Thomas Jefferson Middle School

2015-16 School Improvement Plan

Thomas Jefferson Middle School

525 NW 147TH ST, Miami, FL 33168

http://jefferson.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

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

*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

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

Thomas Jefferson Middle School provides a safe and caring learning environment that meets the needs of all students. Through the cooperative effort of staff, parents and the community, students are empowered to become successful life-long learners and productive citizens.

Provide the school's vision statement

Thomas Jefferson Middle School's vision is such that all students can compete in a global economy.

School Environment

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

The instructional staff places emphasis on the history of Haitian Americans, Hispanics and African Americans throughout the year and especially during the designated celebratory months. Through plays, school-wide assemblies, fetes, computer based instruction, movies and the public announcement system, students are exposed to how multi-culturally diverse the school population is and learn to appreciate its diversity. Additionally, students visit nursing homes and are given the opportunity to converse with the elderly and learn about their culture. Our school has infused the history of the Holocaust, women's contributions, and the sacrifices of veterans as applicable to appropriate grade levels and has also instituted the Cultural Diversity Club. Furthermore, cultural activities are embedded within the curriculum and daily course work through reading selections and other assignments.
Student and teacher relationships are built by displaying mutual respect in the classroom. Students, parents and teachers also have the opportunity to meet weekly as a team for further relationship building. Clear guidelines are established, beginning the first day of school, to set a positive tone and clarify the values that will guide interpersonal interaction between students and teachers. Professional development opportunities at the school and district levels and collegial support are made available to teachers who need help in devising methods and structures for expanding positive interpersonal interactions in the classroom.

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

The school employs three full-time security monitors who are vigilant at their assigned posts throughout the school day beginning at 8:00 a.m. to 4:00 p.m.; security cameras are installed throughout the building. Our school provides counseling services via our on campus counselor as well as outside agencies. The counselor often has small focused group counseling. Communities in Schools encourages students to contact the Switch Board of Miami 741741 text line if they need assistance at anytime of the day or night.
Likewise, peer counselors are an integral part of our school community. Peer counselors help in creating a positive, caring and supportive school community by listening and being friendly to those students that need a friend. They provide academic and other support` to peers and get help from counselors or others for problems their peers may be experiencing. Peer counselors also help other students get involved in positive school activities.
Adults on the school grounds make clear the expectations of the school and the district regarding bullying, cyber bullying, harassment and civil rights policies. Instructional and non-instructional staff

are expected to model acceptable interpersonal behavior and are given instructions for reporting violations to the administration and the school resource officer if needed. Moreover, professional development opportunities are available for teachers in effective classroom management and in effectively addressing disrespectful comments and correcting this misbehavior.

Both students and parents were provided a Parent/Student Handbook that clearly delineates safety procedures before, during and after school. The administrative team works in tandem with all stakeholders to ensure a safe environment.

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

The school has an established discipline committee that periodically reviews disciplinary expectations. Teachers use the student warning system as a first line of communication to redirect student misbehavior. Teachers may contact parents and refer students to the counselor, social worker and/or administrators. Teachers are encouraged to attend classroom management strategies workshops and regularly employ differentiated instruction to meet student needs.Teachers provide immediate and positive feedback to students. Our school regularly recognizes students who have good conduct during quarterly assemblies. Students get to participate in ice cream socials and field trips. Students who display exemplary conduct may be selected by team members and their photographs are posted in the Main Hallway. During team meetings, parents, teachers, and students review student behavior and academic progress. Students may be placed on a daily progress report. Additionally, students may be referred to the Response To Intervention (RTI) process if behavior is consistently unsatisfactory.

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 school has a well established 5000 Role Model of Excellence Project whose mission is to intervene in the lives of at-risk boys in order to provide them with alternatives that will lead them away from lives of crime and violence or marginalization. Similarly, Brains and Beauty Girls Club (B.a.B.) is an organization which promotes the empowerment and well-being of young women. It focuses on positive decision making, building self esteem and reinforcing the importance of excelling in school. We are staffed with a counselor, social worker, psychologist and team leaders who provide differentiated delivery of services based on student/school need. Along with these individuals, Communities In School also provide on and off campus intervention services to students. Our grade level teams meet weekly to discuss students with barriers to academic and social success.

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

Parents of students who are absent from school are called daily using the school's automated calling system. After the third absence from classes, teachers are encouraged to make parent contact. The Daily Attendance Bulletin is used to track students absences and suspensions. Also, the Integrated Student Information System (ISIS) automatically generates truancy letters for students with 3 or more unexcused absences. The school's social worker sends truancy letters via homeroom teacher or via United States Post Office which is followed by a call home. When a student reaches 15 unexcused absences within a 90 calendar day period, a truancy packet is completed. The social worker makes several attempts to curb the attendance problem and flag the student. Interventions during this phase

include individual counseling, home visits, truancy meetings, and resources specific to the families' needs. A minimum of 3 services will be provided to each student.

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
	6	**7**	**8**	
Attendance below 90 percent	1	16	10	27
One or more suspensions	17	22	18	57
Course failure in ELA or Math	5	10	20	35
Level 1 on statewide assessment	9	114	116	239

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

Indicator	Grade Level			Total
	6	**7**	**8**	
Students exhibiting two or more indicators	6	59	61	126

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

Students who are identified by the early warning system are assisted using the following intervention strategies:
1. Team meetings are scheduled to problem-solve and create action plans.
2. Students are able to utilize computer based and non-computer based programs such as Insides, Read 180, Imagine Learn, Teen Biz for English Language Arts/Reading and Gizmos, Carnegie, iReady and Reflex for Mathematics.
3. Students are referred to counseling: school based counselor, social worker and community agencies. Family counseling is recommended when needed.
4. Students are tutored by peer counselors.
5. Students are encouraged to participate in after school tutoring provided by teachers or outside agencies.
6. Students are provided with the Dial-a-Teacher Help Line which is available Monday-Thursday from 5 p.m.- 8 p.m. where students can get academic assistance from certified teachers.

