

Miami-Dade County Public Schools

Devon Aire K 8 Center



2015-16 School Improvement Plan

Devon Aire K 8 Center

10501 SW 122ND AVE, Miami, FL 33186

<http://devonaire.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	55%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	89%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Devon Aire K-8 Center is committed to educational excellence for its students and community at large to prepare them to be independent, productive, responsible, and compassionate citizens of a global society.

Provide the school's vision statement

We provide the highest quality education so that all of the students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

School Environment

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

Devon Aire teachers use an Encouragement Model for inviting students into the learning process by making encouraging statements that point out strengths and not weaknesses. Our teachers take a multicultural approach to help better establish teacher-student relationships. Teachers model acceptance behaviors in the classroom and strongly discourage intolerance.

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

The Before/After School Program at Devon Aire K-8 Center offers a variety of academic enhancement and enrichment activities, including homework assistance, indoor and outdoor games, music, and arts and crafts have been planned for students in our program.

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

Miami-Dade County Public Schools (M-DCPS) is committed to providing a safe teaching and learning environment for students, staff, and members of the community. On April 15, 2015, The School Board of Miami-Dade County adopted the elementary and secondary Code of Student Conduct (COSC). The revised COSC identifies, recognizes, and rewards model student behavior within a framework of clearly established and enforceable rules and policies. It advocates a holistic approach to promoting and maintaining a safe learning environment and requires active participation from students, parents/guardians, and school staff. Students and parents/guardians can access the English, Spanish, and Haitian/Creole versions of the document on the M-DCPS Website.

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

Our Student Services Provide individual and small group counseling for students with special needs. Special needs include, but are not limited to, students with counseling on their Individual Educational Plan, who have been retained, with poor attendance, dealing with a crisis, with discipline referrals or difficulty with peer relationships.

- Conduct guidance sessions in the classroom to assist students at various developmental stages in

- developing life long skills, e.g., problem solving, decision making, goal setting.
- Provide individual counseling sessions to help students deal with crisis intervention, transitional issues, and personal/family issues.
 - Support and implement required retention procedures as stipulated in the Student Progression Plan. Counselors provide individual and small group counseling activities designed to address the needs of students who have been retained or are in danger of being retained, e.g. study skills, decision-making skills, and/or self-concept.
 - Consult with parents/guardians and teachers, to assist in developing appropriate strategies and improve student behavior to promote academic achievement.
 - Consult with students and parents/guardians to help them understand test information and options. Parent conferences are held to provide test interpretation.
 - Provide students with career awareness information as it relates to decisions in preparing for middle school.
 - Plan, coordinate and conduct school-wide student services activities, e.g. parent education groups, classroom lessons, conflict mediation, bully and drug prevention, academic advisement, career awareness, and orientation and articulation activities.
 - Provide academic support to classroom teachers by addressing student's skill levels at various developmental stages

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.
- On 3rd Unexcused Absence parent contact is made and documented
- On 5th Unexcused Absence the teacher completes Request for Counseling Form and submits forms to to student services who communicates with parent with documentation. Student services meets with student and sends home attendance letter.
- On 10th Unexcused Absence the teacher completes and submits Referral (SCAM) Form to Counselor and administration meets with the parent Social worker provides support to parents.
- One or more suspensions, whether in school or out of school
- 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
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	9	8	5	6	5	6	8	10	17	74
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	10	11	8	6	9	7	3	0	4	58
Level 1 on statewide assessment	0	0	0	3	5	3	5	6	7	29

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Students exhibiting two or more indicators	5	3	4	1	3	27	1	29	238	311

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 process monitoring. Intervention and ongoing progress monitoring are used to support students in achieving academic goals.
 For students struggling in Reading, Wonder Works Intervention and iReady, Discovery Videos, Before School Tutoring/Enrichment, and After School Tutoring/Enrichment.

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?

No

PIP Link

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

Description

Strategies:

- Increase information through the use of ConnectEd telephone and email messages, school portal, flyers and marquee.
- Review sign-in sheets and logs to determine the number of limited English proficient parents attending school or community events.
- Using parent sign in sheets and teacher phone/email logs as monitoring tools.

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

Devon Aire K-8 involves parents and our community through the use of ConectEd calls to homes notifying parents of upcoming events at the school. PTSA sends out weekly news bulletins via email, we also have an active social network page. Our teachers schedule parent conferences with flexible times to accommodate our parents. The school has an active SAC board that reviews, analyzes, and evaluates pertinent data, school demographics and academic profiles which enables them to participate in the decision making process.

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:

Name	Title
Hamilton, Brian	Principal
Audain, Dominique	Assistant Principal
Pachon-reboredo, Ana	Assistant Principal
Bevilacqua, Michelle	Teacher, K-12
Macko, Andrea	Teacher, K-12
Tamayo, Anthony	Teacher, K-12
Bello, Laura	Teacher, K-12
Bostic, susan	Teacher, K-12
Delcuadro, Mary	Teacher, K-12
Diaz, Sandra	Teacher, K-12
Griffith, Debi	Teacher, K-12
Horvath, Erz	Teacher, K-12
Nemer, Melissa	Teacher, K-12
Rubio, Joseph	Assistant Principal
Villamizar, Carmen	Teacher, K-12

Duties

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

The team is made up of three personnel categories: administrators, teachers, and team members. Brian Hamilton, Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team’s knowledge of essential strategies that are vital to student achievement.

Ana Pachon-Reboredo, Dominique Audain, Joe Rubio, Assistant Principals: Assists the principal with all team related tasks; provide follow-up support staff, oversees adjustments to the curriculum as deemed necessary following data analysis; plans for professional development opportunities for teachers to improve classroom instruction; communicates with parents.

(Staffing Specialist): Provide support to school-based site as liaison between school and district; assist in data collection and analysis; prepare and present data reports to the Team; assist School Psychologist in providing recommendations to the team regarding student placement in intervention programs.

