

# South Dade Middle School



2014-15 School Improvement Plan

## South Dade Middle School

29100 SW 194TH AVE, Homestead, FL 33030

<http://sdm.dadeschools.net>

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

93%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

92%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	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
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To develop leaders through high expectations of academic achievement and individual responsibility.

##### **Provide the school's vision statement**

"Students today, leaders tomorrow."

#### School Environment

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

- a) Teachers are involved with our Student Government and assist with student concerns, problems, and over-all input.
- b) Teachers work collaboratively with students and parents during fund raisers, sporting events and special activities
- c) Our counselor and teachers work collaboratively with our students and parents

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

- a) School procedures including but not limited to arrival and dismissal are in place and are followed daily.
- b) The first week of school student orientations are held and students are informed of said procedures.
- c) Security is visible and active throughout the building all day, during lunch time, and arrival and dismissal times.
- d) Security and administrative team over see the arrival of students
- e) Security, the administrative team and teachers over see the safe dismissal of all students. The administrative team regularly walks the building and visits classrooms

##### **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**

- a) A school-wide discipline plan has been developed and shared with teachers during the back to school faculty meeting, as well as with students during student orientation.
- b) Teachers collaborate with their students the first day of school to establish class rules and regulations
- c) The Student Code of Conduct is posted on our web-site for easy access for our parents and students
- d) Students are made aware of the Student Code of Conduct and when needed it is used as reference.

##### **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**



- a) During student orientation, the counselor addresses the students and gives students information on how they can best proceed to see her and gives examples of reasons a student may need to see a counselor. (i.e. counselor request form, teacher request, parent request, emergency situation, scheduling conflicts, student conflict with another student or with a staff member etc.)
- b) The program 5000 Role Models is in place and offered to male students

**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**

Attendance below 90 percent.  
 Course failure in English Language Arts or Mathematics.  
 A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

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

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

Indicator	Grade Level					Total
	4	5	6	7	8	
Attendance below 90 percent	22	28	40	46	64	200
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	
Course failure in ELA	35	12	14	35	14	110
level 1 on statewide assessment (ELA)	43	50	59	64	52	268
Course failure in Mathematics	26	18	57	49	38	188
Level 1 on statewide assessmet (ELA)	42	77	57	39	53	268

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

Indicator	Grade Level					Total
	4	5	6	7	8	
Students exhibiting two or more indicators	30	12	63	69	37	211

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

Assessment data is utilized to identify students who are in need of intervention and ongoing progress monitoring.  
 Intervention and ongoing progress monitoring are used to support students in achieving academic goals.  
 Reading:  
 Effective Planning and Instructional Delivery  
 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.

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 text using clear and relevant evidence and incorporate problem solving into writing.

Math:

Use and evidence of effective planning utilizing the Item Specifications.

Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

Implementing Problem Solving Protocols

Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem-solving protocol.

## Family and Community Involvement

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

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

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

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

Yes

### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/49113>.

### **Description**

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

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

See PIP

## 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
Medina, Maria	Principal
Argilagos, Janet	Assistant Principal
Pendergrass, Alonza	Assistant Principal
Hernandez, Ileana	Assistant Principal

## Duties

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

#### Tier 1(Leadership Team)

Administrator(s) Ms. Argilagos, Ms. Hernandez, Mr. Pendergrass will schedule and facilitate regular RtI meetings, ensuring attendance of team members, follow up of action steps, and allocation of resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

Literacy Leader (Ms. Hartman), Math Leader (Ms. Tucker), Special Education program specialist (Ms. Prado), ESOL Chair (Ms. Martinez)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (after every district interim assessment) to review consensus, infrastructure, and implementation of building level MTSS.

#### Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization:

- Literacy Leader (Ms. Hartman) and Math Leader (Ms. Tucker)
- Special Education program specialist (Ms. Prado),
- ESOL Chair (Ms. Martinez)
- School guidance counselor (Ms. Santiago)
- School psychologist (Maria Padreda)
- School social worker (Joanna Ismail)

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

#### Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team (Mr. Pendergrass, Ms. Prado), and parent/guardian make up the Tier 3 SST Problem Solving Team.

### ***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***

Our MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier goals, and monitor academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings to evaluate problem area for specific students/groups.
2. Develop a plan on how we will know if students have made expected levels of progress towards proficiency and then monitor response.
3. Respond when grades, subject areas, classes, or individual students have not shown a positive response.
4. Respond when students are demonstrating positive responses or have met proficiency by raising goals or providing enrichment respectively.
5. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
6. Ensure that students that do not demonstrate improvement move to Tier 2 interventions and receive appropriate intervention and support.

Our MTSS Leadership Team use the Tier 2 Problem Solving process to provide additional instructional and/or behavioral support by using supplemental instruction and intervention aligned with effective core instruction and behavioral supports to groups of targeted students.

Our MTSS Leadership Team will meet after every district interim assessment to review ongoing progress monitoring to evaluate group and individual student response.

Where there is not an overall positive student or group response, the team will evaluate:

Select students (see SST guidelines) in order to move students/groups into Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures that can reliably track progress on a schedule based on student need across Tiers.

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHEADS (as appropriate); 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

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

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 CRMS focusing on Professional Learning Community (PLC) development and facilitation.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)

The above services will be provided should funds become available for this school year and should the FLDOE approve the application.

#### Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### 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, middle, and senior high 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.

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

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



### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Baron, Emily	Teacher
Medina, Maria	Principal
Mitchell, Threda	Teacher
Martin, Stephanie	Teacher
Brown, Fredrick	Teacher
Parker, Windy	Teacher
Yapell, Julia	Teacher
Gilmore, Sharon	Education Support Employee
Wright, Gail	Education Support Employee
Fernandez, Anita	Parent
Ocutto, Sue	Business/Community
Gladney, Arthur	Business/Community
Williams, Christi	Parent
Rabin, Patty	Business/Community
Gladney, Arthur	Business/Community
Perkins, Darren	Business/Community
Rabin, Matthew	Student

#### Duties

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

*Evaluation of last year's school improvement plan*

The EESAC committee and faculty of South Dade Middle were given copies of the School Improvement Plan. Opportunity was given to the EESAC committee and to the faculty to give input on the SIP. The faculty and EESAC committee voted their approval of the SIP plan.

*Development of this school improvement plan*

Implemented the state system of school improvement and accountability, to assist in the preparation and evaluation of the school improvement plan.

*Preparation of the school's annual budget and plan*

EESAC is given funds to use in alignment with the School Improvement Plan. Each school year the EESAC committee opens up the funds to the Faculty and Staff at South Dade Middle. If they are in need of items for the school they submit a proposal to EESAC for approval.

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

Each school year the EESAC committee opens up the funds to the Faculty and Staff at South Dade Middle. If they are in need of items for the school they submit a proposal to EESAC for approval. The

EESAC committee spent the following:  
\$810.34 on school supplies  
\$21.00 on a die cutter  
\$1,543.70 for end of the year awards for grades 4-8  
\$290.00 for Elementary Resources  
\$236.20 for ribbons and trophies for field day  
\$150.35 for ESOL Resources  
\$160.51 for Autism Resources  
\$232.00 for Mathematics Resources  
\$2,400 for School Wide Incentive Program

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

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

Name	Title
Medina, Maria	Principal
Argilagos, Janet	Assistant Principal
Hartman, Kerri	Instructional Coach

#### Duties

**Describe how the LLT promotes literacy within the school**

The major initiatives of the SDMS LLT to promote literacy within the school, will include:

- The use of the Language Arts Florida Standards (LAFS) in the respective subject Pacing Guides across curriculum (Reading, Mathematics, Social Science and Science)
- Promoting independent, self selected reading
- Implementation of writing across disciplines
- School-wide initiative to promote and teach proper grammar
- Monthly Professional Development is offered to promote reading and writing across curriculum
- Classroom libraries
- Summer literacy plan/project offered

### Public and Collaborative Teaching

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

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

- The secondary Master Schedule (grades 6-8) was created by where each department has the same planning period when possible.
- The elementary schedule allows for all teachers in grades four and five to meet every Wednesday for common planning and at least two teachers at same time in the same subject have common planning.
- School-wide professional development is offered every second Tuesday of the month.

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

Provide leadership opportunities for teachers.  
Partnering new teachers with veteran instructional personnel.  
Recognition and celebration of achievements.

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

Put together a master scheduling cohort to see if teachers can be placed in teaching assignments which lie within their areas of certification.

## **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***

- a) The administrative team conducts "walk-throughs" regularly to ensure that all teachers of core instructional programs are using the pacing guides and the prescribed materials for their subjects.
- b) Progress monitoring assessments are scheduled and administered systematically following the pacing guides' time-lines.

#### **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***

All students having difficulty attaining the proficient or advanced level on state assessments:

Reading (Elementary)

- a) Receive Reading Intervention 30 minutes above their regularly scheduled classes and are monitored through the assessments provided by their intervention program McGraw-Hills Reading WonderWorks.
- b) Differentiated instruction (DI) is provided using teacher created lessons/activities or the Tier II lessons provided in the McGraw- Hills Reading Wonders.
- c) The FAIR assessment results are provided to teachers who analyze the data to strategically place students in their corresponding groups.
- d) CELLA Connections are provided to ESOL students.
- e) Data derived from Interim assessments as well as data from progress monitoring assessments are used for DI

Reading (Secondary)

- a) Students are placed in an Intensive Reading class using the FAIR and the TRE assessments. There are three levels of Intensive Reading classes offered. Intensive Reading Plus, Intensive Reading and Intensive Reading Enrichment each have their respective resources used to meet the specific needs of students.
- b) Differentiated instruction is provided using teacher created lessons/activities
- c) CELLA Connections are provided to ESOL students.
- e) Data derived from Interim assessments as well as data from progress monitoring assessments are used for DI

Math (Elementary)

- a) Strategic implementation of I-ready and reflex math, both computerized programs used to increase



fluency and overall computational skills.

b) Differentiated instruction (DI) is provided by teachers using data from district created topic assessments that are administered at the conclusion of the teaching of standards according to the district pacing guides

Math (Secondary)

a) Students who are level 1's and 2's are placed in intensive math to assist in building their overall mathematics capacity.

b) Differentiated instruction (DI) is provided by teachers using data from district created topic assessments that are administered at the conclusion of the teaching of standards according to the district pacing guides.

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

**Strategy:** After School Program

**Minutes added to school year:** 0

a) Common planning daily by department has been provided for secondary teachers as Master Schedule allows.

b) Common planning one day per week has been provided for elementary teachers  
Professional development is offered monthly.

#### **Strategy Rationale**

a) Common planning time allows for teachers to share best teaching practices.

b) Professional Development contributes to experiences designed to enhance practicing teachers' knowledge, attitudes, and skills, teaching strategies and methods.

#### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

#### **Person(s) responsible for monitoring implementation of the strategy**

Medina, Maria, pr5003@dadeschools.net

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

The effectiveness of common planning as well as professional development will be evident in student work and performance.

### **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**

Student data is used to assess and meet student need.

#### **College and Career Readiness**

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

N/A

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

N/A

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

N/A

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

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To provide early warning systems to identify at risk students in order to provide them with intervention and progress monitoring.
- G3.** To prepare students to be college and career ready through Science, Technology, Engineering and Mathematics (STEM).
- G4.** To increase parental involvement by communicating more effectively.

