Jorge Mas Canosa Middle School

2015-16 School Improvement Plan

Jorge Mas Canosa Middle School

15735 SW 144TH ST, Miami, FL 33196

http://jmcmiddle.dadeschools.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	79%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	94%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Jorge Mas Canosa Middle School is to provide a rigorous education that challenges our students to become globally literate and competitive, as well as college and career ready, by inspiring them to achieve their maximum potential while meeting their personal, social and cognitive needs.

Provide the school's vision statement

Our vision is to provide an environment that is conducive to developing students with the knowledge, attitudes and skills that will empower them to become successful leaders and change agents in today's global community.
Jorge Mas Canosa Middle School embodies its purpose with a dedicated and accomplished faculty, action-oriented, humanistic education, and personalized attention. The school also prides itself in offering International study field-trips, having visited countries outside of the United States, such as England, France, and Spain. Students also participate in academically relevant national field trips to New York, Chicago, Boston, and Washington D.C. Jorge Mas Canosa Middle School believes in a proactive approach to accountability whereby student performance goals and expectations are clearly established and monitored throughout the year. A continuous improvement philosophy is embedded into the decision making process to ensure intended outcomes for student achievement.

School Environment

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

Jorge Mas Canosa Middle School is located in a city filled with great diversity of nationalities and cultures, for this reason, it is imperative that we foster a climate of tolerance and respect. One of the ways this is achieved is by teaching and celebrating the achievements and contributions of various groups such as Hispanics, Women, and African Americans, to name a few. In addition, core values, such as honesty, kindness, generosity, courage, equality and respect are also infused through the implementation of Character Education lessons. The faculty of Jorge Mas Canosa Middle School also recognizes that building and improving students' relationships with teachers has positive and long-lasting implications for students' academic as well as social development. Teachers strive to create a learning environment that is not only conducive to learning but also where students can connect with the teacher and each other. The teachers foster an environment that promotes open communication, support, guidance, fairness, tolerance, and understanding. Teachers, counselors and administrators take the time to get to know the individual child and their families. Communication is facilitated through Parent-Teacher conferences, which are held three times per week in addition to communicating via letters, Connect-Ed messages, and emails in both English and Spanish. Social networking media such as Facebook and Twitter, is also used to post policies, celebrate students successes, and inform parents of upcoming events. Jorge Mas Canosa Middle School believes in open lines of communication between school and home.

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

Jorge Mas Canosa Middle School has seven security monitors who supervise students before, during and after school to ensure that students are safe. In addition, each of the three floors in the main

building where the classrooms are located, has one assistant principal as well as two security monitors who constantly supervise and monitor each floor. During the change of classes, each teacher stands at their doorway in order to assist in keeping hallways clear and safe. Additionally, the school's campus and hallways are fitted with security cameras. The school is also assigned a School Resource Officer, Officer Pando, who patrols the school grounds and assists with the implementation of the Youth Crime Watch program as well as provides anti-bullying lessons to our student body. Additionally, school police has a metal detection team that periodically visits the school to conduct random searches.

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

Jorge Mas Canosa Middle School adheres and complies with the district's Code of Student Conduct for Secondary Students. In addition, we have a schoolwide progressive Discipline Plan which is presented to all teachers, students, and parents. During the first week of school, and later halfway through the year, grade level discipline assemblies are held to communicate proper behavior, expectations, rules, and consequences to all students. Our school has implemented a weekly after school detention hall that serves as an alternative to indoor suspension. During school hours, we have a SCSI instructor who supervises the students which are placed on indoor suspension. In addition, counselors provide targeted students with counseling and mediation sessions in order to minimize incidents relating to misbehavior.

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

Jorge Mas Canosa Middle School has established a support network to address students' emotional and social needs. Teachers and administrators are observant of students and refer any concerns to the grade-level counselor who immediately gets involved with to provide assistance and guidance. Teachers and counselors constantly strive to communicate and connect with students on a more personal level in order to get to know each student. Maintaining an approachable attitude with students is critical to ensuring that they feel safe and supported. Teachers, counselors and administrators continually share information about students. By doing so, we can support the work students are doing in their classes and even learn from each other, as to what strategies work best for each student. Counselors identify and provide regular support to students who may be struggling with personal or family issues and provide these families with government and community resources. Besides offering anti-bullying campaigns and lessons, we also implement a Character Education curriculum which teaches students to be empathetic, caring and respectful with each other. By teaching and modeling social and emotional skills and providing a safe learning environment, we can attain positive results from our students.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance - Students who miss more than 10% of instructional time
Behavior - Students who have referrals that lead to suspension
Performance - 6th grade students scoring at FCAT (FSA) Level 1 in either ELA or Math
Performance - 7th grade students scoring at FCAT (FSA) Level 1 in either ELA or Math
Performance - 8th grade students scoring at FCAT (FSA) Level 1 in either ELA or Math
Performance - 6th grade students who fail either ELA or Math