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

The team will meet quarterly, or more frequently as needed, to review any and student performance data (i-Ready Assessments, FAIR, Ongoing Progress Monitoring provided in order to identify students that may fall into the following categories:

- Low performing students within each benchmark strand.
- Quantitative data will be provided to grade levels to target benchmarks.
- Data will be used to develop an intervention plan prior to state testing.

The team will use this information to identify school and staff needs and will develop and execute

plans to provide needed resources.

English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- professional development on best practices for ESOL and content area teachers
- reading and supplementary instructional materials(K-12)

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Brian Hamilton	Principal
Joseph Rubio	Education Support Employee
Susan Peters	Education Support Employee
Heather Dugarte	Teacher
Brian Davis	Teacher
Susan Bostick	Teacher
Sandra Diaz	Teacher
Dawn Cooper	Education Support Employee
Miriam Torres-Gatherer	Teacher
Paula Davidson	Teacher
Erzbet Munsie	Teacher
Kelly Millian	Teacher
Ruben Torres	Teacher
Alex Camps	Parent
Alberto Vazquez	Student
Clinton Bales	Parent
Adrew Tripodi	Parent
Renee Rimland	Parent
Catherine Morales	Parent
Didi Jimeno	Parent
Lisa Albizu-Vazqyues	Parent
Jennifer Larsh	Business/Community
Roger Cuevas	Business/Community
Eddie Movilla	Student
Kim Soltis	Education Support Employee
Michelle Baublitz	Parent
Zaida Navarro	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC reviews, analyzes, and evaluates pertinent data such as FCAT and FSA reports, i-Ready diagnostic reports, School Demographics, and Academic Profiles. The SAC participates in the writing and review process of the School improvement Plan.

Development of this school improvement plan

The SAC reviews, analyzes, and evaluates pertinent data such as FCAT and FSA reports, i-Ready diagnostic reports, School demographics, and Academic Profiles. The SAC participates in the writing and review process of the School Improvement Plan.

Preparation of the school's annual budget and plan

The members present proposals for expenditures of the budget. The SAC reviews the budget and votes on allocations as part of their responsibilities and duties.

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

For the 2014-2015 academic year, \$1,515.30 was allocated for the purchase of supplemental reading books to enhance the middle school language arts curriculum. \$2,850.50 was allocated for the purchase of phonics books for our Kindergarten classes, and \$2,270.00 was used to purchase uniforms for the sports programs at Devon Aire K-8 Center.

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:

Name	Title
Bevilacqua, Michelle	Teacher, K-12
Bostic, susan	SAC Member
Hamilton, Brian	Principal
Macko, Andrea	Teacher, K-12
Pachon-reboredo, Ana	Assistant Principal
Tamayo, Anthony	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT, after careful review of school-wide performance data, will assist in the development of the Reading and Writing goals on the School Improvement Plan. The LLT will review ongoing student progress data to ensure academic growth of all subgroup students by targeting low performing students within the subgroup; provide intervention strategies and support for those students; provide support to staff through professional development and vertical articulation; and provide quarterly data to target specific needs. We will provide instructional support and instruction in the Common Core Standards within grades K-2.

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

Devon Aire K-8 provides opportunities for collaborative planning for all grade levels. We encourage teachers to use the PLC model and lesson studies by offering master plan points.

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

Devon Aire K-8 Center builds teacher capacity by offering various opportunities for professional development of teachers and encourage faculty in taking leadership roles. In addition the Principal solicits referrals from current employees and the APC obtains teacher interns from various universities in order to recruit teachers.

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

Devon Aire k-8 provides peer teaming to assist new teachers with school policies, classroom management, and electronic grade book.
Monthly meeting to provide support for new teacher.

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

Pacing guides, support personnel, and instructional materials are used and followed with fidelity.

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

Florida State Assessment trend data, PMRN, CELLA, STAR, and i-Ready are used to determine placement and differentiated instruction. For example, student scoring Levels 1 or 2 on Florida State Assessment reading receive Wonder Works intervention in the elementary grades and intensive reading in the Middle school grades.

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

Strategy: Before School Program

Minutes added to school year:

The Devon Aire K-8 center middle school provides a before and after school enrichment program for student in reading and math. Certified hourly teachers provided interventions to all students.

Strategy Rationale

To provide support in the various content areas to address student needs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hamilton, Brian, pr1331@dadeschools.net

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

Students within these enrichment programs are monitored using Winter, FCAT and EOC assessments to determine the effectiveness of the programs.

Strategy: After School Program

Minutes added to school year:

The Devon Aire K-8 center middle school provides a before and after school enrichment program for student in reading and math. Certified hourly teachers provided interventions to all students.

Strategy Rationale

To provide support in the various content areas to address student needs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Audain, Dominique, audaind@dadeschools.net

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

Students within these enrichment programs are monitored using Winter, FCAT and EOC assessments to determine the effectiveness of the programs.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

The Pre-K teacher helps students with the transition to elementary school by reinforcing functional skills in the areas of classroom rules, work skills, communication, social skills and self-management. Although the acquisition of these skills is not a requirement for entering the elementary school program, children with these skills and abilities tend to make the adjustment into the new setting more successfully.

Devon Aire K-8 hosts Magnet Fairs within our feeder pattern and beyond to disseminate information to our 8th grade students about prospective high schools.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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 interventions and support that will increase their academic success.
- G3.** Devon Aire K-8 Center will prepare students to be college and career ready in Science and Mathematics thorough use of STEM Programs.
- G4.** Devon Aire K-8 Center will increase parental involvement in order to increase student attendance.