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/187348.

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

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

The counselor, Parent Teacher Student Association (PTSA), the Educational Excellence School Advisory Council (EESAC) and administrators are in contact with community partners. We conduct resource fairs where community partners are invited to share information with parents and staff members. Partners are encouraged to participate in EESAC and PTSA meetings and are important stakeholders in the process. Collaboration with partners involves meeting and planning and their services are used to varying degrees to address various educational, psychological, health, and social concerns, including substance abuse, job training, teen pregnancy, juvenile probation, child and family welfare, and housing. Partners are also invited to our annual Career Fair where students are exposed to the diversity of the world of work and the importance of understanding the relationship between school performance and future choices.
The following community agencies are available to work with our school community:
1. Jackson Medical and Financial Services
2. VITAS Children Bereavement Center
3. Project Upstart
4. Amerigroup
5. First Investors Corporation
6. Florida International University Collegiate Educational Talent Search (ETS) and Upward Bound Mathematics Science Program (UBMS)
7. African Heritage Cultural Arts Center
8. Center for Family and Children
9. Metro Dade Juvenile Assessment Center (JAC)
10. Upward Bound Mathematics and Science
11. North Miami Beach Community Health Center
12. AIG Financial Network
13. The Parent Academy
We share with partners that we work together to achieve better outcomes for all students and their families. We know that systemic changes are possible as we work together, and we value each partner's assets and contributions.For agencies, connection with schools is seen as providing better access to families and youth, creating an opportunity to reach and have an impact on hard-to-reach clients.

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
Atkins, Robin	Principal
Nathan, John	Assistant Principal
Chiles, Luis	Guidance Counselor
Harris, Gina	Teacher, K-12
Houston, Dawn	Teacher, ESE
Sleight, Eulalee	Teacher, K-12
Sterling, John	Teacher, K-12
Aristide, Bloniva	Instructional Coach
Cadet-Smoak, Cynthia	Teacher, K-12
Macajoux, Roxan	Instructional Coach
Clinch, Tanya	

Duties

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

Principal – Robin Atkins
The principal provides a comprehensive assessment plan that includes data-based decision making, assist in identifying early intervention strategies to address academic problems, ensures the Multi-tier System of Supports (MTSS) course of action is implemented by the school-based team, formulates a staff development plan to train teachers in using data for making instructional decisions using the MTSS process, allocates resources to ensure that they are implemented with fidelity to support MTSS implementation and effectively communicates the vision, plans and activities of the MTSS method to all stakeholders.
Assistant Principal – John Nathan
The assistant principal guarantees that school site stakeholders are implementing the MTSS process, monitors implementation and intervention support, conducts assessments of MTSS efforts, facilitates adequate professional development to support implementation, ensures commitment and allocate resources and addresses evidence based interventions to ensure they are implemented with fidelity to support MTSS implementation.
Select General Education Teachers – Gina Harris, John Sterling and Eulalee Sleight
Teachers provide information on the improvement of instruction to students based on core instructional and behavioral methodologies, facilitates the delivery of core instruction and behavioral methodologies, identifies staff members to implement supplemental instruction and interventions as well as intensive instructional and/or behavioral interventions that are in alignment with the MTSS process, and collects data to address the identified needs of students.
Instructional Coaches: Reading, Blonivia Aristide; Mathematics, Roxan Macajoux
The instructional coaches assist with and facilitate professional development, analyze and evaluate student data, identify early intervention strategies, monitor the mastery of skills, implement evidenced-based intervention strategies, develop and evaluate content standards, review curriculum and align it with the standards, monitor teacher effectiveness for the delivery of instruction, identify trend data to determine the greatest needs of improvement and collaborate with staff to implement core, supplemental and intensive instructional and behavioral interventions.
School Psychologist – Joseph LaForest
The school psychologist conducts, interprets and analyzes data to facilitate intervention plans, facilitates data based decisions making and enhances problem solving strategies to promote continuous improvement.
Speech Language Pathologist – Stefanie Kight

The speech language pathologist asseses and identifies the needs of students as it pertains to language
skills, provides professional development to staff as it relates to the role of language skills in the curriculum and analyzes data to assist in the implementation of appropriate instructional programs.
Special Education Department Chairperson – Dawn Houston
The special education teacher provides information on the improvement of instruction to SPED students based on core instructional and behavioral methodologies, facilitates the delivery of core instruction and behavioral methodologies, identifies staff members to implement supplemental instruction and interventions as well as intensive instructional and/or behavioral interventions in accordance with the students' IEP, thus, in alignment with the MTSS process and collects data to address the identified needs of students.
Student Services Personnel – Luis Chiles
The student services personnel problem solves and identifies prevention and early intervention strategies for student success through a collaborative action process, provides training targeted to increase students' performance, collaborates with school staff in developing interventions to address chronic attendance issues, dropout prevention and coordinates and facilitates family access to services in the community to improve the student's academic, social and emotional well-being.
The MTSS Leadership Team will hold bi-weekly meetings. The meetings will focus on raising and sustaining student achievement by providing professional development to teachers and support staff and examining instructional practices that address the targeted needs of our students. The team will engage in the following activities: examine assessment data to make instructional decisions, review professional development plans based on assessment data, review the implementation plans of Tier 1, Tier 2, and Tier 3 in order to examine their effectiveness, identify systematic patterns of student needs and implement the appropriate intervention strategies and resources. The team will also evaluate and identify students that have mastered skills as well as those students that have the potential to regress, monitor teacher effectiveness, share "best practices", review curricula, and identify trend data to determine the greatest needs for improvement.