## Strategic Goals Detail

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

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

G052748

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Reading - Asian	69.0
AMO Reading - African American	59.0
AMO Reading - Hispanic	58.0
AMO Reading - White	68.0
AMO Reading - ELL	53.0
AMO Reading - SWD	46.0
AMO Reading - ED	58.0
AMO Math - All Students	61.0
AMO Math - Asian	75.0
AMO Math - African American	57.0
AMO Math - Hispanic	60.0
AMO Math - White	71.0
AMO Math - ELL	55.0
AMO Math - SWD	49.0
AMO Math - ED	60.0
Algebra I EOC Pass Rate	89.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	76.0
FAA Reading Proficiency	87.0
FAA Mathematics Proficiency	92.0
FAA Science Proficiency	91.0
FAA Writing Proficiency	81.0
CELLA Listening/Speaking Proficiency	69.0
CELLA Reading Proficiency	42.0
CELLA Writing Proficiency	41.0
Math Gains	74.0
Math Lowest 25% Gains	72.0
FCAT 2.0 Science Proficiency	37.0

**Resources Available to Support the Goal 2**

- The elementary resources that the teachers will utilize are: the McGraw Hill Wonders/Wonder Works, including ELL level readers and supplemental instructional charts, adjusted reader response journals, and Discovery Education resources. The secondary resources include: McDougal-Littel (ELA/ELL) with Classzone, National Geographic Cengage's Inside; Listening Stations (IR, 6-8 ELL Developmental Language Arts) and Scholastic System 44 and Read 180. 6-8 ELL Developmental Language Arts, Achieve3000.
- Core: HMH: Go Math! (Gr. 4-5), McGraw-Hill: Florida Math (Gr. 6-8) and Ready Florida MAFS Curriculum & McGraw Hill Extra Practice and Re-Teach Worksheets (Intensive Math 6-8), Carnegie Learning Software & Text (I-Prep: Math), Promethean/Smart Boards Supplemental: Go Math! Digital Resources (Gr. 4-5), McGraw-Hill Digital Resources (Gr. 6-8), Discovery

Education, NBC Learn, GIZMOS and Explore Learning Reflex (All Grades), Promethean/Smart Boards

- Core- 6-8: Pearson Interactive Science - Florida, Course 1, 2, and/or 3, Physical Science Honors-CPO, Foundations of Physical Science4-5: Elementary Science Instructional Resources- <http://science.dadeschools.net/elem/instructionalResources/default.html> , Supplemental Resources:All 4-8: Gizmos (4-8), BYOD Resources (5 – 8, Phys Sci Honors ) [http://science.dadeschools.net/byod/byod\\_students\\_ms.html](http://science.dadeschools.net/byod/byod_students_ms.html) , Discovery Education, NBC Learn, PBS Learning Media, Florida ACHIEVES FCAT Explorer/FOCUS <http://www.fcatexplorer.com/> , CPALMS, PowerMyLearning, Scholastic Study Jams, Edgenuity: Miami-Dade Comprehensive Science Program (6-8), Khan Academy (6-8) Supplemental Resources in Pacing Guides (K-5, 6-8, Physical Science Honors), Florida Activities Integrating Mathematics and Science (AIMS) Resource Book (K-5), Baseline and/or Interim Assessments grades 5 and 8, Quarterly Science Benchmarks Assessments (QSBA) in ThinkGate (Physical Science Honors), District developed Unit Assessments uploaded in ThinkGate found under District Assessments (6-8), Instructional Resources: Benchmark Review- <http://science.dadeschools.net/middleSchool/InstructionalResoucesMS.html> , Science Fair, SECME, NSTA: Formative Assessment Probes, Dream in Green, Fairchild Challenge, MAST Outreach (Weather on Wheels, LandSharc), EarthEcho International
- Civics 7th grade adopted 2012-2013 Online Digital and Student/Teacher Edition Print, Discovery Education (6-8), NBC Learn (6-8), Department of Social Sciences website and Technology Resources. Student Text Books/The Gateway to American Government.

### Targeted Barriers to Achieving the Goal 3

- Difficulty with understanding how to plan using Pacing Guides to impact instruction
- Limited evidence of strategic planning and real-world problem solving applications
- Limited evidence of expertise in the science content and/or pedagogy is deficient preventing appropriate level of rigor being achieved in the science classes.
- Limited evidence of planning based on Pacing Guides in the middle grade Social Sciences classes and usage of the Item Specifications in the 7th grade Civics classrooms.

### Plan to Monitor Progress Toward G1. 8

Will meet regularly with mathematics coach assisting in the development of the coach's calendar, and will check the coaching log weekly; will meet regularly with teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis.

#### **Person Responsible**

Alonza Pendergrass

#### **Schedule**

On 10/13/2014

#### **Evidence of Completion**

Results from the District Interim Assessment and FSA.

**G2. To provide early warning systems to identify at risk students in order to provide them with intervention and progress monitoring. 1a**

G052749

**Targets Supported 1b**

Indicator	Annual Target
Attendance Below 90%	10.0
One or More Suspensions	8.0
AMO Reading - ELL	53.0

**Resources Available to Support the Goal 2**

- Attendance Review Committee, Review of Attendance bulletin, monthly attendance reports of 10 or more absences.
- Student Services Department; Control-D Suspension Report or Suspension report from Cognos; Daily Attendance Reports
- All ELL students will receive CELLA connections during their differentiated instruction. The elementary resources that the teachers will utilize are: the McGraw Hill Wonders/Wonder Works, including ELL level readers and supplemental instructional charts, adjusted reader response journals, and Discovery Education resources. Level 1 students will use Imagine Learning and levels 2-4 will use i-Ready. The secondary resources include: McDougal-Littel with Classzone, National Geographic Cengage's Inside (ELL Developmental Language Arts); 6-8 ELL Developmental Language Arts, Achieve3000.

**Targeted Barriers to Achieving the Goal 3**

- Limited opportunities for the meeting of the Attendance Review Committee.
- Parent participation and support for those students that have consistent behavioral problems is minimal.
- A large population of our ELL students do not have access to the internet at home and cannot access the computer based programs; A large amount of our parents only speak Spanish.

**Plan to Monitor Progress Toward G2. 8**

Sign-in sheets from the Attendance Review Committee.

**Person Responsible**

Ileana Hernandez

**Schedule**

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

**Evidence of Completion**

Attendance bulletin.

**G3. To prepare students to be college and career ready through Science, Technology, Engineering and Mathematics (STEM).** 1a

G052750

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	37.0

**Resources Available to Support the Goal** 2

- The school has a fully functioning green house that is used for data collection related to agricultural sciences.

**Targeted Barriers to Achieving the Goal** 3

- Funding for materials is limited.

**Plan to Monitor Progress Toward G3.** 8

Student proficiency on the District Interim Assessment Program and District Science Department Quarterly Exams.

**Person Responsible**

Alonza Pendergrass

**Schedule**

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

**Evidence of Completion**

Progress reports generated by Thinkgate will give evidence of increased student performance.

**G4. To increase parental involvement by communicating more effectively.** 1a

G052751

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- School website, Connect Ed, teacher websites, the Parent Portal, PTSA and EESAC.

**Targeted Barriers to Achieving the Goal** 3

- Many parents are limited in the English language.

**Plan to Monitor Progress Toward G4.** 8

Sign-in sheets from school functions, EESAC and PTSA meetings.

**Person Responsible**

Ileana Hernandez

**Schedule**

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

**Evidence of Completion**

Agendas and sign-in sheets.

## 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**

 G052748

**G1.B1** Difficulty with understanding how to plan using Pacing Guides to impact instruction **2**

 B132908

**G1.B1.S1** Effective Planning and Instructional Delivery 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**

 S144852

### Strategy Rationale

In order to plan purposefully to improve core instruction in Reading; it is imperative to use student data to ascertain student strengths and weaknesses.

### Action Step 1 **5**

Plan effective and rigorous lessons utilizing the pacing guides which will guide and impact instruction in English Language Arts, ELL, and Reading courses.

#### Person Responsible

Janet Argilagos

#### Schedule

On 10/15/2014

#### Evidence of Completion

Lesson plans aligned to the District pacing guides



### Action Step 2 5

Plan effective and rigorous lessons utilizing the grades 4-8 ELA/ELL pacing guides and the exemplar lessons which will guide and impact instruction.

#### **Person Responsible**

Janet Argilagos

#### **Schedule**

On 11/14/2014

#### ***Evidence of Completion***

Lesson plans aligned to the District pacing guides

### Action Step 3 5

Use the item specifications during planning to align instruction to the LAFS, identifying specific instructional implications.

#### **Person Responsible**

Janet Argilagos

#### **Schedule**

On 11/26/2014

#### ***Evidence of Completion***

Lesson plans, reading/writing notebooks, and classroom observations

### Action Step 4 5

Plan weekly with grade levels to effectively incorporate the district constructive response to reach rigor in reading/writing.

#### **Person Responsible**

Janet Argilagos

#### **Schedule**

On 11/14/2014

#### ***Evidence of Completion***

Lesson plans, reading/writing notebooks, and classroom observations

### Action Step 5 5

Conduct weekly classroom walkthroughs to monitor the effective implementation of the new reading programs in grades 4-8.

**Person Responsible**

Janet Argilagos

**Schedule**

On 10/30/2014

***Evidence of Completion***

classroom walkthrough forms

### Action Step 6 5

Implement and monitor the use of core and supplemental technology resources such as: Interactive whiteboards, Scholastic Read 180 and System 44 digital resources, CPALMS, Discovery Education, NBC Learns, Listening Stations, and iREADY during DI to support Language Arts Florida Standards.

**Person Responsible**

Janet Argilagos

**Schedule**

On 10/30/2014

***Evidence of Completion***

lesson plans, classroom observations

### Action Step 7 5

Disaggregate and analyze assessment data (FAIR-FS for grades 4-8, Interims, OPM's) for targeted small group differentiated instruction.

**Person Responsible**

Janet Argilagos

**Schedule**

On 10/30/2014

***Evidence of Completion***

lesson plans, classroom observations

**Action Step 8** 5

Conduct weekly coaching cycle with identified teachers to assist with the implementation of the new reading programs in grades 4-8.

**Person Responsible**

Janet Argilagos

**Schedule**

On 10/15/2014

***Evidence of Completion***

lesson plans, classroom observations

**Action Step 9** 5

Provide PD on how to utilize the reading materials effectively and using the entire programs with fidelity as available by various companies on September 25, 2014.

**Person Responsible**

Janet Argilagos

**Schedule**

On 9/25/2014

***Evidence of Completion***

lesson plans, student work folders ,and classroom observations

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

Will meet regularly with literacy coach and teachers during common planning. Will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons.

**Person Responsible**

Janet Argilagos

**Schedule**

On 11/26/2014

***Evidence of Completion***

Lesson plans aligned to the District pacing guides, reading/writing notebooks, student work folders, and classroom observations

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

Will meet regularly with literacy coach and teachers during common planning. Will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons.

**Person Responsible**

Janet Argilagos

**Schedule**

On 11/26/2014

**Evidence of Completion**

Results from the District Interim Assessment and FSA.

**G1.B1.S2** 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 text using clear and relevant evidence and incorporate problem solving into writing. 4

 S144853

**Strategy Rationale**

On the Florida Standards Test, students will be expected to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. In order to achieve this students must be taught various modalities and genres of writing.

**Action Step 1 5**

Implementation of effective instructional strategies such as note-taking, highlighting/underlining, paraphrasing to improve academic writing.

**Person Responsible**

Janet Argilagos

**Schedule**

On 10/15/2014

**Evidence of Completion**

lesson plans, reading/writing notebooks, and classroom observations

**Action Step 2** 5

Provide professional development for the Reading Coach, Language Arts department chairperson, and teachers in the area of Analytic Writing.

**Person Responsible**

Janet Argilagos

**Schedule**

On 9/29/2014

**Evidence of Completion**

lesson plans, student work folders and journals, and classroom observation

**Action Step 3** 5

Provide professional development for the Reading Coach in the area of Analytic Writing on September 29 and 30. Provide professional development for Language Arts department chairperson in the area of analytic writing on October 14.

**Person Responsible**

Janet Argilagos

**Schedule**

On 10/14/2014

**Evidence of Completion**

gradual release model from theory to practice

**Action Step 4** 5

Provide professional development for reading coach and ELL teachers on Best Practices for ELA/ELL students.

**Person Responsible**

Janet Argilagos

**Schedule**

On 11/14/2014

**Evidence of Completion**

gradual release model from theory to practice

**Action Step 5** 5

Provide professional development in the area of analytical writing for teachers.

**Person Responsible**

Janet Argilagos

**Schedule**

On 10/24/2014

***Evidence of Completion***

gradual release model from theory to practice

**Action Step 6** 5

Conduct weekly coaching cycle with identified teachers to assist with the implementation of analytical writing in grades 4-8.

**Person Responsible**

Janet Argilagos

**Schedule**

On 11/14/2014

***Evidence of Completion***

lesson plans, classroom observations

**Action Step 7** 5

Conduct weekly classroom walkthroughs to monitor the effective implementation of the writing process in grades 4-8.

