership with Health Connect in Our Schools (HCiOS).

- HCiOS offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely

manner.

- HClOS will enhance the health education activities provided by the schools and by the health department. HClOS will assure all students receive health education.
- HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rhonda Williams	Principal
Patricia Innocent	Teacher
Marthenia Mapps	Teacher
Patricia Mergner	Teacher
Cedric Bostic	Education Support Employee
Mikayla Rothmiller	Student
Mildred Moore	Teacher
Tiffany Davis	Teacher
Kiyana Ivy	Student
Crystal Pittman	Parent
Eric Piner	Parent
Tiffany Dipanni	Business/Community
Derek Negron	Principal
Natalie Piner	Parent
Remy Dou	Business/Community
Makisha Rothmiller	Parent

Duties

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

Evaluation of last year's school improvement plan

The EESAC worked together to monitor the school improvement through data analysis, problem analysis, and strategic goal formation. Strategies and action plans were reviewed to monitor effectiveness and fidelity to the School Improvement Plan.

Development of this school improvement plan

The EESAC has scheduled and conducted meetings to assist in the preparation and evaluation of the SIP. EESAC will review all applicable student performance data, determine student needs and

prioritize them and recommend strategies to improve areas of need. In order to ensure that all District and State timelines are met the implementation of the School Improvement Plan will be reviewed and monitored throughout the year by all stakeholders.

Preparation of the school's annual budget and plan

The principal plans for the annual budget with the school needs in mind. The budget addresses concerns with class sizes, the need for hourly teachers and supplemental instructional resources. The budget is shared with SAC members.

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

School improvement funds will be utilized for student incentives to promote attendance, academic excellence and positive behavior. During winter EESAC meetings discussions will be held to vote on how to spend additional EESAC funds to continue to promote attendance, academic excellence and positive behavior. Tentative EESAC funds will be projected at \$1730.00 (Incentives for Attendance/ Postive Behavior \$530, Academic Achievements incentives \$1200.00)

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)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Williams, Rhonda	Principal
Negrón, Derek	Assistant Principal
Mandrell, Brittani	Instructional Coach
Moore, Mildred	Instructional Coach
King-Mapps, Marthenia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

A major initiative of the Literacy team for the 2014-2015 school year will be to maintain the fidelity of the Reading Program, intervention groups and continue the development of Differentiated Instruction within the reading classes.

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

Our team has created a collaborative planning schedule in which teachers, administrators, and instructional coaches work together to plan purposeful lessons that will meet the demands of the Florida

Standards. In addition, teachers have opportunities to model lessons and get feedback from the planning team. Student work is also reviewed to monitor student progress.

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

Strategies;

1. Partnering new teachers with veteran staff.
2. Soliciting referrals from current teachers.
3. Communicate with college students and universities to solicit quality interns and graduates.
4. Provide effective teachers with leadership opportunities and department chair opportunities.

Person Responsible;

1. Principal
2. Principal
3. Assistant Principal
4. Principal

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

Program/Plan: First year teachers, teachers new to a grade level and new teachers to the school will be paired with an exemplary teacher mentor. Mentors will provide an ongoing induction process to develop and retain high quality classroom teachers. Planned Mentoring Activities: Modeling lessons, peer observations, monthly progress monitoring of instructional strategies and classroom management.

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

During common planning, the planning team utilizes item specifications and planning cards to begin backwards planning. At this point, the planning team works together to write out daily learning targets that will scaffold student's knowledge to meet the level of rigor indicated on each standard. Materials are selected carefully that will support the daily learning target for each lesson.

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

Teachers utilize data from formal and informal assessments to monitor and revise instruction. Based on this data students are provided with small group instruction that meets their needs. Specifically, materials are gathered that will support the ongoing growth of each student in our school.

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: 10,800

Students participate in sixty minutes of daily reading intervention/enrichment to strengthen their reading skills.

Strategy Rationale

This strategy is required to improve students' reading skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mandrell, Brittani, brmandrell@dadeschools.net

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

Ongoing Progress Monitoring will be conducted monthly to assess effectiveness of intervention. Additionally, bi-weekly assessments will be administered to monitor skill-building.

Student Transition and Readiness

PreK-12 Transition

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

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Preschool students will participate in the Voluntary Prekindergarten (VPK) Assessment. The results of the VPK Assessment will be utilized to guide instruction in the classroom based on students needs. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for

Local preschools are invited to bring their students and spend part of their day in a kindergarten class, and even have lunch in the school cafeteria. Additionally, an orientation is conducted prior to the opening of schools for all incoming kindergarten students. In early August 2014, Barbara Hawkins Elementary hosted a welcoming and greeting session for all incoming kindergarten students and their parents. At the meeting parents and students will have the opportunity to become acquainted with their child's teacher and classroom location.

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all areas.
- G2.** Increase appropriate student behavior through a system of positive behavior support.
- G3.** Increase student participation in STEM based projects to increase student proficiency in math and science.

