

Miami-Dade County Public Schools

Benjamin Franklin K 8 Center



2015-16 School Improvement Plan

Benjamin Franklin K 8 Center

13100 NW 12TH AVE, North Miami, FL 33168

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	95%

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

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Benjamin Franklin K-8 Center, unity, dedication, and collaboration are continuously maximized through the pursuit of purposeful knowledge and empowerment of our students, parents, teachers, and staff. We believe that success in school, as well as success in life, is based on ATTITUDE. When we set high expectations for ourselves, our students, our parents, and each other, we are instilling pride and confidence that will enable us to do our best and feel a sense of accomplishment. When we have a positive attitude, set high expectations, and work together anything is possible. We call this One Focus, One Goal.

Provide the school's vision statement

The vision of Benjamin Franklin K-8 Center is to deliver a rigorous curriculum individualized for each student's unique needs designed to maximize student achievement as well as build the child's affective, psychomotor and cognitive domains. While working with the whole child, we will strive to help every student accept responsibility for their own education and enhance their individual potential and ability to become self-sufficient. In order to support this vision, various programs are available for students and parents at Benjamin Franklin K-8 Center such as Pre-K, Gifted, EBD, 5,000 Role Models, cheerleading, Girls of Excellence, football, and basketball. In addition, there is an in-school intervention is provided for reading, writing, and math. The services provided to students are directed aligned to the needs of the students and response to the data. A tier approach along with safety nets is provided to ensure that every child is provided with an opportunity to succeed.

School Environment

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

The school learns about students' cultures by establishing a positive relationship with their students and families. Every year before the opening of schools, we invite our students and their families to meet the teachers and staff to the "Getting Acquainted Day." On that day, students are able to meet administration, teachers, and staff members. We get to meet the parents and families and get to know them. Additionally since our student body is composed of Haitian-American, African-American, and Hispanic-American students. Our school highlights and celebrates each of these cultures throughout the year.

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

On campus, we have 3 full-time security guards and one part-time security guard. A security guard is in the hallways at all times monitoring students transitioning to classes and visitors that may arrive. There are designated areas for student arrivals where they are monitored at all times. Additionally, there are dismissal procedures in place where teachers have to escort their students out of the building. From there security guards monitor the students until they are picked up.

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

Our school has a progressive discipline plan in place. Classroom rules and procedures are expected to be followed. A warning is given for the first infraction. A phone call home is given for the second infraction. A parent teacher conference is given for the third infraction. If level 2 or higher violations are committed by the student, the following consequences are given: detention, indoor suspension, Saturday detention, Alternative to Suspension, or Outdoor suspension.

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

The school has a full-time counselor, a school psychologist, a social worker, a Success Coach, and an itinerant EBD counselor. These individuals make-up our support team at our school. Our counselor has peer group meetings throughout the year. Our psychologist meets with the Student Support Team and parents once a week. Our Success Coach meets with high risk students daily to circumvent EWS. Our EBD counselor schedule one on one sessions with each of our EBD student weekly. Our social worker meets with our truant and homeless students. Our school psychologist meets with our students and their parents to discuss addressing issues that may beyond academic that affect their learning.

Early Warning Systems

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

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

The school's early warning system includes the following indicators:

- level 1/2 in Reading = 139 students
- level 1/2 in Mathematics = 128 students
- failed a Reading course = 29 students
- failed a Mathematics course = 35 students
- suspensions = 11 count
- failed 2 or more courses in any subject = 16 students
- absent 18 or more days= 23 students

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	2	2	7	2	4	4	1	4	4	30
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	2	6	5	6	5	2	4	1	2	33
Level 1 on statewide assessment	2	6	20	0	16	38	0	0	22	104

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	7	8		
Students exhibiting two or more indicators	2	7	15	2	14	23	29	19		111

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

Our school has a progressive discipline plan in place. Classroom rules and procedures are expected to be followed.

Level 1 is positive reinforcement. The teacher will utilize one or more of the following to recognize positive student behavior within the classroom.