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

G070411

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Math - All Students	
AMO Reading - SWD	
AMO Math - African American	
AMO Math - White	
AMO Math - ELL	
ELA/Reading Gains	79.0
ELA/Reading Lowest 25% Gains	74.0
Math Gains	76.0
FSA Mathematics - Achievement	80.0
FSA English Language Arts - Achievement	76.0
Math Lowest 25% Gains	78.0
Bio I EOC Pass	100.0
Algebra I EOC Pass Rate	97.0
Geometry EOC Pass Rate	100.0

Resources Available to Support the Goal 2

- District personnel, highly effective school personnel, PTSA, EESAC, textbook teacher editions, technology, pacing guides, and district purchased software, Brain Pop and Engenuity

Targeted Barriers to Achieving the Goal 3

- Students demonstrate lack of higher order thinking skills therefore requiring an increase of rigor.

Plan to Monitor Progress Toward G1. 8

FAIR, Computer Assisted Program (CAP), I-Ready assessments, EOC's, and results from Florida State Assessments

Person Responsible

Michelle Bevilacqua

Schedule

Quarterly, from 9/2/2015 to 11/24/2015

Evidence of Completion

Reports from FAIR, I-Ready assessments and results from Florida State Assessments

G2. To provide Early Warning Systems to identify at risk students in order to provide them with interventions and support that will increase their academic success. 1a

G070412

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0
One or More Suspensions	3.0
Level 1 - All Grades	29.0

Resources Available to Support the Goal 2

- Monthly Attendance Reports and Attendance Review Committee.

Targeted Barriers to Achieving the Goal 3

- Parents limited understanding of school/district attendance policy.
- Student limited understanding of school/district student code of conduct.
- Student limited Reading Comprehension skills.

Plan to Monitor Progress Toward G2. 8

Attendance reports, SCAMS, weekly intervention attendance sheets, and weekly student intervention assessments.

Person Responsible

Dominique Audain

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Attendance bulletin, student services logs, SCAMS, social worker parent contact log, intervention attendance reports, weekly intervention assessments.

G3. Devon Aire K-8 Center will prepare students to be college and career ready in Science and Mathematics thorough use of STEM Programs. 1a

G070413

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	100.0

Resources Available to Support the Goal 2

- Assessment data, GIZMOS, Science Fair, Engenuity, and FAIR Child Challenge..

Targeted Barriers to Achieving the Goal 3

- Limited opportunities for cross-curricular articulation, to increase student engagement in STEM related activities.

Plan to Monitor Progress Toward G3. 8

Teacher made assessments, and district Biology EOC.

Person Responsible

Dominique Audain

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Results of Biology EOC.

G4. Devon Aire K-8 Center will increase parental involvement in order to increase student attendance. 1a

G070414

Targets Supported 1b

Indicator	Annual Target
Attendance rate	30.0

Resources Available to Support the Goal 2

- The use of ConnectEd telephone and e-mail messages, school portal, flyers, and marquee.

Targeted Barriers to Achieving the Goal 3

- Parents with Limited English Proficiency.

Plan to Monitor Progress Toward G4. 8

District assessments.

Person Responsible

Ana Pachon-reboredo

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student data.

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

 G070411

G1.B1 Students demonstrate lack of higher order thinking skills therefore requiring an increase of rigor. **2**

 B183389

G1.B1.S1 Implement higher order thinking questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. **4**

 S195106

Strategy Rationale

Through the implementation of higher-order thinking strategies and probing questions, students will be able to acquire a concrete and a more in-depth comprehension of content throughout all subjects areas.

Action Step 1 **5**

Teachers will be provided with professional development during faculty meeting with a focus on higher order thinking strategies to increase rigor in all areas of instructions.

- Part I: Introduction- What is Higher Order Thinking
- Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?

Person Responsible

Brian Hamilton

Schedule

On 6/9/2016

Evidence of Completion

Sign-in sheets, agenda, and reflection for Professional Development

Action Step 2 5

Reading and Language Arts Teachers will implement higher order thinking questioning provided by the core curriculum and question stems to increase rigor throughout instruction.

Person Responsible

Michelle Bevilacqua

Schedule

Daily, from 9/8/2015 to 11/24/2015

Evidence of Completion

Evidence of implementation of action step will be lesson plans, agenda from grade level meetings, and student work.

Action Step 3 5

Grade level chairs will follow up by debriefing and sharing best practices during scheduled grade level meetings and provide instructional support.

Person Responsible

Michelle Bevilacqua

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Evidence of implementation of action step will be grade level team meeting agendas.

Action Step 4 5

Administration will monitor the utilization of higher order thinking strategies and the increase in rigor during instruction, by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Brian Hamilton

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Evidence of implementation of action step will be walkthrough notes or observation documentation.

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

Administrative walk-throughs, lesson plans, pacing guides.

Person Responsible

Ana Pachon-reboredo

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Leadership Team minutes.

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

Teacher made assessments, student work, grade level data chats, and SIP team Data analysis.

Person Responsible

Ana Pachon-reboredo

Schedule

Weekly, from 9/2/2015 to 11/24/2015

Evidence of Completion

Leadership Team minutes

G1.B1.S2 Infuse a variety of Higher Order thinking strategies into the delivery of instruction in Mathematics. **4**

 S195107

Strategy Rationale

Through the implementation of higher-order thinking strategies and probing questions, students will be able to acquire a concrete and more in-depth comprehension of Mathematics content.

Action Step 1 **5**

Teachers will be provided with provided with professional development during faculty meeting on higher order thinking skills and increase rigor.

- Part I: Introduction- What is Higher Order Thinking?
- Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?

Person Responsible

Brian Hamilton

Schedule

On 11/24/2015

Evidence of Completion

Evidence of implementation of action step will be sign-in sheets, agenda, and reflection for Professional Development.

Action Step 2 **5**

Mathematics teachers will utilize the core curriculum and use mathematical practices to increase higher order thinking skills and rigor throughout instruction.

