

Miami-Dade County Public Schools

Frank Crawford Martin K 8 Center



2015-16 School Improvement Plan

Frank Crawford Martin K 8 Center

14250 BOGGS DR, Miami, FL 33176

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	63%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	95%

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	41
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	0

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

All stakeholders are committed to the advancement of students' academic, emotional, social and physical well being within a supportive, creative and flexible environment in which children learn to think globally and act compassionately.

Provide the school's vision statement

Frank C. Martin International K-8 Center provides students with an internationally recognized curriculum. This challenging curriculum incorporates world-class standards that empower students to actively participate in the learning process and acquire and exhibit positive attitudes. Students strive to become model citizens of our diverse world.

School Environment

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

The students at Frank C. Martin K-8 represent over 40 different nationalities and cultures from around the world. We celebrate these cultures through a variety of events and activities. During the International Fair, the PTSA invites parents to set up informational booths on the International Plaza representing their particular country of origin. Teachers visit each booth with their students to see and listen to the parent volunteers share their native culture. Every two years, the school invites consulates living in Miami to speak to Frank C. Martin students about their represented country. On Halloween, students are encouraged to dress in traditional clothing from their native countries and share with their classmates objects from their native cultures. The International Baccalaureate program promotes cultural understanding and encourages teachers to design lessons highlighting various view points.

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

Every classroom teacher establishes an essential agreement among the students creating a standard set of norms providing for a safe environment. The teachers also create a behavior plan for the Primary Years Programme (PYP) or a progressive disciplinary plan for the Middle Years Programme (MYP) appropriate to their particular grade level outlining consequences for violations of the essential agreement. In addition, the administration conducts a series of safety meetings with the MYP students reviewing guidelines for student behavior and discuss the student Code of Conduct. Both the PYP and MYP have an assigned counselor that works with the administration, faculty, and students to create a safe environment through classroom presentations, group sessions, and individual counseling sessions. An anonymous bully box is in the media center and may be used to report harassment and bullying. The school is working toward Red Ribbon Certification for the 2015-2016 school year and participates in Blue Ribbon Week activities, promoting anti-drug use and anti-bullying behavior. A student group, The Peer Mentors, work toward anti-bullying behavior by promoting positive peer interactions through student presentations. The Youth Crime Watch presents area of concern and potential solutions to school administration. The parents may also utilize parental concern forms at the main office if their child prefers to speak with the parent at home regarding behaviors from other students. All community stakeholders are invited to quarterly safety meetings and may present items of concern to the team as well as provide suggestions to solve any safety

concerns.

Several on site community service opportunities will be offered throughout the school year to create student ownership of the school campus and grounds. After school activities are run by the instructional staff and provide the students with a variety of opportunities to explore their interests. The teachers monitor the students closely during the activities and then ensures each child leaves the building safely. The Principal run after school program director remains on campus until every students leaves and will notify administration of unsafe student behavior. The staff members maintain positive control of the students until their parent/guardian comes to the school to pick them. The aftercare program maintains a checkout system that includes the authorized adult presenting an ID and signing the child out.

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

As an International Baccalaureate (IB) school, the faculty promote the use of the IB learner profiles to encourage intellectual inquiry, respect and principled behavior. Each month, teachers and students may nominate a student that represent the learner profile of the month. The media specialist reviews the nominations and choose weekly and monthly students who best represent that profile. The school implements the MDCPS Values Matter Program. The student services team presented each value to the student body during the first two weeks of school and then will follow up monthly to present the current value to faculty and students. The teachers will have access to the lesson plans offered for each Value.

When infractions do occur, Frank C. Martin K-8 administrative team follows the Miami Dade County Public Schools Code of Student Conduct. Each student is required to have an agenda outlining the standards of behavior for the both the elementary school and the middle school. Each classroom teacher submitted a classroom progressive disciplinary plan outlining infractions and the progressive steps taken before students are removed from the classroom. Expectations are also posted on every lunch table to remind students standards of behavior for the cafeteria.

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

The on-sight student services team at Frank C. Martin K-8 consist of two school counselors and one acting TRUST specialist. A school psychologist and school social worker visit the school on a regular basis and consult with the on site student services team regarding student academic and social-emotional issues. The counselors develop and present to classrooms on maintaining good grades, stress relief, and bullying behavior. Students new to the school participate in newbie group sessions to assist with the adjustment to a new school environment. The peer mentor club, run by the acting Trust Specialist, teaches a group of students conflict resolution skills they utilize with other students. The Listener program pairs specially trained adults with at-risk identified youth to provide an opportunity for a child to talk freely to an adult.

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

The administration has access to weekly and monthly district reports regarding attendance and suspensions for a given period. Those reports are reviewed by the principal and provided to the appropriate assistant principal or student services team member for follow up. The administrator or student service team meets with the identified individual, and if necessary the parents, to determine

the root cause of an attendance issue and/or behavioral issue. The student service team reviews quarterly grade reports with the administrative team to identify students receiving D or F's in academic subjects, provide counseling and connect the student to on campus academic assistance. Some items utilized to monitor EWS signs are:

- District generated reports on attendance and suspensions
- Quarterly gradebook reports
- Student Performance Indicator (SPI) reports
- Wonder Works Intervention Data
- iReady data
- Teacher Observations

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	5	7	8	
Attendance below 90 percent	1	0	0	1	2
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	1	0	0	0	1
Level 1 on statewide assessment	0	0	2	0	2
Level 2 on statewide assessment	0	5	7	8	20
	0	0	0	0	

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

Indicator	Grade Level					Total
	K	2	5	7	8	
Students exhibiting two or more indicators	1	4	5	9	8	27

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

K-8 An attendance review committee utilizes absence and tardy reports to monitor students with excessive absences and tardies to determine how grades are affected and make appropriate referrals.