**Person Responsible**

Janet Argilagos

**Schedule**

***Evidence of Completion***

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

Will meet regularly with literacy coach and teachers during common planning. Will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons.

**Person Responsible**

Janet Argilagos

**Schedule**

On 11/26/2014

***Evidence of Completion***

Lesson plans aligned to the District pacing guides, reading/writing notebooks, student work folders, and classroom observations

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

Will meet regularly with literacy coach and teachers during common planning. Will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons.

**Person Responsible**

Janet Argilagos


**Schedule**

On 11/26/2014


***Evidence of Completion***

Lesson plans aligned to the District pacing guides, reading/writing notebooks, student work folders, and classroom observations

**G1.B2** Limited evidence of strategic planning and real-world problem solving applications **2**

 B132909

**G1.B2.S1** Use and evidence of effective planning utilizing the Item Specifications. Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. **4**

 S144854

**Strategy Rationale**

the Item Specifications gives examples of real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level and delineates effective instructional strategies.

**Action Step 1** **5**

Provide Professional Development on Effective Planning for 4th and 5th grade teachers using the Gradual Release Process incorporating the use of MAFS Item Specifications, Core Resources and Pacing Guides to assist teachers in selecting appropriate instructional materials.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 9/17/2014

**Evidence of Completion**

Sign-in sheet, Agenda, and Training Materials provided (i.e. handouts, and materials)

**Action Step 2** **5**

Provide Professional Development on Effective Planning using the Item Specifications to assist teachers in selecting appropriate instructional and assessment resources.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 9/25/2014

**Evidence of Completion**

Sign-in sheet, Agenda, and Training Materials provided (i.e. PowerPoint Presentation, handouts, and materials)



### Action Step 3 5

Complete weekly grade band Common Planning sessions to address applicable topics in the pacing guide, higher order thinking questioning strategies, real-world problem solving applications, mathematical practices, assessments and the inclusion of technology enhanced resources (i.e. I-Ready, Reflex, Think Central Resources) into the instructional process. This practice should also occur during teacher-led workshops in the I-Prep Math classroom as applicable.

#### **Person Responsible**

Alonza Pendergrass

#### **Schedule**

On 9/30/2014

#### **Evidence of Completion**

Sign-In Sheets, Lesson Plans, Fidelity Implementation Walkthroughs by Administration

### Action Step 4 5

Conduct weekly coaching cycle with identified teachers to assist with the implementation of utilizing effective planning strategies that incorporate the mathematical practices, higher order thinking and real-world problem solving tasks aligned to the pacing guides

#### **Person Responsible**

Alonza Pendergrass

#### **Schedule**

On 10/2/2014

#### **Evidence of Completion**

Coaching Log, Coaching Calendar, Fidelity Implementation Walkthroughs by Administration

### Action Step 5 5

Conduct weekly progress monitoring checks on effective instructional practices focusing on the productive use of the instructional block.

#### **Person Responsible**

Alonza Pendergrass

#### **Schedule**

On 9/30/2014

#### **Evidence of Completion**

Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration

**Action Step 6** 5

Conduct weekly classroom walkthroughs to progress monitor the effective implementation of standards-based instruction utilizing district pacing guides.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 10/13/2014

***Evidence of Completion***

Walkthrough Check List, Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration

**Action Step 7** 5

Disaggregate and analyze assessment data (Topic Assessments, Chapter Tests and Interims) for targeted small group differentiated instruction.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 11/17/2014

***Evidence of Completion***

Test Administrations Completed, In-Class Data Chats, Departmental Data Chats, Differentiated Instruction Implementation based on data analysis, Fidelity Implementation Walkthroughs by Administration

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

Will meet regularly with mathematics coach assisting in the development of the coach's calendar, and will check the coaching log weekly; will meet regularly with teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 11/17/2014

**Evidence of Completion**

Sign-in sheet; agenda; the appropriate use of the training materials provided (i.e. handouts); Coaching Log, Coaching Calendar; lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis; student work

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

Will meet regularly with mathematics coach assisting in the development of the coach's calendar, and will check the coaching log weekly; will meet regularly with teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis.

**Person Responsible**

Alonza Pendergrass


**Schedule**

On 11/17/2014

**Evidence of Completion**

Sign-in sheet; agenda; the appropriate use of the training materials provided (i.e. handouts); Coaching Log, Coaching Calendar; lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis; student work

**G1.B2.S2** Implementing Problem Solving Protocols Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem-solving protocol. 4

 S144855

### Strategy Rationale

Students must be appropriately challenged in order to engage them in the learning process while aligning the lessons with the learning target and content area standards and provide explicit instruction on a problem-solving protocol.

### Action Step 1 5

Provide Professional Development on the STEP-IT -UP Problem Solving Protocol to assist teachers in utilizing real world applications during instruction.

#### Person Responsible

Alonza Pendergrass

#### Schedule

On 10/1/2014

#### Evidence of Completion

Sign-in sheet, Agenda, and Training Materials provided (i.e. PowerPoint Presentation, handouts, and materials)

### Action Step 2 5

Model lessons within the coaching cycle that incorporate the STEP-IT UP problem solving protocol which includes math practices, higher order thinking, and real-world problem solving tasks that are aligned to the pacing guides.

#### Person Responsible

Alonza Pendergrass

#### Schedule

On 10/2/2014

#### Evidence of Completion

Coaching Log Reflection from Lesson Modeled, Coaching Calendar

**Action Step 3** 5

Conduct weekly progress monitoring checks on the use of real-world problem solving tasks (HOTS Problem) in the instructional process.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 9/30/2014

**Evidence of Completion**

Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration

**Action Step 4** 5

Develop Problem Solving Protocol Progress Monitoring Plan for the Administrative Team

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 10/13/2014

**Evidence of Completion**

Problem Solving Progress Monitoring Plan

**Action Step 5** 5

Conduct bi-weekly administrative problem solving protocol Walk-through Checks.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 10/13/2014

**Evidence of Completion**

Walkthrough Check List, Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration

**Action Step 6** 5

Provide opportunities for Math Coach and Department Chair to attend monthly ICADS.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 10/23/2014

***Evidence of Completion***

ICAD Follow-Up Activity

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Will meet regularly with mathematics coach assisting in the development of the coach's calendar, and will check the coaching log weekly; will meet regularly with teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 10/13/2014

***Evidence of Completion***

Sign-in sheet; agenda; the appropriate use of the training materials provided (i.e. handouts); Coaching Log, Coaching Calendar; lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis; student work

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Will meet regularly with mathematics coach assisting in the development of the coach's calendar, and will check the coaching log weekly; will meet regularly with teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis.

**Person Responsible**

Alonza Pendergrass


**Schedule**

On 10/13/2014

**Evidence of Completion**

Sign-in sheet; agenda; the appropriate use of the training materials provided (i.e. handouts); Coaching Log, Coaching Calendar; lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis; student work

**G1.B3** Limited evidence of expertise in the science content and/or pedagogy is deficient preventing appropriate level of rigor being achieved in the science classes. 2

 B132910

**G1.B3.S1** Increase Rigor and Higher Order Thinking Skills Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction. 4

 S144856

### Strategy Rationale

Rigor and Higher Order Thinking Skills must be used in order to teach our students to investigate and support lesson learns in order to be able to articulate what they learn.

### Action Step 1 5

Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Learning Goals for 5th Grade Science to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs) and infuse the regular use of technology resources (NBC Learn, Discovery, Gizmos, etc.)

#### Person Responsible

Ileana Hernandez

#### Schedule

On 9/17/2014

#### Evidence of Completion

Lesson plans reflecting the correct content depth of the standards for science and appropriate hands-on activities and inquiry labs.

### Action Step 2 5

Through weekly classroom walkthroughs, monitor and ensure that the correct pace and depth of content is being taught in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications.

#### Person Responsible

Ileana Hernandez

#### Schedule

On 9/17/2014

#### Evidence of Completion

Student work showing evidence of content depth of standards for science and appropriate hands-on activities and inquiry labs.



### Action Step 3 5

Provide modeling on the use of inquiry-based, hands-on, laboratory activities incorporating the Florida Standards for Science and the process of doing science for students to allow them to make connections to real-life experiences, and write about their results and their experiences.

#### **Person Responsible**

Ileana Hernandez

#### **Schedule**

On 11/24/2014

#### ***Evidence of Completion***

Evidence of inquiry activities and writing in student folders showing understanding of content (Claim-Evidence-Reasoning, text analysis, etc.)

### Action Step 4 5

Science liaison from the elementary level to attend the monthly Science Liaisons Instructional Meeting (SLIM) iCAD and share best practices and strategies with the other science teachers.

#### **Person Responsible**

Ileana Hernandez

#### **Schedule**

On 11/19/2014

#### ***Evidence of Completion***

Agendas showing the sharing of content and strategies from the science iCADS in department and common planning meeting agendas.

### Action Step 5 5

Science teachers to attend the quarterly grades 4 and 5 Elementary Science content professional development and implement best practices in their classrooms.

#### **Person Responsible**

Ileana Hernandez

#### **Schedule**

On 11/4/2014

#### ***Evidence of Completion***

Agendas showing the sharing of content and strategies from the science pds in department and common planning meeting agendas.

**Action Step 6** 5

Model how to foster and increase students' abilities to articulate through narrative or annotated visual representation of how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

**Person Responsible**

Ileana Hernandez

**Schedule**

On 10/24/2014

***Evidence of Completion***

Evidence of in-depth accountable talk and science understanding in student conversations and journal writing.

**Action Step 7** 5

Develop quality essential questions aligned to Item Specifications and NGSSS, in order to foster student conversations and inquiry about the science content.

**Person Responsible**

Maria Medina

**Schedule**

On 10/24/2014

***Evidence of Completion***

Evidence of quality essential questions that allow for in depth student thought and content understanding.

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

Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Learning Goals for 5th Grade Science to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs) and infuse the regular use of technology resources; conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons; provide modeling on the use of inquiry-based, hands-on, laboratory activities incorporating the Florida Standards for Science and the process of doing science for students to allow them to make connections to real-life experiences, and write about their results and their experiences; ensure that science teachers attend the quarterly grades 4 and 5 Elementary Science content professional development and implement best practices in their classrooms.

**Person Responsible**

Ileana Hernandez

**Schedule**

On 11/19/2014

**Evidence of Completion**

Lesson plans; evidence of inquiry activities and writing in student folders; student work; lesson plans; agendas

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

Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Learning Goals for 5th Grade Science to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs) and infuse the regular use of technology resources; conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons; provide modeling on the use of inquiry-based, hands-on, laboratory activities incorporating the Florida Standards for Science and the process of doing science for students to allow them to make connections to real-life experiences, and write about their results and their experiences; ensure that science teachers attend the quarterly grades 4 and 5 Elementary Science content professional development and implement best practices in their classrooms.

**Person Responsible**

Ileana Hernandez

**Schedule**

On 11/19/2014

**Evidence of Completion**

Lesson plans; evidence of inquiry activities and writing in student folders; student work; lesson plans; agendas

**G1.B3.S2** Accountable Talk & Questioning Strategies. Implement high order questioning strategies using explicit instruction and reflective discussion through accountable talk among students to deepen content knowledge and understanding while increasing their abilities to articulate scientific explanations. 4

 S144857

### Strategy Rationale

Students must be engaged in active, productive conversations that will generate necessary inquiry in order for students to investigate and in turn be able to articulate their findings.

### Action Step 1 5

Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Middle School Science Learning Goals to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs).

#### Person Responsible

Alonza Pendergrass

#### Schedule

On 10/17/2014

#### Evidence of Completion

Lesson plans reflecting the correct content depth, appropriate hands-on activities and inquiry labs, work folders

### Action Step 2 5

Model how to foster and increase students' abilities to articulate through narrative or annotated visual representation of how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

#### Person Responsible

Alonza Pendergrass

#### Schedule

On 9/17/2014

#### Evidence of Completion

Lesson plans reflecting the correct content depth, appropriate hands-on activities and inquiry labs, work folders

**Action Step 3** 5

Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups, (No Suggestions), Promethean Board, etc.) through regular data chats for all science teachers, grades 4-8.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 9/24/2014

***Evidence of Completion***

Lesson plans reflecting focus on data, appropriate hands-on activities and inquiry labs, work folders, enrichment activity evidence

**Action Step 4** 5

Develop quality essential questions aligned to Item Specifications and NGSSS, in order to foster student conversations and inquiry about the science content.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 9/24/2014

***Evidence of Completion***

Evidence of quality essential questions that allow for in depth student thought and content understanding, student work reflecting use of developed questions, rigor in writing samples

### Action Step 5 5

Promote the use of instructional technology in lesson plans (e.g., Gizmos, Discovery, NBC Learn, Promethean boards, PBS Learning Media) to enhance student conceptual understanding of topics being addressed.