Person Responsible

Melissa Nemer

Schedule

Daily, from 9/8/2015 to 11/24/2015

Evidence of Completion

Evidence of implementation of action step will be lesson plans, agenda from grade level meetings, and student work.

Action Step 3 5

Grade level chairs will follow up by debriefing and sharing best practices during scheduled grade level meetings and provide instructional support.

Person Responsible

Melissa Nemer

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Evidence of implementation of action step will be grade level team meeting agendas.

Action Step 4 5

Administration will monitor the utilization of higher order thinking strategies and the increase in rigor during instruction, by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Brian Hamilton

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Evidence of implementation of action plan will be walkthrough notes or observation documentation.

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

Administrative walk-throughs, lesson plans, and pacing guides.

Person Responsible

Ana Pachon-reboredo

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Grade level meeting agendas and minutes.

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

Debriefing, common planning, Leadership Team meetings, grade level data chats, and SIP team Data analysis

Person Responsible

Ana Pachon-reboredo

Schedule

Biweekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Leadership Team minutes

G1.B1.S3 Teachers will implement higher order thinking skills and increase rigor throughout science instruction. 4

 S195108

Strategy Rationale

Through the implementation of higher-order thinking strategies and probing questions, students will be able to acquire a concrete and more in-depth comprehension of Science content.

Action Step 1 5

Teachers will be provided with provided with professional development during faculty meeting on higher order thinking skills and increase rigor.

- Part I: Introduction- What is Higher Order Thinking?
- Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?

Person Responsible

Brian Hamilton

Schedule

On 11/24/2015

Evidence of Completion

Evidence of implementation of action plan will be sign-in sheets, agenda, and reflection for professional development.

Action Step 2 5

Science teachers will utilize the Learning Progression Model as a higher thinking questioning tool to guide instruction.

Person Responsible

Andrea Macko

Schedule

Daily, from 9/8/2015 to 11/24/2015

Evidence of Completion

Evidence of implementation of action step will be lesson plans, agenda for grade level meetings, and student work.

Action Step 3 5

Grade level chairs will follow up by debriefing and sharing best practices during scheduled grade level meetings and provide instructional support.

Person Responsible

Andrea Macko

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Evidence of implementation of action step will be grade level team meeting agendas.

Action Step 4 5

Administration will monitor the utilization of higher order thinking strategies and the increase in rigor during instruction, by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Brian Hamilton

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Evidence of implementation of action step will be walkthrough notes or observation documentation.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Classroom walk-throughs, grade level meetings and Leadership Team meetings

Person Responsible

Dominique Audain

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Grade level meeting minutes and Leadership meeting agendas and sign in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Debriefing, common planning and Leadership team meetings.

Person Responsible

Dominique Audain

Schedule

Biweekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Leadership team minutes.

G1.B1.S4 Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while reading.

4

 S195109

Strategy Rationale

Through the implementation of higher-order thinking strategies and probing questions, students will be able to acquire a concrete and more in-depth comprehension of Social Science content.

Action Step 1 5

Teachers will be provided with professional development during faculty meeting on higher order thinking skills and increase rigor while infusing the writing process across the curriculum.

- Part I: Introduction- What is Higher Order Thinking?
- Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?

Person Responsible

Brian Hamilton

Schedule

On 11/24/2015

Evidence of Completion

Evidence of implementation of action step will be sign-in sheets, agenda, and reflection for Professional Development.

Action Step 2 5

Social Science teachers will implement higher order thinking skills and increase rigor throughout the writing process across all subject areas.

Person Responsible

Anthony Tamayo

Schedule

Daily, from 9/8/2015 to 11/24/2015

Evidence of Completion

Evidence of implementation of action step will be lesson plans, agenda from grade level meetings, and student work.

Action Step 3 5

Grade level chairs will follow up by debriefing and sharing best practices during scheduled grade level meetings and provide instructional support.

Person Responsible

Anthony Tamayo

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Evidence of implementation of action step will be grade level team meeting agendas.

Action Step 4 5

Administration will monitor the utilization of higher order thinking strategies and the increase of rigor during instruction, by conducting walkthroughs and formal and/or informal observations.

Person Responsible

Brian Hamilton

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Evidence of implementation of action step will be walkthrough notes or observation documentation.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Classroom walk- throughs, grade level meetings and Leadership Team meetings.

Person Responsible

Dominique Audain

Schedule

Biweekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Grade level meeting minutes and Leadership meeting agendas and sign in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Debriefing, common planning and Leadership Team meetings.

Person Responsible

Dominique Audain

Schedule

Biweekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Leadership Team minutes.

G2. To provide Early Warning Systems to identify at risk students in order to provide them with interventions and support that will increase their academic success. 1

G070412

G2.B1 Parents limited understanding of school/district attendance policy. 2

B183393

G2.B1.S1 Identify and target students from the district truancy reports. Student services will place students on attendance intervention. 4

S195111

Strategy Rationale

To increase attendance.

Action Step 1 5

Parent contact is made and documented on the 3rd unexcused absence. On the 5th unexcused absence the teacher completes Request for Counseling Form and submits forms to Student Services who communicates with parent. Student services meets with student and sends home the attendance letter. On the 10th unexcused absence the teacher completes the SCAM Form to counselor and administration meets with the parent. Social Worker provides support to parents.

Person Responsible

Dominique Audain

Schedule

Monthly, from 8/31/2015 to 6/9/2016

Evidence of Completion

SCAMS, Request for Counseling Forms, Parent Contact Logs.

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

Monthly attendance reports.

Person Responsible

Dominique Audain

Schedule

Weekly, from 8/28/2015 to 6/9/2016

Evidence of Completion

Attendance bulletin and social worker parent contact log.

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

Daily attendance bulletin is monitored for indication of targeted students increase in daily attendance.

Person Responsible

Dominique Audain


Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Attendance bulletin and social worker parent contact log.