Level 2 is a behavior re-direction plan. When a student's behavior impedes the educational focus within the classroom or disregards established school-wide rules and procedures; then the following actions will be applied:

1. The classroom teacher will assign the student to the in-class "Quiet Corner" for a designated period of time.
2. The classroom teacher will assign the student to a "buddy associate teacher" for a change of environment setting for a designated period of time.
3. The classroom teacher will contact the student's parent(s) to solicit assistance in supporting positive student behavior.
4. The classroom teacher will assign the student to the Benjamin Franklin K-8 Center's "Tiger's Den", which is a designated room, apart from the student's classroom, to provide for restorative discussions and activities.
5. The student is assigned to Wednesday after-school detention for one hour.
6. The student is assigned to Saturday detention for three hours.
7. The student is referred to the Tiger's Den for administrative intervention.

Level 3 focuses on egregious student behavior. Egregious student behavior will be handled swiftly and effectively by the school's Principal or Assistant Principal. These displays of inappropriate behavior will be handled with the assistance of the school's security monitors who will escort the identified student(s) to the Tiger's Den for administrative intervention. Egregious behavior includes fighting, cursing directed toward a teacher or another student, or possession of a weapon or firearm.

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/198121>.

Description

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

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

The school builds and sustains partnerships with the local community by inviting them to our monthly EESAC meetings, special events, and acknowledging them in our school newsletter.

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
Gil Alonso, Mary	Principal
Levasseur, Maria	Assistant Principal
Louis, Ingrid	Instructional Coach
Russell, Alten	Instructional Coach

Duties

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

The members of the school-based leadership team are made up of the following individuals:

- Mary Ann Alonso, Principal
- Maria Paul, Assistant Principal
- Ingrid Louis, Reading Coach
- Alten Russell, Mathematics Coach
- Remus Cesar, Counselor
- Nadine Charles de Giordany, Psychologist

Administrators will schedule and facilitate regular MTSS meetings, ensure attendance of team members, ensure follow through of action plan steps, distribute resources appropriately. Instructional coaches will provide guidance on K-12 reading plan; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. The school support staff (counselor, psychologist, and ESE teacher) will conduct regular meetings to evaluate intervention efforts for students by subject, intervention, and grade.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data analysis, problem solving, differentiated assistance, and progress monitoring.

Title I, Part A

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 schools, 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 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

The 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 II

The District 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

Title III funds are used to supplement and enhance the programs for English Language Learner (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)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process).

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

- Title X- Homeless 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. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- 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.
- 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)

Benjamin Franklin K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Safe and Drug-Free School Violence Prevention

- 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 elementary, middle, and senior high school 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.

Nutrition Programs

- 1) The 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, follows the Healthy Food and Beverage Guidelines as adopted in the District's School Board.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Wayne Kirkland	Teacher
Mary A. Alonso	Principal
Deronia Phillips	Parent
Grace Byrd	Teacher
Ingrid Morgan	Parent
Kathy Johnson	Business/Community
Katianna Pierre	Teacher
Princess Stanley	Teacher
Remus Cesar	Education Support Employee
	Student

Duties

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

Evaluation of last year's school improvement plan

Development of this school improvement plan

School Advisory Council (SAC) will collaborate with the Literacy Leadership Team (LLT) and Multi-Tiered System of Supports/Response to Instruction/Intervention Team (MTSS/RtI) to create multiple resources and strategies to increase student achievement. The MTSS/RtI Leadership Team meets monthly to ensure the goals and objectives stated in the School Improvement Plan are effectively implemented with fidelity. Additionally, the MTSS/RtI Leadership Team has representatives who attend EESAC meetings in order to assist with identifying anticipated barriers, as well as the development of the School Improvement Plan's goals and strategies. During 2013-2014 school year, the MTSS/RtI Leadership Team provides the EESAC with current data on academic areas of strengths and weaknesses and budgeting hurdles which effects student performance.

Preparation of the school's annual budget and plan

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

The current projection funds used towards school improvement is \$2,692.00. It will be allocated towards the following areas to improve student achievement:

- Reading/Language Arts \$448
- Writing \$448
- Mathematics \$448
- Science \$448
- Technology \$448
- Parental Involvement \$452

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Gil Alonso, Mary	Principal
Levasseur, Maria	Assistant Principal
Louis, Ingrid	Instructional Coach
Russell, Alten	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Paramount among this year's initiatives will be to actualize an increased number of students who demonstrate mastery of grade-level skills.

