

Miami-Dade County Public Schools

# Southwood Middle School



2015-16 School Improvement Plan

## Southwood Middle School

16301 SW 80TH AVE, Palmetto Bay, FL 33157

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	No	52%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	74%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

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





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Southwood Middle School strives to form a partnership with society in order to build a community of learners who are well prepared to meet the challenges of a technologically advanced work force. In order to do so, the school offers its diverse population an intellectually stimulating curriculum in a culturally rich and accepting environment. Ultimately, students will develop a sense of respect for the individual rights of others while developing their own sense of self. Southwood Middle School is committed to prepare our students to become productive, responsible, and self-reliant citizens ready to meet the challenges of tomorrow's technological and multi-cultural society.

##### EXCELLENCE

We pursue the highest standards in academic achievement and organizational performance.

##### INTEGRITY

We build positive relationships through honesty, respect, and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff.

##### EQUITY

We foster an environment which serves all students and aspires to eliminate the achievement gap.

##### CITIZENSHIP

We honor the diversity of our community, by working as a team, to ensure the educational success of all our students and recognize that our obligation goes beyond our professional responsibilities to promote democratic principles.

##### PHILOSOPHY AND GOALS

All students can find success as they embark on their educational journey at Southwood Middle School. An education at Southwood Middle will create the foundation to ensure that all students meet high standards. Every child, regardless of background and inability, can acquire the knowledge and skills necessary to succeed in an ever changing and multi-cultural world.

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

The basic philosophy of Southwood Middle School is to strive for the following:

- To redefine teaching philosophies so that students are prepared to become viable members of the workforce in an ever-changing global economy.
- To instill the philosophy of preparing students for post-secondary education and the workforce regardless of background, culture, or educational experience.
- To motivate each student to demonstrate maximum potential regardless of background, culture, or educational experience.
- To collaborate with representatives of business and industry to enhance our curriculum and provide students with career opportunities in the work force.
- To accept and promote change, establish high standards, and encourage staff, students, parents, and representatives of the community to engage in an on-going dialogue of promoting excellence.
- To implement the Superintendent's priority strategies through the school-wide planning and instructional focus.
- To nurture, support, and teach the whole child so that each learner can achieve success and positive self-esteem.

In summary, Southwood offers an instructional program to service all students in the core academic courses in Regular, Advanced/Honors, Gifted, and Special Education. At Southwood we foster an environment where students prepare to be successful in post secondary education.



## School Environment

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

At Southwood Middle School we begin our year inviting new students and their families to visit and participate in a New Student Orientation Program. During the program, we review our school's mission and vision and our annual theme. We establish relationships and introduce students to the staff and teachers.

Additionally, school-wide, we participate in various cultural awareness activities such as Hispanic Heritage, and Black History Month. In Language Arts classes, the students begin the year with the study of autobiographies and writing memoirs to include their culture backgrounds.

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

At Southwood we promote character education and have an active anti-bullying orientation for all sixth grade students. On a daily basis we promote and acknowledge students who display positive behaviors. Through the use of daily "Shout-Outs", Southwood continues to promote an environment where students feel safe and respected.

### **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**

Southwood was fortunate to receive 50 promethean boards for our classrooms. This initiative from the Superintendent has re-vamped the educational environment at Southwood. Today, our staff develop interactive lessons, engaging students, by utilizing technology and social media. Through the use of our progressive school-wide discipline plan and Student Code of Conduct, students are held to a higher standard and clear behavioral expectations are promoted in all classrooms and student agendas. Our student service department have identified at-risk students in an effort to support and ensure academic, social, and behavioral success for all.

### **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**

Our counselors, teachers, and administrators support our at-risk students through the utilization of mentoring programs, progress reports, peer-mediations, individual and group counseling sessions, student orientations, anti-bullying presentations, and parent conferences. Additionally, our counselors collaborate, on a daily basis, with teachers and administration regarding student progress. Our goals is to ensure that our student's social-emotional needs at met.

## 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**

Southwood's Early Warning Indicators are:

- \* Attendance - 14% (25 - Sixth Grade Students), 19% (35 - Seventh Grade Students), and 19% (34 - Eighth Grade Students) of our student population encumbered 18 or more absences for the 2014-2015 school year.
- \*Suspension - .7% (11 students) earned one or more suspensions in the school year.
- \* Course Failures by Discipline - 14 students in sixth grade, 13 in seventh grade, and 24 in eighth

grade failed English Language Arts and 11 sixth graders, 15 seventh graders, and 18 eighth graders failed Mathematics

\* Course Failures (2 or more classes) - 22 sixth grade students, 28 seventh grade students, and 21 eighth grade students failed two or more classes.

\*Retentions - four sixth grade students, nine seventh grade students, and two eighth grade students were classified as retained at the end of the 2014 - 2015 school year.

\* FCAT2.0 2014 Student Performance - 48 sixth grade students, 45 seventh grade students, and 36 eighth grade students are Level 1 in Reading and 73 sixth grade students, 46 seventh grade students, and 62 eighth grade students are Level 1 in Math.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	25	35	34	94
One or more suspensions	2	2	7	11
Course failure in ELA or Math	14	13	24	51
Level 1 on statewide assessment	48	45	36	129
Level 1 on statewide assessment - Math	73	46	62	181
Retention	4	9	2	15
Course failure in Math	11	15	18	44
Failed 2 or more courses	22	28	21	71

***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	5	17	18	40

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

Southwood utilizes the following strategies to improve the academic performance of our identified at-risk students:

- \* Progress reports
- \* Parent Conferences/Communication
- \* Individual and group counseling sessions
- \* Mentoring program
- \* Student data chats
- \* Tutoring services
- \* Computer labs
- \* Differentiated Instruction practices
- \* Infusing technology into the curriculum - supplemental/remedial programs
- \* Reading Plus
- \* Intensive Reading

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Our goal for the 2015-2016 school year is to increase the percentage of parent involvement in ELA, MAFS, EOC, and FCAT Science parent nights and parent workshops from 15% to 20%, an increase of 5 percentage points as documented by parent participation surveys and parent sign-in logs.