#### **Person Responsible**

Alonza Pendergrass

#### **Schedule**

On 10/13/2014

#### ***Evidence of Completion***

Lesson plans, student work samples, interactive Science Notebooks, assessments, inquiry activities

### Action Step 6 5

Science liaison from the middle school level to attend the monthly Science Liaisons iCAD and share best practices and strategies with the other science teachers.

#### **Person Responsible**

Alonza Pendergrass

#### **Schedule**

On 11/19/2014

#### ***Evidence of Completion***

Agendas showing the sharing of content and strategies from the science iCADS in department and common planning meeting agendas.

**Action Step 7** 5

Through weekly classroom walkthroughs, monitor and ensure that the correct pace and depth of content is being taught in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 11/24/2014

**Evidence of Completion**

Student work showing evidence of content depth of standards for science and appropriate hands-on activities and inquiry labs.

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Middle School Science Learning Goals to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs); Through weekly classroom walkthroughs, monitor and ensure that the correct pace and depth of content is being taught in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 11/24/2014

**Evidence of Completion**

Lesson plans; evidence of inquiry activities and writing in student folders; student work; lesson plans; agendas

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Middle School Science Learning Goals to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs); Through weekly classroom walkthroughs, monitor and ensure that the correct pace and depth of content is being taught in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications.

**Person Responsible**

Alonza Pendergrass

**Schedule**


On 11/24/2014

**Evidence of Completion**

Lesson plans; evidence of inquiry activities and writing in student folders; student work; lesson plans; agendas



**G1.B4** Limited evidence of planning based on Pacing Guides in the middle grade Social Sciences classes and usage of the Item Specifications in the 7th grade Civics classrooms. 2

 B132911

**G1.B4.S1** Effective Planning and Instructional Delivery 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

 S144858

### Strategy Rationale

In order to plan purposefully to improve core instruction in Civics; it is imperative to use student data to ascertain student strengths and weaknesses.

### Action Step 1 5

Provide Professional Development for 7th grade Civics teacher through the Civics Leaders institute. Teachers must attend all dates (September 19-20, October 17-18, November 22.) Teachers will be provided with new resources, support on the FLREA curriculum wheel, and best practices on implementing tablet use in the classroom. Teachers will share all resources and strategies from the training with other 7th grade teachers to plan collaboratively.

#### Person Responsible

Janet Argilagos

#### Schedule

On 11/21/2014

#### Evidence of Completion

Lesson Plans, Student Folders, Common Board Configuration and, Bell to Bell Instruction.

### Action Step 2 5

Share best-practices on gradual release instructional framework and effective planning using assessment data from topic assessments, teacher created assessments and interim assessment date (when made available) for targeted small group differentiated instruction. The use of the student book, The Gate Way to American Government.

#### Person Responsible

Janet Argilagos

#### Schedule

On 10/13/2014

#### Evidence of Completion

Teacher lesson plans and student work folders

**Action Step 3** 5

Provide 1/2 day of Support bi-monthly to increase rigor and support effective planning in 7th grade Civics classes and increase student engagement through the use of innovative technology-based lessons using resources from NBC Learn, Discovery Education, and/or recommended technology resources found in the Pacing Guides.

**Person Responsible**

Janet Argilagos

**Schedule**

On 9/17/2014

***Evidence of Completion***

Lesson Plans, Student Folders, Classroom Walk-throughs.

**Action Step 4** 5

Conduct classroom walk-throughs to ensure the implementation of effective planning and implementation of strategies learned in Civics Leaders' Institute are evident.

**Person Responsible**

Janet Argilagos

**Schedule**

On 10/13/2014

***Evidence of Completion***

Lesson Plans, Student Folders, Classroom Walk-throughs.

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

Will meet regularly with social studies teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons and that implementation of effective planning and implementation of strategies learned in Civics Leaders' Institute is evident and to ensure that student data is being used to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

**Person Responsible**

Janet Argilagos

**Schedule**

On 11/21/2014

***Evidence of Completion***

Lesson plans; student folders; Bell to Bell instruction

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

Will meet regularly with social studies teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons and that implementation of effective planning and implementation of strategies learned in Civics Leaders' Institute is evident and to ensure that student data is being used to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

**Person Responsible**

Janet Argilagos


**Schedule**

On 11/21/2014

***Evidence of Completion***

Lesson plans; student folders; Bell to Bel instruction;

**G1.B4.S2** Academic Writing 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 text using clear and relevant evidence and incorporate problem solving into writing. 4

 S144859

### Strategy Rationale

On the Florida Standards Test, students will be expected to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. In order to achieve this students must be taught various modalities and genres of writing.

### Action Step 1 5

Department of Social Sciences will provide training on Civics Module 1 and writing strategies across the curriculum through the content area.

#### Person Responsible

Janet Argilagos

#### Schedule

On 10/25/2014

#### Evidence of Completion

Lesson Plans, Student Folders and, Bell to Bell Instruction.

### Action Step 2 5

Share best-practices implementing academic writing as part of instructional framework and effective planning during common planning time and/or department meetings.

#### Person Responsible

Janet Argilagos

#### Schedule

On 10/13/2014

#### Evidence of Completion

Teacher lesson plans and student work folders

**Action Step 3** 5

Provide 1/2 day of support bi-monthly to improve academic writing in 7th grade Civics classes and ensure that technology (i.e. NBC Learn, Discovery Education etc.) is used to increase student engagement and rigorous academic writing.

**Person Responsible**

Janet Argilagos

**Schedule**

On 10/13/2014

***Evidence of Completion***

Support logs, teacher lesson plans and student work folders

**Action Step 4** 5

Conduct weekly classroom walk-throughs to ensure the implementation of rigorous academic writing, and implementation of strategies learned in Civics Leaders' Institute are evident.

**Person Responsible**

Janet Argilagos

**Schedule**

On 10/13/2014

***Evidence of Completion***

Lesson Plans, Student Folders, Classroom Walk-throughs.

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

Will meet regularly with social studies teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons and that implementation of effective planning and implementation of strategies learned in Civics Leaders' Institute is evident and to ensure that student data is being used to ascertain strengths and weaknesses to identify clear and accessible future instructional paths; share best-practices implementing academic writing as part of instructional framework and effective planning during common planning time and/or department meetings. Conduct weekly classroom walk-throughs to ensure the implementation of rigorous academic writing, and implementation of strategies learned in Civics Leaders' Institute are evident.

**Person Responsible**

Janet Argilagos

**Schedule**

On 10/25/2014

**Evidence of Completion**

Lesson plans; student folders; Bell to Bell instruction

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

Will meet regularly with social studies teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons and that implementation of effective planning and implementation of strategies learned in Civics Leaders' Institute is evident and to ensure that student data is being used to ascertain strengths and weaknesses to identify clear and accessible future instructional paths; share best-practices implementing academic writing as part of instructional framework and effective planning during common planning time and/or department meetings. Conduct weekly classroom walk-throughs to ensure the implementation of rigorous academic writing, and implementation of strategies learned in Civics Leaders' Institute are evident.

**Person Responsible**

Janet Argilagos

**Schedule**

On 10/25/2014

**Evidence of Completion**

Lesson plans; student folders; Bell to Bell instruction


**G2.** To provide early warning systems to identify at risk students in order to provide them with intervention and progress monitoring. **1**

 G052749

**G2.B1** Limited opportunities for the meeting of the Attendance Review Committee. **2**

 B132912

**G2.B1.S1** Identify and target students with previous excess absences and tardies based on the 2013-2014 truancy reports. Attendance Committee and Community Involvement Specialist works collaboratively with student services and the families to ensure student attendance. **4**

 S144860

### **Strategy Rationale**

To increase attendance of targeted students to improve academic performance.

### **Action Step 1** **5**

Develop a plan to monitor the Attendance Review Committee meetings.

#### **Person Responsible**

Ileana Hernandez

#### **Schedule**

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

#### **Evidence of Completion**

Attendance Review Committee meeting agendas and minutes.

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

Create schedule for ARC and attend meetings.

#### **Person Responsible**

Ileana Hernandez

#### **Schedule**

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

#### **Evidence of Completion**

ARC meeting schedule and sign-in sheets.

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

Monitor student attendance.

**Person Responsible**

Ileana Hernandez


**Schedule**

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

**Evidence of Completion**

Attendance Bulletin.

**G2.B2** Parent participation and support for those students that have consistent behavioral problems is minimal. 2

 B132913

**G2.B2.S1** Work with student services and teachers to meet with parents and students to have a better understanding of the Student Code of Conduct and the expectations of school-wide rules and regulations; Systematic implementation of classroom rules. 4

 S144861

**Strategy Rationale**

Communication is essential to reaching understanding of what the expectations are for appropriate behavior.

**Action Step 1** 5

Develop and implement a plan by where parents can be contacted and encouraged to meet with Student Services, teachers and administrators.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 6/4/2015

**Evidence of Completion**

Parent call logs; Parent visitation logs



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

Assistant Principals for each respective grade level will check with Student Services bi-monthly to review the need for parent contact.

**Person Responsible**

Alonza Pendergrass

**Schedule**

On 6/4/2015

***Evidence of Completion***

Student Services Department; Control-D Suspension Report or Suspension report from Cognos; Daily Attendance Reports; Parent call logs; Parent visitation logs

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

Suspension logs will be monitored

**Person Responsible**

Alonza Pendergrass


**Schedule**

On 6/4/2015

***Evidence of Completion***

Student Services Department; Control-D Suspension Report or Suspension report from Cognos; Daily Attendance Reports; Parent call logs; Parent visitation logs

**G2.B3** A large population of our ELL students do not have access to the internet at home and cannot access the computer based programs; A large amount of our parents only speak Spanish. 2

 B132914

**G2.B3.S1** Extra computers will be placed in the ELL classes to give greater opportunity to the use of the computer based programs; All communications to parents will be translated into Spanish. After School tutoring will be offered to all ELL students in Reading. 4

 S144862

### **Strategy Rationale**

Access to computer based programs will contribute to the academic growth of the ELL students; Communication with the ELL parents is also essential to the academic growth of the ELL students. After school tutoring will offer the ELL students the extra work and time that they need to develop academically.

### **Action Step 1** 5

Extra computers will placed in the ELL classes to give greater opportunity to the use of the computer based programs; All communications to parents will be translated into Spanish. After School tutoring will be offered to all ELL students in Reading.

#### **Person Responsible**

Janet Argilagos

#### **Schedule**

On 6/4/2015

#### **Evidence of Completion**

Room check for computer installation; check that all communication to parents is translated (i.e. letters, flyers, connect-ed); signed letters from parents and attendance of students participating in after school tutoring.

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

Assistant principal responsible for the ELL program will conduct classrooms visits; will do the translations of communications to parents; and will check that letters to parents go home offering ELL students after school tutoring.

#### **Person Responsible**

Janet Argilagos

#### **Schedule**

On 6/4/2015

#### **Evidence of Completion**

Classrooms visits; translations of communications to parents; signed letters from parents offering ELL students after school tutoring.

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

Assistant principal will monitor the use of the computer based programs;parent participation will increase; students will be enrolled and will participate in the after school tutoring program.

**Person Responsible**

Janet Argilagos

**Schedule**

On 6/4/2015

**Evidence of Completion**

Data gathered from the use of the computer based programs;parent participation will increase; attendance will be taken of students enrolled and participati in the after school tutoring program.


**G3. To prepare students to be college and career ready through Science, Technology, Engineering and Mathematics (STEM). 1**

 G052750

**G3.B1 Funding for materials is limited. 2**

 B132915

**G3.B1.S1 Teachers and staff members will collaborate with the PTSA and community partners to raise funds and gather resources for continued STEM projects in the greenhouse. 4**

 S144863

**Strategy Rationale**

Our school is located in an agricultural community. Our parents, business partners and feeder pattern high school support STEM related agricultural projects.