The LLT will also implement and engage strategies to increase the number of students who perform above grade level.

Other initiatives undertaken by the LLT will include:

- Monitor consistency of program implementation school-wide aimed at affording each student the opportunity to make adequate progress.

Identify key support needed by struggling readers and struggling teachers, and intervene appropriately.

- Institute a method to routinely monitor the implementation process and utilize generated data to improve and adjust instruction.
- Pinpoint problem areas in grade levels and classrooms and apply the necessary action to resolve identified areas.
- Maintain an effective system for using instructional support personnel and establish a support system for improvement.
- Establish a process that lends focus to collaborative study of student progress, achievement, and instructional practice.
- Provide instructional support and assistance to teachers as needed.

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

A needs assessment is done at the beginning of the year to create a professional development plan that centers around the teachers' need of support. Also common planning time is created for each grade level to plan for instruction in the core areas for reading and mathematics.

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

The assistant principal is responsible for ensuring that the newly hired teachers will participate in the District's Mentoring and Induction for New Teachers (M.I.N.T.) program. Regular meeting will be held throughout the year for new teachers by the Principal. Instructional coaches will inform new teachers of on-going professional development. Administration will invite students from the local universities to conduct their student teacher at the school.

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

Newly hired teachers and teachers new to our school are paired up with an instructional coach or veteran teacher in their field of expertise. The mentor and mentee will meet biweekly in a PLC to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee and provide feedback, coaching and planning.

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

Miami Dade County Public Schools has created pacing guides for the teachers in each subject that is newly aligned with the Florida State Standards. Our teachers use these as resources to help plan their lessons and create an appropriate timeline for their units of instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

After each district assessment, coaches meet with teachers to debrief on data results. Both coaches and teachers collaborate to develop DI plan that targets all their students' needs.

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: 2,400

Students will receive push in interventions in Reading, Writing, and Mathematics throughout the school day.

Strategy Rationale

The amount of students that can participate in the intervention program can be maximized when occurring during the school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gil Alonso, Mary, pr2041@dadeschools.net

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

We will administer quarterly assessments and monitor the students' academic improvement on district assessments.

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPO) Program. HIPPO provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

College and Career Readiness

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

The school promotes academic and career planning by having the students' meet with their teachers quarterly to discuss their academic progress and how it impacts their future academic progress and career.

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

In the 7th grade, students take Civics and Career Planning. The purpose of this course is to prepare students to participate as informed citizens of their community, state, and nation by providing them with the knowledge and skills necessary to function in our democratic society. An understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system and a desire for civic participation. The content should include, but not be limited to, an understanding of the United States constitutional government, the free enterprise system, the legal system and the development, structure, and function of local, state, and national government within that constitutional framework. The course should lead the student to an understanding of contemporary social issues, a realization of the role of the individual in our democratic system, and an understanding of rights, responsibilities, and obligations.

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

Our school has a partnership with our high school feeder pattern where members of their leadership team come and speak to our middle school students. They address issues such as the importance of academic excellence, citizenship, and their responsibilities.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase student achievement by improving core instruction in all content areas.
- G2.** We will use the EWS to identify at-risk students to provide support and intervention to increase achievement.
- G3.** We will increase the amount of STEM/CTE activities our students participate by increasing the rigor of instruction in the class and providing our students with more real world projects.
- G4.** See Title 1 PIP

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. We will increase student achievement by improving core instruction in all content areas. 1a

G070824

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	59.0
FSA Mathematics - Achievement	63.0
FCAT 2.0 Science Proficiency	50.0
AMO Reading - All Students	

Resources Available to Support the Goal 2

- Literacy: Item specifications, pacing guides, planning cards, literacy coach, unpacking document, FSA Wonders weekly assessment, Vertical alignment.
- Mathematics: Computer Labs, IReady Diagnostic Data, Depth of Knowledge wheel, Mathematical Practices task cards, GoMath textbooks, Thinkcentral, Pacing Guide, Item-Specs, CPAIm lessons, Teacher-toolbox, Algebra Nation, Edgenuity, McGraw-Hill textbook
- Science: District Pacing Guide, test Item Specifications, Computer Lab, Study Jams, Brain Pop, Gizmos, Discovery Education, District Unit Assessments, Model Teachers,
- Social Studies: Writing rubrics, tablets, graphic organizers