Performance - 7th grade students who fail either ELA or Math
Performance - 8th grade students who fail either ELA or Math
Performance - 6th grade students who fail 2 or more of any course
Performance - 7th grade students who fail 2 or more of any course
Performance - 8th grade students who fail 2 or more of any course

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	69	65	98	232
One or more suspensions	22	55	118	195
Course failure in ELA or Math	32	33	65	130
Level 1 on statewide assessment	216	213	281	710
Failed 2 or more courses in any subject	13	23	39	75

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	16	157	178	351

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

In an effort to improve academic performance of students identified in the early warning system, we are implementing the following programs and/or strategies:
- After school and Saturday tutorial programs in the areas of ELA, Mathematics, Science, Writing, Algebra and Civics
- Before and after school ESOL Title III tutoring program from October through April in areas of ELA, Math, and Science
- Intensive Mathematics classes for Level 1 and Level 2 students
- Improvement of student behavior through the implementation of an incentive program, reviewing of Zero Tolerance Policies through grade level assemblies, implementing alternatives to suspensions such as an after school detention hall and improving methods and procedures for school suspensions
- Increasing literacy through the implementation of several school-wide research and evidence-based reading initiatives and programs, such as iReady, Accelerated Reader, and Teen Biz.
- Increase parental involvement by building an active and strong PTSA, providing staff training on ways to maintain positive communication with parents, and providing various parent workshops on topics such as study habits, homework skills, communication skills, and available academic resources.
- Provide parents with a copy of the school's Discipline and Attendance Policy requirements via our school's website and disseminating this information during our Open House

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/195538.

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

Jorge Mas Canosa Middle School works to build strong school-community partnerships in order to meet mutual goals. By integrating available resources and collaborating with the local community, a positive impact is made on "at risk factors" and improving student achievement. This administration or other school representatives visit targeted neighboring businesses in our community and present our school's vision, mission, initiatives, successes, and needs. We also discuss ways in which the partnership can be beneficial to both parties. Throughout the school year, local businesses are invited to our school's functions including EESAC and PTSA meetings as well as other activities including the monthly "Coffee with the Principal" meeting. Currently, some of our partners have rented out space on our school's fences to advertise their businesses using large banners. Some of our partners include Publix, and Dental Center of South Florida.

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
Falconjr, Elio	Principal
Griffith, James	Assistant Principal
Delgado, Ivette	Instructional Coach
Puentes, Richard	Teacher, K-12
San, Michelle	Teacher, K-12
Martin, Iris	Teacher, K-12
Jainanan, Vijay	Teacher, K-12
Cordero, Ivonne	Teacher, ESE
Fonseca, Danilda	Guidance Counselor
Castillo-Monroy, Melina	Teacher, K-12
Linares, Lourdes	Assistant Principal

Duties

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

Tier 1 (Leadership Team)
Lourdes Linares, Assistant Principal
Ivette Delgado, Reading Coach
Richard Puentes, Language Arts Dept. Chair
Melina Castillo-Monroy, ESOL Dept. Chair
Michelle San, Math Dept. Chair
Iris Martin, Science Dept. Chair
Vijay Jainanan, Social Studies Dept. Chair
Ivonne Cordero, SPED Department
Dianilda Fonseca, Student Services Dept. Chair, Guidance Counselor
Stephen Gair, School Social Worker
Vijay Jainanan, EESAC Chair
The Administrative Teams provide guidance on decision making items relative to school and district wide initiatives that foster increased rigor and student achievement.
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS. Department Chairpersons in turn disseminate and collect information and data which is evaluated using the 8-step problem solving model.
The Student Services department monitors and works closely with students to provide academic advisement necessary to make the connection between school, college readiness and the global workforce.
Parents, community members, and school personnel review and provide the necessary feedback through monthly EESAC meetings which helps the school implelment policy and make decisions which impacts the School Improvement Plan.
Tier 2
Selected members of the MTSS Leadership Team (Reading Coach, Language Arts, and Math Department Heads) will conduct regular meetings to analyze data and evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
Selected members (including teachers, counselors, administrators) of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. These members meet three times per week to conduct conferences whereby they discuss individual student progress, strategies to be implemented from home, and goal setting plan of action for home and school.

