

Miami-Dade County Public Schools

# Andover Middle School



2015-16 School Improvement Plan

## Andover Middle School

121 NE 207TH ST, Miami, FL 33179

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

### School Demographics

#### School Type

Middle

#### 2014-15 Title I School

Yes

#### 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

89%

#### Alternative/ESE Center

No

#### Charter School

No

#### 2015-16 Minority Rate (Reported as Non-white on Survey 2)

100%

### School Grades History

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Andover Middle School's mission is to create a safe and effective learning environment that will provide educational and career opportunities for all students while meeting the needs of our multicultural community. Our school places special emphasis on mastery of academic skills, career exploration, community service, self-esteem, self-discipline, interpersonal skills, and personal core values to develop lifelong learners who will be contributors to an ever-changing global economy. We are beginning the 2015-2016 school year with new initiatives. Andover Middle School is a magnet school currently offering Cambridge Secondary 1 to sixth thru eighth grade students enrolled in the Cambridge International Examinations (CIE) Magnet. In addition, students from all grade levels and academic abilities will have the opportunity of taking advantage of Andover's iPrep Math program, a 21st century personalized learning environment where students engage in a variety of educational experiences such as access to online, research-based, mathematics content that is aligned to the state standards.

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

The vision of Andover Middle is tied to developing students holistically who exhibit superior academic mastery with the Cambridge International Examinations (CIE). Due to this vision, Andover Middle School (AMS) is a state-of-the-art educational facility where students receive academic instruction that is rigorous and challenging. Students are afforded the opportunity to explore coursework in various Research/Leadership skills, the Arts, and our "New" Law Academy as Andover's academic offerings are accessible to all students. The academic courses offered at Andover include Advanced and Gifted Language Arts, Mathematics, Science and Social Studies. Students have the opportunity to matriculate to high school with credits received in Algebra 1, Geometry, Physical Science and Biology. With the addition of iPrep Math, a 21st century personalized learning environment, students engage in a variety of educational experiences such as access to online, research based, mathematics content that is aligned to the state standards. Students also have ability to drive their own learning, engage in critical thinking skills and participate in project-based activities. The educational opportunities at Andover are endless!

#### School Environment

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

Among the unique aspects of our school are the diversity of the staff, including ethnicity, background, and experiences. There is a strong sense of family values in the school. For many students, the most stable part of their day is the time spent with staff and students at Andover Middle School. Our staff is extremely tech savvy and utilizes technology as a teaching and learning tool. Andover Middle School has identified several issues that challenge student learning and achievement. Among those issues most prevalent are high percentages of our students reading below state standard expectations and a lack of parental involvement. Lack of parental input has made it difficult for our students to be organized, manage time effectively, and for staff to convince the students that home learning and reading are essential to their future success. The majority of our students speak English; we service students with limited skills in vocabulary and reading readiness. Our students are limited in their exposure to cultural and social experiences outside of their immediate community and the need for support is evident in multicultural understanding. The need for academic improvement and

individualized instruction has been clearly defined by the data presented on the 2014-2015 Mid-Year district data, 2015 EOC (Civics), and 2015 Science (Literacy and Math FSA results pending state release).

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

The Administrative team of Andover Middle School believes that every student should be encouraged to achieve at their highest potential and that it is our responsibility as a school community to provide a nurturing environment necessary to achieve this goal. We will acknowledge individual creativity and stimulate personal growth.

As a faculty and staff, we will strive to develop students' technical, vocational, academic, creative and performing talents as they matriculate through our educational institution.

It is our conviction that WE will labor to instill in each student the necessary tools and resources to become positive, prosperous and productive members of the community.

**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**

Andover Middle School believes that every student should be encouraged to achieve at their highest potential and that it is our responsibility as a school community to provide the tools and resources necessary to achieve this goal. As a school, we serve as a model for traditional values and mores while fostering respect for all people. WE will labor to instill in each student the Nine Core Charter Values of respect, responsibility, cooperation, citizenship, fairness, honesty, integrity, kindness and the pursuit of excellence.

To make it possible for students to know what is expected of them, it is necessary that each teacher hold to certain standards in regard to class procedures and discipline. Good working conditions must prevail at all times, even though teachers may differ in the way they secure results. Good discipline is required for good teaching. The policy at Andover Middle School is to require a uniform atmosphere of cordiality, courtesy, consideration and respect in the classroom and throughout the building.

Each teacher is expected to handle discipline problems which occur within their classroom. If a disciplinary situation arises which a teacher cannot resolve, the teacher should follow the procedures outlined in 2015-2016 faculty handbook to secure any needed assistance from the team, student services or the administration. The teacher should not hesitate to preserve class morale by dealing strictly and fairly with a troublesome student.

Andover Middle School (AMS) adopted a School-wide Positive Behavior Support (SWPBS) program which operates on five core principles.

- 1) We can teach appropriate behavior to all students.
- 2) Intervene early before targeted behavior occurs.
- 3) Use of multi-tier service delivery.
- 4) The use of research based, scientifically validated interventions to the extent available.
- 5) Monitor student progress to inform intervention.

As a result, the grade-level teams at AMS have incorporated a positive behavior reward system called "Golden Eagles Spot Success".

In order to help students make positive choices and to create a positive climate for learning, Andover Middle School will use a merit and demerit system to address student disruptive/off-task behavior.

The system below will provide rewards for positive behaviors and consequences for negative behaviors.

This system is intended to assist students in making good choices thus producing well-behaved students. Our ultimate goal is to develop students who are self-disciplined and good citizens.

The merit/demerit system is a school-wide discipline plan that should be focused on behavior and is not connected to academics. Any faculty and/or staff member can issue merits and demerits.

Students who demonstrate the following POSITIVE BEHAVIORS can earn MERITS: Some of the following have examples, but are not limited to them.

- Demonstrating Responsibility (returning important documents, reporting incidents)
- Demonstrating Kindness (assisting a classmate)
- Demonstrating Citizenship (pride in school)
- Demonstrating Integrity (honesty, returning lost items)
- Demonstrating Cooperation (working together, functioning as a team)
- Demonstrating Fairness (listening to others, understanding classmates feelings)
- Demonstrating Honesty (always tell the truth)
- Demonstrating Pursuit of Excellence (working to reach full potential at school)
- Demonstrating Respect (speaking and acting courteously)

Students who have at the minimum 70 points at the end of the marking period will attend earned events. Any student who has less than 70 points during the given 9-week period will not be allowed to attend any team activities that given marking period (STOP LIST). Suspensions (ISS, OSS, AOS, Bus Suspension) are automatically placed on the stop list and are not eligible to earn merits.

Students will begin every marking period with 100 points.

Earned merits are two (2) points and demerits are negative five (-5) points.

Students will be responsible for collecting and keeping their earned merits for use at school.

Every student has an opportunity to earn merits.

Merits and Demerits EXPIRE EACH NINE WEEKS.

Demerits will be documented and parent contact will be made accordingly.

Students who demonstrate the following NEGATIVE BEHAVIORS CONSISTENTLY will earn DEMERITS:

- Not Following Directions
- Uniform Violation
- Being Out Of The Assigned Area
- Late To Class
- Off-Task Behavior

Students who demonstrate the following NEGATIVE BEHAVIORS WILL RECEIVE AN IMMEDIATE DEMERIT:

- Disruptive Behavior
- Disrespectful Behavior
- Defiant Behavior
- Fighting

Andover Middle School Discipline Plan Checklist will be implemented when Demerits Are Earned For Consistent Negative Behavior:

- 1st Demerit – Teacher and student discuss the infraction. FORMAL WARNING ISSUED. Possible Parental Notification: Verbal/Written (Teacher Decision)
- 2nd Demerit- Teacher notifies parent of the infraction. Student issued a TEACHER DETENTION or DEMERIT or CONDUCT CUT. Instructor MUST make parental Notification: Verbal /Written
- 3rd Demerit- TEAM conference scheduled with Parent/Teachers/ Counselors. Counselor referral submitted & Inputted into ISIS System, Student placed on Behavior Contract (MANDATORY), Behavior Intervention Plan (BIP) implemented (if applicable), Functional Assessment of Behavior (FAB) implemented (if applicable). Parent Contact by counselor: Verbal/Written. TEAM DETENTION ISSUED – Based on the following infractions: Confrontation with staff member, Bullying, Continuous Profanity, Talking Back, Instigative behaviors, FAILURE to COMPLY with previous corrective strategies.

\*In any case that a parent fails to comply (i.e. parent conference), student will be excluded from class until further notice.