G2.B2 Student limited understanding of school/district student code of conduct. 2

 B183394

G2.B2.S1 Identify and target students with one or more suspensions. School counselor will place students in suspension intervention program, which will review the student code of conduct. 4

 S195112

Strategy Rationale

To decrease the number of students who are suspended and unfamiliar with the student code of conduct.

Action Step 1 5

The teacher completes the SCAM which is submitted to administration.

Person Responsible

Dominique Audain

Schedule

On 6/9/2016

Evidence of Completion

SCAMS, Request for Counseling Forms, Parent Contact Logs.

Action Step 2 5

Parent contact is made and documented when a student is going to be recommended for Alternative to Outdoor Suspension Program.

Person Responsible

Dominique Audain

Schedule

On 6/9/2016

Evidence of Completion

Parent Contact Logs.

Action Step 3 5

Administration and or school counselor meets with student and parent to discuss next steps.

Person Responsible

Dominique Audain

Schedule

On 6/9/2016

Evidence of Completion

Parent Contact Logs.

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

Monitor SCAMS being turned in and students referral to student services.

Person Responsible

Dominique Audain

Schedule

On 6/9/2016

Evidence of Completion

Attendance reports, SCAMS, parent contact logs.

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

Daily attendance bulletin is monitored for indication of targeted students increase in referrals to student services and SCAMS being turned in to administration.

Person Responsible

Dominique Audain


Schedule

Daily, from 9/8/2015 to 6/9/2016

Evidence of Completion

Attendance bulletin, SCAMS, Parent Contact Log.

G2.B3 Student limited Reading Comprehension skills. 2

 B183395

G2.B3.S1 Identify and target students from the district reports, with a level one or equivalent score on the statewide assessment in ELA. Students will be placed in reading intervention. 4

 S195113

Strategy Rationale

To provide support to students with a level one or equivalent score on the statewide assessment ELA.

Action Step 1 5

Parent contact is made and documented for students identified with a level one or equivalent score on the statewide assessment in ELA.

Person Responsible

Ana Pachon-reboredo

Schedule

On 6/9/2016

Evidence of Completion

Parent Contact Logs, District Reports of Statewide Assessment

Action Step 2 5

Students are placed in Reading Intervention.

Person Responsible

Ana Pachon-reboredo

Schedule

On 6/9/2016

Evidence of Completion

Student Attendance Sheets

Action Step 3 5

Reading Intervention is implemented with fidelity.

Person Responsible

Ana Pachon-reboredo

Schedule

On 6/9/2016

Evidence of Completion

Student Attendance Sheets, Weekly Assessment Reports.

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

Intervention weekly attendance reports.

Person Responsible

Ana Pachon-reboredo

Schedule

Weekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Student weekly assessment reports.

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

Weekly intervention attendance and weekly student assessments will be monitored for indication of effectiveness.

Person Responsible

Ana Pachon-reboredo

Schedule

Weekly, from 9/8/2015 to 6/9/2016


Evidence of Completion

Intervention attendance sheets, and student weekly intervention assessment reports.

G3. Devon Aire K-8 Center will prepare students to be college and career ready in Science and Mathematics thorough use of STEM Programs. **1**

 G070413

G3.B1 Limited opportunities for cross-curricular articulation, to increase student engagement in STEM related activities. **2**

 B183396

G3.B1.S1 Increase Professional Learning Communities on how to incorporate STEM related activities into daily lessons. **4**

 S195114

Strategy Rationale

To continue student achievement through cross curricular approaches and provide students with enriching activities that integrate science, technology, engineering, and Math in order to ensure that they are prepared for the careers of the future.

Action Step 1 **5**

Science department meeting across grade levels to discuss the development of engaging STEM activities.

Person Responsible

Andrea Macko

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign-in sheets.

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

Classroom walkthroughs.

Person Responsible

Andrea Macko

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, Pacing Guides, and Student work.

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

District assessments and Teacher made assessments.

Person Responsible

Andrea Macko

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teacher/ Student Data chats. Department data chats.


G4. Devon Aire K-8 Center will increase parental involvement in order to increase student attendance. 1

 G070414

G4.B1 Parents with Limited English Proficiency. 2

 B183397

G4.B1.S1 Bilingual flyers, ConnectEd messages in English and Spanish. 4

 S195115

Strategy Rationale

To increase limited proficiency parent involvement.

Action Step 1 5

Usage of district provided bilingual documents.

Person Responsible

Ana Pachon-reboredo

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Parent Sign-in sheets.

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

Ensure that all targeted ELL students and parents receive documents in their home language.

Person Responsible

Ana Pachon-reboredo

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Parent logs and sign-in sheets.

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

Increase in ELL parental participation.

Person Responsible

Ana Pachon-reboredo

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student data indicating an increase in student achievement.