Anticipated barriers include parents' differing schedules making it difficult for them to attend workshops; limited awareness of school sponsored parent peer groups and trainings; unable to find transportation to school at night, and limited parent involvement.

In conjunction with the PTSA, advertise and encourage parents to participate in monthly parent peer group meetings that offer training to parents, information regarding school policies, school data, and school curriculum.

The Principal and PTSA Administrative Liaison will review sign-in sheets to determine the number of parents attending school activities to reflect increased parent participation and track parent participation of students within our lowest quartile in Reading and Math.

**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**

Southwood has established an educational partnership with the Village of Palmetto Bay and our Community Dade Partners who cohesively work hand-in-hand with our staff in an effort to increase student achievement. At Southwood, we offer various opportunities for Dade Partners to educate our students on career opportunities and encourage post-secondary education and job awareness.

**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
Garcia, Raul	Principal
Lobo, Joan	Assistant Principal
Concepcion, Gabriela	Teacher, K-12
Ramirez, Rita	Teacher, K-12
Perez-Villarreal, Beverly	Teacher, K-12
Santiago-Argote, Raquelle	Teacher, K-12
Velez, Nancy	Teacher, K-12
Williams, Calondria	Assistant Principal
Belisle, Jacqueline	Teacher, K-12
Cameron, Nicholas	Teacher, K-12
Hernandez, Kristen	Teacher, K-12

### Duties

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

**Principal:**

The Principal provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS (Multi-Tier Systems of Support); conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.

**Assistant Principals:**

The Assistant Principals assist in the implementation of the Principal's vision to use data-based decision making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.

**Curriculum Leadership Team:**

Principal, Assistant Principals, Magnet Lead teacher, Reading Specialist, Department Chairpersons, SPED Chair, Gifted Teacher, Student Service Personnel, School Psychologist, and Speech and Language Pathologist provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 intervention; and integrate Tier 1 materials/intervention with Tier 2/3 activities.

**Professional Development Liaison:**

Department Chairs provide professional development and technical assistance to teachers regarding data-based instructional planning.

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

The MTSS Leadership Team meets with the Principal and Educational Excellence School Advisory Council (EESAC) to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systematic approach to

teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures.

The MTSS Leadership team will gather and review data during their biweekly meetings to determine professional development for faculty; communicate with staff for input, feedback as well as evaluate daily instruction and data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, or at risk for not meeting grade level expectations. The team will collaborate regularly and assist in determining the validity and effectiveness of program delivery.

Southwood Middle School is not a Title I school. However, our student service department works eagerly to assist and provide resources for all students, including homeless students with special needs (immunization, clothing, federal lunch programs, show wear, wavering of fees etc).

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Raul Garcia	Principal
Michael Deutsch	Teacher
Beverly Perez-Villarreal	Teacher
Thelma Connor-Miller	Teacher
Debi Hammon	Education Support Employee
Jenifer Berse	Teacher
Malena Calle	Teacher
Nicholas Cameron	Teacher
Ana Lilavois	Parent
Milton Todd	Parent
Sylvia Hernandez	Education Support Employee
Antaneshia Harris	Student
Shalisa Harris	Parent
Macend Coney	Parent
Precious Allen	Student
Kristen Hernandez	Teacher
Panga Thompson	Teacher
Shalissa Hernandez	Parent
Heather Almaguer	Parent
David Smits	Parent
Sue DeFerrari	Parent
Brigette Triana	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

The SAC committee supports Southwood's educational programs in an effort to increase student achievement. The SAC funds were distributed by the committee to support the activities bus, literacy instructional materials, student agenda books.

*Development of this school improvement plan*

The SAC committee meets monthly to discuss the instructional focus of the school in an effort to assist with increasing student achievement. The SAC committee received presentations regarding the faculties feedback and recommendations, on the action plans, as it related to this year's School Improvement Plan. The SAC committee held constructive conversations about the academic programs , initiatives, and resources for the 2015-2016 school year. Ultimately, the SAC committee agrees with the instructional focus of the school, the creative utilization of our current resources, and the impact that the SAC committee has on increasing student achievement at Southwood Middle School.

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

The SAC committee funds proposals, which are presented by school staff, in an effort to increase literacy and support educational programs for all students.

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

The SAC committee's focus is to assist the school with increasing student achievement. The SAC committee agreed to fund the following proposals: student agenda books in the amount of \$3,000.00 and activity buses in the amount of \$3600.00 which impacts all students and assists with computer lab access for all students. Furthermore, the SAC committee contributes to literacy instructional materials and resources in the amount of \$680.00.