K-5- Students needing reading or math assistance outside of the core instructional block receive intervention during their designated Foreign Language time. The teachers utilize the district Wonder Works intervention program to re-teach identified skill deficiencies. Once a month the teachers meet with administration to review programmatic data to discuss student progress. If a students receiving intervention is not making progress, they are referred to the RtI Tier III process. Students with emotional/behavioral issues receive regular counseling sessions in addition to specific classroom based strategies suggested by the student services team. as needed, students are referred for evaluations based on the RTI process

Grade 6- At the beginning of the school year, all students new to Frank C. Martin K-8 were identified and participated in a newbie group session that introduced school policies, expectations, and outlined academic assistance available to the students. All students were administered the i-Ready diagnostic assessment in order to monitor their reading and math growth and identify areas of need. Students who scored a Level 1 or 2 on the 2014 FCAT were placed in a mandatory Intensive Reading Class, and identified students placed in an Intensive Math course. The students are monitored every 4

weeks using interim progress reports and end of quarter report cards for academic issues. Identified students receive counseling, and if necessary, a parent conference with all core teachers. Students who violate the student code of conduct will receive counseling services related to their infractions. Grade 7 & 8-The counselor identified any student who did not receive credit for a required course during the previous school year and encouraged summer school attendance or facilitated enrollment in virtual school. All students were administered the i-Ready diagnostic assessment in order to monitor their reading growth and identify areas of need. Students who scored a Level 1 or 2 on the 2014 FCAT were placed in a mandatory Intensive Reading Class, and identified students placed in an Intensive Math course. The students are monitored every 4 weeks using interim progress reports and end of quarter report cards for academic issues. Identified students receive counseling, and if necessary, a parent conference with all core teachers. Students who violate the student code of conduct will receive counseling services related to their infractions.

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

The school works closely with an active PTSA association to build positive relationships with the school community. The PTSA sponsors various events throughout the year attracting both the general PTSA membership and specific groups such as fathers or grandparents. The events are held at various times of the day to allow for every parent to participate in at least one event. Communication with the parents occurs by both the administrative staff and the PTSA board through paper communication, school calendars, pre-recorded phone messages, text messages, email, the school and PTA website, and social media sites. The principal host a principal's coffee once a quarter to engage in direct conversations with parents and family members. Communication regarding student progress occurs at a minimum of 8 times per year with the issuing of interim progress reports and report cards. All K-5 students utilize agendas to write their daily assignments and homework and the teachers utilize the agenda to communicate any academic or behavioral concerns to the parent. If necessary, teachers or student service personnel request parent conferences to discuss ongoing issues.

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

The school partners with FCM alumni to provide tutorial services in math and reading. Frank C. Martin K-8 maintains partnerships with local area churches aligning curriculum needs of incoming students within child care program. The Continental Society, a service organization, participates in extracurricular club sponsorship to enhance the vocabulary development of FCM students. The school works with the PTSA to upgrade existing technology in the classrooms. Community groups such as Smart Solutions, Noven Pharmaceuticals the Kiwanis Club, and the Historical Society of Richmond Heights offer in kind donations of office supplies and volunteer services.

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
Joseph, Felicia	Principal
Hoel, Robert	Assistant Principal
Theriahult, Jacqueline	Assistant Principal
Adjamah, Dian	Other
Humphrey, Sharon	Teacher, K-12
Waronker, Elyse	Teacher, K-12
Malone, Ronald	Teacher, K-12
Santana, Monica	Teacher, K-12
Santerre, Minerva	Teacher, K-12
Terry, Gina	Teacher, K-12
Eiras, Jessica	Teacher, K-12
Arechavaleta, Leidis	Teacher, K-12
Urta, Kristen	Teacher, K-12
Aladro, Geoffrey	Teacher, K-12
Mesa, Claudia	Teacher, K-12
Hasboun-Dupuy, Alexandra	Guidance Counselor
Jones, Raymone	Instructional Technology
Viola, Michael	Guidance Counselor
Laidler, Tanisha	Teacher, K-12
Carulla, Wendy	Attendance/Social Work
Cassimire, Dawn	Other
Makhoul, Diana	Teacher, ESE

Duties

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

The Multi Teared System of Support (MTSS) Leadership Team is comprised of the following members who hold specific responsibilities as indicated.

Felicia K. Joseph, (Principal): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Robert D. Hoel and Jacqueline Theriahult, (Assistant Principals): Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation;

facilitates data-based decision making activities.

Department Chairs (Pre-K-8): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Diana Makhoul, Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching.

Gina Terry and Frances Almanza , (Reading Liaisons), Mesa-Felieu, (Mathematics Liaison), Minerva Santerre (Science Liaison), and Monica Santana (Social Science Liason), Kristen Urra (Math), Ronald Malone (Science), Geoffry Aladro (Humanities),: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Raymone Jones, (Technology Specialist): Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Alexandra Hasboun-Dupuy, Michael Viola and Tanisha Laidler, (Counselors): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Terri Clark, (School Psychologist) – Conducts student evaluations, collects and reviews Tier 3 Data, conduct student observations, provide insight on cognitive and behavioral science

Wendy Carulla, (School Social Worker) – Collects social history data for identified students and provides behavioral support as determined by the team.