Targeted Barriers to Achieving the Goal 3

- Limited evidence of purposeful planning, targeting standards based instructions and activities aligned to daily and culminating end products in literacy.
- Limited evidence of purposeful standards based planning and effective use of higher order thinking questions during mathematics instructions.
- Limited evidence of purposeful standards based planning and effective use of higher order thinking questions during science instructions.
- Limited evidence of writing within the instructional framework of Social Studies.

Plan to Monitor Progress Toward G1. 8

Monitor Action Plan for fidelity and consistency

Person Responsible

Maria Levasseur

Schedule

Quarterly, from 10/30/2015 to 1/22/2016

Evidence of Completion

Administrative Walkthroughs

G2. We will use the EWS to identify at-risk students to provide support and intervention to increase achievement. **1a**

G070825

Targets Supported **1b**

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	30.0

Resources Available to Support the Goal **2**

- MTSS/RTI Leadership Team
- School Social Worker
- Alternative to Suspension
- Student Success Coach

Targeted Barriers to Achieving the Goal **3**

- About 5% of our students missed 10% or more of available instructional time. This academic year, our goal is to decrease that by 1 percentage point making it only 4% of students.
- Approximately 112 of our students received one or more behavior referrals that lead to suspension. This academic year, our goal is to decrease it by half.

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

Increase academic achievement by addressing students' needs through tiered support through school-wide and community resources.

Person Responsible

Mary Gil Alonso

Schedule

Monthly, from 10/7/2015 to 12/18/2015

Evidence of Completion

Attendance reports, Behavioral SCMs, and Instructional assessments

G3. We will increase the amount of STEM/CTE activities our students participate by increasing the rigor of instruction in the class and providing our students with more real world projects. **1a**

G070826

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal **2**

- "Core: Grade K-5 Leveled Readers (Regular, Gifted & Advanced) Core: 6-8 Pearson Interactive Science - Florida, Course 1, 2, and/or 3 Supplemental: Science Instructional Resources- <http://science.dadeschools.net/elem/instructionalResources/default.html> , Gizmos (3-8), BYOD Resources (5 – 8) http://science.dadeschools.net/byod/byod_students_ms.html , Discovery Education, NBC Learn, PBS Learning Media, Florida ACHIEVES FCAT Explorer/FOCUS <http://www.fcatexplorer.com/> , CPALMS, PowerMyLearning, Scholastic Study Jams, Edgenuity: Miami-Dade Comprehensive Science Program (6-8), Khan Academy (6-8), Supplemental Resources in Pacing Guides (K-5, 6-8), Florida Activities Integrating Mathematics and Science (AIMS) Resource Book (K-5), ScienceSaurus Student Handbook (K-5), Baseline and/or Interim Assessments grades 5 and 8, Pre-tests and Quarterly Science Benchmarks Assessments (QSBA) in ThinkGate (K – 4, 6, and 7), Extended Learning Modules on Learning Village, District developed Unit Assessments uploaded in ThinkGate found under District Assessments (6-8) Instructional Resources: Benchmark Review <http://science.dadeschools.net/middleSchool/InstructionalResourcesMS.html> , Science Fair, SECME, NSTA: Formative Assessment Probes, Dream in Green, Fairchild Challenge, Biscayne Nature Center, MAST Outreach (Weather on Wheels)"

Targeted Barriers to Achieving the Goal **3**

- Limited evidence of Differentiated Instruction in the science classrooms

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

The percentage of students in 5th and 8th grade participating in STEM/CTE activities throughout the year.

Person Responsible

Maria Levasseur

Schedule

Monthly, from 10/7/2015 to 1/22/2016

Evidence of Completion

Student artifacts

G4. See Title 1 PIP **1a**

G070827

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	

Resources Available to Support the Goal **2**

Targeted Barriers to Achieving the Goal **3**

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. We will increase student achievement by improving core instruction in all content areas. **1**

 G070824

G1.B1 Limited evidence of purposeful planning, targeting standards based instructions and activities aligned to daily and culminating end products in literacy. **2**

 B184580

G1.B1.S1 Purposeful standards based planning with emphasis on effective Higher Order Questioning and Active Student Engagement. **4**

 S196076

Strategy Rationale

Action Step 1 **5**

Introduce action plan to faculty during faculty meeting.