***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
Garcia, Raul	Principal
Lobo, Joan	Assistant Principal
Concepcion, Gabriela	Teacher, K-12
Perez-Villarreal, Beverly	Teacher, K-12
Ramirez, Rita	Teacher, K-12
Santiago-Argote, Raquelle	Teacher, K-12
Velez, Nancy	Teacher, K-12
Williams, Calondria	Assistant Principal
Belisle, Jacqueline	Teacher, K-12
Cameron, Nicholas	Teacher, K-12
Hernandez, Kristen	Teacher, K-12

## Duties

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

The Principal, the department chairs and the LLT will consider student assessment data, classroom observational data, professional development, and School Improvement Plan, when planning professional development for the school. The Principal and department chairs will meet regularly to collaborate about the needs of teachers and students. During these meetings the department chairs will advise the Principal regarding professional development planned based on follow up visits from classroom observations. The Principal will also update the chairpersons about district and state reading requirements that could impact reading instruction at the school. A school-wide cross-curricular initiative by the Social Studies and Language Arts departments in an effort to align the content pacing guides through inter-content area lessons. Additionally, the Principal and the department chairs will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

The Principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, authentic writing samples, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period;
- analyzing the progress monitoring data with reading specialist;
- directing the language arts chairperson to meet with grade level/departments to review their progress monitoring (FAIR) data
- monitoring that the department chairs use the data to differentiate teachers support as evidenced by classroom visitations/observations/requests.
- monitoring the teacher's use of data driven instruction during classroom visitations.

The Principal will provide time for the media clerk to attend grade-level planning meetings so that collaborative planning between the media clerk and the classroom teachers can occur. Increasing collaborative planning and teaching between the classroom teacher and the media clerk will positively impact the media center for the purpose of instruction and checking out library materials. The Principal will take an active role in promoting the library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center reading promotion campaigns. Additionally, the Principal and the media clerk will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals.

## 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**

Southwood Middle School promotes collaborative planning and sharing of best practices during professional development days, department meetings, Professional Learning Communities, teacher planning days. At Southwood we highly encourage cross-curricular planning and thematic units to support infusion of Florida Standards across the curriculum.

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

Southwood Middle School has an active Beginning Teachers Program in place to provide new teachers and new staff members to the building with the assistance and support necessary for their success. This includes monthly meetings with the Curriculum Leadership Team and content area meetings. All support

personnel and department chairs are available for assistance at any time.  
Professional Development – a survey will assist the PDL in designing the professional development workshops needed for all teachers.  
Soliciting referrals from current employees and parents.

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

Teacher Buddy System – all teachers will be given the opportunity to observe expert teachers in action.

## **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***

Southwood teachers align their instructional delivery to infuse the Florida Standards by following the District's Pacing Guides, administering the Interim Assessments, CPALMS, Department of Education Websites and participating in Professional Learning Communities.

#### **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***

Southwood staff utilizes data to drive instruction. Data chats are held throughout the year, teacher to student and administration to teacher, in an effort to track student achievement. Furthermore, teacher's pull reports through Thinkgate and disaggregate their respective data. Department chairs disaggregate data based on grade levels. Strengths and areas of improvement are noted and instructional remediation and/or enrichment supplemental materials are provided to students. Administration facilitates the tracking of our lowest quartile following every interim and FAIR assessment. This data is utilized to ensure that all students are mentored. Southwood's instructional focus is to target regression through the use of differentiated instruction.

***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:** 0

After-school accessibility of computer labs for all students

**Strategy Rationale**

To facilitate technology usage for all students

**Strategy Purpose(s)**

- Enrichment

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

Santiago-Argote, Raquelle, rsargote@dadeschools.net

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

Sign in sheets - computer lab

**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**

Southwood collaborates with feeder pattern schools and ensures a seamless articulation process for all incoming and outgoing students.

**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**

N/A

**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:

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### Problem Identification Summary

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

### Problem Analysis Summary

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To identify the early warning signs in an effort to increase students' academic and behavioral success at school.
- G3.** To prepare students to be college and career ready through STEM initiatives.
- G4.** To build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. increase the percentage of parent involvement.

## Strategic Goals Detail

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

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

G070834

**Targets Supported 1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	80.0
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - Asian	
AMO Math - ELL	
AMO Math - SWD	

**Resources Available to Support the Goal 2**

- Literacy Resources - Computer Labs, Textbooks, Teacher Pedagogy, CNN news for kids, You Tube for the Arts, Current Visual and Performing Arts Articles, and District's supplemental computer programs such as Reading Plus.
- Math Resources - Computer Labs, Textbooks, and District's supplemental computer programs such as Reflex Math, Khan Academy, Edgenuity, Algebra Nation, Holt Textbook Resources, and Gizmos.
- Science Resources - Student Worktext and remediation materials, District's supplemental computer programs such as Gizmos and Edgenuity.
- Social Sciences Resources - Student Agendas, Student Service Department, My Big Campus, On-line Textbook

**Targeted Barriers to Achieving the Goal 3**

- Lack of foundational skills
- Student/Parent Accountability

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

Conduct on-going review of students' progress through data analysis of the following assessments: Diagnostic Assessment, Fall Interim, Winter Interim, mini assessments.