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 areas. 1a

G048172

Targets Supported 1b

Indicator	Annual Target
AMO Targets Reading - All Students	61.0
AMO Targets Math - All Students	71.0
FCAT 2.0 Science % Proficient	29.0

Resources Available to Support the Goal 2

- MTSS/RTI Team, Literacy Coaches, Math Coach, Curriculum Support Specialist, Interventionist, District Pacing Guides for Reading/Math/Writing/Science, WonderWorks; Saxon Reading Series/ Online-McGrawhill, Math Series/Online - Houghton Mifflin (NGSSS/Common Core), Science Series - Harcourt, Speed Bag J & J Boot camp Science Series, Accelerated Reader, GIZMO's, Smart Board, Promethean Boards, Elmo's, Professional Development School/Region/District Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets;

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective planning
- Lack of effective use of gradual release model
- Limited evidence of data guided instruction.
- Limited evidence of writing across content areas

Plan to Monitor Progress Toward G1. 8

Student progress will be measured by classroom assessments, interim assessments.

Person Responsible

Rhonda Williams

Schedule

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

Evidence of Completion

Common planning agenda, Lesson plans, Student work samples, ETO feedback and reflection on support document

G2. Increase appropriate student behavior through a system of positive behavior support. 1a

G049786

Targets Supported 1b

Indicator	Annual Target
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Discipline incidents

Resources Available to Support the Goal 2

- MTSS/RTI Team, Leadership Team, Counselor, Class Dojo, Social Worker

Targeted Barriers to Achieving the Goal 3

- Limited evidence of student engagement during instructional delivery to manage learning environment.
- Limited evidence of student use of technology during instruction
- Limited evidence of school-wide positive behavior support

Plan to Monitor Progress Toward G2. 8

Data chats will be conducted to review student progress

Person Responsible

Derek Negrón

Schedule

On 11/26/2014

Evidence of Completion

Sign-in sheets, data chat plans

G3. Increase student participation in STEM based projects to increase student proficiency in math and science. 1a

G049723

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science % Proficient	29.0

Resources Available to Support the Goal 2

- Science Liaison, Curriculum Support Specialist, Instructional Supervisors, Pacing Guide, ETO provided STEM projects, Science Lab, Scope and Sequence, Science Fair Packets

Targeted Barriers to Achieving the Goal 3

- Students' Access to STEM related activities

Plan to Monitor Progress Toward G3. 8

Science Interim Data will be collected during the Fall and Winter to assess student proficiency in math and science.

Person Responsible

Derek Negron

Schedule

On 11/26/2014

Evidence of Completion

Progress will be monitored through topic assessments and classwork to determine progress towards proficiency.

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 areas. **1**

 G048172

G1.B1 Limited evidence of effective planning **2**

 B120076

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

 S131875

Strategy Rationale

If there is a deep understanding of the standards and the standards are aligned with highly effective strategies and rigorous instruction then our students will attain proficiency.

Action Step 1 **5**

Implement and monitor an Instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs based on developed lesson plans from bell-to-bell cycle.

Person Responsible

Derek Negron

Schedule

On 11/26/2014

Evidence of Completion

Lesson Plans, Student work samples, DI student work samples

Action Step 2 5

Work collaboratively during common planning to create lesson plans using backwards planning

Person Responsible

Brittani Mandrell

Schedule

On 11/26/2014

Evidence of Completion

Completed pre-planning sheets, Lesson plans

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

Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of lessons being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments, collaboratively determine the next steps to adjust instruction as needed.

Person Responsible

Rhonda Williams

Schedule

On 11/26/2014

Evidence of Completion

Weekly lesson plans, Observations through the coaching cycle, Administrative walkthroughs, Quizzes/Test and Interim Assessments, Data Chats

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

Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of lessons being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments, collaboratively determine the next steps to adjust instruction as needed.

Person Responsible

Rhonda Williams

Schedule

On 11/26/2014

Evidence of Completion

Mini Monthly Assessments, Benchmark Assessments, FAIR, Success Maker Reports, Accelerated Reader Reports, Write Score Reports, Interim Assessments, Data Chats

G1.B1.S2 Utilize effective planning protocols including the use of State Standards, Item Specifications. Effective strategies will be implemented to maximize the use of the instructional block by selectively choosing rigorous tasks aligned to the expectations of the content standard's cognitive complexity level. 4

 S132336

Strategy Rationale

Action Step 1 5

Teachers will be provided with professional development to unwrap standards

Person Responsible

Mildred Moore

Schedule

On 9/10/2014

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Participants will be able to complete unwrapping standards sheet

Person Responsible

Schedule

Weekly, from 9/15/2014 to 11/26/2014

Evidence of Completion

Unwrapping standards sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration will participate in common planning to ensure teachers are comfortable with unwrapping standards

Person Responsible

Derek Negrón


Schedule

On 11/26/2014


Evidence of Completion

Common planning sign-in sheets

G1.B2 Lack of effective use of gradual release model **2**

 B120077

G1.B2.S1 Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks. **4**

 S131876

Strategy Rationale

Action Step 1 **5**

Implement and monitor an Instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs based on developed lesson plans from bell-to-bell.