Person Responsible

Mary Gil Alonso

Schedule

On 9/29/2015

Evidence of Completion

Sign-in sheet and Agenda

Action Step 2 5

Introduce the backwards planning and unpacking strategies to the literacy department during common planning session

Person Responsible

Ingrid Louis

Schedule

On 10/16/2015

Evidence of Completion

Sign-in sheet, Agenda, Lesson plan, unpacking document

Action Step 3 5

Implement a professional development on backwards planning and unwrapping of the standards aligning the daily and culminating end products.

Person Responsible

Ingrid Louis

Schedule

On 10/30/2015

Evidence of Completion

Sign-in sheet, Agenda, PD resources, lesson plans

Action Step 4 5

Identify a teacher leader implementing the backwards planning model and unwrapping of the standards with aligned activities, daily and culminating end products.

Person Responsible

Ingrid Louis

Schedule

On 11/13/2015

Evidence of Completion

Lesson plans, Coaching logs and calendar, Note taking, Note making

Action Step 5 5

Follow-up and provide coaching support on the backwards planning model and unpacking of the standards with aligned activities, daily and culminating end products.

Person Responsible

Ingrid Louis

Schedule

Weekly, from 10/30/2015 to 12/18/2015

Evidence of Completion

Lesson plans, Coaching logs and calendar, Note taking, Note making

Action Step 6 5

Monitor the literacy department to ensure the implementation of the backwards planning model and unpacking of the standards with aligned activities, daily and culminating end products that are taking place during instructional delivery.

Person Responsible

Maria Levasseur

Schedule

Weekly, from 10/30/2015 to 12/18/2015

Evidence of Completion

Administrators' walk-through notes

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

Walk-throughs

Person Responsible

Mary Gil Alonso

Schedule

Weekly, from 10/30/2015 to 12/18/2015

Evidence of Completion

Administrators' walk-through notes, Lesson Plans, student artifacts

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

Teacher observations

Person Responsible

Mary Gil Alonso

Schedule

Weekly, from 10/30/2015 to 12/18/2015


Evidence of Completion

Student assessments, data analysis

G1.B2 Limited evidence of purposeful standards based planning and effective use of higher order thinking questions during mathematics instructions. 2

 B184581

G1.B2.S1 Purposeful standards based planning with emphasis on effective Higher Order Questioning and Active Student Engagement. 4

 S196077

Strategy Rationale

Limited evidence of purposeful standards based planning and effective use of Higher order thinking questions during instruction.

Action Step 1 5

Introduce strategy during professional development of planning with the end in mind

Person Responsible

Mary Gil Alonso

Schedule

On 10/30/2015

Evidence of Completion

Sign-In sheet and Agenda

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

Implement standards-based collaborative planning including planned Higher Order Thinking questions.

Person Responsible

Alten Russell

Schedule

On 1/22/2016

Evidence of Completion

Sign-In sheet and Agenda

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

Provide support through coaching cycles as needed

Person Responsible

Alten Russell

Schedule

Biweekly, from 10/15/2015 to 1/22/2016

Evidence of Completion

Coaching logs

G1.B3 Limited evidence of purposeful standards based planning and effective use of higher order thinking questions during science instructions. 2

 B184582

G1.B3.S1 Purposeful standards based planning with emphasis on effective Higher Order Questioning and Active Student Engagement. 4

 S196078

Strategy Rationale

Increase the level of rigor in instruction.

Action Step 1 5

Introduce strategy during professional development of planning with the end in mind.

Person Responsible

Alten Russell

Schedule

On 1/22/2016

Evidence of Completion

Sign-In sheet and Agenda

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

Implement standards-based collaborative planning including planned Higher Order Thinking questions.