- 4th Demerit- Administrative Referral (SCAM). Referring teacher must make an attempt to notify the parent. Parental Notification: Verbal/Written. TEAM leader must follow up and initial the SCAM form and make parental Notification: Verbal/Written Yellow copy of SCAM form returned to TEAM leaders for record keeping purposes.

Administrative Consequences May Result in the Following:

- ASD-After School Detention
- ISS-In School Suspension
- AOS- Alternative of Suspension

Faculty -

Faculty and Staff will be provided with Professional Development activities on scheduled Early Release days, Teacher Planning days, and monthly Best Practice Wednesdays. Topics for Professional Development will include the following:

- \*\*Code of Student Conduct
- \*\*Roadmap to Progressive Discipline Plan
- \*\*Classroom Management
- \*\*RTI Intervention Strategies

The AMS Faculty and Staff will also participate in a program called "Adopt-an-Eagle" appropriately named after Andover Mascot, the Golden Eagle. This is a mentoring program where faculty members sponsor a student identified as needing additional support both academically as well as behaviorally and serve as role-models to foster desirable behaviors and increased academic success. AMS will also provide students with opportunities to participate in school-based clubs and athletics that promote positive behavior reinforcement and academics.

Student -

Andover Middle School will utilize the Student Code of Conduct by providing incentives for compliance through the SPOT Success Recognition program, Do the Right Thing, and Team incentives. The school will implement a parent Saturday Alternative to Suspension program for students and parents. The school will continue implementation of on-site mentoring programs, SCSI Behavioral sessions with grade level counselors, Peering Counseling and promoting student anonymous reporting of Bullying and Harassment.

Parent Involvement -

Andover Middle School will implement several strategies and activities to increase parental involvement and engagement. Workshop for parents will be offered through the Parent Academy in the mornings, evenings, and possibly weekends and will be coordinated by the Community Involvement Specialist. Parents will be notified via flyers of Parent Academy topics, dates, and times. Parents and students will be given the opportunity to attend these workshops in lieu of suspension. AMS will also encourage parents to join the PTSA and become active participants in school related issues. AMS will participate in community service projects involving the parents, faculty, staff, and students volunteering together. Parents will be encouraged to participate and have input on the School Discipline Committee.

Andover Middle School will offer students the opportunity to attend an Alternative to Outdoor Suspension Program. The Alternative to Suspension Program (AOS) has derived from the overwhelming number of students who are suspended in the City of Miami Gardens area within Miami Dade County Public Schools at all grade levels. Rather than remaining at home, students can attend this program, which provides a productive environment, assisting students academically, socially, and emotionally. Division of Educational Opportunity and Access operate the program on the campus of Andover Middle School.

**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**

Andover Middle School pledges to:

- Guarantee a viable curriculum that will address the required Florida Standards necessary for our students to achieve high levels of proficiency and mastery in all subjects.
- Increase student achievement in reading, writing, mathematics, social science and science.
- Present challenging goals and high expectations for all students to achieve.
- Promote parent and community involvement. Stakeholder/Shareholder involvement will include participation in the day-to-day activities of the school, participation in the decision making process,

volunteer service for school programs and activities and participation in workshops and trainings to increase student achievement. Active, timely and periodic communication of events, programs and important dates will occur between community and school.

- Provide a safe and orderly learning environment.
- Provide students with the classical arts/cultural experiences necessary for a holistic and sound educational experience.
- Establish a culture of collegiality and professionalism for the enhancement of teacher subject matter knowledge and pedagogical skills.
- Continue to provide students an opportunity to meet with internal and external counselors with No Place for Hate and Non-Violence Project with Success Coach.

## 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

Andover Middle School's Early Warning Systems:

Attendance below 90 percent

Students in grades 6th - 8th with an absence:

44% (0-4 days)

28% (5-9 days)

12% (10-14 days)

14% (15-29 days)

2% (30 plus days)

One or more suspensions

Students in grades 6th - 8th with an in school or out of school suspension:

3% (Indoor)

10% (Outdoor)

Course failure in English Language Arts or mathematics

Students in grades 6th - 8th failing a course

1% (Failed 1 course)

4% (Failed 2 courses)

16% (Failed 2 or more courses)

Students who miss more than 10% of instructional time.

6th Grade - 25 (10%)

7th Grade - 26 (9%)

8th Grade - 44 (13%)

Behavior Students who have referrals that lead to suspension

6th - 8th Grade Overall - 173 (20%)

Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Students score at FCAT (FSA) Level 1 in either ELA or Math based on 2014

ELA

6th Grade - 80 (37%)

7th Grade - 102 (41%)

8th Grade - 91 (36%)

Math

6th Grade - 80 (37%)

7th Grade - 101 (41%)

8th Grade - 62 (25%)

### 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	25	26	44	95
One or more suspensions	25	75	73	173
Course failure in ELA or Math	27	60	82	169
Level 1 on statewide assessment	175	147	146	468

**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	25	30	20	75

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

Andover Middle School provide students not making adequate performance by reviewing student data linked 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. Student targeted data assistance will be provided via managed data sources through FAIR, Interim assessments, CELLA, Student Work - (Reading, Writing, Math, and Science) and in-house assessments. Behavior will be addressed through data management systems such as: COGNOS, Student Case Management System, and referrals to special education programs. In addition, the school's EESAC committee will monitor and suggest any adjustments to the delivery of curriculum and instruction to meet the specific needs of all students.

**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/198618>.

**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**

Andover Middle School involve parents and the local community in all aspects of our school programs. This is done by offering a flexible meetings, workshops to provide parents with the opportunity to develop, implement and evaluate various school programs. During the EESAC meeting, the School

Involvement Plan (SIP) and Parental Involvement Plan (PIP) are reviewed and parents and business community serve on the EESAC committee. Monthly meeting are facilitated to discuss EESAC, Title I funds, school data, budget, and student achievement.

## 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
Turner, Rennina	Principal
Mincey, Sicily	Assistant Principal
Hoskins, Steven	Assistant Principal
Alpert, Clara	Instructional Media
Bethune, Shovon	Guidance Counselor
Cogdello, Melva	Instructional Coach
Essue, Danette	Teacher, K-12
Johnson, Demetras	Instructional Coach
Ladd, April	Teacher, K-12
McDonald, Christina	Teacher, ESE
Neilly-Johnson, Dennen	Guidance Counselor
Preston, Priscilla	Teacher, K-12
Johnson, Tonya	Teacher, K-12

#### Duties

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

Andover Middle School's Leadership Team consists of the following personnel:

Rennina Turner- Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing, ensures implementation of intervention is documented, and communicates with parents regarding school-based plans and activities.

Steven Hoskins and Sicily Mincey -Assistant Principals: Ensure student success in the form of increased academic achievement and positive behavior as early as possible. Ensure that the school-based team is implementing, supports the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with teachers and parents regarding school-based MTSS plans and activities.

Melva Cogdello- English Language Arts Department Chair/Reading Coach and Demetras Johnson Math Department Chair/Math Coach - Provides guidance on District Plans, facilitate and support data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning.

Tonya Johnson, Danetta Essue, Priscilla Riley-Preston, April Ladd, Christina McDonald, Clara Alpert, Deneen Neilly-Johnson, and Shovon Bethune (Department Chairs): Provide information about core instruction, participate in student data collection, and collaborate with department members to implement intervention to students.

***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 representatives support the administration through a process of problem solving technique, with student issues and concerns throughout the year. The team meets to systematic examine all available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

Representatives of the Leadership Team met with the Leadership Advisory Council (LAC) and principal to help develop the SIP and Action Plans. The Leadership meets monthly to monitor, review, and modify the SIP and share with the school's EESAC. The team provides data on: Tier 1, 2, and 3 targets; academic areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, and Relationship) and aligned processes and procedures. Andover Middle School team will continue to monitor the fidelity of the delivery of instruction and intervention. Additionally, the team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

#### Title I, Part A

Andover Middle School services are provided to ensure students requiring additional remediation are assisted through before/after school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Andover Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated through district Drop-out Prevention programs.

#### Title II

Andover Middle School uses supplemental funds for improving basic education as follows:

- training to qualified mentors for the New Teacher (MINT) Program

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. Additionally, tutorial programs, coaching and mentoring for ELL and content area teachers are provided.

#### Title VI, Part B – NA

#### Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

Andover Middle School receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

The Safe and Drug-Free Schools program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors, and TRUST specialists.

Andover Middle School implements the District's Bullying and Harassment Policy Curriculum through Social Studies classes, Student Services Department and through daily Character Development announcements via CCTV.

#### Nutrition Programs

- 1) The Andover Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through Physical Education and Health Science Academy.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the

Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

- 4) Continue to promote the Healthy Generation initiative at the school-site through the Physical Education Department, Food Services, and Enrichment Department.