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

At Jorge Mas Canosa Middle School, the MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding regular team meetings where problem solving is the sole focus
2. Using the eight step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success
3. Determining how we will know if students have made expected levels of progress towards proficiency by gathering ongoing progress monitoring (OPM) data for all interventions and analyzing

that data using the Tier 2 problem solving process after each OPM
4. Taking action when grades, subject areas, classes, or individual students have not shown a positive response by identifying areas of weakness and providing intervention and remediation to increase student achievement
5. Responding when students have improved, or have met proficiency by raising goals or providing enrichment
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention; gathering ongoing progress monitoring (OPM) data for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM

Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly in order to:
1. Review OPM data for intervention groups to evaluate group and individual student response
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention according to SST guidelines

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

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

TITLE I, PART A
At Jorge Mas Canosa Middle School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches and Department Chairs 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 CHESS (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

Jorge Mas Canosa 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

TITLE I, Part D

Jorge Mas Canosa receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

TITLE II

Jorge Mas Canosa uses supplemental funds for improving basic education as follows:

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

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC)

• development and facilitation, as well as Lesson Study Group implementation and protocols

TITLE III

Jorge Mas Canosa utilizes Title III funds to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)

• reading and supplementary instructional materials(K-12)

• cultural supplementary instructional materials (K-12)

• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

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 Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

SUPPLEMENTAL ACADEMIC INSTRUCTION (SAI)

Jorge Mas Canosa Midle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

VIOLENCE PREVENTION PROGRAM

At Jorge Mas Canosa the Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Training and technical assistance for our teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

DISTRICT POLICY AGAINST BULLYING AND HARRASSMENT

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

At Jorge Mas Canosa Middle School this policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

Administrators and counselors begin any investigation of bullying or harassment within 24 hours of an initial report.

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

We will implement 5 curriculum lessons on Bullying and Violence Prevention per grade level 6 through 8.

NUTRITION PROGRAMS

1) Jorge Mas Canosa 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.

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

HOUSING PROGRAMS - N/A

HEAD START - N/A

ADULT EDUCATION - N/A

CAREER AND TECHNICAL EDUCATION

Jorge Mas Canosa Middle School has established an Instructional Technology Academy. By promoting Career Pathways and Programs of Study students will be able to complete an academy program and have a better understanding and appreciation of the posts-secondary opportunities available to them, and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Students will gain an understanding of business and industry workforce requirements by acquiring Instructional Technology Certification.
JOB TRAINING - N/A
OTHER
HIV/AIDS CURRICULUM: AIDS Get the Facts!
Jorge Mas Canosa teachers implement the AIDS: GET the Facts! curriculum providing a series of general objectives, lessons, activities and resources in HIV/AIDS instruction in grades 6-8.
HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
Miami Lighthouse / Heiken Children's Vision Program
Heiken Children's Vision Program provides free complete optometric exams conducted at Jorge Mas Canosa via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Vijay Jainanan	Teacher
Elio Falcon, Jr.	Principal
Gloria Mantecon	Education Support Employee
Angela West	Teacher
Ingrid Arenas	Teacher
Melina Castillo-Monroy	Teacher
Alina Floyd	Teacher
Jillian Martinez	Education Support Employee
Ana Baidet	Parent
Judith Marvin	Parent
Claudia Centeno	Parent
MIchelle Perez	Parent
Julissa Nolasco	Parent
Lia Penniston	Teacher

Duties

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

Evaluation of last year's school improvement plan

The SAC analyzes student data to evaluate the effectiveness of strategies implemented through the school improvement plan. This data is also used to make recommendations on areas of student achievement to be targeted for the current and following school year. In addition, the information

gathered from student data is utilized to make recommendations on how funds will be utilized to implement educational programs and purchase resources that will directly support student learning.

Development of this school improvement plan

The SAC is involved in determining and approving the educational programs that will be implemented during each school year. The SAC works with all stakeholders in developing, implementing, and monitoring the strategies and activities that will increase the academic and social environment of the school. The SAC utilizes current student data to recommend revisions to the strategies and activities on the school improvement plan.

Preparation of the school's annual budget and plan

The SAC analyzes student data to evaluate the effectiveness of strategies implemented through the school improvement plan. Student data is used to make recommendations on how funds will be utilized to implement educational programs and purchase resources that will directly impact student achievement.

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

The Jorge Mas Canosa Middle School SAC received a total of $9863. These funds were utilized to implement and support educational programs and purchase resources that directly support student learning and attendance. The funds were specifically used to support the following programs/initiates. FCCLA , FBLA, Attendance incentives, new musical instruments and repairs, Accelerated Reader (AR) tests and AR incentives, Technology/Robotics equipment, Physical Education equipment, headphones for Language Arts, ESOL, Reading.