**Person Responsible**

Raul Garcia

**Schedule**

On 11/2/2015

**Evidence of Completion**

- Baseline Assessments • Interim Assessments • Mini-Assessments • FAIR Assessments • Reading Plus In-Sight Assessment • Classroom Walkthroughs • Data Chats/Logs • 2015 FSA Reading/Language Arts Gains • Data Disaggregation • Florida Standards Assessment • End of Course Assessments • 2015 FCAT 2.0 Science (8th grade only)

**G2.** To identify the early warning signs in an effort to increase students' academic and behavioral success at school. **1a**

G070835

**Targets Supported** **1b**

Indicator	Annual Target
Attendance Below 90%	6.0
Attendance Below 90% Grade 06	4.0
Attendance Below 90% Grade 07	7.0
Attendance Below 90% Grade 08	6.0
Students exhibiting two or more EWS indicators (Total)	3.0
One or More Suspensions	8.0
Students exhibiting two or more EWS indicators (Total)	1.0
Retained Students	10.0

**Resources Available to Support the Goal** **2**

- Student Orientations, Parent Workshops, 2014-2015 and 2015-2016 Districts attendance and tardies data analysis, Student Code of Student Conduct, Attendance Policy, Student Agendas, Connect Ed calls, Constant Contact through the PTSA, and the Attendance Review Committee.

**Targeted Barriers to Achieving the Goal** **3**

- Lack of Parental Support

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

Monitor the attendance bulletin, academic progress, and referral database.

**Person Responsible**

Raul Garcia

**Schedule**

Weekly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

- Behavioral Intervention Reports • Connect Ed message system reports • Daily Attendance Bulletins • Referral Database • Baseline Assessments • Interim Assessments • Student authentic work samples based on progress monitoring of skills • Collaboration in the department meetings • Sharing of best practices • Monitoring the student's progress in the classroom through informal and formal assessments • Student data chat • Teacher Data/Chat Logs • Classroom Walkthroughs

**G3. To prepare students to be college and career ready through STEM initiatives.** 1a

G070836

**Targets Supported** 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	1.0

**Resources Available to Support the Goal** 2

- SECME colleagues, SECME website, FBLA, clubs in neighboring schools, guest speakers, and the enrollment of students in upper High School STEM courses.

**Targeted Barriers to Achieving the Goal** 3

- Limited student participation in SECME clubs.

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

Conduct reviews of club memberships and observations of interdisciplinary lessons.

**Person Responsible**

Joan Lobo

**Schedule**

Biweekly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

- Parent sign-in logs, Parent Participation surveys • The number of eighth grade students who are recommended for higher level High School STEM courses as reflected on subject selection forms requiring teacher recommendations.

**G4.** To build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. increase the percentage of parent involvement. 1a

G070837

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	1.0

**Resources Available to Support the Goal** 2

- Parent involvement membership and data, Constant Contact, Connect Ed calls, Teacher Parent Conference Logs, Volunteer Breakfast, and the parent volunteer log.

**Targeted Barriers to Achieving the Goal** 3

- Parents' differing schedules making it difficult to for them to attend workshops.

**Plan to Monitor Progress Toward G4.** 8

Review sign-in sheets to determine the number of parents attending school activities to reflect increased parent participation and track parent participation of students within our lowest quartile in Reading and Math.

**Person Responsible**

Raul Garcia

**Schedule**

Monthly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Constant Contact emails, sign in sheets, emails, flyers, school master calendar, and Connect-ed calls.

## Action Plan for Improvement


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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 G070834

**G1.B1** Lack of foundational skills **2**

 B184618

**G1.B1.S1** Literacy - Data Guided Instruction **4**

 S196095

### Strategy Rationale

Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

### Action Step 1 **5**

Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices

#### Person Responsible

Beverly Perez-Villarreal

#### Schedule

On 9/3/2015

#### Evidence of Completion

Sign in sheets, agendas, training materials, and handouts



**Action Step 2** 5

Conduct Professional Learning Communities (PLCs) to utilize technology and implement ELA standards across the curriculum

**Person Responsible**

Raquelle Santiago-Argote

**Schedule**

Weekly, from 9/30/2015 to 11/20/2015

**Evidence of Completion**

Master Plan Point Sign In sheets, Resources, Agendas, and Exit Slips

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

Reinforcing reading skills and the ELA Standards, using literary and informational texts across the curriculum with effectiveness and fidelity

**Person Responsible**

Raquelle Santiago-Argote

**Schedule**

On 11/2/2015

**Evidence of Completion**

Data Chat Logs, Curriculum Council agenda and minutes, Department Meetings agendas and minutes, Walkthroughs, and Student Work Samples

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

Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources

**Person Responsible**

Raul Garcia

**Schedule**

On 11/2/2015

**Evidence of Completion**

• Baseline Assessments • Interim Assessments • FAIR Data • Mini-Assessments • Classroom Walkthroughs • Data Chats/Logs • 2015 FSA Reading/Math Learning Gains iReady Diagnostic

**G1.B1.S2 Writing - Academic Writing** 4

S196096

**Strategy Rationale**

Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

**Action Step 1** 5

Implement school-wide (across the curriculum) writing plan

**Person Responsible**

Raquelle Santiago-Argote

**Schedule**

Daily, from 9/4/2015 to 11/13/2015

**Evidence of Completion**

Student Writing Samples, Walkthroughs, Writing Displays

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Reinforcing evidence-based writing, using visual and performing arts articles, plays, historical pieces in art, music, and dance

**Person Responsible**

Gabriela Concepcion

**Schedule**

On 11/2/2015

**Evidence of Completion**

Student Writing Samples, Walkthroughs, Writing Displays

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources

**Person Responsible**

Joan Lobo


**Schedule**

On 11/2/2015

**Evidence of Completion**

Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books

**G1.B1.S3 Math - Implementing Problem Solving Protocols 4**

 S196097

**Strategy Rationale**

Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem-solving protocol.

**Action Step 1 5**

Conduct a Professional Development, on Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share content based shared practices.