Housing Programs - Not Applicable  
Head Start – Not Applicable  
Adult Education – Not Applicable  
Career and Technical Education - Not Applicable  
Job Training - Not Applicable  
Other

As a Title I school for the past two years, Andover Middle School successfully involved parents in the planning and implementation of the Title I Program and extended an open invitation to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. The school will continuously involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Andover Middle School in conjunction with the Community Involvement Specialist will continue to increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and Reporting requirements. The school will continue to conduct informal parent surveys to determine the specific needs of our parents, schedule workshops, and provide Parent Academy Courses. We will continue to provide flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. School Improvement Grant Fund/School Improvement Grant Initiative: The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, and Project CRISS. The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Rennina Turner	Principal
April Ladd	Teacher
Consuella Allen	Teacher
Shirley Person	Teacher
Donna Baldie Allen	Teacher
Portia Wallace	Teacher
Kimberly Woods	Parent
Jeaneen Johnson	Parent
Shaneeka Richards	Student
Laura Clersaint	Business/Community
Andrew Carbon	Business/Community
Marie Macceus	Education Support Employee
Junior Astre	Parent
Carol Marquez	Parent
Stephanie Ellis	Parent
Sonia Murrell	Parent
Natasha Morgan	Parent

### Duties

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

#### *Evaluation of last year's school improvement plan*

The Educational Excellence School Advisory Council (EESAC) members were active voices in the development of last year's School Improvement Plan. Members assisted in the writing process, proof reading and analyzing data to include in the document. The EESAC members reviewed and received periodic updates regarding data results related to SIP goals.

#### *Development of this school improvement plan*

The purpose of EESAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. The Educational Excellence School Advisory Council (EESAC) and community stakeholders will continue to provide a common vision for student academic achievement and success. In addition, EESAC will continue to monitor and evaluate the school improvement plan, ensuring an optimal learning environment.

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

ESSAC receives funds to be used at the discretion of the Education Excellence School Advisory Council. A portion of the money should be used for implementing the school improvement plan. A portion of the funds, \$2999.00, is used for small funds purchases through the schools internal funds account and is allotted for student learning incentives. The remainder of the funds can be used amongst the departments for learning incentives.

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

EESAC approved requests from several departments to provide student awards, field trips and supplemental materials utilized in the classroom to support the School Improvement Plan. The Office of the Principal received \$2,999 to be used for student incentives. The Science department received \$302 to purchase Dissection Kits, Scales and Test Tube Racks. The Social Studies Department received \$500 for instructional supplies and student awards. The Enrichment Department received \$410 for books to supplement the curriculum. The 8th Grade Team received \$2,124 for awards and field trip transportation for students to attend the end of the year awards breakfast.

***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
Turner, Rennina	Principal
Alpert, Clara	Instructional Media
Mincey, Sicily	Assistant Principal
Bethune, Shovon	Guidance Counselor
Cogdello, Melva	Instructional Coach
Essue, Danette	Teacher, K-12
Hoskins, Steven	Assistant Principal
Johnson, Demetras	Instructional Coach
Johnson, Tonya	Teacher, K-12
Ladd, April	Teacher, K-12
McDonald, Christina	Teacher, ESE
Neilly-Johnson, Dennen	Guidance Counselor
Preston, Priscilla	Teacher, K-12

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

The Literacy Leadership Team will continue to utilize data to create, monitor, and adjust academic goals for students in grades six through eight. Individuals from the Literacy Leadership Team will continuously communicate efforts with EESAC/PTSA to develop the School Improvement Plan and assist in implementing the school wide Literacy Plan with fidelity. Additionally, the school's LLT will conduct Common Core Lesson Studies to transition students and teachers for 21st Century college and career readiness.

**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**

- Monthly meetings with new and beginning teachers.
- Obtain teacher interns from various universities and programs.
- Provide professional development and expertise in accessing data resources and using data to analyze instruction.

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

- Regular monthly meetings with early career teachers and teachers new to the school.\*\*\*. Mentor Teachers •Assigned to early career teachers and buddy teachers to teachers new to the school as needed
- Regular professional learning period activities focused on development and alignment of instructional activities
- Principal solicits referrals from current teaching staff for potential new hires.

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

- Partnering new teachers with certified Mentoring and Induction for New Teachers (MINT) instructors.
- Teachers with previous teaching experience and teachers in years two and three are will receive a buddy teacher.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Andover Middle School will schedule weekly collaboration sessions for teachers with the literacy team and academic coaches to discuss strengths and weaknesses on various assessments. These meetings will be followed with the sharing of best practices and research based strategies that will assist students that are performing below the mastery level during faculty, department, and collaborative meetings. The principal, assistant principals, subject area coach, and/or the department chairperson will facilitate these meetings.

#### **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***

Andover Middle School's testing department, administrators and academic coaches will monitor the effectiveness of strategies, once assessments are administered and scanned. The administration, academic coaches, department chairpersons, and classroom instructors will collect data, generate reports, and analyze results of student progress. All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions previously utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

**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:** Extended School Day

**Minutes added to school year:** 60

Based on the results of the 2014 FCAT assessment students scoring an FCAT Level 1 or 2 in Reading were placed into intensive classes. In addition, students not at mastery, who are identified as a Level 1 or 2 on the 2014 FCAT assessment and iReady diagnostic data will be offered assistance via the after school-tutoring program, as well as assistance during the regular school day from instructional coaches, and personnel hired to provide tutorial services. Student placement will also be determined based on results of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities and/or Collaborative Planning sessions to provide different methods instruction. The following strategies will be utilized for students in nonmastered areas. Resources and strategies provided at professional development workshops will also be utilized. Literacy strategies to incorporate reading comprehension and writing into instruction to increase content vocabulary and comprehension. In addition, strategies to incorporate explicit, systematic instruction with informal and literary text with passages. Students scoring an FCAT Level 3 or above in Reading and Mathematics, will participate in object-based learning activities provided within the core curriculum's.

### **Strategy Rationale**

Andover Middle School will schedule weekly collaboration sessions for teachers with the literacy team and academic coaches to discuss strengths and weaknesses on various assessments. These meetings will be followed with the sharing of best practices and research based strategies that will assist students that are performing below the mastery level during faculty, department, and collaborative meetings. The principal, assistant principals, subject area coach, and/or the department chairperson will facilitate these meetings.

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

- Teacher collaboration, planning and professional development

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

Turner, Rennina, pr6023@dadeschools.net

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

The school will utilize Gateway to Data reports for all assessment results to determine the instructional focus of whole group lessons. Instructors will utilize class reports for assessments to re-teach the questions that students missed most frequently. Teachers will differentiate their instruction as indicated by assessment results to provide intensive intervention, remediation and instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 51-69%, and enrichment/advanced instruction to students earning 70- 100%.

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

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

Student services personnel will meet with students in order to advise them in course selection which aligns with the student's interest and postsecondary plans.

### **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***

Andover Middle School guidance counselors review the expectations with students and parents during 6th grade Orientation, Open House, school website, and annual articulation. The Cambridge magnet program offers a specialized connection through language arts, math, and science classes to integrate the themes of justice, ethics, and conflict resolution into the core curriculum by providing students opportunities to experience a cross curricular examination of these concepts through collaborative, inquiry-based learning.

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

The Student Service Department incorporates college readiness standards into the various pathways for students to meet graduation. College Readiness standards are provided during annual student orientation and articulation sessions. Andover Middle School offer high school courses to beginning their 7th grade year. The school offers the following courses studies: Physical Science, Biology, Algebra I, and Geometry.

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

Andover Middle will work side by side to align policies, programs, and initiatives to advance both college readiness and college completion.

The school will continue to host and promote the following initiatives:

- Conduct annual Magnet Fairs and Articulations with feeder pattern high schools.
- Conduct annual Career Fairs with local Universities and Community Colleges.
- Conduct a needs assessment to identify student interest and set goals for post-secondary transition.
- Collaborate and provide feedback with guidance counselors to vertical align student interest into Middle School and High school.

***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***

Andover Middle School will implement strategies provided by administrators, student services and faculty. The Cambridge program is utilized through language arts, math, science classes as a pathway to College. In addition, Andover Middle School will maintain a collaborative relationship with our feeder pattern high schools related to Magnet programs provide students with opportunities to guide them to secondary options.