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
Falconjr, Elio	Principal
Castillo-Monroy, Melina	Teacher, K-12
San, Michelle	Teacher, K-12
Puentes, Richard	Teacher, K-12
Martin, Iris	Teacher, K-12
Jainanan, Vijay	Teacher, K-12
Fonseca, Danilda	Guidance Counselor
Cordero, Ivonne	Teacher, ESE
Delgado, Ivette	Instructional Coach
Griffith, James	Assistant Principal
Linares, Lourdes	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Jorge Mas Canosa Middle School will have literacy initiatives in place this school year. These initiatives will include:
• Integrating technology through the use of all computer-based programs available to students.
• Increasing the usage of the Accelerated Reader program though Language Arts classes and Homeroom.
• Implementing interdisciplinary projects including current events, advanced book studies, and real life classroom integration, including literacy across the curriculum.
• Developing Lesson Studies and Lesson Plans that focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.
• Multi-disciplinary teams and core content areas will develop lessons that provide students with opportunities for research and incorporate evidence based writing throughout.
• Implementation of iReady program in all ELA classes
• Implementation of Silent Reading Homeroom activity to be infused in all content area classes on a daily basis

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

Jorge Mas Canosa Middle School fosters a positive working environment while promoting collaboration and collegiality among our teachers. To foster collaboration between teachers, our school holds bi-monthly departmental meetings. During these meetings teachers not only receive curriculum updates, information and resources, but they also share best practices and plan together. Twice per month, each department meets by grade level which allows for more content specific planning and sharing of strategies and best practices. Each member takes turns presenting to other grade level colleagues. They share successful teaching strategies in addition to modeling lessons. They brainstorm and hold meaningful dialogue on how best to present and teach complex concepts. Best practices will be celebrated by sharing pictures and stories of outstanding events and class activities through social media venues such as the school's Twitter and Facebook accounts. In addition, our school's Team Leader Coordinator and Activities Coordinator will announce activities that promote enjoyable faculty interactions outside the work environment, with the purpose of building healthy connections between all staff. One of our activities includes a Saturday faculty picnic at Tropical Park featuring food, games, and even activities for our faculty's children.

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

At Jorge Mas Canosa Middle School, in order to assist teachers in preparing for state-mandated subject area certification examinations, and in order to meet the highly-qualified teacher requirement, teachers will attend Professional Development which offers test tutorial sessions taught by content experts in the following certification areas:
• Middle Grades English (grades 5-9)
• Middle Grades General Science (grades 5-9)
• Middle Grades Mathematics (grades 5-9)
• Middle Grades Social Science (grades 5-9)
• English (grades 6-12)
• Mathematics (grades 6-12)
• Social Science (grades 6-12)
• Biology (grades 6-12)

• Chemistry (grades 6-12)
• Earth-Space Science (grades 6-12)
• Reading K-12
• Elementary Education (grades 1-6)
• Exceptional Student Education (ESE) K-12
• English as a Second Language (ESOL) K-12

Teachers who are teaching out-of-field are considered non-highly qualified. Non-highly qualified teachers will receive written notification from Human Resources which dictates a timeline for compliance with the highly-qualified teacher requirement. Administration at JMC will advise staff of the availability of sessions, and schedule the tutorial sessions which are offered twice each year.

Person responsible: Assistant Principal, Frances Mundo

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

Jorge Mas Canosa Middle School's Teacher Mentoring Program follows the policies and procedures set forth by the district. All new teachers are scheduled to attend a series of district and on-site orientation programs to familiarize them with Miami-Dade County Public School's policies regarding students and expectations for teachers. New teachers participate in a three year comprehensive induction program that provides much needed support which is crucial for their success. This Mentoring and Induction for New Teachers (MINT) is designed to support new teachers, to create an awareness of professional responsibilities and ultimately, positively affect student learning. Through this program each beginning teacher is paired with an experienced teacher in the same content area. In addition to providing support to beginning teachers, the induction program provides opportunities for mentors and teachers to reflect upon practice in order to improve the quality of education, thus elevating the teaching profession and fostering a collaborative learning community for all educators. On a monthly basis, new teachers are required to attend meetings with the Assistant Principal for Curriculum, Ms. Frances Mundo. Furthermore, new teachers are encouraged and given the opportunity to periodically meet with mentor and "buddy" teachers in order to provide additional support and foster an environment of collegiality. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom. The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed.

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

Jorge Mas Canosa Middle Schools exclusively utilizes instructional materials in all core instructional areas that have been approved and adopted by the state of Florida in order to support the implementation of the Florida State Standards. All obsolete/out of adoption textbooks are taken off our school's textbook inventory. These adjustments are made through the Student Textbook Automated Inventory Reporting System (STAIRS). Teachers access curriculum resources and interactive tools through CPALMS which is an online toolbox of information to help educators throughout Florida implement the Florida Standards. In addition, our teachers may access, through their M-DCPS employee portal, resources such as the Learning Village, as well as resources through

the various district offices (Language Arts/Reading, Science, Mathematics, Social Studies, and Bilingual/ESOL). Teachers also implement the use of the District Pacing Guides. Any supplemental resources and materials that are used to support core instruction are research and evidence based.