**Action Step 1 5**

Schedules will be created for science classes to visit and work in the greenhouse.

**Person Responsible**

Alonza Pendergrass

**Schedule**

Monthly, from 9/23/2014 to 6/4/2015

**Evidence of Completion**

Science class schedules

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

The assistant principal responsible for science will participate and observe STEM related agricultural projects in the greenhouse.

**Person Responsible**

Alonza Pendergrass

**Schedule**

Monthly, from 9/23/2014 to 6/4/2015

***Evidence of Completion***

Teacher sign-in logs and student work.

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

Monitor student work and achievement data in Science.

**Person Responsible**

Alonza Pendergrass

**Schedule**

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

***Evidence of Completion***

Student work; student folders, interim assessments and FSA results.

**G4.** To increase parental involvement by communicating more effectively. 1

G052751

**G4.B1** Many parents are limited in the English language. 2

B132916

**G4.B1.S1** Connect Ed messages will be recorded in the Spanish language. Translators will be available at PTSA and EESAC meetings. All notices sent home will be available in English and Spanish. 4

S144864

**Strategy Rationale**

A majority of the students' parents are of Hispanic background and their first language is Spanish. The parents will have a better understanding and will be more involved if they receive school communications in Spanish.

**Action Step 1** 5

Connect Ed messages will be recorded in the Spanish language. Translators will be available at PTSA and EESAC meetings. All notices sent home will be available in English and Spanish.

**Person Responsible**

Ileana Hernandez

**Schedule**

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

**Evidence of Completion**

Samples of communications sent home in Spanish.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Connect Ed keeps record of messages sent home in Spanish. Record of notices sent home in Spanish.

**Person Responsible**

Ileana Hernandez

**Schedule**

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

**Evidence of Completion**

Connect Ed records of messages sent home in Spanish and notices sent home in Spanish.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

There will be an increase in parental involvement and attendance at school functions, EESAC and PTSA meetings.

**Person Responsible**

Ileana Hernandez

**Schedule**

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

**Evidence of Completion**

Agendas and sign-in sheets.

**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	Plan effective and rigorous lessons utilizing the pacing guides which will guide and impact instruction in English Language Arts, ELL, and Reading courses.	Argilagos, Janet	9/9/2014	Lesson plans aligned to the District pacing guides	10/15/2014 one-time
G1.B1.S2.A1	Implementation of effective instructional strategies such as note-taking, highlighting/underlining, paraphrasing to improve academic writing.	Argilagos, Janet	9/9/2014	lesson plans, reading/writing notebooks, and classroom observations	10/15/2014 one-time
G1.B2.S1.A1	Provide Professional Development on Effective Planning for 4th and 5th grade teachers using the Gradual Release Process incorporating the use of MAFS Item Specifications, Core Resources and Pacing Guides to assist teachers in selecting appropriate instructional materials.	Pendergrass, Alonza	9/9/2014	Sign-in sheet, Agenda, and Training Materials provided (i.e. handouts, and materials)	9/17/2014 one-time
G1.B2.S2.A1	Provide Professional Development on the STEP-IT -UP Problem Solving Protocol to assist teachers in utilizing real world applications during instruction.	Pendergrass, Alonza	9/9/2014	Sign-in sheet, Agenda, and Training Materials provided (i.e. PowerPoint Presentation, handouts, and materials)	10/1/2014 one-time
G1.B3.S1.A1	Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Learning Goals for 5th Grade Science to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs) and infuse the regular use of technology resources (NBC Learn, Discovery, Gizmos, etc.)	Hernandez, Ileana	9/9/2014	Lesson plans reflecting the correct content depth of the standards for science and appropriate hands-on activities and inquiry labs.	9/17/2014 one-time
G1.B3.S2.A1	Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Middle School Science Learning Goals to implement a	Pendergrass, Alonza	9/9/2014	Lesson plans reflecting the correct content depth, appropriate hands-on activities and inquiry labs, work folders	10/17/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs).				
G1.B4.S1.A1	Provide Professional Development for 7th grade Civics teacher through the Civics Leaders institute. Teachers must attend all dates (September 19-20, October 17-18, November 22.) Teachers will be provided with new resources, support on the FLREA curriculum wheel, and best practices on implementing tablet use in the classroom. Teachers will share all resources and strategies from the training with other 7th grade teachers to plan collaboratively.	Argilagos, Janet	9/9/2014	Lesson Plans, Student Folders, Common Board Configuration and, Bell to Bell Instruction.	11/21/2014 one-time
G1.B4.S2.A1	Department of Social Sciences will provide training on Civics Module 1 and writing strategies across the curriculum through the content area.	Argilagos, Janet	9/9/2014	Lesson Plans, Student Folders and, Bell to Bell Instruction.	10/25/2014 one-time
G2.B1.S1.A1	Develop a plan to monitor the Attendance Review Committee meetings.	Hernandez, Ileana	8/18/2014	Attendance Review Committee meeting agendas and minutes.	6/4/2015 daily
G2.B2.S1.A1	Develop and implement a plan by where parents can be contacted and encouraged to meet with Student Services, teachers and administrators.	Pendergrass, Alonza	10/6/2014	Parent call logs; Parent visitation logs	6/4/2015 one-time
G2.B3.S1.A1	Extra computers will be placed in the ELL classes to give greater opportunity to the use of the computer based programs; All communications to parents will be translated into Spanish. After School tutoring will be offered to all ELL students in Reading.	Argilagos, Janet	10/6/2014	Room check for computer installation; check that all communication to parents is translated (i.e. letters, flyers, connect-ed); signed letters from parents and attendance of students participating in after school tutoring.	6/4/2015 one-time
G3.B1.S1.A1	Schedules will be created for science classes to visit and work in the greenhouse.	Pendergrass, Alonza	9/23/2014	Science class schedules	6/4/2015 monthly
G4.B1.S1.A1	Connect Ed messages will be recorded in the Spanish language. Translators will be available at PTSA and EESAC meetings. All notices sent home will be available in English and Spanish.	Hernandez, Ileana	8/18/2014	Samples of communications sent home in Spanish.	6/4/2015 daily
G1.B1.S1.A2	Plan effective and rigorous lessons utilizing the grades 4-8 ELA/ELL pacing guides and the exemplar lessons which will guide and impact instruction.	Argilagos, Janet	9/9/2014	Lesson plans aligned to the District pacing guides	11/14/2014 one-time
G1.B1.S2.A2	Provide professional development for the Reading Coach, Language Arts department chairperson, and teachers in the area of Analytic Writing.	Argilagos, Janet	9/9/2014	lesson plans, student work folders and journals, and classroom observation	9/29/2014 one-time
G1.B2.S1.A2	Provide Professional Development on Effective Planning using the Item Specifications to assist teachers in selecting appropriate instructional and assessment resources.	Pendergrass, Alonza	9/9/2014	Sign-in sheet, Agenda, and Training Materials provided (i.e. PowerPoint Presentation, handouts, and materials)	9/25/2014 one-time
G1.B2.S2.A2	Model lessons within the coaching cycle that incorporate the STEP-IT UP problem solving protocol which includes math practices, higher order thinking, and real-world problem solving tasks that are aligned to the pacing guides.	Pendergrass, Alonza	9/9/2014	Coaching Log Reflection from Lesson Modeled, Coaching Calendar	10/2/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A2	Through weekly classroom walkthroughs, monitor and ensure that the correct pace and depth of content is being taught in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications.	Hernandez, Ileana	9/9/2014	Student work showing evidence of content depth of standards for science and appropriate hands-on activities and inquiry labs.	9/17/2014 one-time
G1.B3.S2.A2	Model how to foster and increase students' abilities to articulate through narrative or annotated visual representation of how scientific explanations are refined or revised with the acquisition of new information based on experimentation.	Pendergrass, Alonza	9/9/2014	Lesson plans reflecting the correct content depth, appropriate hands-on activities and inquiry labs, work folders	9/17/2014 one-time
G1.B4.S1.A2	Share best-practices on gradual release instructional framework and effective planning using assessment data from topic assessments, teacher created assessments and interim assessment date (when made available) for targeted small group differentiated instruction. The use of the student book, The Gate Way to American Government.	Argilagos, Janet	9/9/2014	Teacher lesson plans and student work folders	10/13/2014 one-time
G1.B4.S2.A2	Share best-practices implementing academic writing as part of instructional framework and effective planning during common planning time and/or department meetings.	Argilagos, Janet	9/9/2014	Teacher lesson plans and student work folders	10/13/2014 one-time
G1.B1.S1.A3	Use the item specifications during planning to align instruction to the LAFS, identifying specific instructional implications.	Argilagos, Janet	9/9/2014	Lesson plans, reading/writing notebooks, and classroom observations	11/26/2014 one-time
G1.B1.S2.A3	Provide professional development for the Reading Coach in the area of Analytic Writing on September 29 and 30. Provide professional development for Language Arts department chairperson in the area of analytic writing on October 14.	Argilagos, Janet	9/9/2014	gradual release model from theory to practice	10/14/2014 one-time
G1.B2.S1.A3	Complete weekly grade band Common Planning sessions to address applicable topics in the pacing guide, higher order thinking questioning strategies, real-world problem solving applications, mathematical practices, assessments and the inclusion of technology enhanced resources (i.e. I-Ready, Reflex, Think Central Resources) into the instructional process. This practice should also occur during teacher-led workshops in the I-Prep Math classroom as applicable.	Pendergrass, Alonza	9/9/2014	Sign-In Sheets, Lesson Plans, Fidelity Implementation Walkthroughs by Administration	9/30/2014 one-time
G1.B2.S2.A3	Conduct weekly progress monitoring checks on the use of real-world problem solving tasks (HOTS Problem) in the instructional process.	Pendergrass, Alonza	9/9/2014	Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration	9/30/2014 one-time
G1.B3.S1.A3	Provide modeling on the use of inquiry-based, hands-on, laboratory activities incorporating the Florida Standards for Science and the process of doing science for students to allow them to make connections to real-life	Hernandez, Ileana	9/9/2014	Evidence of inquiry activities and writing in student folders showing understanding of content (Claim-Evidence-Reasoning, text analysis, etc.)	11/24/2014 one-time