## **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.

723

### **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.

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## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Core Instruction - We will increase student achievement by improving core instruction in all content areas - Literacy.
- G2.** Core Instruction - We will increase student achievement by improving core instruction in all content areas - Mathematics.
- G3.** Core Instruction - We will increase student achievement by improving core instruction in all content areas - Science.
- G4.** Core Instruction - We will increase student achievement by improving core instruction in all content areas - Social Studies.
- G5.** Student Services/Early Warning Indicators - Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

## 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. Core Instruction - We will increase student achievement by improving core instruction in all content areas - Literacy.** 1a

G070807

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Asian	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - ED	
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	74.0
FSA English Language Arts - Achievement	28.0
CELLA Listening/Speaking Proficiency	71.0
CELLA Reading Proficiency	42.0
CELLA Writing Proficiency	36.0

**Resources Available to Support the Goal** 2

- ENGLISH LANGUAGE ARTS District Pacing Guides, Florida Standards Item Specifications, CPALMS, FSA Assessments, McDougal Littell Textbooks, Interactive Reader for ELL's, INSIDE (Cengage), System 44 and READ 180, Achieve 3000 and Imagine Learning (ELL), Cambridge Curriculum Frameworks, i-Ready Program.

**Targeted Barriers to Achieving the Goal** 3

- ENGLISH LANGUAGE ARTS \*Limited evidence of instructional practices to increase rigor and Higher Order Thinking Skills in ELA and ELL classrooms through standards-based instruction that leads to deeper comprehension and analysis of complex texts.

**Plan to Monitor Progress Toward G1.** 8

Following the FCIM model department chairs will adjust school-wide instructional focus calendar after district assessments to target specific benchmarks.

**Person Responsible**

Rennina Turner

**Schedule**

Monthly, from 9/17/2015 to 10/27/2015

**Evidence of Completion**

Formative: Student work samples, benchmark assessments Summative: District Assessment

**G2. Core Instruction - We will increase student achievement by improving core instruction in all content areas - Mathematics.** 1a

G070808

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - Asian	
Algebra I FSA EOC Pass Rate	70.0
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	

**Resources Available to Support the Goal** 2

- MATH Core - Textbooks, district pacing guide, item specifications, flip books, i-Ready, manipulatives, Algebra Nation, Discovery Education, online textbook resources, Cpalms, Mars, Reflex Math, Gizmos, Edgenuity, classroom computers, Math Coach, Math Curriculum Support Specialist, Math Instructional Supervisor

**Targeted Barriers to Achieving the Goal** 3

- MATH \*Ineffective use of collaborative planning to address the unwrapping of the standards that addresses misconceptions, making connections, and leading to deeper understanding.

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

Following the FCIM model department chairs will adjust school-wide instructional focus calendar after district assessments to target specific benchmarks.

**Person Responsible**

Rennina Turner

**Schedule**

Biweekly, from 9/17/2015 to 1/22/2016

**Evidence of Completion**

Formative: Student work samples, benchmark assessments Summative: District Assessment

**G3. Core Instruction - We will increase student achievement by improving core instruction in all content areas - Science.** 1a

G070809

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	26.0
Bio I EOC Pass	79.0

**Resources Available to Support the Goal** 2

- SCIENCE Core - Benchmark specific task cards with feedback; utilization of progress monitoring and assessment activities (benchmark specific) located in the district curriculum pacing guide; Edgenuity modules; formative assessment probes; Essential Labs and STEM specific scientific experiments; Claim-Evidence-Reasoning Forms

**Targeted Barriers to Achieving the Goal** 3

- SCIENCE \*Limited planning practices that do not yield a specific purpose or is standard-driven in depth.

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

Following the FCIM model department chairs will adjust school-wide instructional focus calendar after district assessments to target specific benchmarks.

**Person Responsible**

Rennina Turner

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

**Evidence of Completion**

Formative: Student work samples, benchmark assessments Summative: District Assessment

**G4. Core Instruction - We will increase student achievement by improving core instruction in all content areas - Social Studies.** 1a

 G070810

### Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	56.0

### Resources Available to Support the Goal 2

- Core- McGraw-Hill text series for grades K-5; Grade 6: Discovering Our Past: A History of the World Early Ages; Grade 7: Civics, Economics and Geography; Grade 8: Discovering Our Past: A History of the United States Early Years Digital- [www.socialsciences.dadeschools.net](http://www.socialsciences.dadeschools.net) (Civics Module of Support, Lesson Plans, 7th grade timeline), Discovery Education, FLREA (Florida Law Related Education Association) Curriculum wheel, ICivics.org, Brainpop.com

### Targeted Barriers to Achieving the Goal 3

- Utilize planning to set instructional goals and create interactive real life activities to differentiate instruction to meet the various needs of students.

### Plan to Monitor Progress Toward G4. 8

Following the FCIM model department chairs will adjust school-wide instructional focus calendar after district assessments to target specific benchmarks.

#### Person Responsible

Rennina Turner

#### Schedule

Monthly, from 9/17/2015 to 10/27/2015

#### Evidence of Completion

Formative: Student work samples, benchmark assessments Summative: District Assessment

**G5. Student Services/Early Warning Indicators** - Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1a

G070811

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90% Grade 06	23.0
Attendance Below 90% Grade 07	36.0
Attendance Below 90% Grade 08	35.0
One or More Suspensions	25.0
1+ Suspensions Grade 06	0.0
1+ Suspensions Grade 07	1.0
Attendance Below 90% Grade 08	3.0
Course Failures ELA	53.0
Course Failures Mathematics	53.0
Level 1 - All Grades	303.0

**Resources Available to Support the Goal** 2

- Daily Attendance Bulletin, Parent Resource Personnel, Truancy Team, Team Leaders, Parent/Guardian conferences; SPOT success Recognition program, Grade level Team incentives, The Non-Violence Project; No Place for Hate (Anti-Defamation League)

**Targeted Barriers to Achieving the Goal** 3

- Student Attendance (Unexcused Absences)

**Plan to Monitor Progress Toward G5.** 8

Tie attendance to student activities. Students with excessive absences and tardies.

**Person Responsible**

Steven Hoskins

**Schedule**

Monthly, from 9/17/2015 to 1/22/2016

**Evidence of Completion**

Monitor the Truancy Referral Report and identify student with decreased absences.

## 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.** Core Instruction - We will increase student achievement by improving core instruction in all content areas - Literacy. **1**

 **G070807**

**G1.B1** ENGLISH LANGUAGE ARTS \*Limited evidence of instructional practices to increase rigor and Higher Order Thinking Skills in ELA and ELL classrooms through standards-based instruction that leads to deeper comprehension and analysis of complex texts. **2**

 **B184532**

**G1.B1.S1** ELA **4**

 **S196041**

### Strategy Rationale

Implement common planning framework to assist in making strategic decisions in choosing a priority standard that leads to unpacking, developing learning targets, creating daily and culminating end products and develop rigorous text-dependent questions that align to the priority standard.

### Action Step 1 **5**

Introduce strategies and action steps as outlined in the Action Plan during Common Planning.

#### Person Responsible

Rennina Turner

#### Schedule

On 9/24/2015

#### Evidence of Completion

Agenda and Sign-in sheets

### Action Step 2 5

Provide Professional Development to focus on Backwards Planning to assist teachers with alignment of appropriate activities to priority standard.

**Person Responsible**

Melva Cogdello

**Schedule**

Biweekly, from 9/17/2015 to 10/8/2015

***Evidence of Completion***

District Coaching Log, Common planning rosters, agenda, instructional plans, student artifacts

### Action Step 3 5

Use common planning to examine student end products to include corrective feedback to reader response and text based writing to determine if it demonstrates mastery.

**Person Responsible**

Melva Cogdello

**Schedule**

Biweekly, from 9/17/2015 to 10/13/2015

***Evidence of Completion***

District Coaching Log, Common planning rosters, agenda, instructional plans, student artifacts

### Action Step 4 5

Implement the coaching cycle to model how to align instruction to the priority standard.

**Person Responsible**

Melva Cogdello

**Schedule**

On 10/21/2015

***Evidence of Completion***

District Coaching Log, Common planning rosters, agenda, instructional plans, student artifacts.

### Action Step 5 5

Monitor instructional alignment to ensure the correlation between the standard, activities, questioning and end product meets grade level expectations and allow students to demonstrate mastery of the standard.

#### **Person Responsible**

Rennina Turner

#### **Schedule**

Weekly, from 9/17/2015 to 10/27/2015

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

Classroom observation, student artifacts, program monitoring and data reports.

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

Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

#### **Person Responsible**

Rennina Turner

#### **Schedule**

Weekly, from 9/17/2015 to 10/27/2015

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

Formative Assessment – District Interim Assessments

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

Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

#### **Person Responsible**

Rennina Turner

#### **Schedule**

Daily, from 9/17/2015 to 10/27/2015


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

Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments Summative: District Assessment


**G2. Core Instruction - We will increase student achievement by improving core instruction in all content areas - Mathematics.** 1

 G070808

**G2.B1 MATH** \*Ineffective use of collaborative planning to address the unwrapping of the standards that addresses misconceptions, making connections, and leading to deeper understanding. 2

 B184533

**G2.B1.S1 Mathematics** 4

 S196042

### **Strategy Rationale**

Implement effective lesson planning that will incorporate a deep understanding of the standard through unwrapping the standards, aligning activities, and utilizing appropriate resources.