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

Thomas Jefferson's data-based problem solving processes for the implementation and monitoring of the SIP and MTSS is the school-wide implementation of the Florida Continuous Improvement Model (FCIM) and the Multi-Tiered Support System/Response to Intervention (MTSS/RtI). The revision of the Instructional Focus Calendar by content area will be provided to teachers after every school-wide assessment in order to prioritize the skills that need to be re-taught during small and/or whole group instruction. After each major assessment, teachers will be provided with their data to monitor student progress and differentiate instruction (DI) to target benchmarks and skills in need of improvement. All teachers will be provided with reading strategies to utilize in their classrooms in order to provide support for students. The coaches/department chairperson will meet with teachers during scheduled Department and Grade Level Meetings and model how to implement various reading strategies within the classroom. In addition, instructional coaches will provide professional development activities during weekly morning meetings, early release and Professional Development Days. Immediately following school-wide assessments, the principal will conduct data chats with teachers in order to identify students' areas of strengths, as well as opportunities for improvement on selected benchmarks. Teachers strategically design differentiated instruction based on the most current data identifying benchmarks that needed support. School site professional development activities will be conducted based on assessment data to align curriculum and instruction with instructional strategies and practices.
Teachers participate in weekly mini professional development activities during AM meeting sessions.

During these sessions the coaches will model effective strategies for teachers, design and deliver professional development, monitor progress and analyze student data. The professional development activities will align diagnostic and assessment data with curriculum.

Services are provided at Thomas Jefferson Middle School to ensure students requiring additional remediation are assisted through extended learning opportunities through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum coaches develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies, assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development and provide support for assessment and implementation monitoring.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robin Atkins	Principal
Phyllis Kirkland	Teacher
Tanya Clinch	Teacher
Janice Hoover	Teacher
John Sterling	Teacher
Evelyne Baille	Education Support Employee
Eulalee Sleight	Teacher
Dwayne Turner	Education Support Employee
Debra Kelly	Education Support Employee
Adrienne Johnson	Parent
Derrick Mitchell	Student
Zaviyah Teague	Student
Jessica Alvarado	Student
Chimene Garrison	Business/Community
Gabriela Manon	Business/Community
Sandra Hawkins	Business/Community
Janice Hoover	Teacher
Catheeta Stingley	Parent
Darlyne Kancel-Alcin	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

Members of EESAC were invited to participate in the initial draft of the SIP. Copies were provided to all members, and members were encouraged to read the SIP in its entirety. Members met, reviewed the document and suggested changes. EESAC members were reminded that the SIP is a fluid document. Updates of the SIP were presented to EESAC members at each meeting.

Development of this school improvement plan

The School Advisory Council (SAC) will assist and support in the preparation and implementation of the School Improvement Plan. Furthermore, the School Advisory Council will discuss the progress of the School Improvement Plan.

Preparation of the school's annual budget and plan

During the Opening of School Meeting, the principal presented an overview of the school's budget to include surplus statuses, teacher supplements, new instructional equipment, interventionists and tutorial services. The principal presented the non-restoration of positions such as science coach and media specialists. The principal will present an update of the budget periodically.

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

School Improvement Fund expenditures were as follows:
$500.00---------Red Ribbon Week, Honor Roll and Perfect Attendance Incentives
$1336.00-------Additional Student Incentives

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
Atkins, Robin	Principal
Nathan, John	Assistant Principal
Sterling, John	Teacher, K-12
Chiles, Luis	Guidance Counselor
Harris, Gina	Teacher, K-12
Houston, Dawn	Teacher, ESE
Sleight, Eulalee	Teacher, K-12
Jones, Jo Ann	Teacher, K-12
Clinch, Tanya	Teacher, K-12
Macajoux, Roxan	Instructional Coach
Aristide, Bloniva	Instructional Coach
Cadet-Smoak, Cynthia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT will be to improve literacy instruction across disciplines and grade levels by examining instructional practices, providing on-going data to staff regarding existing student literacy skills, levels and needs, providing professional development opportunities that targets student rigor and instructional practices, monitoring school-wide student achievement and incorporating effective instructional strategies to sustain and raise student achievement. The team promotes and supports literacy through professional development, coaching and/or modeling, addressing scheduling concerns, and providing instructional and student resources and materials.

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 teachers participate in weekly Grade Level Team Meetings and Departmental Meetings. The Master Schedule was designed for teachers to have common planning when possible. Student improvement is monitored and instruction is adjusted based on the student needs and information shared during the collaboration process.

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

The school participates in job fairs and utilizes members of the Leadership Team to engage in the interview process in order to expedite the identification of the most talented instructional applicants. The administrators assist all applicants in the hiring process to reduce the length of the hiring process and increase instructional time. Subject area test tutorials are offered by the district for instructional staff teaching out-of-field and/or who are not highly qualified. Teachers are required to attend the district tutorial sessions and subsequently register for and take the Florida Teacher Certification Exams by the conclusion of the school year.

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

First year teachers participate in the district's Mentoring and Induction for New Teachers (MINT) Program for newly hired teachers. MINT ensures that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students, and begin a process of lifelong learning and professional growth.Teachers receive a mentor support team, staff development opportunities, observations, conferences and formative feedback. Thomas Jefferson Middle School does not have any new teachers for the 2015-2016 School Year.

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

Most programs and materials used by the school are those that are adopted and supported by the district. For other supplemental materials, teachers along with their instructional coaches and/or department chairpersons unpack the Florida Standards, plan and discuss as they select appropriate materials for instruction.

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

Data analysis is a critical part of the process to provide for the diverse needs of students.Data chats are conducted with the administrators, coaches and teachers and subsequently with the students and teachers. Teachers collaborate and create units of study based on the current data. Progress is monitored at the class and grade level. ESE students receive assistance via the push-in method. We utilize the RTI Process and use differentiate instruction on a regular basis.Teachers are also provided with classroom libraries and materials for small group instructions. All Level I and Level II students in Reading are placed in Intensive Reading classes.

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:

Strategy Description: Common planning sessions take place three days per week during the A.M. meeting time. Additionally, teachers participate in district mandated Early Release activities, as well as district wide Professional Development Days. Students are scheduled into Intensive Reading and Mathematics courses, as well as enrichment debate classes. Interventionists will also service selected students in reading, mathematics and writing.