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	experiences, and write about their results and their experiences.				
G1.B3.S2.A3	Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups, (No Suggestions), Promethean Board, etc.) through regular data chats for all science teachers, grades 4-8.	Pendergrass, Alonza	9/9/2014	Lesson plans reflecting focus on data, appropriate hands-on activities and inquiry labs, work folders, enrichment activity evidence	9/24/2014 one-time
G1.B4.S1.A3	Provide 1/2 day of Support bi-monthly to increase rigor and support effective planning in 7th grade Civics classes and increase student engagement through the use of innovative technology-based lessons using resources from NBC Learn, Discovery Education, and/or recommended technology resources found in the Pacing Guides.	Argilagos, Janet	9/9/2014	Lesson Plans, Student Folders, Classroom Walk-throughs.	9/17/2014 one-time
G1.B4.S2.A3	Provide 1/2 day of support bi-monthly to improve academic writing in 7th grade Civics classes and ensure that technology (i.e. NBC Learn, Discovery Education etc.) is used to increase student engagement and rigorous academic writing.	Argilagos, Janet	9/9/2014	Support logs, teacher lesson plans and student work folders	10/13/2014 one-time
G1.B1.S1.A4	Plan weekly with grade levels to effectively incorporate the district constructive response to reach rigor in reading/writing.	Argilagos, Janet	9/9/2014	Lesson plans, reading/writing notebooks, and classroom observations	11/14/2014 one-time
G1.B1.S2.A4	Provide professional development for reading coach and ELL teachers on Best Practices for ELA/ELL students.	Argilagos, Janet	9/9/2014	gradual release model from theory to practice	11/14/2014 one-time
G1.B2.S1.A4	Conduct weekly coaching cycle with identified teachers to assist with the implementation of utilizing effective planning strategies that incorporate the mathematical practices, higher order thinking and real-world problem solving tasks aligned to the pacing guides	Pendergrass, Alonza	9/9/2014	Coaching Log, Coaching Calendar, Fidelity Implementation Walkthroughs by Administration	10/2/2014 one-time
G1.B2.S2.A4	Develop Problem Solving Protocol Progress Monitoring Plan for the Administrative Team	Pendergrass, Alonza	9/9/2014	Problem Solving Progress Monitoring Plan	10/13/2014 one-time
G1.B3.S1.A4	Science liaison from the elementary level to attend the monthly Science Liaisons Instructional Meeting (SLIM) iCAD and share best practices and strategies with the other science teachers.	Hernandez, Ileana	9/9/2014	Agendas showing the sharing of content and strategies from the science iCADS in department and common planning meeting agendas.	11/19/2014 one-time
G1.B3.S2.A4	Develop quality essential questions aligned to Item Specifications and NGSSS, in order to foster student conversations and inquiry about the science content.	Pendergrass, Alonza	9/9/2014	Evidence of quality essential questions that allow for in depth student thought and content understanding, student work reflecting use of developed questions, rigor in writing samples	9/24/2014 one-time
G1.B4.S1.A4	Conduct classroom walk-throughs to ensure the implementation of effective planning and implementation of strategies learned in Civics Leaders' Institute are evident.	Argilagos, Janet	9/9/2014	Lesson Plans, Student Folders, Classroom Walk-throughs.	10/13/2014 one-time
G1.B4.S2.A4	Conduct weekly classroom walk-throughs to ensure the implementation of rigorous academic writing, and implementation of strategies learned in Civics Leaders' Institute are evident.	Argilagos, Janet	9/9/2014	Lesson Plans, Student Folders, Classroom Walk-throughs.	10/13/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A5	Conduct weekly classroom walkthroughs to monitor the effective implementation of the new reading programs in grades 4-8.	Argilagos, Janet	9/9/2014	classroom walkthrough forms	10/30/2014 one-time
G1.B1.S2.A5	Provide professional development in the area of analytical writing for teachers.	Argilagos, Janet	9/9/2014	gradual release model from theory to practice	10/24/2014 one-time
G1.B2.S1.A5	Conduct weekly progress monitoring checks on effective instructional practices focusing on the productive use of the instructional block.	Pendergrass, Alonza	9/9/2014	Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration	9/30/2014 one-time
G1.B2.S2.A5	Conduct bi-weekly administrative problem solving protocol Walk-through Checks.	Pendergrass, Alonza	9/9/2014	Walkthrough Check List, Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration	10/13/2014 one-time
G1.B3.S1.A5	Science teachers to attend the quarterly grades 4 and 5 Elementary Science content professional development and implement best practices in their classrooms.	Hernandez, Ileana	9/9/2014	Agendas showing the sharing of content and strategies from the science pds in department and common planning meeting agendas.	11/4/2014 one-time
G1.B3.S2.A5	Promote the use of instructional technology in lesson plans (e.g., Gizmos, Discovery, NBC Learn, Promethean boards, PBS Learning Media) to enhance student conceptual understanding of topics being addressed.	Pendergrass, Alonza	9/9/2014	Lesson plans, student work samples, interactive Science Notebooks, assessments, inquiry activities	10/13/2014 one-time
G1.B1.S1.A6	Implement and monitor the use of core and supplemental technology resources such as: Interactive whiteboards, Scholastic Read 180 and System 44 digital resources, CPALMS, Discovery Education, NBC Learns, Listening Stations, and iREADY during DI to support Language Arts Florida Standards.	Argilagos, Janet	9/9/2014	lesson plans, classroom observations	10/30/2014 one-time
G1.B1.S2.A6	Conduct weekly coaching cycle with identified teachers to assist with the implementation of analytical writing in grades 4-8.	Argilagos, Janet	9/9/2014	lesson plans, classroom observations	11/14/2014 one-time
G1.B2.S1.A6	Conduct weekly classroom walkthroughs to progress monitor the effective implementation of standards-based instruction utilizing district pacing guides.	Pendergrass, Alonza	9/9/2014	Walkthrough Check List, Lesson Plans, Student Work, Fidelity Implementation Walkthroughs by Administration	10/13/2014 one-time
G1.B2.S2.A6	Provide opportunities for Math Coach and Department Chair to attend monthly ICADS.	Pendergrass, Alonza	9/9/2014	ICAD Follow-Up Activity	10/23/2014 one-time
G1.B3.S1.A6	Model how to foster and increase students' abilities to articulate through narrative or annotated visual representation of how scientific explanations are refined or revised with the acquisition of new information based on experimentation.	Hernandez, Ileana	10/9/2014	Evidence of in-depth accountable talk and science understanding in student conversations and journal writing.	10/24/2014 one-time
G1.B3.S2.A6	Science liaison from the middle school level to attend the monthly Science Liaisons iCAD and share best practices and strategies with the other science teachers.	Pendergrass, Alonza	9/9/2014	Agendas showing the sharing of content and strategies from the science iCADS in department and common planning meeting agendas.	11/19/2014 one-time
G1.B1.S1.A7	Disaggregate and analyze assessment data (FAIR-FS for grades 4-8, Interims, OPM's) for targeted small group differentiated instruction.	Argilagos, Janet	9/9/2014	lesson plans, classroom observations	10/30/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A7	Conduct weekly classroom walkthroughs to monitor the effective implementation of the writing process in grades 4-8.	Argilagos, Janet		one-time	
G1.B2.S1.A7	Disaggregate and analyze assessment data (Topic Assessments, Chapter Tests and Interims) for targeted small group differentiated instruction.	Pendergrass, Alonza	9/9/2014	Test Administrations Completed, In-Class Data Chats, Departmental Data Chats, Differentiated Instruction Implementation based on data analysis, Fidelity Implementation Walkthroughs by Administration	11/17/2014 one-time
G1.B3.S1.A7	Develop quality essential questions aligned to Item Specifications and NGSSS, in order to foster student conversations and inquiry about the science content.	Medina, Maria	9/9/2014	Evidence of quality essential questions that allow for in depth student thought and content understanding.	10/24/2014 one-time
G1.B3.S2.A7	Through weekly classroom walkthroughs, monitor and ensure that the correct pace and depth of content is being taught in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications.	Pendergrass, Alonza	9/9/2014	Student work showing evidence of content depth of standards for science and appropriate hands-on activities and inquiry labs.	11/24/2014 one-time
G1.B1.S1.A8	Conduct weekly coaching cycle with identified teachers to assist with the implementation of the new reading programs in grades 4-8.	Argilagos, Janet	9/9/2014	lesson plans, classroom observations	10/15/2014 one-time
G1.B1.S1.A9	Provide PD on how to utilize the reading materials effectively and using the entire programs with fidelity as available by various companies on September 25, 2014.	Argilagos, Janet	9/9/2014	lesson plans, student work folders ,and classroom observations	9/25/2014 one-time
G1.MA1	Will meet regularly with mathematics coach assisting in the development of the coach's calendar, and will check the coaching log weekly; will meet regularly with teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis.	Pendergrass, Alonza	9/9/2014	Results from the District Interim Assessment and FSA.	10/13/2014 one-time
G1.B1.S1.MA1	Will meet regularly with literacy coach and teachers during common planning. Will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons.	Argilagos, Janet	9/9/2014	Results from the District Interim Assessment and FSA.	11/26/2014 one-time
G1.B1.S1.MA1	Will meet regularly with literacy coach and teachers during common planning. Will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons.	Argilagos, Janet	9/9/2014	Lesson plans aligned to the District pacing guides, reading/writing notebooks, student work folders, and classroom observations	11/26/2014 one-time
G1.B2.S1.MA1	Will meet regularly with mathematics coach assisting in the development of the coach's calendar, and will check the coaching log weekly; will meet regularly with teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and that	Pendergrass, Alonza	9/9/2014	Sign-in sheet; agenda; the appropriate use of the training materials provided (i.e. handouts); Coaching Log, Coaching Calendar; lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction	11/17/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis.			implementation is based on data analysis; student work	
G1.B2.S1.MA1	Will meet regularly with mathematics coach assisting in the development of the coach's calendar, and will check the coaching log weekly; will meet regularly with teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis.	Pendergrass, Alonza	9/9/2014	Sign-in sheet; agenda; the appropriate use of the training materials provided (i.e. handouts); Coaching Log, Coaching Calendar; lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis; student work	11/17/2014 one-time
G1.B3.S1.MA1	Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Learning Goals for 5th Grade Science to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs) and infuse the regular use of technology resources; conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons; provide modeling on the use of inquiry-based, hands-on, laboratory activities incorporating the Florida Standards for Science and the process of doing science for students to allow them to make connections to real-life experiences, and write about their results and their experiences; ensure that science teachers attend the quarterly grades 4 and 5 Elementary Science content professional development and implement best practices in their classrooms.	Hernandez, Ileana	9/9/2014	Lesson plans; evidence of inquiry activities and writing in student folders; student work; lesson plans; agendas	11/19/2014 one-time
G1.B3.S1.MA1	Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Learning Goals for 5th Grade Science to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs) and infuse the regular use of technology resources; conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons; provide modeling on the use of inquiry-based, hands-on, laboratory activities incorporating the Florida Standards for Science and the process of doing science for students to allow them to make connections to real-life experiences, and write about their results and their experiences; ensure that science teachers attend the quarterly grades 4 and 5 Elementary Science content professional	Hernandez, Ileana	9/17/2014	Lesson plans; evidence of inquiry activities and writing in student folders; student work; lesson plans; agendas	11/19/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	development and implement best practices in their classrooms.				
G1.B4.S1.MA1	Will meet regularly with social studies teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons and that implementation of effective planning and implementation of strategies learned in Civics Leaders' Institute is evident and to ensure that student data is being used to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.	Argilagos, Janet	9/9/2014	Lesson plans; student folders; Bell to Bel instruction;	11/21/2014 one-time
G1.B4.S1.MA1	Will meet regularly with social studies teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons and that implementation of effective planning and implementation of strategies learned in Civics Leaders' Institute is evident and to ensure that student data is being used to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.	Argilagos, Janet	9/9/2014	Lesson plans; student folders; Bell to Bell instruction	11/21/2014 one-time
G1.B1.S2.MA1	Will meet regularly with literacy coach and teachers during common planning. Will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons.	Argilagos, Janet	9/9/2014	Lesson plans aligned to the District pacing guides, reading/writing notebooks, student work folders, and classroom observations	11/26/2014 one-time
G1.B1.S2.MA1	Will meet regularly with literacy coach and teachers during common planning. Will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons.	Argilagos, Janet	9/9/2014	Lesson plans aligned to the District pacing guides, reading/writing notebooks, student work folders, and classroom observations	11/26/2014 one-time
G1.B2.S2.MA1	Will meet regularly with mathematics coach assisting in the development of the coach's calendar, and will check the coaching log weekly; will meet regularly with teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis.	Pendergrass, Alonza	9/9/2014	Sign-in sheet; agenda; the appropriate use of the training materials provided (i.e. handouts); Coaching Log, Coaching Calendar; lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis; student work	10/13/2014 one-time
G1.B2.S2.MA1	Will meet regularly with mathematics coach assisting in the development of the coach's calendar, and will check the coaching log weekly; will meet regularly with teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction	Pendergrass, Alonza	9/9/2014	Sign-in sheet; agenda; the appropriate use of the training materials provided (i.e. handouts); Coaching Log, Coaching Calendar; lesson plans are aligned to district pacing guides and that lessons are being implemented with fidelity and that differentiated instruction implementation is based on data analysis; student work	10/13/2014 one-time