### **Action Step 1** 5

Introduction of action plan during faculty meeting.

#### **Person Responsible**

Rennina Turner

#### **Schedule**

On 10/7/2015

#### **Evidence of Completion**

Agenda; sign-in sheet

### **Action Step 2** 5

Provide professional development on the unwrapping of the standards and the effective use of resources during our department meeting.

#### **Person Responsible**

Demetras Johnson

#### **Schedule**

Biweekly, from 9/17/2015 to 9/28/2015

#### **Evidence of Completion**

Agenda; sign-in sheet; hand-outs

### Action Step 3 5

Designate weekly Friday department meetings to accommodate the common grade level teachers to unwrap the standards, identify common misconceptions within the content, and plan for deeper understanding of the content

**Person Responsible**

Demetras Johnson

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

***Evidence of Completion***

Agenda, sign-in sheet, handouts

### Action Step 4 5

Plan collaboratively with common grade level teachers and unwrap the standard for the upcoming topic.

**Person Responsible**

Demetras Johnson

**Schedule**

Biweekly, from 9/17/2015 to 1/22/2016

***Evidence of Completion***

Agenda; sign-in sheet, Coaching calendar

### Action Step 5 5

Implement activities planned during the common grade level collaborative session that support conceptual understanding.

**Person Responsible**

Steven Hoskins

**Schedule**

Biweekly, from 9/17/2015 to 1/22/2016

***Evidence of Completion***

Coaching Log; observation

### Action Step 6 5

Collaborate and evaluate student sample work amongst the common grade level teachers during our common planning session.

**Person Responsible**

Demetras Johnson

**Schedule**

Biweekly, from 9/17/2015 to 10/14/2015

***Evidence of Completion***

Agenda; sign-in sheet; student sample work

### Action Step 7 5

Provide follow-up support for identified teachers by conducting coaching cycles

**Person Responsible**

Demetras Johnson

**Schedule**

Biweekly, from 9/17/2015 to 1/22/2016

***Evidence of Completion***

Coaching log

### Action Step 8 5

Monitor all action steps by conducting classroom walkthroughs

**Person Responsible**

Rennina Turner

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

***Evidence of Completion***

Walkthrough documentation

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

Teacher assessment data will be reviewed and instruction will be adjusted as needed.  
Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

#### **Person Responsible**

Rennina Turner

#### **Schedule**

Weekly, from 9/17/2015 to 1/22/2016

#### **Evidence of Completion**

Formative Assessment – District Interim Assessments

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

Teacher assessment data will be reviewed and instruction will be adjusted as needed.  
Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

#### **Person Responsible**

Rennina Turner

#### **Schedule**

Weekly, from 9/17/2015 to 1/22/2016

#### **Evidence of Completion**

Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments  
Summative: District Assessment

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

Teacher assessment data will be reviewed and instruction will be adjusted as needed.  
Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

#### **Person Responsible**

Rennina Turner

#### **Schedule**

Weekly, from 9/17/2015 to 1/22/2016

#### **Evidence of Completion**

Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments  
Summative: District Assessment


**G3. Core Instruction - We will increase student achievement by improving core instruction in all content areas - Science.** 1

 G070809

**G3.B1 SCIENCE** \*Limited planning practices that do not yield a specific purpose or is standard-driven in depth. 2

 B184534

**G3.B1.S1 Science Effective Planning and Instructional Delivery** 4

 S196043

### **Strategy Rationale**

Implement effective planning strategies that incorporates backwards planning, depth of standards, and available resources that support student engagement and active learning.

### **Action Step 1** 5

Introduce the action plan to the faculty to address the needs and school goals.

#### **Person Responsible**

Rennina Turner

#### **Schedule**

On 10/7/2015

#### **Evidence of Completion**

Agenda and handouts

### **Action Step 2** 5

Provide professional development on the elements of effective lesson planning that incorporates utilizing task cards, designing end-products aligned to the standards, and instructional strategies that support engagement.

#### **Person Responsible**

Danette Essue

#### **Schedule**

On 10/8/2015

#### **Evidence of Completion**

Agenda and handouts

### Action Step 3 5

Develop robust lessons that include the implementation of essential labs, STEM specific experiments, high order questioning, and end-products.

**Person Responsible**

Danette Essue

**Schedule**

Weekly, from 9/17/2015 to 10/30/2015

***Evidence of Completion***

Sample lab materials, sample lesson plans, question stems

### Action Step 4 5

Promote the use of the Claim-Evidence-Reasoning forms with an emphasis on using multiple sources of evidence (Technology research, various text sources, lab data and observations, activities, etc.

**Person Responsible**

Danette Essue

**Schedule**

Weekly, from 9/17/2015 to 10/22/2015

***Evidence of Completion***

Student work samples, Claim-Evidence-Reasoning Writing

### Action Step 5 5

Implement peer-mentoring/observations to gather best practices and support the implementation of the effective lesson planning.

**Person Responsible**

Danette Essue

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

***Evidence of Completion***

Reflection sheets, schedule of observations, survey of strength and opportunities to grow

## Action Step 6 5

Monitor the implementation of the best practices and instructional strategies that support high cognitive engagement.

### **Person Responsible**

Rennina Turner

### **Schedule**

Weekly, from 9/17/2015 to 1/22/2016

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

Walkthrough log, reflection sheet,

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

The department as a whole will analyze and disaggregate monthly and quarterly assessment data and make adjustments to the instructional focus calendar as it relates to the needs of the students in grades 6-8.

### **Person Responsible**

Steven Hoskins

### **Schedule**

On 1/22/2016

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

Progress will be monitored by analyzing the data from Quarterly, Monthly and Chapter Assessments as well as students' ability to apply what is taught in the classroom to real-world experiences through hands-on activities, labs and science related field trips.  
Summative: 2016 FCAT 2.0 Science Assessment

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

Administration and Department Chairs will continue meeting with teachers to discuss and provide recommendation where necessary.

#### Person Responsible

Steven Hoskins


#### Schedule

Weekly, from 9/17/2015 to 1/22/2016

#### Evidence of Completion

Progress will be monitored by analyzing the data from Quarterly, Monthly and Chapter Assessments as well as students' ability to apply what is taught in the classroom to real-world experiences through hands-on activities, labs and science related field trips.  
Summative: 2015 FCAT 2.0 Science Assessment

### G3.B1.S2 Science 4

 S196044

#### Strategy Rationale

Use data to set goals, plan appropriate benchmark focused remedial activities, set achievable remediation goals and time frames, and implement the plan with opportunity to Re-evaluate and adjust as necessary.

### Action Step 1 5

Provide professional development: Utilizing benchmark specific task cards

#### Person Responsible

Danette Essue

#### Schedule

Weekly, from 9/17/2015 to 1/22/2016

#### Evidence of Completion

Lesson Plans, student work samples, data (benchmark specific) from post remediation.

### Action Step 2 5

Provide professional development: Utilizing progress monitoring and assessment activities (benchmark specific) located in the district curriculum pacing guide.

**Person Responsible**

Danette Essue

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

***Evidence of Completion***

Lesson plans, student work samples, artifacts

### Action Step 3 5

Promote the use of instructional technology to review lessons (To include but not limited to: Edgenuity, Explore Learning/GIZMO, Discovery Education, Edmodo).

**Person Responsible**

Danette Essue

**Schedule**

***Evidence of Completion***

Edgenuity usage reports, Explore Learning/GIZMO reports, Student remediation cycle data (post assessment)

### Action Step 4 5

Promote the use of formative assessment probes in lessons to address and reduce student Science misconceptions.

**Person Responsible**

Danette Essue

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

***Evidence of Completion***

Lesson plans, student work samples, data (benchmark specific) from post remediation

### Action Step 5 5

Promote the implementation of Essential Labs and STEM specific scientific experiments.

**Person Responsible**

Danette Essue

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

***Evidence of Completion***

Student work samples, Claim-Evidence-Reasoning Writing

### Action Step 6 5

Promote the use of the Claim-Evidence-Reasoning forms with an emphasis on using multiple sources of evidence (Technology research, various text sources, lab data and observations, activities, etc.)

**Person Responsible**

Danette Essue

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

***Evidence of Completion***

Student work samples, Claim-Evidence-Reasoning Writing

### Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration and Department Chairs will continue meeting with teachers to discuss and provide recommendation where necessary.