Dawn Cassimire, (Speech/Language Pathologist) – Screen students for speech and language deficiencies, provide insight on speech and language practices, conduct student observations.

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

The MTSS team meets monthly to engage in the analyzing of academic and behavioral data as to provide recommendations for the utilization of differentiated instruction and to consider student tier placement. The team reviews i-Ready student reports and District interim assessment results and links it to instructional needs of the students. On-going Progress Monitoring data is reviewed to identify students who are below, meeting or exceeding expected levels of performance. Based on the information discussed during these meetings, the team identifies professional development resources. This team collaborates regularly in order to problem solve, share effective practices, evaluate implementation, make informed decisions and practice new processes and skills for both Tier 2 and Tier 3 Academic/Behavior interventions. Team members conduct classroom observations of students and provide teachers with recommendations for immediate intensive intervention. The principal maintains the school budget and works with other stakeholders to secure necessary funds for any programs requiring funding outside of the district allotment of resources. Inventory of resources is maintained the administrative team and may be accessed through the mainframe database.

Title II

Additionally, NHQ teachers are provided the opportunity to participate in District courses for the purpose of certification and endorsement in the areas of Reading, ESOL and Gifted Education.

Violence Prevention Programs

Funding to provide TRUST Specialist and school counselors within the school site to focus on counseling students to solve problems related to drugs, alcohol, stress, suicide, isolation, family violence and other crises. The District provides policy awareness of the Zero Tolerance for Bullying and Harassment policy. Education is provided to promote a school atmosphere in which bullying, harassment and intimidation will not be tolerated by students, school board employees, visitors or volunteers.

Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition and Health education is taught through the physical education department. The School Food Service Program ensures that the Healthy Food and Beverage Guidelines of the adopted District's Wellness Policy are adhered to concerning breakfast, lunch and snack options.

Career and Technical Education

By promoting Career Pathways and Programs of Study students are offered courses in technology education. Students build an understanding of and an appreciation for the career choices available through technology. Additionally, students are able to participate in journalism courses which offer insight into the profession and practices of the career choice.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Monica Santana	Teacher
April Broughton	Education Support Employee
Christa Dean	Parent
Idella Hill	Teacher
Javid Mortavadi	Business/Community
Joelle Saliba	Business/Community
Judy Leong	Parent
Mark Plyler	Teacher
Michelle Baldriche	Teacher
Monica Santana	Teacher
Ronald Malone	Teacher
Sharon Humphrey	Teacher
leidis Archavaleta	Teacher
Kristen Urra	Teacher
Pam Edwards	Parent
Sandra Miller-Batiste	Parent
Stanley Ford	Parent
Larry Blake	Business/Community
Stacey Rhodd	Business/Community
Wylamere Marshall	Business/Community
Lintette Coleman	Business/Community
Felicia Joseph	Principal
	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 School Advisory Council (EESAC) met at the end of the 2014-2015 school year to review all available data and effectiveness of current strategies. At that time, the goals and strategies of the 2014-1015 SIP were discussed and considerations from the EESAC Committee were made and reviewed.

Development of this school improvement plan

The administration will review the Professional Development School Site Blueprint and the 4 Goals of the 2015-2016 SIP as well as the overall focus for the 2015-2016 school year with EESAC. The members are provided opportunities to listen, ask questions, and make suggestions to include in the SIP. Once completed, the assistant principal will review the final SIP plan with the EESAC committee. On a monthly basis, the principal informs the EESAC of recent happenings and upcoming events involving the various stakeholders and allows the committee to ask questions and make recommendations to increase participation in the events. The assistant principal will provide monthly SIP updates.

Preparation of the school's annual budget and plan

The principal reviews the schools annual budgets and discusses with EESAC any major changes within the budget. The principal shares with the committee plans that result directly from those budgetary plans, allows the committee to ask questions, and to make recommendations. The EESAC budget is currently in development and will receive a vote at the October EESAC Meeting.

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

The use of school improvement funds through the SAC will be used to support technology in the classrooms. Many of the classrooms currently don't have access to the announcements through the closed circuit television system due to failing televisions. Approximately \$1500 dollars will be used to purchase adapters that allow closed circuit television to be played through the Promethean Boards. The remainder of the funds will be utilized to purchase Foreign Language Textbooks.

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
Joseph, Felicia	Principal
Hoel, Robert	Assistant Principal
Theriahult, Jacqueline	Assistant Principal
Adjamah, Dian	Instructional Media
Humphrey, Sharon	Teacher, K-12
Malone, Ronald	Teacher, K-12
Santana, Monica	Teacher, K-12
Santerre, Minerva	Teacher, K-12
Terry, Gina	Teacher, K-12
Waronker, Elyse	Teacher, ESE
Eiras, Jessica	Teacher, K-12
Arechavaleta, Leidis	Teacher, K-12
Almanza, Frances	Teacher, K-12
Urta, Kristen	Teacher, K-12
Aladro, Geoffrey	Teacher, K-12

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

The LLT support team includes the following personnel.