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	Teachers will be provided with professional development during faculty meeting with a focus on higher order thinking strategies to increase rigor in all areas of instructions. • Part I: Introduction- What is Higher Order Thinking • Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?	Hamilton, Brian	9/8/2015	Sign-in sheets, agenda, and reflection for Professional Development	6/9/2016 one-time
G1.B1.S2.A1	Teachers will be provided with provided with professional development during faculty meeting on higher order thinking skills and increase rigor. • Part I: Introduction- What is Higher Order Thinking? • Part II: Break out sessions, subject specific- When and how can	Hamilton, Brian	9/8/2015	Evidence of implementation of action step will be sign-in sheets, agenda, and reflection for Professional Development.	11/24/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	higher-order thinking questioning be used in each subject area?				
G1.B1.S3.A1	Teachers will be provided with provided with professional development during faculty meeting on higher order thinking skills and increase rigor. • Part I: Introduction- What is Higher Order Thinking? • Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?	Hamilton, Brian	9/8/2015	Evidence of implementation of action plan will be sign-in sheets, agenda, and reflection for professional development.	11/24/2015 one-time
G1.B1.S4.A1	Teachers will be provided with professional development during faculty meeting on higher order thinking skills and increase rigor while infusing the writing process across the curriculum. • Part I: Introduction- What is Higher Order Thinking? • Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?	Hamilton, Brian	9/8/2015	Evidence of implementation of action step will be sign-in sheets, agenda, and reflection for Professional Development.	11/24/2015 one-time
G2.B1.S1.A1	Parent contact is made and documented on the 3rd unexcused absence. On the 5th unexcused absence the teacher completes Request for Counseling Form and submits forms to Student Services who communicates with parent. Student services meets with student and sends home the attendance letter. On the 10th unexcused absence the teacher completes the SCAM Form to counselor and administration meets with the parent. Social Worker provides support to parents.	Audain, Dominique	8/31/2015	SCAMS, Request for Counseling Forms, Parent Contact Logs.	6/9/2016 monthly
G2.B2.S1.A1	The teacher completes the SCAM which is submitted to administration.	Audain, Dominique	9/8/2015	SCAMS, Request for Counseling Forms, Parent Contact Logs.	6/9/2016 one-time
G2.B3.S1.A1	Parent contact is made and documented for students identified with a level one or equivalent score on the statewide assessment in ELA.	Pachon-reboredo, Ana	9/8/2015	Parent Contact Logs, District Reports of Statewide Assessment	6/9/2016 one-time
G3.B1.S1.A1	Science department meeting across grade levels to discuss the development of engaging STEM activities.	Macko, Andrea	8/24/2015	Sign-in sheets.	6/9/2016 weekly
G4.B1.S1.A1	Usage of district provided bilingual documents.	Pachon-reboredo, Ana	8/24/2015	Parent Sign-in sheets.	6/9/2016 monthly
G1.B1.S1.A2	Reading and Language Arts Teachers will implement higher order thinking questioning provided by the core curriculum and question stems to increase rigor throughout instruction.	Bevilacqua, Michelle	9/8/2015	Evidence of implementation of action step will be lesson plans, agenda from grade level meetings, and student work.	11/24/2015 daily
G1.B1.S2.A2	Mathematics teachers will utilize the core curriculum and use mathematical practices to increase higher order thinking skills and rigor throughout instruction.	Nemer, Melissa	9/8/2015	Evidence of implementation of action step will be lesson plans, agenda from grade level meetings, and student work.	11/24/2015 daily
G1.B1.S3.A2	Science teachers will utilize the Learning Progression Model as a higher thinking questioning tool to guide instruction.	Macko, Andrea	9/8/2015	Evidence of implementation of action step will be lesson plans, agenda for grade level meetings, and student work.	11/24/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A2	Social Science teachers will implement higher order thinking skills and increase rigor throughout the writing process across all subject areas.	Tamayo, Anthony	9/8/2015	Evidence of implementation of action step will be lesson plans, agenda from grade level meetings, and student work.	11/24/2015 daily
G2.B2.S1.A2	Parent contact is made and documented when a student is going to be recommended for Alternative to Outdoor Suspension Program.	Audain, Dominique	9/8/2015	Parent Contact Logs.	6/9/2016 one-time
G2.B3.S1.A2	Students are placed in Reading Intervention.	Pachon-reboredo, Ana	9/8/2015	Student Attendance Sheets	6/9/2016 one-time
G1.B1.S1.A3	Grade level chairs will follow up by debriefing and sharing best practices during scheduled grade level meetings and provide instructional support.	Bevilacqua, Michelle	9/8/2015	Evidence of implementation of action step will be grade level team meeting agendas.	11/24/2015 weekly
G1.B1.S2.A3	Grade level chairs will follow up by debriefing and sharing best practices during scheduled grade level meetings and provide instructional support.	Nemer, Melissa	9/8/2015	Evidence of implementation of action step will be grade level team meeting agendas.	11/24/2015 weekly
G1.B1.S3.A3	Grade level chairs will follow up by debriefing and sharing best practices during scheduled grade level meetings and provide instructional support.	Macko, Andrea	9/8/2015	Evidence of implementation of action step will be grade level team meeting agendas.	11/24/2015 weekly
G1.B1.S4.A3	Grade level chairs will follow up by debriefing and sharing best practices during scheduled grade level meetings and provide instructional support.	Tamayo, Anthony	9/8/2015	Evidence of implementation of action step will be grade level team meeting agendas.	11/24/2015 weekly