**Person Responsible**

Beverly Perez-Villarreal

**Schedule**

On 9/3/2015

**Evidence of Completion**

Sign in Sheets, Agendas, Training materials, and Handouts

### Action Step 2 5

Utilizing Khan Academy Resources to target remediation for all students specifically the following subgroups: Black, Hispanics, Asian, ELL and SWD

**Person Responsible**

Beverly Perez-Villarreal

**Schedule**

Daily, from 8/24/2015 to 11/20/2015

**Evidence of Completion**

Thinkgate Data Reports, Khan Academy Reports

### Action Step 3 5

Utilization of cooperative learning groups, emphasis on self analysis, and diagnosis in errors and processes

**Person Responsible**

Beverly Perez-Villarreal

**Schedule**

Daily, from 8/24/2015 to 11/20/2015

**Evidence of Completion**

Student Work Samples, Lesson Plans, Walkthroughs

### Action Step 4 5

Utilization of inquiry-based instruction/discovery to enrich and prepare students for Algebra and Geometry End-of-Course Exams

**Person Responsible**

Beverly Perez-Villarreal

**Schedule**

Daily, from 8/24/2015 to 10/16/2015

**Evidence of Completion**

Interactive Notebooks, Projects, Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources

**Person Responsible**

Joan Lobo

**Schedule**

On 11/2/2015

***Evidence of Completion***

Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources

**Person Responsible**

Raul Garcia

**Schedule**

On 11/2/2015

***Evidence of Completion***

Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books

**G1.B1.S4 Science - Inquiry-based, Hands-on Activities** 4

 S196098

**Strategy Rationale**

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.

**Action Step 1** 5

Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices

**Person Responsible**

Beverly Perez-Villarreal

**Schedule**

On 9/18/2015

**Evidence of Completion**

Sign in Sheets, Agenda, Training, materials, and handouts

**Action Step 2** 5

Provide Physical Science students a copy of the Comprehensive Science 3 worktext to utilize as a home supplemental resource to target assessed benchmarks.

**Person Responsible**

Rita Ramirez

**Schedule**

Daily, from 8/24/2015 to 11/20/2015

**Evidence of Completion**

Sign-out textbook log

### Action Step 3 5

Utilizing technology to address at-risk benchmarks across the grade levels using Edgenuity.

**Person Responsible**

Rita Ramirez

**Schedule**

Daily, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Edgenuity reports, Thinkgate reports

### Action Step 4 5

Early bird tutoring of assessed Science benchmarks

**Person Responsible**

Rita Ramirez

**Schedule**

Weekly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Tutoring logs

### Action Step 5 5

Utilization of inquiry-based instruction/discovery and Project Based Learning to enrich and prepare students for the FCAT 2.0 Science and Biology End-of-Course Exam

**Person Responsible**

Rita Ramirez

**Schedule**

Daily, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Interactive Notebooks, Projects, Essential Lab reports, Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S4 6**

Utilizing Student HOT Science slips to engage students in Higher-Order-Thinking and Problem Solving

**Person Responsible**

Rita Ramirez

**Schedule**

Daily, from 8/24/2015 to 11/2/2015

***Evidence of Completion***

Student HOT Science Slips, Lesson Plans, Student Portfolios, Walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources

**Person Responsible**

Joan Lobo

**Schedule**

On 11/2/2015

***Evidence of Completion***

Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books



**G1.B2 Student/Parent Accountability** 2

B184619

**G1.B2.S1 Social Sciences - Effective Planning and Instructional Delivery** 4

S196099

**Strategy Rationale**

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

**Action Step 1** 5

Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices.

**Person Responsible**

Beverly Perez-Villarreal

**Schedule**

On 9/3/2015

**Evidence of Completion**

Sign in Sheets, Agenda, Training materials, and handouts

**Action Step 2** 5

Utilization of Discovery and Project Based Learning, through the utilization of Civics tablets, to enrich and prepare students for the Civics End-of-Course Exam

**Person Responsible**

Jacqueline Belisle

**Schedule**

Daily, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Utilization of Tablets, Walkthroughs, Projects

**Action Step 3** 5

Increasing parent communication regarding curriculum standards and student academic progress

**Person Responsible**

Jacqueline Belisle

**Schedule**

Daily, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Gradebook Comments, Student Agenda Books, Websites, My Big Campus

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

Develop interactive lesson, utilizing technology, to motivate student participation

**Person Responsible**

Jacqueline Belisle

**Schedule**

Daily, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Lesson plans, student accountability talk, Walkthroughs

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

Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources

**Person Responsible**

Joan Lobo

**Schedule**

On 11/2/2015


**Evidence of Completion**

Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books


**G2.** To identify the early warning signs in an effort to increase students' academic and behavioral success at school. **1**

 G070835

**G2.B1** Lack of Parental Support **2**

 B184623

**G2.B1.S1** Student/Teacher Attendance Mentoring Program **4**

 S196100

### **Strategy Rationale**

Target our at-risk students identified with EWS to participate in a voluntary mentoring program designed to support students at risk and provide assistance and guidance.

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

Utilize motivational incentives for perfect attendance and the reduction of tardiness to school.

#### **Person Responsible**

Calondria Williams

#### **Schedule**

Quarterly, from 8/24/2015 to 11/2/2015

#### **Evidence of Completion**

Attendance Intervention Report and Attendance Bulletins

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

Utilize the Connect Ed message system to inform parents of student absences and conduct meetings through the Attendance Review Committee (ARC).