Strategy Rationale

Teacher collaborative planning will ensure smooth and consistent delivery of instructions. Teachers have the opportunity to share "best practices " with their colleagues. Additional tutorial sessions increase instructional time for students.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Atkins, Robin, pr6281@dadeschools.net

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

Data is analyzed through each of the following: EESAC, Leadership Team, Administration/ Instructional Coaches to teachers, teachers to students, student self-reflection, teacher self-reflection, Subject Area Department Meetings and District Data Meetings.

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 counselor and other members of the articulation team meet with staff of incoming students and outgoing students to address student needs. Incoming students are peered with peer counselors.

Peer counselors give students a tour of the school and direct them to their classes. Incoming students are told that they can seek assistance from peer counselors when needed.

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

The implementation of ConnectEDU, the college and career planning platform designed to assist students in managing the required career plan online is utilized. Additionally, Career and Magnet Fairs are scheduled to expose students to a plethora of career strands.

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

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

N/A This section is required for schools with grades 9, 10, 11 or 12.

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

N/A

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:

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.   Increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

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

🔍 G070736

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	60.0
AMO Reading - All Students	60.0
FCAT 2.0 Science Proficiency	44.0
FAA Writing Proficiency	48.0

Resources Available to Support the Goal 2

- Core - (6-8 ELA/ESOL) McDougal Littell Literature; (6-8 IR) (6-8 ESOL Developmental Language Arts) National Geographic Cengage Inside Supplemental - FSA Item Specifications grades (6-8 ELA), (6-8) McDougal Littell Classzone, CPALMS, NBC Learners, and Discovery Education; (6-8 IR) Myngconnect components, (6-8 IR +) Scholastic Dashboard and SAM, (6-8 ELL Development Language Arts) Achieve 3000, Imagine Learning

- Core: McGraw Hill Education, Florida Math (Grades 6-8); Ready Florida MAFS Curriculum Associates (Grades 6-8); iPrep Math Only-Carnegie Learning Mathia/Cognitive Tutor software and Worktext Grades 6-8, Algebra I and Geometry Supplemental: I-Ready (6-8); Gizmos (6-8); Explore Learning Reflex (6-8); Edgenuity MAFS Digital Resources (6-8); Algebra Nation 6-8); Khan Academy (6-8); Illustrative Mathematics items, Unwrapping the Standards template

- Core- 6-8: Pearson Interactive Science - Florida, Course 1, 2, and/or 3, Physical Science Honors-CPO, Foundations of Physical Science Supplemental Gizmos (6-8), BYOD Resources (6 – 8, Phys Sci Honors) http://science.dadeschools.net/byod/byod_students_ms.html , Discovery Education, NBC Learn, PBS Learning Media, Florida ACHIEVES FCAT Explorer/ FOCUS http://www.fcatexplorer.com/ , CPALMS, PowerMyLearning, Scholastic Study Jams, Edgenuity: Miami-Dade Comprehensive Science Program (6-8), Khan Academy (6-8) Supplemental Resources in Pacing Guides (6-8, Physical Science Honors), Baseline and/or Interim Assessments grade 8, Quarterly Science Benchmarks Assessments (QSBA) in ThinkGate (6-7, Physical Science Honors), District developed Unit Assessments uploaded in ThinkGate found under District Assessments (6-8), Instructional Resources: Benchmark Review- http://science.dadeschools.net/middleSchool/InstructionalResoucesMS.html , Science Fair, SECME, NSTA: Formative Assessment Probes, Dream in Green, Fairchild Challenge, MAST Outreach (Weather on Wheels, LandSharc), EarthEcho International

- Civics 7th grade adopted 2012-2013 Online Digital and Student/Teacher Edition Print, Discovery Education (6-8), NBC Learn (6-8), Department of Social Sciences website and Technology Resources

Targeted Barriers to Achieving the Goal 3

- Limited evidence of deep strategic planning using the backwards design process to move students toward mastery of the standards.

- Limited evidence of deep planning for instruction of the Mathematics Florida Standards (MAFS): Planning for the Plan

- Limited retention of 6th and 7th grade content.

- Adequate use of technology to maximize student engagement and instructional delivery.

Plan to Monitor Progress Toward G1. `8`

Data from Interim Tests and formative assessments

Person Responsible
Robin Atkins

Schedule
Weekly, from 9/28/2015 to 6/3/2016

Evidence of Completion
Students' notable progress in all areas being assessed

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. Increase student achievement by improving core instruction in all content areas. 1

🔑 G070736

G1.B1 Limited evidence of deep strategic planning using the backwards design process to move students toward mastery of the standards. 2

🔑 B184335

G1.B1.S1 Incorporate a structure for collaborative planning to include unpacking standards, develop end products and resources that moves students toward mastery. 4

🔑 S195876

Strategy Rationale

Provide students with the opportunity to think critically, develop a conceptual understanding of the Language Arts Florida standards (LAFS) and utilize their skills and knowledge in a relevant context.

Action Step 1 5

Introduce action plan to leadership team.

Person Responsible

Robin Atkins

Schedule

Daily, from 9/25/2015 to 9/25/2015

Evidence of Completion

Agenda and Sign in sheet

Action Step 2 `5`

Leadership will introduce plan and strategy to individual departments.

Person Responsible

Bloniva Aristide

Schedule

Daily, from 9/25/2015 to 9/25/2015

Evidence of Completion

Agenda and Sign in Sheet

Action Step 3 `5`

Work with teachers to develop Instructional focus calendar.

Person Responsible

Bloniva Aristide

Schedule

Daily, from 9/29/2015 to 9/29/2015

Evidence of Completion

Instructional Focus Calendar

Action Step 4 `5`

Conduct three collaborative planning sessions focusing on standards based planning utilizing the Language Arts Florida Standards Item Specifications to identify the learning target according to the rigor and expectations of the Language Arts Florida Standards(LAFS).