Person Responsible

Rhonda Williams

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Grouping Templates, Instructional Coaching Logs and Calendars,

Action Step 2 **5**

Conduct coaching cycles and model different components of the instructional framework and use of DLT's based on

Person Responsible

Derek Negrón

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Coaching logs and Calendars, Documentation of debrief following modeling session, Note Taking/Note Making

Action Step 3 5

Work collaboratively during common planning to create lesson plans using backward planning.

Person Responsible

Derek Negrón

Schedule

Weekly, from 9/26/2014 to 11/26/2014

Evidence of Completion

Common planning agenda, Lesson Plans, Student work samples

Action Step 4 5

Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

Person Responsible

Derek Negrón

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Action Step 5 5

Consistently monitor common planning and the implementation of the use of lesson planning and delivery.

Person Responsible

Derek Negrón

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Common planning agenda, Lesson plans, Student work samples

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

Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of differentiated instruction lessons being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments to group students based on their needs, collaboratively determine the next steps to adjust instruction as needed.

Person Responsible

Rhonda Williams

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Differentiated instruction lessons plans, grouping templates, monthly mini assessments, Instructional Coaching Logs and Calendars

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

Data from assessments will be collected and analyzed during common planning and data chats.

Person Responsible

Rhonda Williams

Schedule

Monthly, from 10/13/2014 to 11/26/2014

Evidence of Completion

Mini Monthly Assessments, Benchmark Assessments, FAIR, Success Maker Reports, Accelerated Reader Reports, Write Score Reports, Interim Assessments, Data Chats

G1.B3 Limited evidence of data guided instruction. 2

 B120078

G1.B3.S1 Use data to set goals, determine sound instructional practices based on research, and differentiated instruction to meet various needs of students. 4

 S131877

Strategy Rationale

Action Step 1 5

During planning use relevant and current data to create flexible student groups for differentiated instruction.

Person Responsible

Derek Negrón

Schedule

On 11/26/2014

Evidence of Completion

Data Binders/Student DI Folders/Data Tracking Sheet

Action Step 2 5

Provide resources for differentiated instruction that is aligned to students' specific needs.

Person Responsible

Derek Negrón

Schedule

On 10/30/2014

Evidence of Completion

Data Binders/Instructional Focus Calendars

Action Step 3 5

Provide professional development on the use of data to create flexible student groups and use of a grouping template and implementation of small groups.

Person Responsible

Brittani Mandrell

Schedule

On 11/26/2014

Evidence of Completion

PD agenda and sign- In sheet, Professional development deliverables (PD presentation, handouts), DI schedules,

Action Step 4 5

Follow-up on the implementation of the effective use of data to create flexible student groups and plan for

Person Responsible

Derek Negron

Schedule

On 11/26/2014

Evidence of Completion

Common planning agenda, Lesson plans, Student work samples, ETO feedback and reflection on support document

Action Step 5 5

Utilize relevant and current data (FAIR-FS Patterns, Interim Data, and STAR) to set goals and create flexible student

Person Responsible

Rhonda Williams

Schedule

On 11/26/2014

Evidence of Completion

Data Analysis documentation, Common planning agenda, Student Grouping Templates,

Action Step 6 5

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students

Person Responsible

Schedule

On 11/26/2014

Evidence of Completion

Common planning agenda, Lesson plans, DI student work samples

Action Step 7 5

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and

Person Responsible

Derek Negrón

Schedule

On 11/26/2014

Evidence of Completion

Walkthrough documentation, Administrative feedback and reflection on coaching logs

Action Step 8 5

Debrief with instructional coaches on the implementation of the alignment of instructional resources and data to

Person Responsible

Derek Negrón

Schedule

On 11/26/2014

Evidence of Completion

Leadership Team Meeting agendas, ETO feedback and reflection on support document, Implementation Plan

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

Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of lessons incorporating rigorous activities being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments to measure if level of rigor needs to be increased, collaboratively determine the next steps to adjust instruction as needed.

Person Responsible

Derek Negrón

Schedule

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

Evidence of Completion

Lesson plans, student authentic work, interactive journals, Instructional Coaches Logs and Calendars, Implementation Plans

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

Lesson plans, student authentic work and interactive journals.

Person Responsible

Rhonda Williams

Schedule

Biweekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Mini Monthly Assessments, FAIR, iReady Reports, Accelerated Reader Reports, Interim Assessments, Data Chats

G1.B4 Limited evidence of writing across content areas **2**

 B120463

G1.B4.S1 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate various text and scenarios using clear and relevant evidence and incorporate problem solving into writing. **4**

 S132345

Strategy Rationale

Action Step 1 **5**

Provide professional development on the different modalities of writing (narrative, informative and opinion).

Person Responsible

Brittani Mandrell

Schedule

On 10/30/2014

Evidence of Completion

PD agenda and sign- In sheet, Professional Development deliverables (PD presentation, handouts)

Action Step 2 **5**

Follow-up on the implementation of academic writing as provided during professional development.