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

The teachers of Jorge Mas Canosa Middle School systematically collect and analyze various types of data to guide a range of decisions to help improve student achievement. Data is used to make decisions, such as screening students for placement, using progress monitoring or formative assessments to determine curricular changes, and interpreting performance data to identify areas of weakness to be targeted and focused on. Teachers use Gateway to Data, an online platform which allows them to create assessments and analyze the results immediately. The real time data allows teachers to analyze student performance and make necessary adjustments to differentiate instruction in order to meet individual student needs and thus increase student achievement.

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

Strategy: After School Program

Minutes added to school year: 6,100

*Computer Labs and Media Center will be available to students before and after school in order for them to engage in individualized web-based programs targeted towards improving achievement in Reading, Math, and Science.
*Afer school tutoring will be offered in Civics, Mathematics, and Science.
*Pull-Out tutoring will be offered to students in need of supplemental instruction in Reading and Writing.
*Professional Development will be available to teachers as a need to address specific areas in need of improvement.
*Professional Learning Communities will be established so that teachers can collaborate and increase their knowledge on specific topics of interest with the purpose of increasing student achievement.
*Title III ELL Tutoring
*Saturday Academy for Civics, Biology, and Algebra I

Strategy Rationale

Due to the data driven implementation of effective instructional/tutorial programs and initiatives, the students of Jorge Mas Canosa Middle School will experience an increase in their academic performance.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Falconjr, Elio, pr6771@dadeschools.net

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

The Leadership Team will gather data after each Interim Assessment. Data will be analyzed and interpreted in order to identify areas of strengths and weaknesses and determine the effectiveness of the Before/After school programs. In addition, Student Data Chats will be conducted in all core subject areas.

Strategy: Weekend Program

Minutes added to school year:

*Saturday Academy will be offered prior to FCAT Testing to enhance test-taking skills and review of tested benchmarks in Reading, Math, and Science.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

The Leadership Team will gather data after each Interim Assessment. Data will be analyzed and interpreted in order to identify areas of strengths and weaknesses and determine the effectiveness of the Before/After school programs.

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

Before the beginning of each academic school year, Jorge Mas Canosa Middle School holds a New Student/Parent Orientation, specifically targeting incoming 6th graders and their parents. For the convenience of all parents, two sessions are held; one in the morning and another in the evening. During these informative sessions, the leadership team speaks about all aspects of our school, including curriculum, expectations, Cambridge Magnet, bell schedule, uniform policy, discipline policy, extracurricular activities including sports, and clubs. We also present an informative PowerPoint presentation that highlights the programs and faculty at our school. The presentation is followed by an question/answer session, and then parents and students are given guided tours of our campus. Our 8th grade students participate in a magnet fair held at our school during which they have the opportunity to learn about the various magnets and academies offered by neighboring high schools. In addition, field trips are organized so our 8th graders can visit feeder pattern high schools. This allows our students to visit the high school that will be articulated to in order to gain insight as to what they can expect once they leave middle school.

College and Career Readiness

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

N/A

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

N/A

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

NA

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction and increasing rigor in all content areas.

Strategic Goals Detail

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

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

G070812

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	76.0

Resources Available to Support the Goal 2

- New State Reading Adoption, INSIDE

- Classroom libraries

- CPALMS

- Technology resources embedded in the new curriculum

- Computers in the classroom

- Reading Coach

- District Pacing Guides

- Assessments: FAIR, Reading Plus, INSIDE Assessments, Oral Reading Fluency probes

- M-DCPS Learning Village

- Gizmos

- Khan Academy

- Reflex

- Edgenuity

- Manipulatives

- Brain Pop

- Discovery Education

- Lab equipment

- NBC Learns

- Formative Assessments - Probes

- Science, Social Studies, and Math State-adopted textbooks

- CNN Student News

- iReady

- iHEAT

Targeted Barriers to Achieving the Goal 3

- Need to increase the use of research-based Reading, Writing, Science, Civics, and Mathematics strategiess, along with emphasis on digital convergence tools, to enhance instruction and build literacy in all core curriculum areas.

Plan to Monitor Progress Toward G1. `8`

Following the FCIM process review and disaggregate assessment data from Interim Assessments, Florida Standards Assessments, or EOCs to ensure progress is being made and adjust instruction as needed. Instructional adjustments will also be addressed during Leadership Team meetings.