Person Responsible

Bloniva Aristide

Schedule

Quarterly, from 10/16/2015 to 10/16/2015

Evidence of Completion

Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations

Action Step 5 `5`

Design lessons with the effective use of the LAFS Item Specifications to address conceptual understanding and to meet the expectations of the content standard's cognitive complexity level. Implement designed lessons during instruction.

Person Responsible

Bloniva Aristide

Schedule

Weekly, from 1/22/2016 to 1/22/2016

Evidence of Completion

Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations

Action Step 6 `5`

Implement coaching cycles with teachers in need of support.

Person Responsible

Bloniva Aristide

Schedule

Daily, from 1/22/2016 to 1/22/2016

Evidence of Completion

Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations

Action Step 7 `5`

Conduct walk-throughs by the Administrative Team to monitor the implementation of lessons utilizing the LAFS Item Specifications and Webb's DOK to address conceptual understanding and meet the expectations of the content standard's cognitive complexity level.

Person Responsible

Robin Atkins

Schedule

Monthly, from 1/22/2016 to 1/22/2016

Evidence of Completion

Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations

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

Administrators will conduct frequent classroom observations and will review teacher lesson plans.

Person Responsible

Robin Atkins

Schedule

Daily, from 9/28/2015 to 6/3/2016

Evidence of Completion

Notes from administrators' classroom observations Administrators' schedule of classroom observations

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

Administrators will evaluate lesson plans and observe instruction in order to ensure that the strategies are addressed effectively in daily instruction. Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment).

Person Responsible

Robin Atkins

Schedule

Weekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Student work samples.

G1.B2 Limited evidence of deep planning for instruction of the Mathematics Florida Standards (MAFS): Planning for the Plan 2

🔧 B184336

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

🔧 S195877

Strategy Rationale

In-depth planning will ensure that all essential topics are covered to the rigorous complexity levels outlined by the MAFS.

Action Step 1 5

Conduct three collaborative planning sessions for common grade level, course-alike teams focusing on standards based planning utilizing the Mathematics Florida Standards Item Specifications to identify the learning target according to the rigor and expectations of the Mathematics Florida Standards(MAFS).

Person Responsible

Roxan Macajoux

Schedule

Biweekly, from 9/25/2015 to 10/16/2015

Evidence of Completion

Sign-in sheet, agenda, training materials and resources provided (i.e. presentation Power Point and materials).

Action Step 2 5

Design lessons with the effective use of the MAFS Item Specifications to address conceptual understanding with the infusion of Inquiry Labs and hands-on activities to meet the expectations of the content standard's cognitive complexity level. Implement designed lessons during instruction.

Person Responsible

Roxan Macajoux

Schedule

Monthly, from 9/25/2015 to 1/22/2016

Evidence of Completion

Administrative Leadership walk-through notes/logs.

Action Step 3 `5`

Implement coaching cycles with teachers in need of support.

Person Responsible

Roxan Macajoux

Schedule

Weekly, from 9/25/2015 to 1/22/2016

Evidence of Completion

Coaching log, coaching calendar

Action Step 4 `5`

Conduct walk-throughs by the Administrative Team to monitor the design of lessons utilizing the MAFS Item Specifications and Webb's DOK to address conceptual understanding with the infusion of Inquiry Labs and hands-on activities to meet the expectations of the content standard's cognitive complexity level.

Person Responsible

Robin Atkins

Schedule

Quarterly, from 9/25/2015 to 1/22/2016

Evidence of Completion

Administrative Leadership walk-through notes/logs.

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

Administrative Leadership walk-through notes/logs. Teaches will design lessons that effectively use the MAFS Item Specifications in conjunction with engaging inquiry labs and hands-on activities that meet the expectations of the content standard complexity levels.

Person Responsible

Robin Atkins

Schedule

Daily, from 8/20/2015 to 5/27/2016

Evidence of Completion

Formative assessments, Topic Benchmark Assessments and District Midyear Interim, Summative assessments - 2015-2016 FSA Mathematics Assessment.

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

Daily walkthroughs in classrooms to observe instruction to ensure that applicable real world application problems are being infused and utilized in daily lessons that addressed the MAFS standards. Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment).

Person Responsible

Robin Atkins

Schedule

Daily, from 8/20/2015 to 5/27/2016

Evidence of Completion

Results from student assessments, quizzes, and student sample work.

G1.B3 Limited retention of 6th and 7th grade content. `2`

🔍 B184337

G1.B3.S1 Implement activities that provide a basis for observations, data collection, reflection, and analysis of events and phenomena that allow students to generate authentic questions and conclusions from their experiences that connect previous knowledge to current applications. `4`

🔍 S195878

Strategy Rationale

Will allow students to think critically.

Action Step 1 `5`

Introduce action plan to leadership team.

Person Responsible

Robin Atkins

Schedule

Daily, from 9/21/2015 to 9/25/2015

Evidence of Completion

Agenda and sign in sheet.

Action Step 2 `5`

Introduce the plan and strategy to the department by the leadership team.

Person Responsible

John Sterling

Schedule

Daily, from 9/21/2015 to 9/25/2015

Evidence of Completion

Agenda and sign in sheet.

Action Step 3 `5`

Plan and implement inquiry-based, hands-on, laboratory activities incorporating the Florida Standards that are aligned to the current pacing guide and NGSSS, and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Person Responsible

John Nathan

Schedule

Monthly, from 8/31/2015 to 1/22/2016

Evidence of Completion

Lesson plans incorporating inquiry based activities, student work including writing about results and experiences.

Action Step 4 `5`

Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by the Florida Standards.

Person Responsible

John Nathan

Schedule

Monthly, from 9/28/2015 to 1/22/2016

Evidence of Completion

Lab reports with completed CERs

Action Step 5 `5`

Science teachers and liason to attend coaching academy, content and pacing PD for the middle school level and share best practices and strategies with the other science teachers.