Person Responsible

Schedule

On 11/26/2014

Evidence of Completion

Common planning agenda, Lesson plans, Student work samples, ETO feedback and reflection on support document, Implementation Plan

Action Step 3 5

Implement an instructional framework in literacy and writing classes to ensure daily effective writing

Person Responsible

Rhonda Williams

Schedule

On 11/26/2014

Evidence of Completion

Common planning agenda, Lesson plans, Student work samples, ETO feedback and reflection on support document, Implementation Plan

Action Step 4 5

Increase explicit instruction in writing to include think and write alouds.

Person Responsible

Rhonda Williams

Schedule

On 11/26/2014

Evidence of Completion

Lesson Plans, Student work samples

Action Step 5 5

Conduct coaching cycles to model all components of the writing process to include the different

Person Responsible

Rhonda Williams

Schedule

On 11/26/2014

Evidence of Completion

Coaching logs and Calendars, Documentation of debrief following modeling session, Evidence of student work based on writing instruction, Note Taking/Note Making Documentation

Action Step 6 5

Provide opportunities in all content areas to respond to text dependent questions and cite text understanding of information from multiple sources.

Person Responsible

Rhonda Williams

Schedule

On 11/26/2014

Evidence of Completion

Common planning agenda, Lesson plans, Student work samples

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

During common planning and classroom walkthroughs, student work will be reviewed to ensure that writing process is evident in the classroom. Teachers will be provided feedback on student work.

Person Responsible

Derek Negrón

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson Plans, Student work samples,

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

Student assessments will be analyzed to ensure that classroom instruction and assessments are aligned and students are gaining adequate practice instructional rigor that prepares them to be successful on summative assessments.

Person Responsible

Rhonda Williams

Schedule

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

Evidence of Completion

Student work samples, student data

G2. Increase appropriate student behavior through a system of positive behavior support. 1

G049786

G2.B1 Limited evidence of student engagement during instructional delivery to manage learning environment. 2

B124785

G2.B1.S1 Increase the use of technological programs during instruction. 4

S136780

Strategy Rationale

Action Step 1 5

Teachers will incorporate the use of technological programs (i.e I-Ready, Accelerated Reader, My On Reader, Reading Plus, etc.) during instruction and reading interventions.

Person Responsible

Mildred Moore

Schedule

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

Evidence of Completion

Student Reports and diagnostic analysis reports will be pulled on a monthly basis to target strengths and weaknesses and guide instruction.

Action Step 2 5

The school will provide enrichment opportunities before school to utilize technology to supplement instruction.

Person Responsible

Brittani Mandrell

Schedule

Daily, from 10/13/2014 to 4/30/2015

Evidence of Completion

Usage / progress reports from iReady, Reading Plus, and typing programs,

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

Students will sign-in during each session they attend

Person Responsible

Brittani Mandrell

Schedule

Weekly, from 10/12/2014 to 11/26/2014

Evidence of Completion

Student sign-in sheets, usage reports

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

Literacy coaches will monitor student progress of technology programs.

Person Responsible

Derek Negrón

Schedule

Weekly, from 10/13/2014 to 11/26/2014

Evidence of Completion

Progress reports from iReady, Reading Plus, and Tying Web

G2.B2 Limited evidence of student use of technology during instruction **2**

 B124864

G2.B2.S1 Increase student participation in the MyOn and Accelerated Reading Programs to improve student use of technology during classroom instructional blocks. **4**

 S136836

Strategy Rationale

Action Step 1 **5**

Every student will take a diagnostic assessment on the STAR program.

Person Responsible

Mildred Moore

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

STAR Reading Student Reports

Action Step 2 **5**

Students will read independently on a consistent basis working towards meeting individual reading goals.

Person Responsible

Brittani Mandrell

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Accelerated Reading Student Monthly Reports

Action Step 3 5

Students and Classes will participate in Book Reading Competitions allowing more reading opportunities.

Person Responsible

Mildred Moore

Schedule

Quarterly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Accelerated Reading Student Monthly Reports

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

Students will be monitored on a weekly basis for participation.

Person Responsible

Mildred Moore

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

STAR Reading Reports, Accelerated Reading Reports, etc.

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

Weekly reports will be analyzed to monitor student progress.

Person Responsible

Brittani Mandrell

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Accelerated Reader Reports

G2.B3 Limited evidence of school-wide positive behavior support **2**

 B126101

G2.B3.S1 Implement school-wide positive behavior support system. **4**

 S138025

Strategy Rationale

Action Step 1 **5**

Research and select system for positive behavior support

Person Responsible

Derek Negron

Schedule

On 8/1/2014

Evidence of Completion

Selection of positive behavior support

Action Step 2 **5**

Provide teachers and support staff with professional development on implementation of program

Person Responsible

Schedule

On 8/15/2014

Evidence of Completion

Action Step 3 **5**

Communicate plan to parents/students

Person Responsible

Schedule

On 8/16/2014

Evidence of Completion

Sign-in sheets

Action Step 4 5

Enforce positive behavior support system throughout school

Person Responsible

Schedule

Evidence of Completion

Action Step 5 5

Person Responsible

Schedule

Evidence of Completion

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

Classrooms will be shared amongst staff to assist with school-wide use of Class Dojo

Person Responsible

Melinda Scott

Schedule

Daily, from 10/10/2014 to 10/10/2014

Evidence of Completion

Student behavior tracking reports

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

Student behavior incidents will be tracked

Person Responsible

Derek Negrón

Schedule


Biweekly, from 10/6/2014 to 10/6/2014

Evidence of Completion


Number of students with negative behavior incidents, student referrals

G3. Increase student participation in STEM based projects to increase student proficiency in math and science.


