

Miami-Dade County Public Schools

Hialeah Elementary School



2016-17 School Improvement Plan

Hialeah Elementary School

550 E 8TH ST, Hialeah, FL 33010

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hialeah Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

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

2. School Environment

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

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

Additionally, students will also share what their own expectations are during the school year.

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

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

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

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

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

The teacher can bring students into discussion indirectly- using prompts, eye contact, and statements

at any time of the day.

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

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

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

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

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

Negative behavior is curtailed by contacting the parents and having parent conferences. The Code of Student conduct is followed to establish consequences.

Students are alerted of the consequence of negative behavior and the impact negative behavior has towards their participation in school activities.

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

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

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

3. 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).

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

NA

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	23	9	12	12	13	10	0	0	0	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	8	5	13	12	6	0	0	0	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	0	0	0	0	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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	7	9	1	16	25	0	0	0	0	0	0	0	60

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

Tier 2 students in grades Kindergarten through Fifth grade will receive a minimum of 2 - 2 1/2 hours of weekly immediate intensive intervention.

Before school tutoring is offered to ELL students.

Differentiated Instruction

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

Students who are ELL Level 1's utilize Imagine Learning on a daily basis.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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

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

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

b. Duties

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

Each member is responsible for their respective grade level. Their responsibility includes disseminating information to their grade level. During the Leadership Team meetings these members have an opportunity to voice their opinion, which may assist in improving the overall performance of the school. The Administrative team uses these members as part of the decision making process of the school. They partner with the administrative team to assure Hialeah Elementary continues to be "Anchored in Excellence as Super Heros!"

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

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

The federal supplement requires that federal funds be used to augment the regular educational program. They are utilized to substitute for funds or services that would otherwise be provided during

the time period in question. As a Title I school we use federal funds received under Title I only to supplement the amount of funds available from non-federal sources for the education of students participating in Title I services. Prior networks, linkages, and partnerships coupled with communication across organizational boundaries, enables all stakeholders to communicate with each other.

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rosa B. Iglesias	Principal
Rosa B. Iglesias	Principal
Jose Bolua	Teacher
Rosamar O'Leary (EESAC Chairperson)	Teacher
Yolanda Lafont	Teacher
Evelina Richardson	Teacher
Matilde Silva	Teacher
Mylene Llado	Teacher
Emma Webb	Education Support Employee
Gloria Cardona	Education Support Employee
Madieska Gonzalez	Parent
Tamara Melendez	Parent
Evy Martinez	Parent
Christian Montenegro	Parent
Maria Acevedo	Parent
Dennis Caicedo	Parent
Emilie Trenhs	Student
Emily Vasallo	Student
Miguel Murias	Business/Community
Omara Alfonso	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Iglesias, Rosa	Principal
Arthur, Miriam Carlota	Assistant Principal
Rijo, Miriam	Instructional Coach
Brookins, Patrice	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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

D. 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).

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

Teachers will collaborate effectively during their planning time.

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

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

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

1. The administration will provide strategies and training to allow for expansion in high-need academic areas.

2. Regular meetings of teachers with administrators to discuss and analyze data and needs to attain professional goals.

3. The administrative team will conduct daily walk-throughs in order to supervise the delivery of instruction.

4. An open door policy is utilized by administrators to address individual or grade level concerns.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

N/A

b. Instructional Strategies

1. 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

Classes are formulated according to students' i-Ready levels and SAT scores. This will allow for interventionists and classroom teachers to effectively provide intervention: Foundational skills and/or ACT to students.

Teachers also provide differentiated instruction to the students with fidelity as well as utilize computer-based programs for enhancement and remediation purposes. After the Science Baseline and the Winter Interim assessments are administered to grades Kindergarten through Fifth grade, the teachers and the administrative team meet again to discuss data, and re-group students based upon

their abilities. Differentiated instruction and intervention groups continue based upon the students' level of performance.

After using these strategies, if the students continues to work below standards, an RTI or a LEP (if the student is ELL) is convened so that additional strategies can be explored to assure students' success.

Students who scored a stanine of 7 or higher in the Reading Kindergarten - Second grade in the SAT are referred to be evaluated for the gifted program. The students who qualify are provided with enrichment activities to supplement the curriculum.