Person Responsible

John Sterling

Schedule

Daily, from 9/28/2015 to 1/22/2016

Evidence of Completion

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

Action Step 6 `5`

Disaggregate and analyze assessment results to focus and/or adjust instruction including Differentiated Instruction and monitor student progress through data chats and use Edgenuity to remediate individual student benchmark needs and continue to encourage fidelity of usage by providing incentives for successful completion of benchmark modules.

Person Responsible

John Sterling

Schedule

On 1/22/2016

Evidence of Completion

Data binders, DI groups in lesson plans, Edgenuity reports

Action Step 7 `5`

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

Person Responsible

John Nathan

Schedule

On 1/22/2016

Evidence of Completion

Lesson plans, student work samples, Interactive Science Notebooks, assessments, and inquiry activities.

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

Inquiry-based, hands-on, and laboratory activities that incorporate the Florida Standards and are aligned to the current pacing guide and NGSSS, that allow students to make connections to real-life experiences, and explain and write about their results and their experiences will be monitored for fidelity by the administrators during weekly walkthroughs, and common planning sessions.

Person Responsible

Robin Atkins

Schedule

On 1/22/2016

Evidence of Completion

Lesson plans, student work samples, Interactive Science Notebooks, assessments, and inquiry activities.

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

Teachers will review student data to organize students into homogeneous groups in order to address their needs. The instruction within each group and material used will be evaluated by the teacher to determine effectiveness. Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment).

Person Responsible

John Nathan

Schedule

Weekly, from 9/21/2015 to 1/22/2016

Evidence of Completion

Graded student sample work, quizzes, and summative assessments

G1.B4 Adequate use of technology to maximize student engagement and instructional delivery. `2`

B184338

G1.B4.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. `4`

S195879

Strategy Rationale

Engaging activities will promote learning.

Action Step 1 `5`

Share best-practices on gradual release instructional framework, including integration of technology, during common planning and/or department meetings.

Person Responsible

Cynthia Cadet-Smoak

Schedule

Weekly, from 8/31/2015 to 4/29/2016

Evidence of Completion

Department meeting agenda and/or teacher lesson plans

Action Step 2 `5`

Common Planning structures need to be redefined to incorporate the use of data to drive instruction.

Person Responsible

Cynthia Cadet-Smoak

Schedule

Monthly, from 10/7/2015 to 5/27/2016

Evidence of Completion

Support logs , teacher's pacing guides and lesson plans and student work folders

Action Step 3 `5`

Gradual release is being adhered to and effective planning is evident.

Person Responsible

Robin Atkins

Schedule

Weekly, from 8/24/2015 to 5/20/2016

Evidence of Completion

Teacher lesson plans and student work folders

Action Step 4 `5`

Administration will monitor the effective use of tablets.

Person Responsible

John Nathan

Schedule

Weekly, from 8/31/2015 to 5/20/2016

Evidence of Completion

Conduct weekly classroom walkthroughs to ensure proper usage.

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

Classroom observations to ensure effective implementation

Person Responsible

Robin Atkins

Schedule

Daily, from 8/24/2015 to 5/27/2016

Evidence of Completion

Administrator log of observations

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

Effectively utilize technology on a daily basis to adequately facilitate research based learning and project development. Consistent usage of other learning resources and/or modalities identified during ongoing professional development, department meetings, and instructional monitoring.

Person Responsible

Robin Atkins

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Student data on formative and summative assessments