**Person Responsible**

Steven Hoskins

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

***Evidence of Completion***

Progress will be monitored by analyzing the data from Quarterly, Monthly and Chapter Assessments as well as students' ability to apply what is taught in the classroom to real-world experiences through hands-on activities, labs and science related field trips.  
Summative: 2016 FCAT 2.0 Science Assessment

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Administration and Department Chairs will continue meeting with teachers to discuss and provide recommendation where necessary.

**Person Responsible**

Rennina Turner

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

***Evidence of Completion***

Progress will be monitored by analyzing the data from Quarterly, Monthly and Chapter Assessments as well as students' ability to apply what is taught in the classroom to real-world experiences through hands-on activities, labs and science related field trips.  
Summative: 2016 FCAT 2.0 Science Assessment


**G4. Core Instruction - We will increase student achievement by improving core instruction in all content areas - Social Studies.** 1

 G070810

**G4.B1** Utilize planning to set instructional goals and create interactive real life activities to differentiate instruction to meet the various needs of students. 2

 B184535

**G4.B1.S1** Social Studies Effective Planning and Instructional Delivery 4

 S196045

### **Strategy Rationale**

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

### **Action Step 1** 5

Introduce strategy outlined in the Action Plan during the common planning.

#### **Person Responsible**

Priscilla Preston

#### **Schedule**

On 9/22/2015

#### **Evidence of Completion**

Introduce strategy outlined in the Action Plan during the common planning

### **Action Step 2** 5

Utilize common planning session to create real life activities that align to the Civics daily instructional focus.

#### **Person Responsible**

Priscilla Preston

#### **Schedule**

On 9/24/2015

#### **Evidence of Completion**

Agenda and Sign-In Sheets

### Action Step 3 5

Conduct a lesson study cycle that uses the civics topics to focus on creating real life activities to meet the needs of different learners.

**Person Responsible**

Melva Cogdello

**Schedule**

On 10/14/2015

***Evidence of Completion***

Lesson Plans, Lesson Study Documents

### Action Step 4 5

Provide coaching cycles model for teachers on how to implement interactive real life activities in their instructional routine.

**Person Responsible**

Melva Cogdello

**Schedule**

On 10/20/2015

***Evidence of Completion***

Coaching Logs

### Action Step 5 5

Monitor to ensure teachers are utilizing interactive activities to promote student engagement aligned to the civics topics.

**Person Responsible**

Rennina Turner

**Schedule**

Weekly, from 9/17/2015 to 10/27/2015

***Evidence of Completion***

Adminstrator Walkthrough Logs

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

Teacher assessment data will be reviewed and instruction will be adjusted as needed.  
Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

**Person Responsible**

Rennina Turner

**Schedule**

Weekly, from 9/17/2015 to 10/27/2015

***Evidence of Completion***

Formative Assessment – District Interim Assessments

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

Teacher assessment data will be reviewed and instruction will be adjusted as needed.  
Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

**Person Responsible**

Rennina Turner

**Schedule**

Daily, from 9/17/2015 to 10/27/2015

***Evidence of Completion***

Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments  
Summative: District Assessment

**G5. Student Services/Early Warning Indicators** - Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1

 G070811

### **G5.B1 Student Attendance (Unexcused Absences)** 2

 B184536

**G5.B1.S1** Use Data from Daily Attendance Bulletin in conjunction with truancy report to reduce the number of unexcused absences. 4

 S196046

#### **Strategy Rationale**

Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team for intervention services. Identify and refer Contact parents of truancy student through Connect-Ed.

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

Monitor Attendance Dashboard

##### **Person Responsible**

Rennina Turner

##### **Schedule**

Daily, from 9/17/2015 to 1/22/2016

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

Monitor Attendance Dashboard reports

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

Refer identified students to the Truancy Child Study Team for Intervention Services

##### **Person Responsible**

Steven Hoskins

##### **Schedule**

Weekly, from 9/17/2015 to 1/22/2016

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

Truancy Report shows a 10% decrease in the number of unexcused absences; corrections to Daily Attendance Bulletin Total unexcused absences

### Action Step 3 5

Identify and contact parent/guardians of truant students through Connect-Ed

**Person Responsible**

Steven Hoskins

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

**Evidence of Completion**

sign-in sheets from conferences/workshops

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Inform parents of attendance policies and procedures notifications in opening of school and open house.

**Person Responsible**

Steven Hoskins

**Schedule**

Monthly, from 9/17/2015 to 1/22/2016

**Evidence of Completion**

Daily review of the attendance bulletins to reduce the number of unexcused absences.

### Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Conduct parent workshops in their home language to clarify cultural and educational difference with current District Policies.