Person Responsible
Elio Falconjr

Schedule
Monthly, from 9/1/2015 to 6/2/2016

Evidence of Completion
Data reports for Interim Assessments, Computer Assisted Program (CAP) such as FAIR, PRJ (Voyager Reading Intervention), Gateway to Data reports, iReady reports, FCAT Explorer, Florida Standards Assessments and EOCs.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction and increasing rigor in all content areas. `1`

🔑 G070812

G1.B4 Need to increase the use of research-based Reading, Writing, Science, Civics, and Mathematics strategiess, along with emphasis on digital convergence tools, to enhance instruction and build literacy in all core curriculum areas. `2`

🔑 B184540

G1.B4.S1 Content area teachers will incorporate essential questions to focus and target instruction relative to the requirements of the Florida State Standards Assessments and End of Course exams. `4`

🔑 S196047

Strategy Rationale

Through the implementation of this strategy in the content areas, students will receive a daily opportunity to practice reflecting on the necessary skills to master the curriculum requirements of the Florida State Standards.

Action Step 1 `5`

Provide teachers with training on creating essential questions by content area

Person Responsible

Ivette Delgado

Schedule

Every 2 Months, from 8/24/2015 to 6/2/2016

Evidence of Completion

Handouts containing sample essential questions by content area.

Action Step 2 `5`

Model the use of essential questions during department meetings for each content area

Person Responsible

Ivette Delgado

Schedule

Semiannually, from 8/24/2015 to 6/2/2016

Evidence of Completion

Departmental meeting agendas

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

Administrative walk-throughs and formal/informal observations, lesson plans, will be discussed with teachers in order to monitor the use essential questions will can adjusted accordingly to guide purposeful learning.

Person Responsible

Elio Falconjr

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Essential questions, lesson plans, student work samples. In addition, following the FCIM process, review formative assessment data reports from interim assessments and data from computer-based program reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during Leadership Team meetings.

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

Administrative walk-throughs, formal and informal observations,

Person Responsible

Elio Falconjr

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Formative: Student folders, informal observations, student authentic classroom projects and collaboration. Summative: Florida State Standards Assessment.

G1.B4.S2 Teachers will implement the TIQA and/or CSQT method (Topic sentence, Introduction, Quotation, Analysis) as an instructional strategy to build and reinforce evidence-based writing skills necessary to master the Florida State Standards in writing across all curriculum areas. `4`

S196048

Strategy Rationale

Through the implementation of these methods, students will receive writing instruction that specifically targets the skills necessary to master text-based writing.

Action Step 1 `5`

Train content area teachers on the use of the TIQA and CSQT method.

Person Responsible

Ivette Delgado

Schedule

On 9/23/2015

Evidence of Completion

Meeting agenda, handouts and sign-in sheets

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

Administrator walk-throughs, formal/informal observations, teacher lesson plans

Person Responsible

Elio Falconjr

Schedule

Weekly, from 9/23/2015 to 6/2/2016

Evidence of Completion

Following the FCIM process review formative assessment data reports from interim assessments and data from computer-based program reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during LLT meetings.

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

Administrative walk-throughs and formal/informal observations, lesson plans, monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.

Person Responsible

Schedule

Weekly, from 9/23/2015 to 6/2/2016

Evidence of Completion

Formative: monthly writing samples, student authentic essays and writing pieces, District writing pre, mid-year, and post tests. Summative: Florida State Standards Assessment

G1.B4.S3 Content area teachers will facilitate the use of accountable talk in the classroom providing a window to student understanding and learning. 4

S196049

Strategy Rationale

Through the implementation of this strategy, students will continually be exposed to content area theorizing, discussion, and argument that will build comprehension, content knowledge, and presentation skills across all curricular areas.

Action Step 1 5

Provide teacher training on accountable talk practices

Person Responsible

Ivette Delgado

Schedule

On 10/8/2015

Evidence of Completion

PD activity handouts and sign-in sheets

Action Step 2 5

Model the use of accountable talk for teachers in each content area

Person Responsible

Ivette Delgado

Schedule

Weekly, from 10/8/2015 to 10/30/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

Administrative Walk-throughs and informal/formal Observations, accountable talk practices.

Person Responsible

Elio Falconjr

Schedule

Weekly, from 9/25/2015 to 6/2/2016

Evidence of Completion

Student work samples, data from formal and informal assessments such as monthly writing samples, teacher made tests through Gateway to Data, Science Baseline and Interim testing results, iReady reading and mathematics reports, District writing pre, mid-year, and post tests. Summative: Florida State Standards Assessment

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

Following the FCIM process review formative assessment data reports from interim assessments and data from computer-based program reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during Leadership Team meetings.

Person Responsible

Elio Falconjr

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), FCAT Explorer, iReady reports, Gateway to Data reports, District Interim Assessment data reports and student authentic work.