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

Strategy: Before School Program

Minutes added to school year: 60

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Iglesias, Rosa, pr2361@dadeschools.net

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

Principal and Assistant Principal will monitor reports from computer assisted programs weekly. Teachers will discuss reports with students.

2. Student Transition and Readiness

a. 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).

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

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

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.

Strategic Goals Detail

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

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

G082679

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Limited evidence of critical thinking strategies and question techniques.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Planning in schedule, Promethean boards, Core materials, extra computers in the collaborative planning room, labs, computers in third thru fifth grade classrooms , Reading contact, grade level chairs, Interventionists, Before school tutoring, Accelerated Reader/STAR, i-Ready, My On Reader and Starfall.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Rosa Iglesias

Schedule

On 5/29/2017

Evidence of Completion

Interim Assessment Data

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

G082679

G1.B3 Limited evidence of critical thinking strategies and question techniques. 2

B219045

G1.B3.S1 Teachers will ask higher level thinking questions. 4

S231400

Strategy Rationale

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 higher order thinking questions to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Administration will share SIP goal with staff during FCIM meetings

Person Responsible

Rosa Iglesias

Schedule

Annually, from 8/29/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, agenda

Action Step 2 5

Provide teachers and administrators with professional development on delivering lessons with Rigor during FCIM meetings, focusing on instructional routines/framework.

Person Responsible

Rosa Iglesias

Schedule

Quarterly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Sign in sheets, agenda, Professional Development

Action Step 3 5

Monitor the deliver of instruction as indicated in the delivery of instruction demonstrating rigor during classroom walk-throughs.

Person Responsible

Rosa Iglesias

Schedule

Daily, from 10/10/2016 to 5/26/2017

Evidence of Completion

Walk-through logs/documentation

Action Step 4 5

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

Person Responsible

Rosa Iglesias

Schedule

Quarterly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Walk-through logs/documentation

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

Consistently monitor for the fidelity of instructional rigor during the delivery of instruction by conducting walk-throughs and official observations.

Person Responsible

Rosa Iglesias

Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

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

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

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

Person Responsible

Rosa Iglesias








Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.B3.S1.A4  A295841	Determine the support needed by providing feedback by administration and providing modeling,...	Iglesias, Rosa	8/29/2016	Walk-through logs/documentation	5/26/2017 quarterly
G1.B3.S1.MA1  M298810	Consistently monitor for the effectiveness of instructional rigor during the delivery of...	Iglesias, Rosa	8/29/2016	Walk-through logs/documentation, leadership team meeting agenda, sign in sheet	5/26/2017 daily
G1.B3.S1.MA1  M298811	Consistently monitor for the fidelity of instructional rigor during the delivery of instruction by...	Iglesias, Rosa	8/29/2016	Walk-through logs/documentation, leadership team meeting agenda, sign in sheet	5/26/2017 daily
G1.B3.S1.A2  A295839	Provide teachers and administrators with professional development on delivering lessons with Rigor...	Iglesias, Rosa	8/29/2016	Sign in sheets, agenda, Professional Development	5/26/2017 quarterly
G1.B3.S1.A1  A295838	Administration will share SIP goal with staff during FCIM meetings	Iglesias, Rosa	8/29/2016	Sign in sheets, agenda	5/26/2017 annually
G1.MA1  M298812	Consistently monitor for progress toward meeting goal by conducting walk-throughs and leadership...	Iglesias, Rosa	8/29/2016	Interim Assessment Data	5/29/2017 one-time
G1.B3.S1.A3  A295840	Monitor the deliver of instruction as indicated in the delivery of instruction demonstrating rigor...	Iglesias, Rosa	10/10/2016	Walk-through logs/documentation	5/26/2017 daily

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Administration will share SIP goal with staff during FCIM meetings	\$0.00
2	G1.B3.S1.A2	Provide teachers and administrators with professional development on delivering lessons with Rigor during FCIM meetings, focusing on instructional routines/framework.	\$0.00
3	G1.B3.S1.A3	Monitor the deliver of instruction as indicated in the delivery of instruction demonstrating rigor during classroom walk-throughs.	\$0.00
4	G1.B3.S1.A4	Determine the support needed by providing feedback by administration and providing modeling, additional planning or coaching to teachers in need of additional support.	\$0.00
Total:			\$0.00