#### **Person Responsible**

Calondria Williams

#### **Schedule**

Weekly, from 8/24/2015 to 11/2/2015

#### **Evidence of Completion**

Attendance Intervention Report and Attendance Bulletins

**Action Step 3** 5

Utilize student service department to conduct academic advisement, social-emotional behaviors, and parent communication.

**Person Responsible**

Joan Lobo

**Schedule**

Weekly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Progress reports, Communication Logs, Student Profile List

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

Monitor the student attendance, tardies, suspensions, and academic performance.

**Person Responsible**

Calondria Williams

**Schedule**

Daily, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

• Attendance Intervention Reports • Connect Ed message system reports • Daily Attendance Bulletins • SCAM reports

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

Monitor the Early Warning Sign Reports.

**Person Responsible**

Joan Lobo

**Schedule**

Biweekly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

• Attendance Intervention Reports • Connect Ed message system reports • Daily Attendance Bulletins • Student Profile Lists • Suspension Reports

**G2.B1.S2 Academic Progress Monitoring** 4

S196101

**Strategy Rationale**

Individual conferences with parents and students.

**Action Step 1** 5

Track the Lowest Quartile throughout the school year.

**Person Responsible**

Raul Garcia

**Schedule**

Quarterly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Student academic data through the use of various reports, FAIR and Interim Assessments.

**Action Step 2** 5

Meet with Department Chairpersons to identify strategies and interventions for all students.

**Person Responsible**

Joan Lobo

**Schedule**

Monthly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Agenda, Minutes, open forum, department meeting agendas and minutes.

**Action Step 3** 5

Use motivational programs to stimulate successful academic progress across the curriculum.

**Person Responsible**

Joan Lobo

**Schedule**

Quarterly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Student Report Cards, academic performance lists, sign in sheets for ceremonies, agendas for honor roll assemblies.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Collaboration among student services, teachers, and administration

**Person Responsible**

Joan Lobo

**Schedule**

Quarterly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Collect and review academic reports, agendas, minutes, parent sign in sheets.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Collaborate with all parties regarding student's academic progress

**Person Responsible**

Raul Garcia

**Schedule**

Quarterly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Academic performance Reports, parent conferences, agendas, minutes, progress reports.

**G2.B1.S3 Indoor Social Rehabilitation Program** 4

S196102

**Strategy Rationale**

Target our at-risk, repeaters, with a social writing program to reflect on identified behaviors.

**Action Step 1** 5

Encourage participation in the 5000 Role Model Club

**Person Responsible**

Calondria Williams

**Schedule**

Monthly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Club membership list and morning announcements.

**Action Step 2** 5

Utilizing writing in an effort or encourage self-reflection and problem solving strategies

**Person Responsible**

Calondria Williams

**Schedule**

Monthly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Writing samples for indoor-suspension and club events.

**Action Step 3** 5

Collaboration amongst the club sponsor and guidance personnel.

**Person Responsible**

Calondria Williams

**Schedule**

Monthly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Presentations, sign in sheets, guidance logs, SCSI logs

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Collaborate to discuss progress and strategy implementation for the program.

**Person Responsible**

Calondria Williams

**Schedule**

Monthly, from 8/24/2015 to 11/2/2015

***Evidence of Completion***

Discussion notes, writing samples, logs, sign in sheets.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Monitoring logs to ensure that we are reducing the amount of repeat offenders.

**Person Responsible**

Calondria Williams

**Schedule**

Monthly, from 8/24/2015 to 11/2/2015

***Evidence of Completion***

Monitor logs, writing samples, presentations, counseling logs, club logs



**G3. To prepare students to be college and career ready through STEM initiatives.** 1

G070836

**G3.B1 Limited student participation in SECME clubs.** 2

B184626

**G3.B1.S1 STEM Awareness and Benefits** 4

S196105

**Strategy Rationale**

- Advertise and encourage parents to attend parent workshops on how to prepare students for higher level High School STEM courses.
- Advertise and encourage students to participate in the SECME club.
- Increase the number of interdisciplinary lessons which involve the mathematics, science, and language arts departments.

**Action Step 1** 5

Hold parent informational meetings on STEM High School courses.

**Person Responsible**

Joan Lobo

**Schedule**

Monthly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Parent Sign in sheets

**Action Step 2** 5

Infuse STEM courses within the curriculum.

**Person Responsible**

Joan Lobo

**Schedule**

Daily, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Lesson plans, activities calendar, and computer lab utilization logs

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

Conduct on-going reviews to ensure the fidelity of these programs and clubs

**Person Responsible**

Joan Lobo

**Schedule**

Weekly, from 8/24/2015 to 11/2/2015

***Evidence of Completion***

Activities calendar, agendas, and minutes

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

Conduct on-going reviews to monitor the effectiveness of the identified strategies

**Person Responsible**

Joan Lobo

**Schedule**

Biweekly, from 8/24/2015 to 11/2/2015

***Evidence of Completion***

- Parent sign-in logs
- The number of eighth grade students who are recommended for higher level High School STEM courses as reflected on subject selection forms requiring teacher recommendations.

**G4.** To build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. increase the percentage of parent involvement. 1

G070837

**G4.B1** Parents' differing schedules making it difficult to for them to attend workshops. 2

B184628

**G4.B1.S1** Parental Participation 4

S196107

### Strategy Rationale

In conjunction with the PTSA, advertise and encourage parents to participate in monthly parent peer group meetings that offer training to parents, information regarding school policies, school data, and school curriculum.