G2.B2.S1.A3	Administration and or school counselor meets with student and parent to discuss next steps.	Audain, Dominique	9/8/2015	Parent Contact Logs.	6/9/2016 one-time
G2.B3.S1.A3	Reading Intervention is implemented with fidelity.	Pachon-reboredo, Ana	9/8/2015	Student Attendance Sheets, Weekly Assessment Reports.	6/9/2016 one-time
G1.B1.S1.A4	Administration will monitor the utilization of higher order thinking strategies and the increase in rigor during instruction, by conducting walkthroughs and formal and/or informal observations.	Hamilton, Brian	9/8/2015	Evidence of implementation of action step will be walkthrough notes or observation documentation.	11/24/2015 weekly
G1.B1.S2.A4	Administration will monitor the utilization of higher order thinking strategies and the increase in rigor during instruction, by conducting walkthroughs and formal and/or informal observations.	Hamilton, Brian	9/8/2015	Evidence of implementation of action plan will be walkthrough notes or observation documentation.	11/24/2015 weekly
G1.B1.S3.A4	Administration will monitor the utilization of higher order thinking strategies and the increase in rigor during instruction, by conducting walkthroughs and formal and/or informal observations.	Hamilton, Brian	9/8/2015	Evidence of implementation of action step will be walkthrough notes or observation documentation.	11/24/2015 weekly
G1.B1.S4.A4	Administration will monitor the utilization of higher order thinking strategies and the increase of rigor during instruction, by conducting walkthroughs and formal and/or informal observations.	Hamilton, Brian	9/8/2015	Evidence of implementation of action step will be walkthrough notes or observation documentation.	11/24/2015 weekly
G1.MA1	FAIR, Computer Assisted Program (CAP), I-Ready assessments, EOC's, and results from Florida State Assessments	Bevilacqua, Michelle	9/2/2015	Reports from FAIR, I-Ready assessments and results from Florida State Assessments	11/24/2015 quarterly
G1.B1.S1.MA1	Teacher made assessments, student work, grade level data chats, and SIP team Data analysis.	Pachon-reboredo, Ana	9/2/2015	Leadership Team minutes	11/24/2015 weekly
G1.B1.S1.MA1	Administrative walk-throughs, lesson plans, pacing guides.	Pachon-reboredo, Ana	9/8/2015	Leadership Team minutes.	11/24/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Debriefing, common planning, Leadership Team meetings, grade level data chats, and SIP team Data analysis	Pachon-reboredo, Ana	9/8/2015	Leadership Team minutes	11/24/2015 biweekly
G1.B1.S2.MA1	Administrative walk-throughs, lesson plans, and pacing guides.	Pachon-reboredo, Ana	9/8/2015	Grade level meeting agendas and minutes.	11/24/2015 weekly
G1.B1.S3.MA1	Debriefing, common planning and Leadership team meetings.	Audain, Dominique	9/8/2015	Leadership team minutes.	11/24/2015 biweekly
G1.B1.S3.MA1	Classroom walk-throughs, grade level meetings and Leadership Team meetings	Audain, Dominique	9/8/2015	Grade level meeting minutes and Leadership meeting agendas and sign in sheets.	11/24/2015 weekly
G1.B1.S4.MA1	Debriefing, common planning and Leadership Team meetings.	Audain, Dominique	9/8/2015	Leadership Team minutes.	11/24/2015 biweekly
G1.B1.S4.MA1	Classroom walk-throughs, grade level meetings and Leadership Team meetings.	Audain, Dominique	9/8/2015	Grade level meeting minutes and Leadership meeting agendas and sign in sheets.	11/24/2015 biweekly
G2.MA1	Attendance reports, SCAMS, weekly intervention attendance sheets, and weekly student intervention assessments.	Audain, Dominique	8/24/2015	Attendance bulletin, student services logs, SCAMS, social worker parent contact log, intervention attendance reports, weekly intervention assessments.	6/9/2016 weekly
G2.B1.S1.MA1	Daily attendance bulletin is monitored for indication of targeted students increase in daily attendance.	Audain, Dominique	8/24/2015	Attendance bulletin and social worker parent contact log.	6/9/2016 weekly
G2.B1.S1.MA1	Monthly attendance reports.	Audain, Dominique	8/28/2015	Attendance bulletin and social worker parent contact log.	6/9/2016 weekly
G2.B2.S1.MA1	Daily attendance bulletin is monitored for indication of targeted students increase in referrals to student services and SCAMS being turned in to administration.	Audain, Dominique	9/8/2015	Attendance bulletin, SCAMS, Parent Contact Log.	6/9/2016 daily
G2.B2.S1.MA1	Monitor SCAMS being turned in and students referral to student services.	Audain, Dominique	9/8/2015	Attendance reports, SCAMS, parent contact logs.	6/9/2016 one-time
G2.B3.S1.MA1	Weekly intervention attendance and weekly student assessments will be monitored for indication of effectiveness.	Pachon-reboredo, Ana	9/8/2015	Intervention attendance sheets, and student weekly intervention assessment reports.	6/9/2016 weekly
G2.B3.S1.MA1	Intervention weekly attendance reports.	Pachon-reboredo, Ana	9/8/2015	Student weekly assessment reports.	6/9/2016 weekly
G3.MA1	Teacher made assessments, and district Biology EOC.	Audain, Dominique	8/24/2015	Results of Biology EOC.	6/9/2016 quarterly
G3.B1.S1.MA1	District assessments and Teacher made assessments.	Macko, Andrea	8/24/2015	Teacher/ Student Data chats. Department data chats.	6/9/2016 quarterly
G3.B1.S1.MA1	Classroom walkthroughs.	Macko, Andrea	8/24/2015	Lesson Plans, Pacing Guides, and Student work.	6/9/2016 weekly
G4.MA1	District assessments.	Pachon-reboredo, Ana	8/24/2015	Student data.	6/9/2016 quarterly
G4.B1.S1.MA1	Increase in ELL parental participation.	Pachon-reboredo, Ana	8/24/2015	Student data indicating an increase in student achievement.	6/9/2016 monthly
G4.B1.S1.MA1	Ensure that all targeted ELL students and parents receive documents in their home language.	Pachon-reboredo, Ana	8/24/2015	Parent logs and sign-in sheets.	6/9/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development 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 Students demonstrate lack of higher order thinking skills therefore requiring an increase of rigor.