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementation is based on data analysis.				
G1.B3.S2.MA1	Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Middle School Science Learning Goals to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs); Through weekly classroom walkthroughs, monitor and ensure that the correct pace and depth of content is being taught in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications.	Pendergrass, Alonza	9/9/2014	Lesson plans; evidence of inquiry activities and writing in student folders; student work; lesson plans; agendas	11/24/2014 one-time
G1.B3.S2.MA1	Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Middle School Science Learning Goals to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs); Through weekly classroom walkthroughs, monitor and ensure that the correct pace and depth of content is being taught in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications.	Pendergrass, Alonza	9/9/2014	Lesson plans; evidence of inquiry activities and writing in student folders; student work; lesson plans; agendas	11/24/2014 one-time
G1.B4.S2.MA1	Will meet regularly with social studies teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons and that implementation of effective planning and implementation of strategies learned in Civics Leaders' Institute is evident and to ensure that student data is being used to ascertain strengths and weaknesses to identify clear and accessible future instructional paths; share best-practices implementing academic writing as part of instructional framework and effective planning during common planning time and/or department meetings. Conduct weekly classroom walk-throughs to ensure the implementation of rigorous academic writing, and implementation of strategies learned in Civics Leaders' Institute are evident.	Argilagos, Janet	9/9/2014	Lesson plans; student folders; Bell to Bell instruction	10/25/2014 one-time
G1.B4.S2.MA1	Will meet regularly with social studies teachers during common planning; will conduct classroom walkthroughs, observing that lesson plans are aligned to district pacing guides and are reflected in the delivery of lessons and that implementation of effective planning and implementation of strategies learned in Civics Leaders' Institute is evident and to ensure that student data is being used to ascertain	Argilagos, Janet	9/9/2014	Lesson plans; student folders; Bell to Bell instruction	10/25/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	strengths and weaknesses to identify clear and accessible future instructional paths; share best-practices implementing academic writing as part of instructional framework and effective planning during common planning time and/or department meetings. Conduct weekly classroom walk-throughs to ensure the implementation of rigorous academic writing, and implementation of strategies learned in Civics Leaders' Institute are evident.				
G2.MA1	Sign-in sheets from the Attendance Review Committee.	Hernandez, Ileana	10/6/2014	Attendance bulletin.	6/4/2015 monthly
G2.B1.S1.MA1	Monitor student attendance.	Hernandez, Ileana	10/6/2014	Attendance Bulletin.	6/4/2015 daily
G2.B1.S1.MA1	Create schedule for ARC and attend meetings.	Hernandez, Ileana	10/6/2014	ARC meeting schedule and sign-in sheets.	6/4/2015 monthly
G2.B2.S1.MA1	Suspension logs will be monitored	Pendergrass, Alonza	10/6/2014	Student Services Department; Control-D Suspension Report or Suspension report from Cognos; Daily Attendance Reports; Parent call logs; Parent visitation logs	6/4/2015 one-time
G2.B2.S1.MA1	Assistant Principals for each respective grade level will check with Student Services bi-monthly to review the need for parent contact.	Pendergrass, Alonza	10/6/2014	Student Services Department; Control-D Suspension Report or Suspension report from Cognos; Daily Attendance Reports; Parent call logs; Parent visitation logs	6/4/2015 one-time
G2.B3.S1.MA1	Assistant principal will monitor the use of the computer based programs; parent participation will increase; students will be enrolled and will participate in the after school tutoring program.	Argilagos, Janet	10/6/2014	Data gathered from the use of the computer based programs; parent participation will increase; attendance will be taken of students enrolled and participati in the after school tutoring program.	6/4/2015 one-time
G2.B3.S1.MA1	Assistant principal responsible for the ELL program will conduct classrooms visits; will do the translations of communications to parents; and will check that letters to parents go home offering ELL students after school tutoring.	Argilagos, Janet	10/6/2014	Classrooms visits; translations of communications to parents; signed letters from parents offering ELL students after school tutoring.	6/4/2015 one-time
G3.MA1	Student proficiency on the District Interim Assessment Program and District Science Department Quarterly Exams.	Pendergrass, Alonza	8/18/2014	Progress reports generated by Thinkgate will give evidence of increased student performance.	6/4/2015 quarterly
G3.B1.S1.MA1	Monitor student work and achievement data in Science.	Pendergrass, Alonza	8/18/2014	Student work; student folders, interim assessments and FSA results.	6/4/2015 quarterly
G3.B1.S1.MA1	The assistant principal responsible for science will participate and observe STEM related agricultural projects in the greenhouse.	Pendergrass, Alonza	9/23/2014	Teacher sigh-in logs and student work.	6/4/2015 monthly
G4.MA1	Sign-in sheets from school functions, EESAC and PTSA meetings.	Hernandez, Ileana	8/18/2014	Agendas and sign-in sheets.	6/4/2015 daily
G4.B1.S1.MA1	There will be an increase in parental involvement and attendance at school functions, EESAC and PTSA meetings.	Hernandez, Ileana	8/18/2014	Agendas and sign-in sheets.	6/4/2015 daily
G4.B1.S1.MA1	Connect Ed keeps record of messages sent home in Spanish. Record of notices sent home in Spanish.	Hernandez, Ileana	8/18/2014	Connect Ed records of messages sent home in Spanish and notices sent home in Spanish.	6/4/2015 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

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



## Professional Development Opportunities

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

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

**G1.B1** Difficulty with understanding how to plan using Pacing Guides to impact instruction

**G1.B1.S1** Effective Planning and Instructional Delivery 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

Plan effective and rigorous lessons utilizing the pacing guides which will guide and impact instruction in English Language Arts, ELL, and Reading courses.

#### Facilitator

Angela Bown, Sec. ELA CSS, Clara Martinez, ELL CSS, Marysel Urbanik, Gifted Dawn Pearce  
Elem ELA CSS

#### Participants

Elementary and Secondary Reading Language Arts Teachers

#### Schedule

On 10/15/2014

### PD Opportunity 2

Plan effective and rigorous lessons utilizing the grades 4-8 ELA/ELL pacing guides and the exemplar lessons which will guide and impact instruction.

#### Facilitator

Angela Bown, Sec. ELA CSS, Clara Martinez, ELL CSS

#### Participants

Elementary and Secondary Reading Language Arts Teachers

#### Schedule

On 11/14/2014

### PD Opportunity 3

Use the item specifications during planning to align instruction to the LAFS, identifying specific instructional implications.

#### Facilitator

Dawn Pearce-Elem CSS, Clara Martinez- ESOL CSS, Angela Bown-Sec CSS

#### Participants

Elementary and Secondary Reading Language Arts Teachers

#### Schedule

On 11/26/2014

### PD Opportunity 4

Plan weekly with grade levels to effectively incorporate the district constructive response to reach rigor in reading/writing.

#### Facilitator

Dawn Pearce-Elem CSS, Clara Martinez- ESOL CSS, Angela Bown-Sec CSS Marysel Urbanik, Gifted

#### Participants

Elementary and Secondary Reading Language Arts Teachers

#### Schedule

On 11/14/2014

### PD Opportunity 5

Implement and monitor the use of core and supplemental technology resources such as: Interactive whiteboards, Scholastic Read 180 and System 44 digital resources, CPALMS, Discovery Education, NBC Learns, Listening Stations, and iREADY during DI to support Language Arts Florida Standards.

#### Facilitator

Dawn Pearce-Elem CSS, Clara Martinez- ESOL CSS, Angela Bown-Sec CSS

#### Participants

Elementary and Secondary Reading Language Arts Teachers

#### Schedule

On 10/30/2014

### **PD Opportunity 6**

Disaggregate and analyze assessment data (FAIR-FS for grades 4-8, Interims, OPM's) for targeted small group differentiated instruction.

#### **Facilitator**

Kerri Hartman, Reading Coach, Dawn Pearce-Elem CSS, Clara Martinez- ESOL CSS, Angela Bown-Sec CSS

#### **Participants**

Elementary and Secondary Reading Language Arts Teachers

#### **Schedule**

On 10/30/2014

### **PD Opportunity 7**

Conduct weekly coaching cycle with identified teachers to assist with the implementation of the new reading programs in grades 4-8.

#### **Facilitator**

Kerri Hartman, Reading Coach, Dawn Pearce, Elem. CSS, Angela Bown, Sec CSS, Clara Martinez, ELL CSS

#### **Participants**

Elementary and Secondary Reading Language Arts Teachers

#### **Schedule**

On 10/15/2014

### **PD Opportunity 8**

Provide PD on how to utilize the reading materials effectively and using the entire programs with fidelity as available by various companies on September 25, 2014.

#### **Facilitator**

Scholastic or National Geographic Cengage

#### **Participants**

Secondary Reading Teachers

#### **Schedule**

On 9/25/2014

**G1.B1.S2** 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 text using clear and relevant evidence and incorporate problem solving into writing.

### **PD Opportunity 1**

Implementation of effective instructional strategies such as note-taking, highlighting/underlining, paraphrasing to improve academic writing.

#### **Facilitator**

Dawn Pearce, Elem CSS, Angela Bown, Sec CSS, Clara Martinez, ELL CSS

#### **Participants**

Elementary and Secondary Reading Language Art Teachers

#### **Schedule**

On 10/15/2014

### **PD Opportunity 2**

Provide professional development for the Reading Coach, Language Arts department chairperson, and teachers in the area of Analytic Writing.

#### **Facilitator**

Dawn Pearce, Elem CSS, Angela Bown, Sec CSS, Clara Martinez, ELL CSS

#### **Participants**

Elementary and Secondary Reading Language Art Teachers

#### **Schedule**

On 9/29/2014

### **PD Opportunity 3**

Provide professional development for the Reading Coach in the area of Analytic Writing on September 29 and 30. Provide professional development for Language Arts department chairperson in the area of analytic writing on October 14.

#### **Facilitator**

Dawn Pearce, Elem CSS, Angela Bown, Sec CSS

#### **Participants**

Elementary and Secondary Reading Language Art Teachers

#### **Schedule**

On 10/14/2014

#### **PD Opportunity 4**

Provide professional development for reading coach and ELL teachers on Best Practices for ELA/ELL students.

##### **Facilitator**

Clara Martinez, ELL CSS

##### **Participants**

Reading coach and ELL teachers

##### **Schedule**

On 11/14/2014

#### **PD Opportunity 5**

Provide professional development in the area of analytical writing for teachers.

##### **Facilitator**

Dawn Pearce, Elem CSS Angela Bown, Sec CSS

##### **Participants**

Elementary and Secondary Reading Language Art Teachers

##### **Schedule**

On 10/24/2014

#### **PD Opportunity 6**

Conduct weekly coaching cycle with identified teachers to assist with the implementation of analytical writing in grades 4-8.

##### **Facilitator**

Kerri Hartman, Reading Coach, Dawn Pearce, Elem. CSS, Angela Bown, Sec CSS, Clara Martinez, ELL CSS

##### **Participants**

Elementary and Secondary Reading Language Art Teachers

##### **Schedule**

On 11/14/2014

**G1.B2** Limited evidence of strategic planning and real-world problem solving applications

**G1.B2.S1** Use and evidence of effective planning utilizing the Item Specifications. Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

**PD Opportunity 1**

Provide Professional Development on Effective Planning for 4th and 5th grade teachers using the Gradual Release Process incorporating the use of MAFS Item Specifications, Core Resources and Pacing Guides to assist teachers in selecting appropriate instructional materials.

**Facilitator**

Michelle White, Executive Director, Raquel McKinnon CSS

**Participants**

Elementary Mathematic Teachers

**Schedule**

On 9/17/2014

**PD Opportunity 2**

Provide Professional Development on Effective Planning using the Item Specifications to assist teachers in selecting appropriate instructional and assessment resources.

**Facilitator**

Sheryl Tucker, Math Coach, Raquel McKinnon CSS

**Participants**

Elementary and Secondary Mathematics Teachers

**Schedule**

On 9/25/2014

### **PD Opportunity 3**

Complete weekly grade band Common Planning sessions to address applicable topics in the pacing guide, higher order thinking questioning strategies, real-world problem solving applications, mathematical practices, assessments and the inclusion of technology enhanced resources (i.e. I-Ready, Reflex, Think Central Resources) into the instructional process. This practice should also occur during teacher-led workshops in the I-Prep Math classroom as applicable.

#### **Facilitator**

Math Teachers, Sheryl Tucker Math Coach, Raquel McKinnon CSS

#### **Participants**

Secondary Mathematics Teachers

#### **Schedule**

On 9/30/2014

### **PD Opportunity 4**

Conduct weekly coaching cycle with identified teachers to assist with the implementation of utilizing effective planning strategies that incorporate the mathematical practices, higher order thinking and real-world problem solving tasks aligned to the pacing guides

#### **Facilitator**

Sheryl Tucker, Math Coach

#### **Participants**

Elementary and Secondary Mathematics Teachers

#### **Schedule**

On 10/2/2014

### **PD Opportunity 5**

Disaggregate and analyze assessment data (Topic Assessments, Chapter Tests and Interims) for targeted small group differentiated instruction.