1

 G049723

G3.B1 Students' Access to STEM related activities 2

 B124487

G3.B1.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) and Florida Standards when planning STEM projects. 4

 S136391

Strategy Rationale

In order to instruct rigorous lessons, it is important that effective planning takes place.

Action Step 1 5

Model during planning the use of the “unwrapping the benchmark” session to select resources, tasks, assignments and appropriate scaffolded questions in order to meet the cognitive complexity of the standard.

Person Responsible

Rhonda Williams

Schedule

On 11/26/2014

Evidence of Completion

Collaborative planning agenda and sign-in sheets, pre-planning sheets

Action Step 2 5

Use pacing guide, item specs, and scope and sequence during planning to identify related STEM based projects

Person Responsible

Rhonda Williams

Schedule

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

Evidence of Completion

Collaborative planning agenda and sign-in sheets, support log, completed planning sheets

Action Step 3 5

Conduct a science club for students to engage in STEM related projects

Person Responsible

Rhonda Williams

Schedule

Weekly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Completed projects, Science Fair projects, Enrollment in STEM projects

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

Administration will review calendar and lesson plans to ensure that scheduled STEM activities are completed.

Person Responsible

Derek Negron

Schedule

On 5/29/2015

Evidence of Completion

Science CSS and Assistant Principal provided job-embedded professional development during planning on use of resources.

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

CSS and Administration will assist teachers in planning STEM based projects

Person Responsible

Derek Negron


Schedule

On 5/29/2015

Evidence of Completion

Lesson plans, Completed STEM projects and activities.

G3.B1.S2 Increase student access to STEM based activities through community-based events 4

 S136734

Strategy Rationale

Action Step 1 5

Conduct a science and technology night to allow parents to engage in STEM activities with students.

Person Responsible

Schedule

On 11/20/2014

Evidence of Completion

Sign-in sheets, documents of completed activities

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Science liaison will work with administration to ensure event is successfully planned.

Person Responsible

Rhonda Williams

Schedule

On 11/20/2014

Evidence of Completion

Flyers, connect-ed messages, STEM projects completed in lab

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Science fair projects will be graded to measure effectiveness of event.