Elyse Waronker (PYP coordinator), Sharon Humphrey (MYP Coordinator), Gina Terry and Frances Almanza (Reading Liaison), Kristen Urta (Math Liaison), Claudia Mesa-Felieu (Math Liaison), Minerva

Santerre (Science Liaison), Monica Santana (Social Science Liaison), Jessica Eiras (Language Arts Dept Chairperson), Ronald Malone (Science Dept Chairperson), Geoffry Aladro (Social Studies Liaison), Dian Adjamah (Media Specialist). These teachers will meet monthly to develop reading strategies applicable to all subject areas, and provide updated district information and strategies to the faculty. The general comprehension strategies will align to the overall needs of the students and assist every student access the more complex text required by the new Florida Standards.

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

All K-5 teachers share common planning time and meet several times per week developing lesson plans and solving pedagogical issues in the classroom. In Grades 6,7 & 8, the master schedule contains common planning for all teachers by content area. The middle school teachers use the time to exchange ideas and discuss vertical alignment issues related to each subject area. In addition, the entire faculty meets 2 times per month to discuss district related issues and build teacher capacity. The International Baccalaureate Coordinators utilize Wednesday Early release days to plan vertically across grade levels and horizontally across subject areas.

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

Through District sponsored job fairs, collegiate references, postings on the Human Resources home page and partnerships with local universities, we will recruit highly qualified teachers who are certified-in-field and promote effective teaching practices. The latter is the responsibility of the School Principal. Retention of these teachers is promoted through job embedded opportunities for professional development.

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

New/beginning teachers are mentored with veteran teachers as indicated by the District's MINT program. Teachers new to the school site are paired up with a mentor teacher within the same Grade Level or Department. Some of the mentoring activities include that of Common Planning Sessions, classroom walk-throughs and curriculum guidance. The school also began the Teacher Observing Teachers (TOTs) program to provide opportunities for teachers to observe best practices from fellow teachers.

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

The school utilizes district approved and provided educational resources at all levels of instruction. The resources are aligned with the Florida Standards. Teachers utilize district created pacing guides that include the Florida ELA standards, FSA Math standards, NGSSS Science standards, and NGSSS Social Studies standards.. These standards are written into their lesson plans in the relevant subject areas. Copies of the standards and draft item specifications have been save to the school collaboration site and accessible by every staff member.

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

K-5- The teachers utilized SAT-10, previous and current i-Ready data, and teacher discretion to place students into intervention groups. The intervention groups meet 4 times per week and the teachers utilize the district designated programs which include a progress monitoring tool. In addition, all students in grades 3-5, were administered the i-Ready diagnostic assessment. Teachers will receive training on how to interpret the reports and identify areas of need for each student. Teachers will then use state, district, and program resources to scaffold student tasks so they reach the cognitive demands of the new Florida Standards.

Grades 6-8- The students are placed into Intensive Reading or Intensive mathematics class based upon 2014 FCAT assessment results, i-Ready diagnostic results, or classroom grades. Every middle school student was administered the i-Ready diagnostic assessment to collect data on Reading Needs. The Language Arts and Reading teachers will receive training on Reading i-Ready reports and then how to place the students into differentiated groups. The Intensive Math teachers utilizes teacher created resources, i-Ready, and Reflex math to reinforce grade level skills and new Florida Math Standards. Teachers will then use state, district, and program resources to scaffold student tasks so they reach the cognitive demands of the new Florida Standards.

K-8 During Monthly data chats teachers will update the administration on student progress and together make recommendations for instructional strategies that will assist students attain a higher level of proficiency.

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: 8,000

Select students are offered intense remediation during the second semester of the school year through the afterschool tutorial/enrichment program. Identified students work in small group setting with highly qualified teachers to promote mastery of standards by grade level and subject area.

Participation in annual academic centered clubs offer select students enrichment activities. Students prepare for and participate in competitions in the areas of mathematics, science, geography and technology.

Bi-weekly professional development is provided for all faculty to ensure understanding of instructional practices and implications for improvement. Faculty members participate in best practices sessions, vertical and horizontal planning sessions and curriculum information sessions.

Strategy Rationale

After school tutoring provide teachers the opportunities to enhance the daily instruction through smaller groups.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Joseph, Felicia, pr3101@dadeschools.net

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

Data is collected and the MTSS team meets once a month to engage in the following activities: Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. Review universal screening data by gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Pre-k-Kindergarten- Some of the strategies employed to assist the pre-school and Head Start children from neighboring Early Childhood centers in transitioning to our K-8 Center include allowing the staff and students from outside prekindergarten programs visit our campus to observe

kindergarten classrooms. Kindergarten meetings are held to review registration procedures, attendance policy and skills used in kindergarten. Parents and younger siblings have the opportunity to visit a kindergarten classroom and receive information regarding the kindergarten curriculum, expectations and the Florida Readiness Screener (FLKRS). A spring parent meeting is conducted by kindergarten and prekindergarten teachers. Parents are given the opportunity to ask questions and address concerns regarding the upcoming school year. Finally, Pre-K and Kindergarten Teachers attend all curriculum training's and professional development sessions in order to guide the articulation process and ensure the teaching of foundational skills.

Elementary School to Middle School- About 80% of the 5th grade students will enter the middle school. During the 4th quarter, the 5th grade teachers will meet with 6th grade teachers to review the instructional progress of the current 5th graders and discuss any instructional concerns that arose during the school year. The 5th grade students tour the middle school and visit middle school classrooms. Several of the middle clubs allow 5th grade students to participate and interact with middle school students and teachers.