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	Introduce action plan to leadership team.	Atkins, Robin	9/25/2015	Agenda and Sign in sheet	9/25/2015 daily
G1.B2.S1.A1	Conduct three collaborative planning sessions for common grade level, course-alike teams focusing on standards based planning utilizing the Mathematics Florida Standards Item Specifications to identify the learning target according to the rigor and expectations of the Mathematics Florida Standards(MAFS).	Macajoux, Roxan	9/25/2015	Sign-in sheet, agenda, training materials and resources provided (i.e. presentation Power Point and materials).	10/16/2015 biweekly
G1.B3.S1.A1	Introduce action plan to leadership team.	Atkins, Robin	9/21/2015	Agenda and sign in sheet.	9/25/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Share best-practices on gradual release instructional framework, including integration of technology, during common planning and/or department meetings.	Cadet-Smoak, Cynthia	8/31/2015	Department meeting agenda and/or teacher lesson plans	4/29/2016 weekly
G1.B1.S1.A2	Leadership will introduce plan and strategy to individual departments.	Aristide, Bloniva	9/25/2015	Agenda and Sign in Sheet	9/25/2015 daily
G1.B2.S1.A2	Design lessons with the effective use of the MAFS Item Specifications to address conceptual understanding with the infusion of Inquiry Labs and hands-on activities to meet the expectations of the content standard's cognitive complexity level. Implement designed lessons during instruction.	Macajoux, Roxan	9/25/2015	Administrative Leadership walk-through notes/logs.	1/22/2016 monthly
G1.B3.S1.A2	Introduce the plan and strategy to the department by the leadership team.	Sterling, John	9/21/2015	Agenda and sign in sheet.	9/25/2015 daily
G1.B4.S1.A2	Common Planning structures need to be redefined to incorporate the use of data to drive instruction.	Cadet-Smoak, Cynthia	10/7/2015	Support logs , teacher's pacing guides and lesson plans and student work folders	5/27/2016 monthly
G1.B1.S1.A3	Work with teachers to develop Instructional focus calendar.	Aristide, Bloniva	9/29/2015	Instructional Focus Calendar	9/29/2015 daily
G1.B2.S1.A3	Implement coaching cycles with teachers in need of support.	Macajoux, Roxan	9/25/2015	Coaching log, coaching calendar	1/22/2016 weekly
G1.B3.S1.A3	Plan and implement inquiry-based, hands-on, laboratory activities incorporating the Florida Standards that are aligned to the current pacing guide and NGSSS, and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.	Nathan, John	8/31/2015	Lesson plans incorporating inquiry based activities, student work including writing about results and experiences.	1/22/2016 monthly
G1.B4.S1.A3	Gradual release is being adhered to and effective planning is evident.	Atkins, Robin	8/24/2015	Teacher lesson plans and student work folders	5/20/2016 weekly
G1.B1.S1.A4	Conduct three collaborative planning sessions focusing on standards based planning utilizing the Language Arts Florida Standards Item Specifications to identify the learning target according to the rigor and expectations of the Language Arts Florida Standards(LAFS).	Aristide, Bloniva	10/16/2015	Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations	10/16/2015 quarterly
G1.B2.S1.A4	Conduct walk-throughs by the Administrative Team to monitor the design of lessons utilizing the MAFS Item Specifications and Webb's DOK to address conceptual understanding with the infusion of Inquiry Labs and hands-on activities to meet the expectations of the content standard's cognitive complexity level.	Atkins, Robin	9/25/2015	Administrative Leadership walk-through notes/logs.	1/22/2016 quarterly
G1.B3.S1.A4	Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by the Florida Standards.	Nathan, John	9/28/2015	Lab reports with completed CERs	1/22/2016 monthly
G1.B4.S1.A4	Administration will monitor the effective use of tablets.	Nathan, John	8/31/2015	Conduct weekly classroom walkthroughs to ensure proper usage.	5/20/2016 weekly
G1.B1.S1.A5	Design lessons with the effective use of the LAFS Item Specifications to address conceptual understanding and to meet	Aristide, Bloniva	1/22/2016	Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations	1/22/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	the expectations of the content standard's cognitive complexity level. Implement designed lessons during instruction.				
G1.B3.S1.A5	Science teachers and liason to attend coaching academy, content and pacing PD for the middle school level and share best practices and strategies with the other science teachers.	Sterling, John	9/28/2015	Agendas showing the sharing of content and strategies from the science PDs in department and common planning meeting agendas.	1/22/2016 daily
G1.B1.S1.A6	Implement coaching cycles with teachers in need of support.	Aristide, Bloniva	1/22/2016	Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations	1/22/2016 daily
G1.B3.S1.A6	Disaggregate and analyze assessment results to focus and/or adjust instruction including Differentiated Instruction and monitor student progress through data chats and use Edgenuity to remediate individual student benchmark needs and continue to encourage fidelity of usage by providing incentives for successful completion of benchmark modules.	Sterling, John	9/28/2015	Data binders, DI groups in lesson plans, Edgenuity reports	1/22/2016 one-time
G1.B1.S1.A7	Conduct walk-throughs by the Administrative Team to monitor the implementation of lessons utilizing the LAFS Item Specifications and Webb's DOK to address conceptual understanding and meet the expectations of the content standard's cognitive complexity level.	Atkins, Robin	1/22/2016	Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations	1/22/2016 monthly
G1.B3.S1.A7	Through weekly administrative walkthroughs, monitor and ensure that the correct pace and depth of content is being taught in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications.	Nathan, John	8/31/2015	Lesson plans, student work samples, Interactive Science Notebooks, assessments, and inquiry activities.	1/22/2016 one-time
G1.MA1	Data from Interim Tests and formative assessments	Atkins, Robin	9/28/2015	Students' notable progress in all areas being assessed	6/3/2016 weekly
G1.B1.S1.MA1	Administrators will evaluate lesson plans and observe instruction in order to ensure that the strategies are addressed effectively in daily instruction. Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment).	Atkins, Robin	9/28/2015	Student work samples.	6/3/2016 weekly
G1.B1.S1.MA1	Administrators will conduct frequent classroom observations and will review teacher lesson plans.	Atkins, Robin	9/28/2015	Notes from administrators' classroom observations Administrators' schedule of classroom observations	6/3/2016 daily
G1.B2.S1.MA1	Daily walkthroughs in classrooms to observe instruction to ensure that applicable real world application problems are being infused and utilized in daily lessons that addressed the MAFS standards. Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment).	Atkins, Robin	8/20/2015	Results from student assessments, quizzes, and student sample work.	5/27/2016 daily
G1.B2.S1.MA1	Administrative Leadership walk-through notes/logs. Teaches will design lessons that effectively use the MAFS Item	Atkins, Robin	8/20/2015	Formative assessments, Topic Benchmark Assessments and District Midyear Interim, Summative	5/27/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Specifications in conjunction with engaging inquiry labs and hands-on activities that meet the expectations of the content standard complexity levels.			assessments - 2015-2016 FSA Mathematics Assessment.	
G1.B3.S1.MA1	Teachers will review student data to organize students into homogeneous groups in order to address their needs. The instruction within each group and material used will be evaluated by the teacher to determine effectiveness. Additionally, all stakeholders will follow the FCIM instructional protocols (data analysis, remediation and enrichment).	Nathan, John	9/21/2015	Graded student sample work, quizzes, and summative assessments	1/22/2016 weekly
G1.B3.S1.MA1	Inquiry-based, hands-on, and laboratory activities that incorporate the Florida Standards and are aligned to the current pacing guide and NGSSS, that allow students to make connections to real-life experiences, and explain and write about their results and their experiences will be monitored for fidelity by the administrators during weekly walkthroughs, and common planning sessions.	Atkins, Robin	8/31/2015	Lesson plans, student work samples, Interactive Science Notebooks, assessments, and inquiry activities.	1/22/2016 one-time
G1.B4.S1.MA1	Effectively utilize technology on a daily basis to adequately facilitate research based learning and project development. Consistent usage of other learning resources and/or modalities identified during ongoing professional development, department meetings, and instructional monitoring.	Atkins, Robin	8/31/2015	Student data on formative and summative assessments	5/27/2016 weekly
G1.B4.S1.MA1	Classroom observations to ensure effective implementation	Atkins, Robin	8/24/2015	Administrator log of observations	5/27/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of deep strategic planning using the backwards design process to move students toward mastery of the standards.

G1.B1.S1 Incorporate a structure for collaborative planning to include unpacking standards, develop end products and resources that moves students toward mastery.