#### **Facilitator**

Maria Medina, Principal, Alonza Pendergrass, Assistant Principal, Sheryl Tucker, Math Coach

#### **Participants**

Elementary and Secondary Mathematics Teachers

#### **Schedule**

On 11/17/2014

**G1.B2.S2** Implementing Problem Solving Protocols Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem-solving protocol.

### **PD Opportunity 1**

Provide Professional Development on the STEP-IT -UP Problem Solving Protocol to assist teachers in utilizing real world applications during instruction.

#### **Facilitator**

Raquel McKinnon (CSS) & Sheryl Tucker (Math Coach)

#### **Participants**

Elementary and Secondary Mathematics Teachers

#### **Schedule**

On 10/1/2014

### **PD Opportunity 2**

Model lessons within the coaching cycle that incorporate the STEP-IT UP problem solving protocol which includes math practices, higher order thinking, and real-world problem solving tasks that are aligned to the pacing guides.

#### **Facilitator**

Sheryl Tucker, Math Coach

#### **Participants**

Elementary and Secondary Mathematics Teachers

#### **Schedule**

On 10/2/2014

### **PD Opportunity 3**

Provide opportunities for Math Coach and Department Chair to attend monthly ICADS.

#### **Facilitator**

Maria Medina, Principal, Alonza Pendergrass, Assistant Principal

#### **Participants**

Sheryl Tucker, Stephanie Martin, Maria Barreiro

#### **Schedule**

On 10/23/2014



**G1.B3** Limited evidence of expertise in the science content and/or pedagogy is deficient preventing appropriate level of rigor being achieved in the science classes.

**G1.B3.S1** Increase Rigor and Higher Order Thinking Skills Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction.

### **PD Opportunity 1**

Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Learning Goals for 5th Grade Science to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs) and infuse the regular use of technology resources (NBC Learn, Discovery, Gizmos, etc.)

#### **Facilitator**

Ms. Hernandez, Assistant Principal; Ms. Barreiro, Science Lead; Yoly McCarthy, Instructional Supervisor; Christina Madrigal, Curriculum Support Specialist

#### **Participants**

Science teachers, grade 4-5

#### **Schedule**

On 9/17/2014

### **PD Opportunity 2**

Provide modeling on the use of inquiry-based, hands-on, laboratory activities incorporating the Florida Standards for Science and the process of doing science for students to allow them to make connections to real-life experiences, and write about their results and their experiences.

#### **Facilitator**

Ms. Barreiro, Science Lead; Yoly McCarthy, Instructional Supervisor; Christina Madrigal, Curriculum Support Specialist

#### **Participants**

Science teachers, grade 4-5

#### **Schedule**

On 11/24/2014

### **PD Opportunity 3**

Science liaison from the elementary level to attend the monthly Science Liaisons Instructional Meeting (SLIM) iCAD and share best practices and strategies with the other science teachers.

#### **Facilitator**

Ms. Hernandez, instructional Supervisor; Ms. Barreiro, Science Lead

#### **Participants**

Ms. Barreiro, Science Lead

#### **Schedule**

On 11/19/2014

### **PD Opportunity 4**

Science teachers to attend the quarterly grades 4 and 5 Elementary Science content professional development and implement best practices in their classrooms.

#### **Facilitator**

Ms. Barreiro, Science Lead; Science teachers, grade 4-5

#### **Participants**

Science teachers, grade 4-5

#### **Schedule**

On 11/4/2014

### **PD Opportunity 5**

Model how to foster and increase students' abilities to articulate through narrative or annotated visual representation of how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

#### **Facilitator**

Ms. Barreiro, Science Lead; Yoly McCarthy, Instructional Supervisor,; Christina Madrigal, Curriculum Support Specialist

#### **Participants**

Science teachers, grade 4-5

#### **Schedule**

On 10/24/2014

### **PD Opportunity 6**

Develop quality essential questions aligned to Item Specifications and NGSSS, in order to foster student conversations and inquiry about the science content.

#### **Facilitator**

Ms. Hernandez, Assistant Principal; Ms. Barreiro, Science Lead; Yoly McCarthy, Instructional Supervisor; Christina Madrigal, Curriculum Support Specialist

#### **Participants**

Science teachers, grade 4-5

#### **Schedule**

On 10/24/2014

**G1.B3.S2** Accountable Talk & Questioning Strategies. Implement high order questioning strategies using explicit instruction and reflective discussion through accountable talk among students to deepen content knowledge and understanding while increasing their abilities to articulate scientific explanations.

### **PD Opportunity 1**

Plan collaboratively with science teachers on a regular basis using the District Pacing Guide and Middle School Science Learning Goals to implement a routine of inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs).

#### **Facilitator**

Mr. Pendergrass, Assistant Principal; Ms. Mitchell, Science Lead; Yoly McCarthy, Instructional Supervisor; Christina Madrigal, Curriculum Support Specialist

#### **Participants**

Secondary Science Teachers

#### **Schedule**

On 10/17/2014

## PD Opportunity 2

Model how to foster and increase students' abilities to articulate through narrative or annotated visual representation of how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

### Facilitator

Ms. Mitchell, Science Lead; Yoly McCarthy, Instructional Supervisor; Christina Madrigal, Curriculum Support Specialist

### Participants

Secondary Science Teachers

### Schedule

On 9/17/2014

## PD Opportunity 3

Utilize data driven instruction and differentiated instruction strategies to address students' needs (i.e. at grade level, intervention and enrichment groups, (No Suggestions), Promethean Board, etc.) through regular data chats for all science teachers, grades 4-8.

### Facilitator

Mr. Pendergrass, Assistant Principal; Ms. Hernandez, Administrator; Ms. Mitchell, Science Lead; Yoly McCarthy, Instructional Supervisor; Christina Madrigal, Curriculum Support Specialist

### Participants

Elementary and Secondary Science Teachers

### Schedule

On 9/24/2014

## PD Opportunity 4

Develop quality essential questions aligned to Item Specifications and NGSSS, in order to foster student conversations and inquiry about the science content.

### Facilitator

Mr. Pendergrass, Assistant Principal; Ms. Hernandez, Administrator; Ms. Mitchell, Science Lead; Yoly McCarthy, Instructional Supervisor; Christina Madrigal, Curriculum Support Specialist

### Participants

Elementary and Secondary Science Teachers

### Schedule

On 9/24/2014

### PD Opportunity 5

Science liaison from the middle school level to attend the monthly Science Liaisons iCAD and share best practices and strategies with the other science teachers.

#### Facilitator

Mr. Pendergrass, Assistant Principal; Ms. Mitchell, Science Lead

#### Participants

Secondary Science Teachers

#### Schedule

On 11/19/2014

**G1.B4** Limited evidence of planning based on Pacing Guides in the middle grade Social Sciences classes and usage of the Item Specifications in the 7th grade Civics classrooms.

**G1.B4.S1** Effective Planning and Instructional Delivery 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

Provide Professional Development for 7th grade Civics teacher through the Civics Leaders institute. Teachers must attend all dates (September 19-20, October 17-18, November 22.) Teachers will be provided with new resources, support on the FLREA curriculum wheel, and best practices on implementing tablet use in the classroom. Teachers will share all resources and strategies from the training with other 7th grade teachers to plan collaboratively.

#### Facilitator

Jackie Viana, Supervisor, Tessy Medero, CSS

#### Participants

7th grade Civics teachers

#### Schedule

On 11/21/2014

## PD Opportunity 2

Share best-practices on gradual release instructional framework and effective planning using assessment data from topic assessments, teacher created assessments and interim assessment data (when made available) for targeted small group differentiated instruction. The use of the student book, *The Gate Way to American Government*.

### Facilitator

Mrs. Naiky Brown, Fred Brown, Maria Walsh, Social Studies/Civics Teachers

### Participants

7th grade Civics teachers

### Schedule

On 10/13/2014

## PD Opportunity 3

Provide 1/2 day of Support bi-monthly to increase rigor and support effective planning in 7th grade Civics classes and increase student engagement through the use of innovative technology-based lessons using resources from NBC Learn, Discovery Education, and/or recommended technology resources found in the Pacing Guides.

### Facilitator

Tessy Medero, CSS; Civics Teachers

### Participants

7th grade Civics teachers

### Schedule

On 9/17/2014

**G1.B4.S2** Academic Writing 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 text using clear and relevant evidence and incorporate problem solving into writing.

### **PD Opportunity 1**

Department of Social Sciences will provide training on Civics Module 1 and writing strategies across the curriculum through the content area.

#### **Facilitator**

Jackie Viana, Supervisor, Tessy Medero, CSS

#### **Participants**

7th grade Civics Teachers

#### **Schedule**

On 10/25/2014

### **PD Opportunity 2**

Share best-practices implementing academic writing as part of instructional framework and effective planning during common planning time and/or department meetings.

#### **Facilitator**

Mrs. Maria Walsh, Social Studies Teacher

#### **Participants**

7th grade Civics Teachers

#### **Schedule**

On 10/13/2014

### PD Opportunity 3

Provide 1/2 day of support bi-monthly to improve academic writing in 7th grade Civics classes and ensure that technology (i.e. NBC Learn, Discovery Education etc.) is used to increase student engagement and rigorous academic writing.

#### Facilitator

Tessy Medero, CSS; Civics Teachers

#### Participants

7th grade Civics Teachers

#### Schedule

On 10/13/2014

**G3.** To prepare students to be college and career ready through Science, Technology, Engineering and Mathematics (STEM).

**G3.B1** Funding for materials is limited.

**G3.B1.S1** Teachers and staff members will collaborate with the PTSA and community partners to raise funds and gather resources for continued STEM projects in the greenhouse.

### PD Opportunity 1

Schedules will be created for science classes to visit and work in the greenhouse.

#### Facilitator

Science teachers

#### Participants

Science students

#### Schedule

Monthly, from 9/23/2014 to 6/4/2015



## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To increase student achievement by improving core instruction in all content areas.	1,336
<b>Goal 2:</b> To provide early warning systems to identify at risk students in order to provide them with intervention and progress monitoring.	6,000
<b>Goal 3:</b> To prepare students to be college and career ready through Science, Technology, Engineering and Mathematics (STEM).	400
<b>Grand Total</b>	<b>7,736</b>

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

Description	Source	Total
B1.S1.A1		0
B1.S1.A2		0
B1.S1.A3		0
B1.S1.A4		0
B1.S1.A5		0
B1.S1.A6		985
B1.S1.A7		0
B1.S1.A8		0
B1.S1.A9		0
B1.S2.A1		0
B1.S2.A2		0
B1.S2.A3		0
B1.S2.A4		0
B1.S2.A5		0
B1.S2.A6		0
B1.S2.A7		0
B2.S1.A1		0
B2.S1.A2		0
B2.S1.A3		0
B2.S1.A4		0
B2.S1.A5		0
B2.S1.A6		0
B2.S1.A7		0
B2.S2.A1		0
B2.S2.A2		0
B2.S2.A3		0
B2.S2.A4		0

<b>Goal 1: To increase student achievement by improving core instruction in all content areas.</b>		
<b>Description</b>	<b>Source</b>	<b>Total</b>
B2.S2.A5		0
B2.S2.A6		0
B3.S1.A1		0
B3.S1.A2		0
B3.S1.A3		0
B3.S1.A4		0
B3.S1.A5		0
B3.S1.A6		0
B3.S1.A7		0
B3.S2.A1		0
B3.S2.A2		0
B3.S2.A3		0
B3.S2.A4		0
B3.S2.A5		0
B3.S2.A6		0
B3.S2.A7		0
B4.S1.A1		0
B4.S1.A2	Other	351
B4.S1.A3		0
B4.S1.A4		0
<b>Total Goal 1</b>		<b>1,336</b>
<b>Goal 2: To provide early warning systems to identify at risk students in order to provide them with intervention and progress monitoring.</b>		
<b>Description</b>	<b>Source</b>	<b>Total</b>
B1.S1.A1		0
B2.S1.A1		0
B3.S1.A1	Title III	6,000
<b>Total Goal 2</b>		<b>6,000</b>
<b>Goal 3: To prepare students to be college and career ready through Science, Technology, Engineering and Mathematics (STEM).</b>		
<b>Description</b>	<b>Source</b>	<b>Total</b>
B1.S1.A1 - PTSA	Other	400
<b>Total Goal 3</b>		<b>400</b>