Middle School to High School- The school offers several high school level courses to provide students the opportunity to begin the transition period while still in the Middle School. The student service team conducts the teen talk program which brings former FCM students back on campus for a forum regarding the transition to high school. FCM allows high schools on campus to present their various programs and allow students to ask questions regarding entrance requirements. The student service makes presentation to the students regarding high school requirements and demands.

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

Our annual Men of Distinction event invites professional men from the school community to visit and speak with our students regarding goal setting related to college and careers. The invitees share their own personal career experiences and lessons learned along and encourage students to succeed in their future endeavors. . Every year the school also host either a school wide career day or host foreign counsuls and diplomats to speak with the students of Frank C. Martin. The guest visit classrooms and speak to students on specific career related topics or foreign service related fields of study The Primary Years Programme (PYP) and Middle Years Programme (MYP) culminating project require students to take real world action and present how they can make a difference in their communities. The projects provides students the opportunity to research an issue and develop an age appropriate solution to the issue, a real world translatable skill.

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

The goal of the Middle Years Programme is "to encourages students aged 11 to 16 to make practical connections between their studies and the real world, preparing them for success in further study and in life." Currently Frank C. Martin K-8 does not have a course that leads to industry certification. The Middle Years Programme (MYP) (Grades 6-8) does offer a Communications Technology Course, Journalism, Theater, Critical Thinking, and US History & Career Planning. The teachers incorporate project based learning, technology, and higher order thinking to develop real world solutions to issues they may encounter throughout the school year.

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

Teachers plan both horizontally (across subject areas within a grade level) and vertically (across grade levels in single subject areas) according the the new International Baccalaureate Programme (MYP) Global Contexts. The elective courses plan alongside the core subject areas and utilize the Global Context to create common themes across the disciplines. Coursework in each subject area is

made relevant to the needs of the workforce through project based learning and field trips into the community.

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

Frank C. Martin Middle School students have the opportunity to take up to 5 high school courses before they leave middle school allowing students to take advance courses once they enter high school.

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.** We will increase student achievement of at risk students by monitoring Early Warning Indicators.
- G3.** We increase the number of students interested in STEM related career paths through greater participation in STEM projects and activities.
- G4.** We will maintain parental involvement at 92% participation for the 2014-2015 school year by working collaboratively with the PTA.

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

G070416

Targets Supported 1b

Indicator	Annual Target
AMO Reading - Asian	
AMO Reading - White	
AMO Reading - ELL	
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ED	

Resources Available to Support the Goal 2

- Literacy teacher leaders: Math, ELA, Social Science, and Science liaison, Core text and materials, Common planning established for all departments, Faculty meetings, Established horizontal and vertical team meetings, Academic leaders present in the building. Media Center with computers and seven laptop carts available for assessment and computer based instruction, File share containing unit planners, Of the two faculty meeting per month, one will include teacher led best practice sharing, Promethean or Smart board in every classroom, All classrooms contain either two or four computer stations.

Targeted Barriers to Achieving the Goal 3

- 23. Limited knowledge and experience on Differentiated Instruction strategies and implementation of strategies in the classroom.

Plan to Monitor Progress Toward G1. 8

All students at Frank C. Martin K-8 will complete the i-Ready assessments three times per year and any required district interim assessments.

Person Responsible

Felicia Joseph

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Evidence of Completion

i-Ready reports, district interim assessment periods.

G2. We will increase student achievement of at risk students by monitoring Early Warning Indicators. 1a

G070417

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	3.0
One or More Suspensions	1.0
2+ Course Failures - Middle Grades	0.0
Non-proficient Reading by Grade 03	89.0

Resources Available to Support the Goal 2

- Grade Verification Reports
- Attendance 10 or more absences report
- SCM Referral Report
- Quarterly Failure Reports

Targeted Barriers to Achieving the Goal 3

- Three percent of students miss ten percent or more of instructional time
- One percent of Middle School students fail two or more courses.
- One percent of students were suspended during the 2014-2015 school year.

Plan to Monitor Progress Toward G2. 8

Quarterly Reports

Person Responsible

Felicia Joseph

Schedule

Quarterly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Quarterly reports

G3. We increase the number of students interested in STEM related career paths through greater participation in STEM projects and activities. 1a

G070418

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	89.0

Resources Available to Support the Goal 2

- Gizmo's
- Fairchild Challenge
- Discovery Education
- New Florida Standards Draft Item Specifications
- District provided resources at <http://stem.dadeschools.net>
- District Science Fair
- Girls who Code after school club
- Lego Club
- High School STEM presentations
- Girls who Code after school club
- Lego Club
- High School STEM presentations

Targeted Barriers to Achieving the Goal 3

- Students are unaware of the various STEM activities at Frank C. Martin and STEM programs offered at local high schools.

Plan to Monitor Progress Toward G3. 8

Monitor entries into STEM competitions, club memberships, and participation in STEM presentations

Person Responsible

Felicia Joseph

Schedule

Monthly, from 9/10/2014 to 6/3/2015

Evidence of Completion

Monitor entries into STEM competitions, club memberships, and participation in STEM presentations

G4. We will maintain parental involvement at 92% participation for the 2014-2015 school year by working collaboratively with the PTA. 1a

G070419

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- PTA Email Tree
- Connect Ed Program
- School Newsletter
- School Website
- Monthly Calendar
- School Social Media Site
- Text Messages

Targeted Barriers to Achieving the Goal 3

- Parents have various methods of preferred communication regarding school and PTSA related activities.