**Person Responsible**

Steven Hoskins

**Schedule**

Monthly, from 9/17/2015 to 1/22/2016

**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.B1.S1.A1	Introduce strategies and action steps as outlined in the Action Plan during Common Planning.	Turner, Rennina	9/17/2015	Agenda and Sign-in sheets	9/24/2015 one-time
G2.B1.S1.A1	Introduction of action plan during faculty meeting.	Turner, Rennina	9/17/2015	Agenda; sign-in sheet	10/7/2015 one-time
G3.B1.S1.A1	Introduce the action plan to the faculty to address the needs and school goals.	Turner, Rennina	9/17/2015	Agenda and handouts	10/7/2015 one-time
G3.B1.S2.A1	Provide professional development: Utilizing benchmark specific task cards	Essue, Danette	9/17/2015	Lesson Plans, student work samples, data (benchmark specific) from post remediation.	1/22/2016 weekly
G4.B1.S1.A1	Introduce strategy outlined in the Action Plan during the common planning.	Preston, Priscilla	9/17/2015	Introduce strategy outlined in the Action Plan during the common planning	9/22/2015 one-time
G5.B1.S1.A1	Monitor Attendance Dashboard	Turner, Rennina	9/17/2015	Monitor Attendance Dashboard reports	1/22/2016 daily
G1.B1.S1.A2	Provide Professional Development to focus on Backwards Planning to assist teachers with alignment of appropriate activities to priority standard.	Cogdello, Melva	9/17/2015	District Coaching Log, Common planning rosters, agenda, instructional plans, student artifacts	10/8/2015 biweekly
G2.B1.S1.A2	Provide professional development on the unwrapping of the standards and the effective use of resources during our department meeting.	Johnson, Demetras	9/17/2015	Agenda; sign-in sheet; hand-outs	9/28/2015 biweekly
G3.B1.S1.A2	Provide professional development on the elements of effective lesson planning that incorporates utilizing task cards, designing end-products aligned to the standards, and instructional strategies that support engagement.	Essue, Danette	9/17/2015	Agenda and handouts	10/8/2015 one-time
G3.B1.S2.A2	Provide professional development: Utilizing progress monitoring and assessment activities (benchmark specific) located in the district curriculum pacing guide.	Essue, Danette	9/17/2015	Lesson plans, student work samples, artifacts	1/22/2016 weekly
G4.B1.S1.A2	Utilize common planning session to create real life activities that align to the Civics daily instructional focus.	Preston, Priscilla	9/17/2015	Agenda and Sign-In Sheets	9/24/2015 one-time
G5.B1.S1.A2	Refer identified students to the Truancy Child Study Team for Intervention Services	Hoskins, Steven	9/17/2015	Truancy Report shows a 10% decrease in the number of unexcused absences; corrections to Daily Attendance Bulletin Total unexcused absences	1/22/2016 weekly
G1.B1.S1.A3	Use common planning to examine student end products to include corrective feedback to reader response and text based writing to determine if it demonstrates mastery.	Cogdello, Melva	9/17/2015	District Coaching Log, Common planning rosters, agenda, instructional plans, student artifacts	10/13/2015 biweekly
G2.B1.S1.A3	Designate weekly Friday department meetings to accommodate the common grade level teachers to unwrap the standards, identify common misconceptions within the content, and plan for deeper understanding of the content	Johnson, Demetras	9/17/2015	Agenda, sign-in sheet, handouts	1/22/2016 weekly
G3.B1.S1.A3	Develop robust lessons that include the implementation of essential labs, STEM specific experiments, high order questioning, and end-products.	Essue, Danette	9/17/2015	Sample lab materials, sample lesson plans, question stems	10/30/2015 weekly
G3.B1.S2.A3	Promote the use of instructional technology to review lessons (To include but not limited to: Edgenuity, Explore Learning/GIZMO, Discovery Education, Edmodo).	Essue, Danette	9/17/2015	Edgenuity usage reports, Explore Learnign/GIZMO reports, Student remediation cycle data (post assessment)	weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A3	Conduct a lesson study cycle that uses the civics topics to focus on creating real life activities to meet the needs of different learners.	Cogdello, Melva	9/17/2015	Lesson Plans, Lesson Study Documents	10/14/2015 one-time
G5.B1.S1.A3	Identify and contact parent/guardians of truant students through Connect-Ed	Hoskins, Steven	9/17/2015	sign-in sheets from conferences/ workshops	1/22/2016 weekly
G1.B1.S1.A4	Implement the coaching cycle to model how to align instruction to the priority standard.	Cogdello, Melva	9/17/2015	District Coaching Log, Common planning rosters, agenda, instructional plans, student artifacts.	10/21/2015 one-time
G2.B1.S1.A4	Plan collaboratively with common grade level teachers and unwrap the standard for the upcoming topic.	Johnson, Demetras	9/17/2015	Agenda; sign-in sheet, Coaching calendar	1/22/2016 biweekly
G3.B1.S1.A4	Promote the use of the Claim-Evidence-Reasoning forms with an emphasis on using multiple sources of evidence (Technology research, various text sources, lab data and observations, activities, etc.	Essue, Danette	9/17/2015	Student work samples, Claim-Evidence-Reasoning Writing	10/22/2015 weekly
G3.B1.S2.A4	Promote the use of formative assessment probes in lessons to address and reduce student Science misconceptions.	Essue, Danette	9/17/2015	Lesson plans, student work samples, data (benchmark specific) from post remediation	1/22/2016 weekly
G4.B1.S1.A4	Provide coaching cycles model for teachers on how to implement interactive real life activities in their instructional routine.	Cogdello, Melva	9/17/2015	Coaching Logs	10/20/2015 one-time
G1.B1.S1.A5	Monitor instructional alignment to ensure the correlation between the standard, activities, questioning and end product meets grade level expectations and allow students to demonstrate mastery of the standard.	Turner, Rennina	9/17/2015	Classroom observation, student artifacts, program monitoring and data reports.	10/27/2015 weekly
G2.B1.S1.A5	Implement activities planned during the common grade level collaborative session that support conceptual understanding.	Hoskins, Steven	9/17/2015	Coaching Log; observation	1/22/2016 biweekly
G3.B1.S1.A5	Implement peer-mentoring/observations to gather best practices and support the implementation of the effective lesson planning.	Essue, Danette	9/17/2015	Reflection sheets, schedule of observations, survey of strength and opportunities to grow	1/22/2016 weekly
G3.B1.S2.A5	Promote the implementation of Essential Labs and STEM specific scientific experiments.	Essue, Danette	9/17/2015	Student work samples, Claim-Evidence-Reasoning Writing	1/22/2016 weekly
G4.B1.S1.A5	Monitor to ensure teachers are utilizing interactive activities to promote student engagement aligned to the civics topics.	Turner, Rennina	9/17/2015	Adminstrator Walkthrough Logs	10/27/2015 weekly
G2.B1.S1.A6	Collaborate and evaluate student sample work amongst the common grade level teachers during our common planning session.	Johnson, Demetras	9/17/2015	Agenda; sign-in sheet; student sample work	10/14/2015 biweekly
G3.B1.S1.A6	Monitor the implementation of the best practices and instructional strategies that support high cognitive engagement.	Turner, Rennina	9/17/2015	Walkthrough log, reflection sheet,	1/22/2016 weekly
G3.B1.S2.A6	Promote the use of the Claim-Evidence-Reasoning forms with an emphasis on using multiple sources of evidence (Technology research, various text sources, lab data and observations, activities, etc.)	Essue, Danette	9/17/2015	Student work samples, Claim-Evidence-Reasoning Writing	1/22/2016 weekly
G2.B1.S1.A7	Provide follow-up support for identified teachers by conducting coaching cycles	Johnson, Demetras	9/17/2015	Coaching log	1/22/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A8	Monitor all action steps by conducting classroom walkthroughs	Turner, Rennina	9/17/2015	Walkthrough documentation	1/22/2016 weekly
G1.MA1	Following the FCIM model department chairs will adjust school-wide instructional focus calendar after district assessments to target specific benchmarks.	Turner, Rennina	9/17/2015	Formative: Student work samples, benchmark assessments Summative: District Assessment	10/27/2015 monthly
G1.B1.S1.MA1	Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.	Turner, Rennina	9/17/2015	Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments Summative: District Assessment	10/27/2015 daily
G1.B1.S1.MA1	Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.	Turner, Rennina	9/17/2015	Formative Assessment – District Interim Assessments	10/27/2015 weekly
G2.MA1	Following the FCIM model department chairs will adjust school-wide instructional focus calendar after district assessments to target specific benchmarks.	Turner, Rennina	9/17/2015	Formative: Student work samples, benchmark assessments Summative: District Assessment	1/22/2016 biweekly
G2.B1.S1.MA1	Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.	Turner, Rennina	9/17/2015	Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments Summative: District Assessment	1/22/2016 weekly
G2.B1.S1.MA1	Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.	Turner, Rennina	9/17/2015	Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments Summative: District Assessment	1/22/2016 weekly
G2.B1.S1.MA1	Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.	Turner, Rennina	9/17/2015	Formative Assessment – District Interim Assessments	1/22/2016 weekly
G3.MA1	Following the FCIM model department chairs will adjust school-wide instructional focus calendar after district assessments to target specific benchmarks.	Turner, Rennina	9/17/2015	Formative: Student work samples, benchmark assessments Summative: District Assessment	1/22/2016 weekly
G3.B1.S1.MA1	Administration and Department Chairs will continue meeting with teachers to discuss and provide recommendation where necessary.	Hoskins, Steven	9/17/2015	Progress will be monitored by analyzing the data from Quarterly, Monthly and Chapter Assessments as well as students' ability to apply what is taught in the classroom to real-world experiences through hands-on activities, labs and science related field trips. Summative: 2015 FCAT 2.0 Science Assessment	1/22/2016 weekly
G3.B1.S1.MA1	The department as a whole will analyze and disaggregate monthly and quarterly assessment data and make adjustments to the instructional focus calendar as it relates to the needs of the students in grades 6-8.	Hoskins, Steven	9/17/2015	Progress will be monitored by analyzing the data from Quarterly, Monthly and Chapter Assessments as well as students' ability to apply what is taught in the classroom to real-world experiences through hands-on activities, labs and science related field trips. Summative: 2016 FCAT 2.0 Science Assessment	1/22/2016 one-time
G3.B1.S2.MA1	Administration and Department Chairs will continue meeting with teachers to	Turner, Rennina	9/17/2015	Progress will be monitored by analyzing the data from Quarterly, Monthly and Chapter Assessments as well as	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
	discuss and provide recommendation where necessary.			students' ability to apply what is taught in the classroom to real-world experiences through hands-on activities, labs and science related field trips. Summative: 2016 FCAT 2.0 Science Assessment	
G3.B1.S2.MA1	Administration and Department Chairs will continue meeting with teachers to discuss and provide recommendation where necessary.	Hoskins, Steven	9/17/2015	Progress will be monitored by analyzing the data from Quarterly, Monthly and Chapter Assessments as well as students' ability to apply what is taught in the classroom to real-world experiences through hands-on activities, labs and science related field trips. Summative: 2016 FCAT 2.0 Science Assessment	1/22/2016 weekly
G4.MA1	Following the FCIM model department chairs will adjust school-wide instructional focus calendar after district assessments to target specific benchmarks.	Turner, Rennina	9/17/2015	Formative: Student work samples, benchmark assessments Summative: District Assessment	10/27/2015 monthly
G4.B1.S1.MA1	Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.	Turner, Rennina	9/17/2015	Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments Summative: District Assessment	10/27/2015 daily
G4.B1.S1.MA1	Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.	Turner, Rennina	9/17/2015	Formative Assessment – District Interim Assessments	10/27/2015 weekly
G5.MA1	Tie attendance to student activities. Students with excessive absences and tardies.	Hoskins, Steven	9/17/2015	Monitor the Truancy Referral Report and identify student with decreased absences.	1/22/2016 monthly
G5.B1.S1.MA1	Conduct parent workshops in their home language to clarify cultural and educational difference with current District Policies.	Hoskins, Steven	9/17/2015	Sign-in sheets	1/22/2016 monthly
G5.B1.S1.MA1	Inform parents of attendance policies and procedures notifications in opening of school and open house.	Hoskins, Steven	9/17/2015	Daily review of the attendance bulletins to reduce the number of unexcused absences.	1/22/2016 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.** Core Instruction - We will increase student achievement by improving core instruction in all content areas - Literacy.