Person Responsible

Derek Negron

Schedule

Evidence of Completion

Student work.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Implement and monitor an Instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs based on developed lesson plans from bell-to-bell cycle.	Negron, Derek	9/26/2014	Lesson Plans, Student work samples, DI student work samples	11/26/2014 one-time
G1.B2.S1.A1	Implement and monitor an Instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs based on developed lesson plans from bell-to-bell.	Williams, Rhonda	9/9/2014	Lesson Plans, Grouping Templates, Instructional Coaching Logs and Calendars,	11/26/2014 daily
G1.B3.S1.A1	During planning use relevant and current data to create flexible student groups for differentiated instruction.	Negron, Derek	9/9/2014	Data Binders/Student DI Folders/Data Tracking Sheet	11/26/2014 one-time
G1.B4.S1.A1	Provide professional development on the different modalities of writing (narrative, informative and opinion).	Mandrell, Brittani	9/9/2014	PD agenda and sign- In sheet, Professional Development deliverables (PD presentation, handouts)	10/30/2014 one-time
G3.B1.S1.A1	Model during planning the use of the "unwrapping the benchmark" session to select resources, tasks, assignments and appropriate scaffolded questions in order to meet the cognitive complexity of the standard.	Williams, Rhonda	10/16/2014	Collaborative planning agenda and sign-in sheets, pre-planning sheets	11/26/2014 one-time
G3.B1.S2.A1	Conduct a science and technology night to allow parents to engage in STEM activities with students.		11/20/2014	Sign-in sheets, documents of completed activities	11/20/2014 one-time
G2.B1.S1.A1	Teachers will incorporate the use of technological programs (i.e I-Ready, Accelerated Reader, My On Reader, Reading Plus, etc.) during instruction and reading interventions.	Moore, Mildred	10/3/2014	Student Reports and diagnostic analysis reports will be pulled on a monthly basis to target strengths and weaknesses and guide instruction.	6/4/2015 daily
G2.B2.S1.A1	Every student will take a diagnostic assessment on the STAR program.	Moore, Mildred	8/25/2014	STAR Reading Student Reports	5/29/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Teachers will be provided with professional development to unwrap standards	Moore, Mildred	9/8/2014	Sign-in sheets	9/10/2014 one-time
G2.B3.S1.A1	Research and select system for positive behavior support	Negron, Derek	8/1/2014	Selection of positive behavior support	8/1/2014 one-time
G1.B2.S1.A2	Conduct coaching cycles and model different components of the instructional framework and use of DLT's based on	Negron, Derek	9/9/2014	Coaching logs and Calendars, Documentation of debrief following modeling session, Note Taking/Note Making	11/26/2014 weekly
G1.B3.S1.A2	Provide resources for differentiated instruction that is aligned to students' specific needs.	Negron, Derek	9/9/2014	Data Binders/Instructional Focus Calendars	10/30/2014 one-time
G1.B4.S1.A2	Follow-up on the implementation of academic writing as provided during professional development.		9/9/2014	Common planning agenda, Lesson plans, Student work samples, ETO feedback and reflection on support document, Implementation Plan	11/26/2014 one-time
G3.B1.S1.A2	Use pacing guide, item specs, and scope and sequence during planning to identify related STEM based projects	Williams, Rhonda	9/9/2014	Collaborative planning agenda and sign-in sheets, support log, completed planning sheets	11/26/2014 monthly
G1.B1.S1.A2	Work collaboratively during common planning to create lesson plans using backwards planning	Mandrell, Brittani	9/9/2014	Completed pre-planning sheets, Lesson plans	11/26/2014 one-time
G2.B1.S1.A2	The school will provide enrichment opportunities before school to utilize technology to supplement instruction.	Mandrell, Brittani	10/13/2014	Usage / progress reports from iReady, Reading Plus, and typing programs,	4/30/2015 daily
G2.B2.S1.A2	Students will read independently on a consistent basis working towards meeting individual reading goals.	Mandrell, Brittani	9/1/2014	Accelerated Reading Student Monthly Reports	5/29/2015 quarterly
G2.B3.S1.A2	Provide teachers and support staff with professional development on implementation of program		8/15/2014		8/15/2014 one-time
G1.B2.S1.A3	Work collaboratively during common planning to create lesson plans using backward planning.	Negron, Derek	9/26/2014	Common planning agenda, Lesson Plans, Student work samples	11/26/2014 weekly
G1.B3.S1.A3	Provide professional development on the use of data to create flexible student groups and use of a grouping template and implementation of small groups.	Mandrell, Brittani	9/9/2014	PD agenda and sign- In sheet, Professional development deliverables (PD presentation, handouts), DI schedules,	11/26/2014 one-time
G1.B4.S1.A3	Implement an instructional framework in literacy and writing classes to ensure daily effective writing	Williams, Rhonda	9/9/2014	Common planning agenda, Lesson plans, Student work samples, ETO feedback and reflection on support document, Implementation Plan	11/26/2014 one-time
G3.B1.S1.A3	Conduct a science club for students to engage in STEM related projects	Williams, Rhonda	9/30/2014	Completed projects, Science Fair projects, Enrollment in STEM projects	5/29/2015 weekly
G2.B2.S1.A3	Students and Classes will participate in Book Reading Competitions allowing more reading opportunities.	Moore, Mildred	10/13/2014	Accelerated Reading Student Monthly Reports	5/29/2015 quarterly
G2.B3.S1.A3	Communicate plan to parents/students		8/16/2014	Sign-in sheets	8/16/2014 one-time
G1.B2.S1.A4	Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Negron, Derek	9/9/2014		11/26/2014 weekly
G1.B3.S1.A4	Follow-up on the implementation of the effective use of data to create flexible student groups and plan for	Negron, Derek	9/9/2014	Common planning agenda, Lesson plans, Student work samples, ETO feedback and reflection on support document	11/26/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A4	Increase explicit instruction in writing to include think and write alouds.	Williams, Rhonda	9/9/2014	Lesson Plans, Student work samples	11/26/2014 one-time
G2.B3.S1.A4	Enforce positive behavior support system throughout school			one-time	
G1.B2.S1.A5	Consistently monitor common planning and the implementation of the use of lesson planning and delivery.	Negron, Derek	9/9/2014	Common planning agenda, Lesson plans, Student work samples	11/26/2014 weekly
G1.B3.S1.A5	Utilize relevant and current data (FAIR-FS Patterns, Interim Data, and STAR) to set goals and create flexible student	Williams, Rhonda	9/9/2014	Data Analysis documentation, Common planning agenda, Student Grouping Templates,	11/26/2014 one-time
G1.B4.S1.A5	Conduct coaching cycles to model all components of the writing process to include the different	Williams, Rhonda	9/9/2014	Coaching logs and Calendars, Documentation of debrief following modeling session, Evidence of student work based on writing instruction, Note Taking/Note Making Documentation	11/26/2014 one-time
G2.B3.S1.A5	[no content entered]			once	
G1.B3.S1.A6	Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students		9/9/2014	Common planning agenda, Lesson plans, DI student work samples	11/26/2014 one-time
G1.B4.S1.A6	Provide opportunities in all content areas to respond to text dependent questions and cite text understanding of information from multiple sources.	Williams, Rhonda	9/9/2014	Common planning agenda, Lesson plans, Student work samples	11/26/2014 one-time
G1.B3.S1.A7	Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and	Negron, Derek	9/9/2014	Walkthrough documentation, Administrative feedback and reflection on coaching logs	11/26/2014 one-time
G1.B3.S1.A8	Debrief with instructional coaches on the implementation of the alignment of instructional resources and data to	Negron, Derek	9/9/2014	Leadership Team Meeting agendas, ETO feedback and reflection on support document, Implementation Plan	11/26/2014 one-time
G1.MA1	Student progress will be measured by classroom assessments, interim assessments.	Williams, Rhonda	9/9/2014	Common planning agenda, Lesson plans, Student work samples, ETO feedback and reflection on support document	11/26/2014 monthly
G1.B1.S1.MA1	Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of lessons being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments, collaboratively determine the next steps to adjust instruction as needed.	Williams, Rhonda	9/8/2014	Mini Monthly Assessments, Benchmark Assessments, FAIR, Success Maker Reports, Accelerated Reader Reports, Write Score Reports, Interim Assessments, Data Chats	11/26/2014 one-time
G1.B1.S1.MA1	Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of lessons being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments, collaboratively determine the next steps to adjust instruction as needed.	Williams, Rhonda	9/8/2014	Weekly lesson plans, Observations through the coaching cycle, Administrative walkthroughs, Quizzes/ Test and Interim Assessments, Data Chats	11/26/2014 one-time
G1.B2.S1.MA1	Data from assessments will be collected and analyzed during common planning and data chats.	Williams, Rhonda	10/13/2014	Mini Monthly Assessments, Benchmark Assessments, FAIR, Success Maker Reports, Accelerated Reader Reports, Write Score Reports, Interim Assessments, Data Chats	11/26/2014 monthly
G1.B2.S1.MA1	Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of differentiated instruction lessons being implemented, teachers	Williams, Rhonda	9/9/2014	Differentiated instruction lessons plans, grouping templates, monthly mini assessments, Instructional Coaching Logs and Calendars	11/26/2014 weekly