### Action Step 1 5

Post activities on the schools' master calendar to invite and advertise all parent workshops and events in a timely fashion.

#### Person Responsible

Gabriela Concepcion

#### Schedule

Daily, from 8/24/2015 to 11/2/2015

#### Evidence of Completion

Master Calendar

### Action Step 2 5

Utilize the Parent Connection, and Constant Contact to inform parents of various events.

#### Person Responsible

Gabriela Concepcion

#### Schedule

Weekly, from 8/24/2015 to 11/2/2015

#### Evidence of Completion

Sign in sheets, volunteer log

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

Monitor the fidelity and implementation of the identified strategies.

**Person Responsible**

Joan Lobo

**Schedule**

Monthly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Connect Ed calls, review of sign in sheets, constant contact emails.

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

Continue to monitor the effectiveness of the identified strategies.

**Person Responsible**

Joan Lobo

**Schedule**

Weekly, from 8/24/2015 to 11/2/2015

**Evidence of Completion**

Constant Contact, review of sign in sheets, parent membership, school master calendar, and Connect-ed calls.

**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	Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices	Perez-Villarreal, Beverly	9/3/2015	Sign in sheets, agendas, training materials, and handouts	9/3/2015 one-time
G1.B1.S2.A1	Implement school-wide (across the curriculum) writing plan	Santiago-Argote, Raquelle	9/4/2015	Student Writing Samples, Walkthroughs, Writing Displays	11/13/2015 daily
G1.B1.S3.A1	Conduct a Professional Development, on Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share content based shared practices.	Perez-Villarreal, Beverly	9/3/2015	Sign in Sheets, Agendas, Training materials, and Handouts	9/3/2015 one-time
G1.B1.S4.A1	Conduct a Professional Development, on the Early Release Day, highlighting	Perez-Villarreal, Beverly	9/18/2015	Sign in Sheets, Agenda, Training, materials, and handouts	9/18/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices				
G1.B2.S1.A1	Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices.	Perez-Villarreal, Beverly	9/3/2015	Sign in Sheets, Agenda, Training materials, and handouts	9/3/2015 one-time
G2.B1.S1.A1	Utilize motivational incentives for perfect attendance and the reduction of tardiness to school.	Williams, Calondria	8/24/2015	Attendance Intervention Report and Attendance Bulletins	11/2/2015 quarterly
G2.B1.S2.A1	Track the Lowest Quartile throughout the school year.	Garcia, Raul	8/24/2015	Student academic data through the use of various reports, FAIR and Interim Assessments.	11/2/2015 quarterly
G2.B1.S3.A1	Encourage participation in the 5000 Role Model Club	Williams, Calondria	8/24/2015	Club membership list and morning announcements.	11/2/2015 monthly
G3.B1.S1.A1	Hold parent informational meetings on STEM High School courses.	Lobo, Joan	8/24/2015	Parent Sign in sheets	11/2/2015 monthly
G4.B1.S1.A1	Post activities on the schools' master calendar to invite and advertise all parent workshops and events in a timely fashion.	Concepcion, Gabriela	8/24/2015	Master Calendar	11/2/2015 daily
G1.B1.S1.A2	Conduct Professional Learning Communities (PLCs) to utilize technology and implement ELA standards across the curriculum	Santiago-Argote, Raquelle	9/30/2015	Master Plan Point Sign In sheets, Resources, Agendas, and Exit Slips	11/20/2015 weekly
G1.B1.S3.A2	Utilizing Khan Academy Resources to target remediation for all students specifically the following subgroups: Black, Hispanics, Asian, ELL and SWD	Perez-Villarreal, Beverly	8/24/2015	Thinkgate Data Reports, Khan Academy Reports	11/20/2015 daily
G1.B1.S4.A2	Provide Physical Science students a copy of the Comprehensive Science 3 worktext to utilize as a home supplemental resource to target assessed benchmarks.	Ramirez, Rita	8/24/2015	Sign-out textbook log	11/20/2015 daily
G1.B2.S1.A2	Utilization of Discovery and Project Based Learning, through the utilization of Civics tablets, to enrich and prepare students for the Civics End-of-Course Exam	Belisle, Jacqueline	8/24/2015	Utilization of Tablets, Walkthroughs, Projects	11/2/2015 daily
G2.B1.S1.A2	Utilize the Connect Ed message system to inform parents of student absences and conduct meetings through the Attendance Review Committee (ARC).	Williams, Calondria	8/24/2015	Attendance Intervention Report and Attendance Bulletins	11/2/2015 weekly
G2.B1.S2.A2	Meet with Department Chairpersons to identify strategies and interventions for all students.	Lobo, Joan	8/24/2015	Agenda, Minutes, open forum, department meeting agendas and minutes.	11/2/2015 monthly
G2.B1.S3.A2	Utilizing writing in an effort or encourage self-reflection and problem solving strategies	Williams, Calondria	8/24/2015	Writing samples for indoor-suspension and club events.	11/2/2015 monthly
G3.B1.S1.A2	Infuse STEM courses within the curriculum.	Lobo, Joan	8/24/2015	Lesson plans, activities calendar, and computer lab utilization logs	11/2/2015 daily
G4.B1.S1.A2	Utilize the Parent Connection, and Constant Contact to inform parents of various events.	Concepcion, Gabriela	8/24/2015	Sign in sheets, volunteer log	11/2/2015 weekly