**G1.B1** ENGLISH LANGUAGE ARTS \*Limited evidence of instructional practices to increase rigor and Higher Order Thinking Skills in ELA and ELL classrooms through standards-based instruction that leads to deeper comprehension and analysis of complex texts.

### **G1.B1.S1** ELA

#### **PD Opportunity 1**

Provide Professional Development to focus on Backwards Planning to assist teachers with alignment of appropriate activities to priority standard.

##### **Facilitator**

Melva Cogdello, Reading Coach

##### **Participants**

Teachers

##### **Schedule**

Biweekly, from 9/17/2015 to 10/8/2015

**G3.** Core Instruction - We will increase student achievement by improving core instruction in all content areas - Science.

**G3.B1** SCIENCE \*Limited planning practices that do not yield a specific purpose or is standard-driven in depth.

**G3.B1.S1** Science Effective Planning and Instructional Delivery

**PD Opportunity 1**

Provide professional development on the elements of effective lesson planning that incorporates utilizing task cards, designing end-products aligned to the standards, and instructional strategies that support engagement.

**Facilitator**

Danetta Essue, Science Department Chair

**Participants**

Science teachers; Rennina Turner, Principal; Steven Hoskins, Assistant Principal

**Schedule**

On 10/8/2015

## Technical Assistance Items

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

**G3.** Core Instruction - We will increase student achievement by improving core instruction in all content areas - Science.

**G3.B1** SCIENCE \*Limited planning practices that do not yield a specific purpose or is standard-driven in depth.

**G3.B1.S1** Science Effective Planning and Instructional Delivery

### PD Opportunity 1

Develop robust lessons that include the implementation of essential labs, STEM specific experiments, high order questioning, and end-products.

#### Facilitator

Danetta Essue, Science Department Chair;

#### Participants

Science teachers; Rennina Turner, Principal; Steven Hoskins, Assistant Principal

#### Schedule

Weekly, from 9/17/2015 to 10/30/2015

### PD Opportunity 2

Promote the use of the Claim-Evidence-Reasoning forms with an emphasis on using multiple sources of evidence (Technology research, various text sources, lab data and observations, activities, etc.

#### Facilitator

Danetta Essue, Science Department Chair

#### Participants

Danetta Essue, Science Department Chair; Science teachers; Rennina Turner, Principal; Steven Hoskins, Assistant Principal

#### Schedule

Weekly, from 9/17/2015 to 10/22/2015

### G3.B1.S2 Science

#### PD Opportunity 1

Provide professional development: Utilizing benchmark specific task cards

##### Facilitator

Danetta Essue, Science Department Chair

##### Participants

Science Department

##### Schedule

Weekly, from 9/17/2015 to 1/22/2016

#### PD Opportunity 2

Provide professional development: Utilizing progress monitoring and assessment activities (benchmark specific) located in the district curriculum pacing guide.

##### Facilitator

Danetta Essue, Science Department Chair

##### Participants

Science Department

##### Schedule

Weekly, from 9/17/2015 to 1/22/2016

#### PD Opportunity 3

Promote the use of instructional technology to review lessons (To include but not limited to: Edgenuity, Explore Learning/GIZMO, Discovery Education, Edmodo).

##### Facilitator

Danetta Essue, Science Department Chair

##### Participants

Science Department

##### Schedule

#### **PD Opportunity 4**

Promote the use of formative assessment probes in lessons to address and reduce student Science misconceptions.

**Facilitator**

Danetta Essue, Science Department Chair

**Participants**

Science Department

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

#### **PD Opportunity 5**

Promote the implementation of Essential Labs and STEM specific scientific experiments.

**Facilitator**

Danetta Essue, Science Department Chair

**Participants**

Science Department

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

#### **PD Opportunity 6**

Promote the use of the Claim-Evidence-Reasoning forms with an emphasis on using multiple sources of evidence (Technology research, various text sources, lab data and observations, activities, etc.)

**Facilitator**

Danetta Essue, Science Department Chair

**Participants**

Science Department

**Schedule**

Weekly, from 9/17/2015 to 1/22/2016

### **Budget**

Budget Data			
1	G1.B1.S1.A1	Introduce strategies and action steps as outlined in the Action Plan during Common Planning.	\$0.00
2	G1.B1.S1.A2	Provide Professional Development to focus on Backwards Planning to assist teachers with alignment of appropriate activities to priority standard.	\$0.00
3	G1.B1.S1.A3	Use common planning to examine student end products to include corrective feedback to reader response and text based writing to determine if it demonstrates mastery.	\$0.00
4	G1.B1.S1.A4	Implement the coaching cycle to model how to align instruction to the priority standard.	\$0.00
5	G1.B1.S1.A5	Monitor instructional alignment to ensure the correlation between the standard, activities, questioning and end product meets grade level expectations and allow students to demonstrate mastery of the standard.	\$0.00
6	G2.B1.S1.A1	Introduction of action plan during faculty meeting.	\$0.00
7	G2.B1.S1.A2	Provide professional development on the unwrapping of the standards and the effective use of resources during our department meeting.	\$0.00
8	G2.B1.S1.A3	Designate weekly Friday department meetings to accommodate the common grade level teachers to unwrap the standards, identify common misconceptions within the content, and plan for deeper understanding of the content	\$0.00
9	G2.B1.S1.A4	Plan collaboratively with common grade level teachers and unwrap the standard for the upcoming topic.	\$0.00
10	G2.B1.S1.A5	Implement activities planned during the common grade level collaborative session that support conceptual understanding.	\$0.00
11	G2.B1.S1.A6	Collaborate and evaluate student sample work amongst the common grade level teachers during our common planning session.	\$0.00
12	G2.B1.S1.A7	Provide follow-up support for identified teachers by conducting coaching cycles	\$0.00
13	G2.B1.S1.A8	Monitor all action steps by conducting classroom walkthroughs	\$0.00
14	G3.B1.S1.A1	Introduce the action plan to the faculty to address the needs and school goals.	\$0.00
15	G3.B1.S1.A2	Provide professional development on the elements of effective lesson planning that incorporates utilizing task cards, designing end-products aligned to the standards, and instructional strategies that support engagement.	\$0.00
16	G3.B1.S1.A3	Develop robust lessons that include the implementation of essential labs, STEM specific experiments, high order questioning, and end-products.	\$0.00
17	G3.B1.S1.A4	Promote the use of the Claim-Evidence-Reasoning forms with an emphasis on using multiple sources of evidence (Technology research, various text sources, lab data and observations, activities, etc.	\$0.00
18	G3.B1.S1.A5	Implement peer-mentoring/observations to gather best practices and support the implementation of the effective lesson planning.	\$0.00
19	G3.B1.S1.A6	Monitor the implementation of the best practices and instructional strategies that support high cognitive engagement.	\$0.00
20	G3.B1.S2.A1	Provide professional development: Utilizing benchmark specific task cards	\$0.00

Budget Data			
21	G3.B1.S2.A2	Provide professional development: Utilizing progress monitoring and assessment activities (benchmark specific) located in the district curriculum pacing guide.	\$0.00
22	G3.B1.S2.A3	Promote the use of instructional technology to review lessons (To include but not limited to: Edgenuity, Explore Learning/GIZMO, Discovery Education, Edmodo).	\$0.00
23	G3.B1.S2.A4	Promote the use of formative assessment probes in lessons to address and reduce student Science misconceptions.	\$0.00
24	G3.B1.S2.A5	Promote the implementation of Essential Labs and STEM specific scientific experiments.	\$0.00
25	G3.B1.S2.A6	Promote the use of the Claim-Evidence-Reasoning forms with an emphasis on using multiple sources of evidence (Technology research, various text sources, lab data and observations, activities, etc.)	\$0.00
26	G4.B1.S1.A1	Introduce strategy outlined in the Action Plan during the common planning.	\$0.00
27	G4.B1.S1.A2	Utilize common planning session to create real life activities that align to the Civics daily instructional focus.	\$0.00
28	G4.B1.S1.A3	Conduct a lesson study cycle that uses the civics topics to focus on creating real life activities to meet the needs of different learners.	\$0.00
29	G4.B1.S1.A4	Provide coaching cycles model for teachers on how to implement interactive real life activities in their instructional routine.	\$0.00
30	G4.B1.S1.A5	Monitor to ensure teachers are utilizing interactive activities to promote student engagement aligned to the civics topics.	\$0.00
31	G5.B1.S1.A1	Monitor Attendance Dashboard	\$0.00
32	G5.B1.S1.A2	Refer identified students to the Truancy Child Study Team for Intervention Services	\$0.00
33	G5.B1.S1.A3	Identify and contact parent/guardians of truant students through Connect-Ed	\$0.00
Total:			\$0.00