Person Responsible

Mary Gil Alonso

Schedule

Biweekly, from 10/14/2015 to 1/22/2016

Evidence of Completion

Sign-In sheet and Agenda

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

Provide support through peer observations and additional collaborative planning time (as needed)

Person Responsible

Mary Gil Alonso

Schedule

Biweekly, from 10/14/2015 to 1/22/2016


Evidence of Completion

Peer observation schedule

G1.B4 Limited evidence of writing within the instructional framework of Social Studies. 2

 B184583

G1.B4.S1 Implement the instructional framework which allows students to annotate social studies text leading to writing. 4

 S196079

Strategy Rationale

Students need to become familiar with academic writing.

Action Step 1 5

Implement the instructional framework which allows students to annotate social studies text leading to writing

Person Responsible

Maria Levasseur

Schedule

Biweekly, from 10/14/2015 to 1/22/2016

Evidence of Completion

Sign-in sheet, Agenda, Lesson plan, unpacking document

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

Implement a job-embedded professional development during common planning on annotating social studies text which leads to writing using the writing rubric for social studies.

Person Responsible

Maria Levasseur

Schedule

Biweekly, from 10/14/2015 to 1/22/2016

Evidence of Completion

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

Follow-up and provide coaching support on annotating social studies text which leads to writing using the writing rubric for social studies.

Person Responsible

Maria Levasseur

Schedule

Biweekly, from 10/14/2015 to 1/22/2016

Evidence of Completion

G2. We will use the EWS to identify at-risk students to provide support and intervention to increase achievement. **1**

G070825

G2.B1 About 5% of our students missed 10% or more of available instructional time. This academic year, our goal is to decrease that by 1 percentage point making it only 4% of students. **2**

B184584

G2.B1.S1 Identify and refer students monthly who have accrued a minimum of ten unexcused absences to the school's attendance review committee. **4**

S196080

Strategy Rationale

Action Step 1 **5**

Recognize daily school's average attendance and state our attendance goals school wide.

Person Responsible

Maria Levasseur

Schedule

Biweekly, from 10/7/2015 to 12/18/2015

Evidence of Completion

Daily attendance and reviewing attendance monthly during school's attendance review committee meetings.

Action Step 2 **5**

Provide incentives to students that maintain perfect attendance for the quarter.

Person Responsible

Maria Levasseur

Schedule

Biweekly, from 10/7/2015 to 12/18/2015

Evidence of Completion

Daily attendance and reviewing attendance monthly during school's attendance review committee meetings.

Action Step 3 5

Recognize homeroom classes with the best attendance.

Person Responsible

Maria Levasseur

Schedule

Weekly, from 10/7/2015 to 12/18/2015

Evidence of Completion

Daily attendance and reviewing attendance monthly during school's attendance review committee meetings.

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

Maintain attendance daily. Review responses from parents and guardians during attendance review committee meetings. Review District reports pertaining to attendance.

Person Responsible

Maria Levasseur

Schedule

Monthly, from 10/7/2015 to 12/18/2015

Evidence of Completion

Attendance review committee meetings and daily attendance reports.

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

See a decrease in the number of students accruing unexcused absences.

Person Responsible

Maria Levasseur

Schedule

Weekly, from 10/7/2015 to 12/18/2015

Evidence of Completion

Attendance review committee meetings and Daily attendance reports

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G3. We will increase the amount of STEM/CTE activities our students participate by increasing the rigor of instruction in the class and providing our students with more real world projects. 1

G070826

G3.B3 Limited evidence of Differentiated Instruction in the science classrooms 2

B184589

G3.B3.S1 Implement activities that provide a basis for observations, data collection, reflection, and analysis of events and phenomena that allow students to generate authentic questions and conclusions from their experiences. 4

S196082

Strategy Rationale

Action Step 1 5

Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities to develop the implementation of the gradual release model and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, Weather on Wheels, Biscayne Nature Center, and other Project Based Learning activities.)