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Barbara Hawkins Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and instructional coaches will analyze results of ongoing classroom assessments to group students based on their needs, collaboratively determine the next steps to adjust instruction as needed.				
G1.B3.S1.MA1	Lesson plans, student authentic work and interactive journals.	Williams, Rhonda	9/9/2014	Mini Monthly Assessments, FAIR, iReady Reports, Accelerated Reader Reports, Interim Assessments, Data Chats	11/26/2014 biweekly
G1.B3.S1.MA1	Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of lessons incorporating rigorous activities being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments to measure if level of rigor needs to be increased, collaboratively determine the next steps to adjust instruction as needed.	Negron, Derek	9/9/2014	Lesson plans, student authentic work, interactive journals, Instructional Coaches Logs and Calendars, Implementation Plans	11/26/2014 monthly
G1.B4.S1.MA1	Student assessments will be analyzed to ensure that classroom instruction and assessments are aligned and students are gaining adequate practice instructional rigor that prepares them to be successful on summative assessments.	Williams, Rhonda	9/9/2014	Student work samples, student data	11/26/2014 monthly
G1.B4.S1.MA1	During common planning and classroom walkthroughs, student work will be reviewed to ensure that writing process is evident in the classroom. Teachers will be provided feedback on student work.	Negron, Derek	9/9/2014	Lesson Plans, Student work samples,	11/26/2014 weekly
G1.B1.S2.MA1	Administration will participate in common planning to ensure teachers are comfortable with unwrapping standards	Negron, Derek	9/15/2014	Common planning sign-in sheets	11/26/2014 one-time
G1.B1.S2.MA1	Participants will be able to complete unwrapping standards sheet		9/15/2014	Unwrapping standards sheets	11/26/2014 weekly
G2.MA1	Data chats will be conducted to review student progress	Negron, Derek	10/13/2014	Sign-in sheets, data chat plans	11/26/2014 one-time
G2.B1.S1.MA1	Literacy coaches will monitor student progress of technology programs.	Negron, Derek	10/13/2014	Progress reports from iReady, Reading Plus, and Tying Web	11/26/2014 weekly
G2.B1.S1.MA1	Students will sign-in during each session they attend	Mandrell, Brittani	10/12/2014	Student sign-in sheets, usage reports	11/26/2014 weekly
G2.B2.S1.MA1	Weekly reports will be analyzed to monitor student progress.	Mandrell, Brittani	9/29/2014	Accelerated Reader Reports	5/29/2015 weekly
G2.B2.S1.MA1	Students will be monitored on a weekly basis for participation.	Moore, Mildred	9/29/2014	STAR Reading Reports, Accelerated Reading Reports, etc.	5/29/2015 weekly
G2.B3.S1.MA1	Student behavior incidents will be tracked	Negron, Derek	10/6/2014	Number of students with negative behavior incidents, student referrals	10/6/2014 biweekly
G2.B3.S1.MA1	Classrooms will be shared amongst staff to assist with school-wide use of Class Dojo	Scott, Melinda	10/10/2014	Student behavior tracking reports	10/10/2014 daily
G3.MA1	Science Interim Data will be collected during the Fall and Winter to assess student proficiency in math and science.	Negron, Derek	9/9/2014	Progress will be monitored through topic assessments and classwork to determine progress towards proficiency.	11/26/2014 one-time
G3.B1.S1.MA1	CSS and Administration will assist teachers in planning STEM based projects	Negron, Derek	9/9/2014	Lesson plans, Completed STEM projects and activities.	5/29/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Administration will review calendar and lesson plans to ensure that scheduled STEM activities are completed.	Negron, Derek	9/9/2014	Science CSS and Assistant Principal provided job-embedded professional development during planning on use of resources.	5/29/2015 one-time
G3.B1.S2.MA1	Science fair projects will be graded to measure effectiveness of event.	Negron, Derek	Student work.	one-time	
G3.B1.S2.MA1	Science liaison will work with administration to ensure event is successfully planned.	Williams, Rhonda	10/20/2014	Flyers, connect-ed messages, STEM projects completed in lab	11/20/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Limited evidence of effective planning