G1.B4.S4 Teachers will provide opportunities for students to use computers and tablets to facilitate learning through the use of digital sources and web-based programs, as well as incorporate virtual field trips, primary and secondary sources, and facilitate the acquisition and mastery of grade level content while building literacy skills. 4

S196050

Strategy Rationale

Through the implementation of this strategy, students will be exposed to a multitude of content specific web-based resources, programs, and sites to support and reinforce classroom instruction and writing across all content areas.

Action Step 1 5

Teachers will have more opportunities to infuse technology to facilitate learning

Person Responsible

Elio Falconjr

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Lesson plans, computer lab sign-up sheet, program usage reports

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Lesson Plans, Administrative Walk-throughs, Informal/Formal Observations, computer lab teacher sign-up sheets.

Person Responsible

Elio Falconjr

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student work samples Lab sign-up sheets Data from formal and informal assessments Reports from computer-based programs

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 `7`

Monitoring computer lab schedule, teacher lesson plans. In addition, following the FCIM process, review formative assessment data reports from interim assessments and data from computer-based program reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during Leadership Team meetings.

Person Responsible

Elio Falconjr

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), Carnegie usage reports, Gizmos usage reports, FCAT Explorer, iReady reports, District Interim Assessment data reports and student authentic work.

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.B4.S1.A1	Provide teachers with training on creating essential questions by content area	Delgado, Ivette	8/24/2015	Handouts containing sample essential questions by content area.	6/2/2016 every-2-months
G1.B4.S2.A1	Train content area teachers on the use of the TIQA and CSQT method.	Delgado, Ivette	9/23/2015	Meeting agenda, handouts and sign-in sheets	9/23/2015 one-time
G1.B4.S3.A1	Provide teacher training on accountable talk practices	Delgado, Ivette	10/8/2015	PD activity handouts and sign-in sheets	10/8/2015 one-time
G1.B4.S4.A1	Teachers will have more opportunities to infuse technology to facilitate learning	Falconjr, Elio	8/24/2015	Lesson plans, computer lab sign-up sheet, program usage reports	6/2/2016 weekly
G1.B4.S1.A2	Model the use of essential questions during department meetings for each content area	Delgado, Ivette	8/24/2015	Departmental meeting agendas	6/2/2016 semiannually
G1.B4.S3.A2	Model the use of accountable talk for teachers in each content area	Delgado, Ivette	10/8/2015	Sign-in sheets	10/30/2015 weekly
G1.MA1	Following the FCIM process review and disaggregate assessment data from Interim Assessments, Florida Standards Assessments, or EOCs to ensure progress is being made and adjust instruction as needed. Instructional adjustments will also be addressed during Leadership Team meetings.	Falconjr, Elio	9/1/2015	Data reports for Interim Assessments, Computer Assisted Program (CAP) such as FAIR, PRJ (Voyager Reading Intervention), Gateway to Data reports, iReady reports, FCAT Explorer, Florida Standards Assessments and EOCs.	6/2/2016 monthly
G1.B4.S1.MA1	Administrative walk-throughs, formal and informal observations,	Falconjr, Elio	8/24/2015	Formative: Student folders, informal observations, student authentic classroom projects and collaboration. Summative: Florida State Standards Assessment.	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1	Administrative walk-throughs and formal/informal observations, lesson plans, will be discussed with teachers in order to monitor the use essential questions will can adjusted accordingly to guide purposeful learning.	Falconjr, Elio	8/24/2015	Essential questions, lesson plans, student work samples. In addition, following the FCIM process, review formative assessment data reports from interim assessments and data from computer-based program reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during Leadership Team meetings.	6/2/2016 weekly
G1.B4.S2.MA1	Administrative walk-throughs and formal/informal observations, lesson plans, monthly writing samples and student authentic writing will be analyzed and evaluated. Writing instruction will be adjusted accordingly.		9/23/2015	Formative: monthly writing samples, student authentic essays and writing pieces, District writing pre, mid-year, and post tests. Summative: Florida State Standards Assessment	6/2/2016 weekly
G1.B4.S2.MA1	Administrator walk-throughs, formal/ informal observations, teacher lesson plans	Falconjr, Elio	9/23/2015	Following the FCIM process review formative assessment data reports from interim assessments and data from computer-based program reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during LLT meetings.	6/2/2016 weekly
G1.B4.S3.MA1	Following the FCIM process review formative assessment data reports from interim assessments and data from computer-based program reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during Leadership Team meetings.	Falconjr, Elio	8/25/2014	Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), FCAT Explorer, iReady reports, Gateway to Data reports, District Interim Assessment data reports and student authentic work.	6/4/2015 weekly
G1.B4.S3.MA1	Administrative Walk-throughs and informal/formal Observations, accountable talk practices.	Falconjr, Elio	9/25/2015	Student work samples, data from formal and informal assessments such as monthly writing samples, teacher made tests through Gateway to Data, Science Baseline and Interim testing results, iReady reading and mathematics reports, District writing pre, mid-year, and post tests. Summative: Florida State Standards Assessment	6/2/2016 weekly
G1.B4.S4.MA1	Monitoring computer lab schedule, teacher lesson plans. In addition, following the FCIM process, review formative assessment data reports from interim assessments and data from computer-based program reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be	Falconjr, Elio	8/24/2015	Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), Carnegie usage reports, Gizmos usage reports, FCAT Explorer, iReady reports, District Interim Assessment data reports and student authentic work.	6/2/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	addressed during Leadership Team meetings.				
G1.B4.S4.MA1	Lesson Plans, Administrative Walk-throughs, Informal/Formal Observations, computer lab teacher sign-up sheets.	Falconjr, Elio	8/24/2015	Student work samples Lab sign-up sheets Data from formal and informal assessments Reports from computer-based programs	6/2/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction and increasing rigor in all content areas.