Person Responsible

Maria Levasseur

Schedule

Quarterly, from 10/5/2015 to 12/18/2015

Evidence of Completion

Registration through SECME, Science Fair, Fairchild Challenge, LandSharc and/or Weather on Wheels

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Collaborative Planning

Person Responsible

Maria Levasseur

Schedule

Monthly, from 10/7/2015 to 1/22/2016

Evidence of Completion

School registration to various science activities throughout the district.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Collaborative planning

Person Responsible

Maria Levasseur

Schedule

Monthly, from 10/7/2015 to 1/22/2016

Evidence of Completion

School registration to various science activities throughout the district.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Introduce action plan to faculty during faculty meeting.	Gil Alonso, Mary	9/29/2015	Sign-in sheet and Agenda	9/29/2015 one-time
G1.B2.S1.A1	Introduce strategy during professional development of planning with the end in mind	Gil Alonso, Mary	10/14/2015	Sign-In sheet and Agenda	10/30/2015 one-time
G1.B3.S1.A1	Introduce strategy during professional development of planning with the end in mind.	Russell, Alten	10/14/2015	Sign-In sheet and Agenda	1/22/2016 one-time
G1.B4.S1.A1	Implement the instructional framework which allows students to annotate social studies text leading to writing	Levasseur, Maria	10/14/2015	Sign-in sheet, Agenda, Lesson plan, unpacking document	1/22/2016 biweekly
G2.B1.S1.A1	Recognize daily school's average attendance and state our attendance goals school wide.	Levasseur, Maria	10/7/2015	Daily attendance and reviewing attendance monthly during school's attendance review committee meetings.	12/18/2015 biweekly
G3.B3.S1.A1	Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities to develop the implementation of the gradual release model and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, Weather on Wheels, Biscayne Nature Center, and other Project Based Learning activities.)	Levasseur, Maria	10/5/2015	Registration through SECME, Science Fair, Fairchild Challenge, LandSharc and/or Weather on Wheels	12/18/2015 quarterly
G1.B1.S1.A2	Introduce the backwards planning and unpacking strategies to the literacy department during common planning session	Louis, Ingrid	10/6/2015	Sign-in sheet, Agenda, Lesson plan, unpacking document	10/16/2015 one-time
G2.B1.S1.A2	Provide incentives to students that maintain perfect attendance for the quarter.	Levasseur, Maria	10/7/2015	Daily attendance and reviewing attendance monthly during school's attendance review committee meetings.	12/18/2015 biweekly
G1.B1.S1.A3	Implement a professional development on backwards planning and unwrapping of the standards aligning the daily and culminating end products.	Louis, Ingrid	10/6/2015	Sign-in sheet, Agenda, PD resources, lesson plans	10/30/2015 one-time