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

PD Opportunity 1

Implement and monitor an Instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs based on developed lesson plans from bell-to-bell.cycle.

Facilitator

Curriculum Support Specialist and Instructional Coaches

Participants

Teachers

Schedule

On 11/26/2014

G1.B1.S2 Utilize effective planning protocols including the use of State Standards, Item Specifications. Effective strategies will be implemented to maximize the use of the instructional block by selectively choosing rigorous tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Teachers will be provided with professional development to unwrap standards

Facilitator

Mildred Moore

Participants

Teachers

Schedule

On 9/10/2014

G1.B2 Lack of effective use of gradual release model

G1.B2.S1 Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks.

PD Opportunity 1

Implement and monitor an Instructional Frameworks that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs based on developed lesson plans from bell-to-bell.

Facilitator

Instructional Coaches and Curriculum Support Specialist

Participants

Teachers

Schedule

Daily, from 9/9/2014 to 11/26/2014

G1.B3 Limited evidence of data guided instruction.

G1.B3.S1 Use data to set goals, determine sound instructional practices based on research, and differentiated instruction to meet various needs of students.

PD Opportunity 1

Provide professional development on the use of data to create flexible student groups and use of a grouping template and implementation of small groups.

Facilitator

Literacy Coaches ETO CSS

Participants

Teachers

Schedule

On 11/26/2014

G1.B4 Limited evidence of writing across content areas

G1.B4.S1 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate various text and scenarios using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Provide professional development on the different modalities of writing (narrative, informative and opinion).

Facilitator

Literacy Coaches ETO CSS

Participants

Teacher

Schedule

On 10/30/2014

G2. Increase appropriate student behavior through a system of positive behavior support.

G2.B1 Limited evidence of student engagement during instructional delivery to manage learning environment.

G2.B1.S1 Increase the use of technological programs during instruction.

PD Opportunity 1

Teachers will incorporate the use of technological programs (i.e I-Ready, Accelerated Reader, My On Reader, Reading Plus, etc.) during instruction and reading interventions.

Facilitator

Mildred Moore

Participants

Instructional Staff

Schedule

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

G2.B3 Limited evidence of school-wide positive behavior support

G2.B3.S1 Implement school-wide positive behavior support system.

PD Opportunity 1

Provide teachers and support staff with professional development on implementation of program

Facilitator

Tiffany Davis

Participants

Teachers / Administrators

Schedule

On 8/15/2014

G3. Increase student participation in STEM based projects to increase student proficiency in math and science.

G3.B1 Students' Access to STEM related activities

G3.B1.S1 Utilize the Science Next Generation Sunshine State Standards (NGSSS) and Florida Standards when planning STEM projects.

PD Opportunity 1

Model during planning the use of the “unwrapping the benchmark” session to select resources, tasks, assignments and appropriate scaffolded questions in order to meet the cognitive complexity of the standard.

Facilitator

Science CSS

Participants

Science Teachers

Schedule

On 11/26/2014

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 areas.	600
Goal 2: Increase appropriate student behavior through a system of positive behavior support.	1,150
Goal 3: Increase student participation in STEM based projects to increase student proficiency in math and science.	500
Grand Total	2,250

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

Description	Source	Total
B3.S1.A2 - Resources	Title I Part A	600
B3.S1.A2 - Notes		0
Total Goal 1		600

Goal 2: Increase appropriate student behavior through a system of positive behavior support.

Description	Source	Total
B1.S1.A2 - Notes	Title I Part A	300
B2.S1.A3 - Incentives for reading	School Improvement Funds	500
B3.S1.A5 - Notes	School Improvement Funds	350
Total Goal 2		1,150

Goal 3: Increase student participation in STEM based projects to increase student proficiency in math and science.

Description	Source	Total
B1.S2.A1 - Notes	Title I Part A	500
Total Goal 3		500