PD Opportunity 1

Conduct walk-throughs by the Administrative Team to monitor the implementation of lessons utilizing the LAFS Item Specifications and Webb's DOK to address conceptual understanding and meet the expectations of the content standard's cognitive complexity level.

Facilitator

Geneva Green

Participants

All Language Arts/Reading Faculty

Schedule

Monthly, from 1/22/2016 to 1/22/2016

G1.B2 Limited evidence of deep planning for instruction of the Mathematics Florida Standards (MAFS): Planning for the Plan

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

PD Opportunity 1

Conduct three collaborative planning sessions for common grade level, course-alike teams focusing on standards based planning utilizing the Mathematics Florida Standards Item Specifications to identify the learning target according to the rigor and expectations of the Mathematics Florida Standards(MAFS).

Facilitator

Macajoux, Roxan

Participants

Mathematics Department (Ms. St. Hilaire, Ms. Kirkland, Ms. Pratt-Harvey, Ms. Willis)

Schedule

Biweekly, from 9/25/2015 to 10/16/2015

G1.B4 Adequate use of technology to maximize student engagement and instructional delivery.

G1.B4.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Share best-practices on gradual release instructional framework, including integration of technology, during common planning and/or department meetings.

Facilitator

Robert C. Brazofsky

Participants

Mary Burns, Patricia Louissaint, and Cynthia Cadet-Smoak

Schedule

Weekly, from 8/31/2015 to 4/29/2016

Technical Assistance Items

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

G1. Increase student achievement by improving core instruction in all content areas.

G1.B3 Limited retention of 6th and 7th grade content.

G1.B3.S1 Implement activities that provide a basis for observations, data collection, reflection, and analysis of events and phenomena that allow students to generate authentic questions and conclusions from their experiences that connect previous knowledge to current applications.

PD Opportunity 1

Plan and implement inquiry-based, hands-on, laboratory activities incorporating the Florida Standards that are aligned to the current pacing guide and NGSSS, and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.

Facilitator

Sterling, John (jsterling@dadeschools.net)

Participants

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Schedule

Monthly, from 8/31/2015 to 1/22/2016

Budget

Budget Data

1	G1.B1.S1.A1	Introduce action plan to leadership team.	$0.00
2	G1.B1.S1.A2	Leadership will introduce plan and strategy to individual departments.	$0.00
3	G1.B1.S1.A3	Work with teachers to develop Instructional focus calendar.	$0.00
4	G1.B1.S1.A4	Conduct three collaborative planning sessions focusing on standards based planning utilizing the Language Arts Florida Standards Item Specifications to identify the learning target according to the rigor and expectations of the Language Arts Florida Standards(LAFS).	$0.00
5	G1.B1.S1.A5	Design lessons with the effective use of the LAFS Item Specifications to address conceptual understanding and to meet the expectations of the content standard's cognitive complexity level. Implement designed lessons during instruction.	$0.00
6	G1.B1.S1.A6	Implement coaching cycles with teachers in need of support.	$0.00
7	G1.B1.S1.A7	Conduct walk-throughs by the Administrative Team to monitor the implementation of lessons utilizing the LAFS Item Specifications and Webb's DOK to address conceptual	$0.00

Budget Data

		understanding and meet the expectations of the content standard's cognitive complexity level.	
8	G1.B2.S1.A1	Conduct three collaborative planning sessions for common grade level, course-alike teams focusing on standards based planning utilizing the Mathematics Florida Standards Item Specifications to identify the learning target according to the rigor and expectations of the Mathematics Florida Standards(MAFS).	$0.00
9	G1.B2.S1.A2	Design lessons with the effective use of the MAFS Item Specifications to address conceptual understanding with the infusion of Inquiry Labs and hands-on activities to meet the expectations of the content standard's cognitive complexity level. Implement designed lessons during instruction.	$0.00
10	G1.B2.S1.A3	Implement coaching cycles with teachers in need of support.	$0.00
11	G1.B2.S1.A4	Conduct walk-throughs by the Administrative Team to monitor the design of lessons utilizing the MAFS Item Specifications and Webb's DOK to address conceptual understanding with the infusion of Inquiry Labs and hands-on activities to meet the expectations of the content standard's cognitive complexity level.	$0.00
12	G1.B3.S1.A1	Introduce action plan to leadership team.	$0.00
13	G1.B3.S1.A2	Introduce the plan and strategy to the department by the leadership team.	$0.00
14	G1.B3.S1.A3	Plan and implement inquiry-based, hands-on, laboratory activities incorporating the Florida Standards that are aligned to the current pacing guide and NGSSS, and allow them to make connections to real-life experiences, and explain and write about their results and their experiences.	$0.00
15	G1.B3.S1.A4	Increase rigor in science writing and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning; as delineated by the Florida Standards.	$0.00
16	G1.B3.S1.A5	Science teachers and liason to attend coaching academy, content and pacing PD for the middle school level and share best practices and strategies with the other science teachers.	$0.00
17	G1.B3.S1.A6	Disaggregate and analyze assessment results to focus and/or adjust instruction including Differentiated Instruction and monitor student progress through data chats and use Edgenuity to remediate individual student benchmark needs and continue to encourage fidelity of usage by providing incentives for successful completion of benchmark modules.	$0.00
18	G1.B3.S1.A7	Through weekly administrative walkthroughs, monitor and ensure that the correct pace and depth of content is being taught in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications.	$0.00
19	G1.B4.S1.A1	Share best-practices on gradual release instructional framework, including integration of technology, during common planning and/or department meetings.	$0.00
20	G1.B4.S1.A2	Common Planning structures need to be redefined to incorporate the use of data to drive instruction.	$0.00
21	G1.B4.S1.A3	Gradual release is being adhered to and effective planning is evident.	$0.00
22	G1.B4.S1.A4	Administration will monitor the effective use of tablets.	$0.00

Budget Data

	Total:	$0.00