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Benjamin Franklin K 8 Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3	Recognize homeroom classes with the best attendance.	Levasseur, Maria	10/7/2015	Daily attendance and reviewing attendance monthly during school's attendance review committee meetings.	12/18/2015 weekly
G1.B1.S1.A4	Identify a teacher leader implementing the backwards planning model and unwrapping of the standards with aligned activities, daily and culminating end products.	Louis, Ingrid	10/30/2015	Lesson plans, Coaching logs and calendar, Note taking, Note making	11/13/2015 one-time
G1.B1.S1.A5	Follow-up and provide coaching support on the backwards planning model and unpacking of the standards with aligned activities, daily and culminating end products.	Louis, Ingrid	10/30/2015	Lesson plans, Coaching logs and calendar, Note taking, Note making	12/18/2015 weekly
G1.B1.S1.A6	Monitor the literacy department to ensure the implementation of the backwards planning model and unpacking of the standards with aligned activities, daily and culminating end products that are taking place during instructional delivery.	Levasseur, Maria	10/30/2015	Administrators' walk-through notes	12/18/2015 weekly
G1.MA1	Monitor Action Plan for fidelity and consistency	Levasseur, Maria	10/30/2015	Administrative Walkthroughs	1/22/2016 quarterly
G1.B1.S1.MA1	Teacher observations	Gil Alonso, Mary	10/30/2015	Student assessments, data analysis	12/18/2015 weekly
G1.B1.S1.MA1	Walk-throughs	Gil Alonso, Mary	10/30/2015	Administrators' walk-through notes, Lesson Plans, student artifacts	12/18/2015 weekly
G1.B2.S1.MA1	Provide support through coaching cycles as needed	Russell, Alten	10/15/2015	Coaching logs	1/22/2016 biweekly
G1.B2.S1.MA1	Implement standards-based collaborative planning including planned Higher Order Thinking questions.	Russell, Alten	10/14/2015	Sign-In sheet and Agenda	1/22/2016 one-time
G1.B3.S1.MA1	Provide support through peer observations and additional collaborative planning time (as needed)	Gil Alonso, Mary	10/14/2015	Peer observation schedule	1/22/2016 biweekly
G1.B3.S1.MA1	Implement standards-based collaborative planning including planned Higher Order Thinking questions.	Gil Alonso, Mary	10/14/2015	Sign-In sheet and Agenda	1/22/2016 biweekly
G1.B4.S1.MA1	Follow-up and provide coaching support on annotating social studies text which leads to writing using the writing rubric for social studies.	Levasseur, Maria	10/14/2015		1/22/2016 biweekly
G1.B4.S1.MA1	Implement a job-embedded professional development during common planning on annotating social studies text which leads to writing using the writing rubric for social studies.	Levasseur, Maria	10/14/2015		1/22/2016 biweekly
G2.MA1	Increase academic achievement by addressing students' needs through tiered support through school-wide and community resources.	Gil Alonso, Mary	10/7/2015	Attendance reports, Behavioral SCMs, and Instructional assessments	12/18/2015 monthly
G2.B1.S1.MA1	See a decrease in the number of students accruing unexcused absences.	Levasseur, Maria	10/7/2015	Attendance review committee meetings and Daily attendance reports	12/18/2015 weekly
G2.B1.S1.MA1	Maintain attendance daily. Review responses from parents and guardians during attendance review committee meetings. Review District reports pertaining to attendance.	Levasseur, Maria	10/7/2015	Attendance review committee meetings and daily attendance reports.	12/18/2015 monthly
G2.B2.S1.MA1	[no content entered]			once	
G2.B2.S1.MA1	[no content entered]			once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	The percentage of students in 5th and 8th grade participating in STEM/CTE activities throughout the year.	Levasseur, Maria	10/7/2015	Student artifacts	1/22/2016 monthly
G3.B3.S1.MA1	Collaborative planning	Levasseur, Maria	10/7/2015	School registration to various science activities throughout the district.	1/22/2016 monthly
G3.B3.S1.MA1	Collaborative Planning	Levasseur, Maria	10/7/2015	School registration to various science activities throughout the district.	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.

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Introduce action plan to faculty during faculty meeting.	\$0.00
2	G1.B1.S1.A2	Introduce the backwards planning and unpacking strategies to the literacy department during common planning session	\$0.00
3	G1.B1.S1.A3	Implement a professional development on backwards planning and unwrapping of the standards aligning the daily and culminating end products.	\$0.00
4	G1.B1.S1.A4	Identify a teacher leader implementing the backwards planning model and unwrapping of the standards with aligned activities, daily and culminating end products.	\$0.00
5	G1.B1.S1.A5	Follow-up and provide coaching support on the backwards planning model and unpacking of the standards with aligned activities, daily and culminating end products.	\$0.00
6	G1.B1.S1.A6	Monitor the literacy department to ensure the implementation of the backwards planning model and unpacking of the standards with aligned activities, daily and culminating end products that are taking place during instructional delivery.	\$0.00
7	G1.B2.S1.A1	Introduce strategy during professional development of planning with the end in mind	\$0.00
8	G1.B3.S1.A1	Introduce strategy during professional development of planning with the end in mind.	\$0.00
9	G1.B4.S1.A1	Implement the instructional framework which allows students to annotate social studies text leading to writing	\$0.00
10	G2.B1.S1.A1	Recognize daily school's average attendance and state our attendance goals school wide.	\$0.00
11	G2.B1.S1.A2	Provide incentives to students that maintain perfect attendance for the quarter.	\$0.00
12	G2.B1.S1.A3	Recognize homeroom classes with the best attendance.	\$0.00
13	G3.B3.S1.A1	Establish a plan and timeline for the development of student projects and ensure that all students participate in scientific enrichment activities to develop the implementation of the gradual release model and increase the participation in Science competitions (i.e., SECME Olympiad and Festival, Regional Science and Engineering Fair, Fairchild Challenge, Weather on Wheels, Biscayne Nature Center, and other Project Based Learning activities.)	\$0.00
Total:			\$0.00