Plan to Monitor Progress Toward G4. 8

Parent involvement data

Person Responsible

Felicia Joseph

Schedule

Monthly, from 8/13/2014 to 6/3/2015

Evidence of Completion

Parent 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**

 G070416

G1.B22 23. Limited knowledge and experience on Differentiated Instruction strategies and implementation of strategies in the classroom. **2**

 B183421

G1.B22.S1 Every month, teachers participate in monthly faculty training on differentiated instructional strategies and the development of differentiated instructional routines in the classroom. Teachers will also be provided time to visit peer classrooms, observe best practices, and build capacity through professional dialogue and feedback. **4**

 S195118

Strategy Rationale

Several members of the leadership team attend monthly district meetings in the CORE subject areas and receive program updates and new strategies. In addition, the faculty and staff continually attend district, IB, and local professional developments that increase teacher understanding of differentiated instruction thereby positively effecting student achievement.

Action Step 1 **5**

Teachers will attend monthly training related to differentiated instruction.

Person Responsible

Robert Hoel

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Evidence of Completion

faculty sign in sheets, lesson plans,

Action Step 2 5

Implement the Teachers Observing Teachers (TOTs) initiative where teachers have an opportunity to observe other teachers implement DI strategies.

Person Responsible

Robert Hoel

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Teacher create notes from the post discussion conference.

Plan to Monitor Fidelity of Implementation of G1.B22.S1 6

The administration will attend all faculty training sessions and complete post observation conversations with the faculty sent for observation.

Person Responsible

Felicia Joseph

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Presentations files and handouts, sign in sheets, feedback reports

Plan to Monitor Fidelity of Implementation of G1.B22.S1 6

The administration will attend all faculty training sessions and complete post observation conversations with the faculty sent for observation.

Person Responsible

Felicia Joseph

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Presentations files and handouts, sign in sheets, feedback reports

Plan to Monitor Effectiveness of Implementation of G1.B22.S1 7

The administration will conduct monthly MTSS meetings to ensure student progress.

Person Responsible

Felicia Joseph

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Data from various sources including district interim assessments and i-Ready program data

G2. We will increase student achievement of at risk students by monitoring Early Warning Indicators. 1

 G070417

G2.B1 Three percent of students miss ten percent or more of instructional time 2

 B183422

G2.B1.S1 Monitor student attendance and provide student service assistance to students with excessive absences. 4

 S195119

Strategy Rationale

An attendance review committee will consist of administration and students services and may be able to offer assistance to families with high absentee rates.

Action Step 1 5

Monitor quarterly attendance reports

Person Responsible

Jacqueline Theriault

Schedule

Quarterly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Quarterly reports

Action Step 2 5

Convene attendance quarterly review committees.

Person Responsible

Jacqueline Theriault

Schedule

On 5/31/2016

Evidence of Completion

Attendance review committee minutes

Action Step 3 5

Provide counseling services for identified students in need.

Person Responsible

Jacqueline Theriault

Schedule

Monthly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Lesson Plans

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

Pulling of reports and monitor the outcomes of the attendance review committee

Person Responsible

Felicia Joseph

Schedule

Quarterly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Meeting Minutes

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

Pulling of reports and monitor the outcomes of the attendance review committee

Person Responsible

Felicia Joseph


Schedule

Quarterly, from 10/30/2015 to 5/31/2016

Evidence of Completion

Review committee minutes

G2.B3 One percent of Middle School students fail two or more courses. 2

 B183424

G2.B3.S1 Monitor student progress quarterly to identify students in need of assistance. 4

 S195120

Strategy Rationale

The student service personnel can assist students find resources that can help them pass a course.

Action Step 1 5

Student service personnel will pull course failure report at the end of each nine weeks and provide counseling to the students failing one or more course.

Person Responsible

Robert Hoel

Schedule

Quarterly, from 10/24/2014 to 6/4/2015

Evidence of Completion

Grade failure report

Action Step 2 5

Study Hall will be offered through the student services department

Person Responsible

Robert Hoel

Schedule

Weekly, from 9/3/2014 to 6/3/2015

Evidence of Completion

Study hall sign in sheets

Action Step 3 5

Academic failure presentations will take place through drama and band classes

Person Responsible

Robert Hoel

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Presentation Notes

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

Administration will meet with student services monthly to discuss progress of students.

Person Responsible

Robert Hoel

Schedule

Quarterly, from 10/24/2014 to 6/4/2015

Evidence of Completion

Report notes

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

Administration will meet with student services monthly to discuss progress of students.

Person Responsible

Robert Hoel


Schedule

Quarterly, from 10/24/2014 to 6/4/2015

Evidence of Completion

Quarterly grade reports.

G2.B4 One percent of students were suspended during the 2014-2015 school year. 2

 B183425

G2.B4.S1 Utilize a progress discipline plan to establish expectations and consequences for student behavior 4

 S195121

Strategy Rationale

A progressive discipline plan allows students opportunities to correct behavior before suspensions occur.

Action Step 1 5

Create a school wide progressive discipline plan

Person Responsible

Robert Hoel

Schedule

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

Evidence of Completion

School wide discipline plan

Action Step 2 5

Conduct Middle School Safety meetings outlining expectations for student behavior

Person Responsible

Schedule

Evidence of Completion

Action Step 3 5

Conduct parent/student orientations to review school wide expectations for behavior

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Pull quarterly suspension reports to monitor serious infractions of the student code of conduct.