G1.B1.S1 Implement higher order thinking questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

PD Opportunity 1

Teachers will be provided with professional development during faculty meeting with a focus on higher order thinking strategies to increase rigor in all areas of instructions. • Part I: Introduction- What is Higher Order Thinking • Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?

Facilitator

J. Rubio, AP, E. Horvath, C. Villamizar, R. Verdeja, S. Diaz, M. Nemer, M. Delcuadro, M. Martinez-Gonzalez, M. Bevilacqua, A. Macko, A. Tamayo

Participants

Instructional Staff

Schedule

On 6/9/2016

G1.B1.S2 Infuse a variety of Higher Order thinking strategies into the delivery of instruction in Mathematics.

PD Opportunity 1

Teachers will be provided with provided with professional development during faculty meeting on higher order thinking skills and increase rigor. • Part I: Introduction- What is Higher Order Thinking? • Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?

Facilitator

J. Rubio, AP, E. Horvath, C. Villamizar, R. Verdeja, S. Diaz, M. Nemer, M. Delcuadro, J. Pruna, M. Martinez-Gonzalez, M. Bevilacqua, A. Macko, A. Tamayo

Participants

Instructional Staff

Schedule

On 11/24/2015

G1.B1.S3 Teachers will implement higher order thinking skills and increase rigor throughout science instruction.

PD Opportunity 1

Teachers will be provided with provided with professional development during faculty meeting on higher order thinking skills and increase rigor. • Part I: Introduction- What is Higher Order Thinking? • Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?

Facilitator

J. Rubio, AP, E. Horvath, C. Villamizar, R. Verdeja, S. Diaz, M. Nemer, M. Delcuadro, J. Pruna, M. Martinez-Gonzalez, M. Bevilacqua, A. Macko, A. Tamayo

Participants

Instructional Staff

Schedule

On 11/24/2015

G1.B1.S4 Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while reading.

PD Opportunity 1

Teachers will be provided with professional development during faculty meeting on higher order thinking skills and increase rigor while infusing the writing process across the curriculum. • Part I: Introduction- What is Higher Order Thinking? • Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?

Facilitator

J. Rubio, AP, E. Horvath, C. Villamizar, R. Verdeja, S. Diaz, M. Nemer, M. Delcuadro, J. Pruna, M. Martinez-Gonzalez, M. Bevilacqua, A. Macko, A. Tamayo

Participants

Instructional Staff

Schedule

On 11/24/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will be provided with professional development during faculty meeting with a focus on higher order thinking strategies to increase rigor in all areas of instructions. • Part I: Introduction- What is Higher Order Thinking • Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?	\$0.00
2	G1.B1.S1.A2	Reading and Language Arts Teachers will implement higher order thinking questioning provided by the core curriculum and question stems to increase rigor throughout instruction.	\$0.00
3	G1.B1.S1.A3	Grade level chairs will follow up by debriefing and sharing best practices during scheduled grade level meetings and provide instructional support.	\$0.00
4	G1.B1.S1.A4	Administration will monitor the utilization of higher order thinking strategies and the increase in rigor during instruction, by conducting walkthroughs and formal and/or informal observations.	\$0.00
5	G1.B1.S2.A1	Teachers will be provided with provided with professional development during faculty meeting on higher order thinking skills and increase rigor. • Part I: Introduction- What is Higher Order Thinking? • Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?	\$0.00
6	G1.B1.S2.A2	Mathematics teachers will utilize the core curriculum and use mathematical practices to increase higher order thinking skills and rigor throughout instruction.	\$0.00
7	G1.B1.S2.A3	Grade level chairs will follow up by debriefing and sharing best practices during scheduled grade level meetings and provide instructional support.	\$0.00
8	G1.B1.S2.A4	Administration will monitor the utilization of higher order thinking strategies and the increase in rigor during instruction, by conducting walkthroughs and formal and/or informal observations.	\$0.00
9	G1.B1.S3.A1	Teachers will be provided with provided with professional development during faculty meeting on higher order thinking skills and increase rigor. • Part I: Introduction- What is Higher Order Thinking? • Part II: Break out sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?	\$0.00
10	G1.B1.S3.A2	Science teachers will utilize the Learning Progression Model as a higher thinking questioning tool to guide instruction.	\$0.00
11	G1.B1.S3.A3	Grade level chairs will follow up by debriefing and sharing best practices during scheduled grade level meetings and provide instructional support.	\$0.00
12	G1.B1.S3.A4	Administration will monitor the utilization of higher order thinking strategies and the increase in rigor during instruction, by conducting walkthroughs and formal and/or informal observations.	\$0.00
13	G1.B1.S4.A1	Teachers will be provided with professional development during faculty meeting on higher order thinking skills and increase rigor while infusing the writing process across the curriculum. • Part I: Introduction- What is Higher Order Thinking? • Part II: Break out	\$0.00

Budget Data

		sessions, subject specific- When and how can higher-order thinking questioning be used in each subject area?	
14	G1.B1.S4.A2	Social Science teachers will implement higher order thinking skills and increase rigor throughout the writing process across all subject areas.	\$0.00
15	G1.B1.S4.A3	Grade level chairs will follow up by debriefing and sharing best practices during scheduled grade level meetings and provide instructional support.	\$0.00
16	G1.B1.S4.A4	Administration will monitor the utilization of higher order thinking strategies and the increase of rigor during instruction, by conducting walkthroughs and formal and/or informal observations.	\$0.00
17	G2.B1.S1.A1	Parent contact is made and documented on the 3rd unexcused absence. On the 5th unexcused absence the teacher completes Request for Counseling Form and submits forms to Student Services who communicates with parent. Student services meets with student and sends home the attendance letter. On the 10th unexcused absence the teacher completes the SCAM Form to counselor and administration meets with the parent. Social Worker provides support to parents.	\$0.00
18	G2.B2.S1.A1	The teacher completes the SCAM which is submitted to administration.	\$0.00
19	G2.B2.S1.A2	Parent contact is made and documented when a student is going to be recommended for Alternative to Outdoor Suspension Program.	\$0.00
20	G2.B2.S1.A3	Administration and or school counselor meets with student and parent to discuss next steps.	\$0.00
21	G2.B3.S1.A1	Parent contact is made and documented for students identified with a level one or equivalent score on the statewide assessment in ELA.	\$0.00
22	G2.B3.S1.A2	Students are placed in Reading Intervention.	\$0.00
23	G2.B3.S1.A3	Reading Intervention is implemented with fidelity.	\$0.00
24	G3.B1.S1.A1	Science department meeting across grade levels to discuss the development of engaging STEM activities.	\$0.00
25	G4.B1.S1.A1	Usage of district provided bilingual documents.	\$0.00
Total:			\$0.00