G1.B4 Need to increase the use of research-based Reading, Writing, Science, Civics, and Mathematics strategiess, along with emphasis on digital convergence tools, to enhance instruction and build literacy in all core curriculum areas.

G1.B4.S1 Content area teachers will incorporate essential questions to focus and target instruction relative to the requirements of the Florida State Standards Assessments and End of Course exams.

PD Opportunity 1

Provide teachers with training on creating essential questions by content area

Facilitator

Ivette Delgado, Reading Coach

Participants

All content area teachers

Schedule

Every 2 Months, from 8/24/2015 to 6/2/2016

G1.B4.S2 Teachers will implement the TIQA and/or CSQT method (Topic sentence, Introduction, Quotation, Analysis) as an instructional strategy to build and reinforce evidence-based writing skills necessary to master the Florida State Standards in writing across all curriculum areas.

PD Opportunity 1

Train content area teachers on the use of the TIQA and CSQT method.

Facilitator

Ivette Delgado, Reading Coach

Participants

All content area teachers

Schedule

On 9/23/2015

G1.B4.S3 Content area teachers will facilitate the use of accountable talk in the classroom providing a window to student understanding and learning.

PD Opportunity 1

Provide teacher training on accountable talk practices

Facilitator

Ivette Delgado, Reading Coach

Participants

All content area teachers

Schedule

On 10/8/2015

Technical Assistance Items

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

G1. To increase student achievement by improving core instruction and increasing rigor in all content areas.

G1.B4 Need to increase the use of research-based Reading, Writing, Science, Civics, and Mathematics strategiess, along with emphasis on digital convergence tools, to enhance instruction and build literacy in all core curriculum areas.

G1.B4.S1 Content area teachers will incorporate essential questions to focus and target instruction relative to the requirements of the Florida State Standards Assessments and End of Course exams.

PD Opportunity 1

Model the use of essential questions during department meetings for each content area

Facilitator

Ivette Delgado, Reading Coach

Participants

All content area teachers

Schedule

Semiannually, from 8/24/2015 to 6/2/2016

G1.B4.S3 Content area teachers will facilitate the use of accountable talk in the classroom providing a window to student understanding and learning.

PD Opportunity 1

Model the use of accountable talk for teachers in each content area

Facilitator

Ivette Delgado

Participants

All content area teachers (based on teacher request for modeling)

Schedule

Weekly, from 10/8/2015 to 10/30/2015

G1.B4.S4 Teachers will provide opportunities for students to use computers and tablets to facilitate learning through the use of digital sources and web-based programs, as well as incorporate virtual field trips, primary and secondary sources, and facilitate the acquisition and mastery of grade level content while building literacy skills.

PD Opportunity 1

Teachers will have more opportunities to infuse technology to facilitate learning

Facilitator

Denise Alcolea, School's Technology Support

Participants

All content area teachers

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Budget

		Budget Data	
1	G1.B4.S1.A1	Provide teachers with training on creating essential questions by content area	$0.00
2	G1.B4.S1.A2	Model the use of essential questions during department meetings for each content area	$0.00
3	G1.B4.S2.A1	Train content area teachers on the use of the TIQA and CSQT method.	$0.00
4	G1.B4.S3.A1	Provide teacher training on accountable talk practices	$0.00
5	G1.B4.S3.A2	Model the use of accountable talk for teachers in each content area	$0.00
6	G1.B4.S4.A1	Teachers will have more opportunities to infuse technology to facilitate learning	$0.00
		Total:	$0.00