Person Responsible

Felicia Joseph

Schedule

Quarterly, from 10/24/2014 to 6/4/2015

Evidence of Completion

Suspension reports

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Pull quarterly suspension reports to monitor serious infractions of the student code of conduct.

Person Responsible

Schedule

Quarterly, from 10/24/2014 to 6/4/2015


Evidence of Completion

Quarterly suspension reports

G3. We increase the number of students interested in STEM related career paths through greater participation in STEM projects and activities. 1

 G070418

G3.B1 Students are unaware of the various STEM activities at Frank C. Martin and STEM programs offered at local high schools. 2

 B183426

G3.B1.S1 Promote the various STEM opportunities at Frank C. Martin and encourage students to participate in STEM related activities 4

 S195122

Strategy Rationale

If students know about STEM related clubs and activities, they will be more inclined to join them and participate.

Action Step 1 5

Advertise and encourage student participation to complete STEM related projects through the district science fair, The Fairchild Challenge, Fifth Grade Exhibition Project, Eighth Grade Community Project, Lego club, Girls Who Code Club, and any other district competitions.

Person Responsible

Felicia Joseph

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Projects, Certificates of participation

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

Monitor entries into STEM competitions, club memberships, and participation in STEM presentations

Person Responsible

Felicia Joseph

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Monitor entries into STEM competitions, club memberships, and participation in STEM presentations

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

Monitor entries into STEM competitions, club memberships, and participation in STEM presentations

Person Responsible

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Monitor entries into STEM competitions, club memberships, and participation in STEM presentations

G4. We will maintain parental involvement at 92% participation for the 2014-2015 school year by working collaboratively with the PTA. **1**

G070419

G4.B1 Parents have various methods of preferred communication regarding school and PTSA related activities. **2**

B183427

G4.B1.S1 The administration will work with PTSA to develop a variety of activities and schedule events at various times for parents to participate in then communicate those activities using a variety of media.

4

S195124

Strategy Rationale

The more options that are offered allows greater opportunity for parents to participate.

Action Step 1 **5**

Develop a monthly calendar that includes school sponsored activities and PTSA sponsored activities and communicate those activities through a variety of social media to ensure it reaches the maximum amount of parents and family members.

Person Responsible

Felicia Joseph

Schedule

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

Evidence of Completion

Monthly Calendar

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

Work with the PTSA to develop activities calendar and volunteer opportunities.

Person Responsible

Felicia Joseph

Schedule

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

Evidence of Completion

PTSA monthly calendar

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

Review the sign in sheets of PTA events to ensure a variety of parents are attending the functions.

Person Responsible

Schedule

Monthly, from 8/13/2014 to 6/3/2015

Evidence of Completion

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.B22.S1.A1	Teachers will attend monthly training related to differentiated instruction.	Hoel, Robert	9/29/2015	faculty sign in sheets, lesson plans,	5/31/2016 monthly
G2.B1.S1.A1	Monitor quarterly attendance reports	Therault, Jacqueline	10/30/2015	Quarterly reports	5/31/2016 quarterly
G2.B3.S1.A1	Student service personnel will pull course failure report at the end of each nine weeks and provide counseling to the students failing one or more course.	Hoel, Robert	10/24/2014	Grade failure report	6/4/2015 quarterly
G2.B4.S1.A1	Create a school wide progressive discipline plan	Hoel, Robert	8/18/2014	School wide discipline plan	6/4/2015 annually
G3.B1.S1.A1	Advertise and encourage student participation to complete STEM related projects through the district science fair, The Fairchild Challenge, Fifth Grade Exhibition Project, Eighth Grade Community Project, Lego club, Girls Who Code Club, and any other district competitions.	Joseph, Felicia	9/29/2015	Projects, Certificates of participation	5/31/2016 monthly
G4.B1.S1.A1	Develop a monthly calendar that includes school sponsored activities and PTSA sponsored activities and communicate those activities through a variety of social media to ensure it reaches the maximum amount of parents and family members.	Joseph, Felicia	8/24/2015	Monthly Calendar	6/9/2016 monthly
G1.B22.S1.A2	Implement the Teachers Observing Teachers (TOTs) initiative where teachers have an opportunity to observe other teachers implement DI strategies.	Hoel, Robert	9/29/2015	Teacher create notes from the post discussion conference.	5/31/2016 monthly
G2.B1.S1.A2	Convene attendance quarterly review committees.	Therault, Jacqueline	10/30/2015	Attendance review committee minutes	5/31/2016 one-time
G2.B3.S1.A2	Study Hall will be offered through the student services department	Hoel, Robert	9/3/2014	Study hall sign in sheets	6/3/2015 weekly
G2.B4.S1.A2	Conduct Middle School Safety meetings outlining expectations for student behavior			one-time	
G2.B1.S1.A3	Provide counseling services for identified students in need.	Therault, Jacqueline	10/30/2015	Lesson Plans	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A3	Academic failure presentations will take place through drama and band classes	Hoel, Robert	9/29/2014	Presentation Notes	6/4/2015 monthly
G2.B4.S1.A3	Conduct parent/student orientations to review school wide expectations for behavior			one-time	
G1.MA1	All students at Frank C. Martin K-8 will complete the i-Ready assessments three times per year and any required district interim assessments.	Joseph, Felicia	9/29/2015	i-Ready reports, district interim assessment periods.	5/31/2016 monthly
G1.B22.S1.MA1	The administration will conduct monthly MTSS meetings to ensure student progress.	Joseph, Felicia	9/29/2015	Data from various sources including district interim assessments and i-Ready program data	5/31/2016 monthly
G1.B22.S1.MA1	The administration will attend all faculty training sessions and complete post observation conversations with the faculty sent for observation.	Joseph, Felicia	9/29/2015	Presentations files and handouts, sign in sheets, feedback reports	5/31/2016 monthly
G1.B22.S1.MA1	The administration will attend all faculty training sessions and complete post observation conversations with the faculty sent for observation.	Joseph, Felicia	9/29/2015	Presentations files and handouts, sign in sheets, feedback reports	5/31/2016 monthly
G2.MA1	Quarterly Reports	Joseph, Felicia	10/30/2015	Quarterly reports	5/31/2016 quarterly
G2.B1.S1.MA1	Pulling of reports and monitor the outcomes of the attendance review committee	Joseph, Felicia	10/30/2015	Review committee minutes	5/31/2016 quarterly
G2.B1.S1.MA1	Pulling of reports and monitor the outcomes of the attendance review committee	Joseph, Felicia	10/30/2015	Meeting Minutes	5/31/2016 quarterly
G2.B3.S1.MA1	Administration will meet with student services monthly to discuss progress of students.	Hoel, Robert	10/24/2014	Quarterly grade reports.	6/4/2015 quarterly
G2.B3.S1.MA1	Administration will meet with student services monthly to discuss progress of students.	Hoel, Robert	10/24/2014	Report notes	6/4/2015 quarterly
G2.B4.S1.MA1	Pull quarterly suspension reports to monitor serious infractions of the student code of conduct.		10/24/2014	Quarterly suspension reports	6/4/2015 quarterly
G2.B4.S1.MA1	Pull quarterly suspension reports to monitor serious infractions of the student code of conduct.	Joseph, Felicia	10/24/2014	Suspension reports	6/4/2015 quarterly
G3.MA1	Monitor entries into STEM competitions, club memberships, and participation in STEM presentations	Joseph, Felicia	9/10/2014	Monitor entries into STEM competitions, club memberships, and participation in STEM presentations	6/3/2015 monthly
G3.B1.S1.MA1	Monitor entries into STEM competitions, club memberships, and participation in STEM presentations		9/29/2015	Monitor entries into STEM competitions, club memberships, and participation in STEM presentations	5/31/2016 monthly
G3.B1.S1.MA1	Monitor entries into STEM competitions, club memberships, and participation in STEM presentations	Joseph, Felicia	9/29/2015	Monitor entries into STEM competitions, club memberships, and participation in STEM presentations	5/31/2016 monthly
G4.MA1	Parent involvement data	Joseph, Felicia	8/13/2014	Parent sign in sheets	6/3/2015 monthly
G4.B1.S1.MA1	Review the sign in sheets of PTA events to ensure a variety of parents are attending the functions.		8/13/2014	Sign In Sheets	6/3/2015 monthly
G4.B1.S1.MA1	Work with the PTSA to develop activities calendar and volunteer opportunities.	Joseph, Felicia	8/24/2015	PTSA monthly calendar	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.B22 23. Limited knowledge and experience on Differentiated Instruction strategies and implementation of strategies in the classroom.

G1.B22.S1 Every month, teachers participate in monthly faculty training on differentiated instructional strategies and the development of differentiated instructional routines in the classroom. Teachers will also be provided time to visit peer classrooms, observe best practices, and build capacity through professional dialogue and feedback.

PD Opportunity 1

Teachers will attend monthly training related to differentiated instruction.

Facilitator

Felicia K. Joseph

Participants

Frank C. Martin Faculty

Schedule

Monthly, from 9/29/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B22.S1.A1	Teachers will attend monthly training related to differentiated instruction.	\$0.00
2	G1.B22.S1.A2	Implement the Teachers Observing Teachers (TOTs) initiative where teachers have an opportunity to observe other teachers implement DI strategies.	\$0.00
3	G2.B1.S1.A1	Monitor quarterly attendance reports	\$0.00
4	G2.B1.S1.A2	Convene attendance quarterly review committees.	\$0.00
5	G2.B1.S1.A3	Provide counseling services for identified students in need.	\$0.00
6	G2.B3.S1.A1	Student service personnel will pull course failure report at the end of each nine weeks and provide counseling to the students failing one or more course.	\$0.00
7	G2.B3.S1.A2	Study Hall will be offered through the student services department	\$0.00
8	G2.B3.S1.A3	Academic failure presentations will take place through drama and band classes	\$0.00
9	G2.B4.S1.A1	Create a school wide progressive discipline plan	\$0.00
10	G2.B4.S1.A2	Conduct Middle School Safety meetings outlining expectations for student behavior	\$0.00
11	G2.B4.S1.A3	Conduct parent/student orientations to review school wide expectations for behavior	\$0.00
12	G3.B1.S1.A1	Advertise and encourage student participation to complete STEM related projects through the district science fair, The Fairchild Challenge, Fifth Grade Exhibition Project, Eighth Grade Community Project, Lego club, Girls Who Code Club, and any other district competitions.	\$0.00
13	G4.B1.S1.A1	Develop a monthly calendar that includes school sponsored activities and PTSA sponsored activities and communicate those activities through a variety of social media to ensure it reaches the maximum amount of parents and family members.	\$0.00
Total:			\$0.00