G1.B1.S3.A3	Utilization of cooperative learning groups, emphasis on self analysis, and diagnosis in errors and processes	Perez-Villarreal, Beverly	8/24/2015	Student Work Samples, Lesson Plans, Walkthroughs	11/20/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A3	Utilizing technology to address at-risk benchmarks across the grade levels using Edgenuity.	Ramirez, Rita	8/24/2015	Edgenuity reports, Thinkgate reports	11/2/2015 daily
G1.B2.S1.A3	Increasing parent communication regarding curriculum standards and student academic progress	Belisle, Jacqueline	8/24/2015	Gradebook Comments, Student Agenda Books, Websites, My Big Campus	11/2/2015 daily
G2.B1.S1.A3	Utilize student service department to conduct academic advisement, social-emotional behaviors, and parent communication.	Lobo, Joan	8/24/2015	Progress reports, Communication Logs, Student Profile List	11/2/2015 weekly
G2.B1.S2.A3	Use motivational programs to stimulate successful academic progress across the curriculum.	Lobo, Joan	8/24/2015	Student Report Cards, academic performance lists, sign in sheets for ceremonies, agendas for honor roll assemblies.	11/2/2015 quarterly
G2.B1.S3.A3	Collaboration amongst the club sponsor and guidance personnel.	Williams, Calondria	8/24/2015	Presentations, sign in sheets, guidance logs, SCSJ logs	11/2/2015 monthly
G1.B1.S3.A4	Utilization of inquiry-based instruction/ discovery to enrich and prepare students for Algebra and Geometry End-of-Course Exams	Perez-Villarreal, Beverly	8/24/2015	Interactive Notebooks, Projects, Lesson Plans	10/16/2015 daily
G1.B1.S4.A4	Early bird tutoring of assessed Science benchmarks	Ramirez, Rita	8/24/2015	Tutoring logs	11/2/2015 weekly
G1.B1.S4.A5	Utilization of inquiry-based instruction/ discovery and Project Based Learning to enrich and prepare students for the FCAT 2.0 Science and Biology End-of-Course Exam	Ramirez, Rita	8/24/2015	Interactive Notebooks, Projects, Essential Lab reports, Lesson Plans	11/2/2015 daily
G1.MA1	Conduct on-going review of students' progress through data analysis of the following assessments: Diagnostic Assessment, Fall Interim, Winter Interim, mini assessments.	Garcia, Raul	8/24/2015	• Baseline Assessments • Interim Assessments • Mini-Assessments • FAIR Assessments • Reading Plus In-Sight Assessment • Classroom Walkthroughs • Data Chats/Logs • 2015 FSA Reading/Language Arts Gains • Data Disaggregation • Florida Standards Assessment • End of Course Assessments • 2015 FCAT 2.0 Science (8th grade only)	11/2/2015 one-time
G1.B1.S1.MA1	Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources	Garcia, Raul	8/24/2015	• Baseline Assessments • Interim Assessments • FAIR Data • Mini-Assessments • Classroom Walkthroughs • Data Chats/Logs • 2015 FSA Reading/Math Learning Gains iReady Diagnostic	11/2/2015 one-time
G1.B1.S1.MA1	Reinforcing reading skills and the ELA Standards, using literary and informational texts across the curriculum with effectiveness and fidelity	Santiago-Argote, Raquelle	8/24/2015	Data Chat Logs, Curriculum Council agenda and minutes, Department Meetings agendas and minutes, Walkthroughs, and Student Work Samples	11/2/2015 one-time
G1.B2.S1.MA1	Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources	Lobo, Joan	8/24/2015	Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books	11/2/2015 one-time
G1.B2.S1.MA1	Develop interactive lesson, utilizing technology, to motivate student participation	Belisle, Jacqueline	8/24/2015	Lesson plans, student accountability talk, Walkthroughs	11/2/2015 daily
G1.B1.S2.MA1	Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources	Lobo, Joan	8/24/2015	Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books	11/2/2015 one-time
G1.B1.S2.MA1	Reinforcing evidence-based writing, using visual and performing arts	Concepcion, Gabriela	8/24/2015	Student Writing Samples, Walkthroughs, Writing Displays	11/2/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	articles, plays, historical pieces in art, music, and dance				
G1.B1.S3.MA1	Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources	Garcia, Raul	8/24/2015	Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books	11/2/2015 one-time
G1.B1.S3.MA1	Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources	Lobo, Joan	8/24/2015	Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books	11/2/2015 one-time
G1.B1.S4.MA1	Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources	Lobo, Joan	8/24/2015	Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books	11/2/2015 one-time
G1.B1.S4.MA1	Utilizing Student HOT Science slips to engage students in Higher-Order-Thinking and Problem Solving	Ramirez, Rita	8/24/2015	Student HOT Science Slips, Lesson Plans, Student Portfolios, Walkthroughs	11/2/2015 daily
G2.MA1	Monitor the attendance bulletin, academic progress, and referral database.	Garcia, Raul	8/24/2015	<ul style="list-style-type: none"> <li>Behavioral Intervention Reports</li> <li>Connect Ed message system reports</li> <li>Daily Attendance Bulletins</li> <li>Referral Database</li> <li>Baseline Assessments</li> <li>Interim Assessments</li> <li>Student authentic work samples based on progress monitoring of skills</li> <li>Collaboration in the department meetings</li> <li>Sharing of best practices</li> <li>Monitoring the student's progress in the classroom through informal and formal assessments</li> <li>Student data chat</li> <li>Teacher Data/Chat Logs</li> <li>Classroom Walkthroughs</li> </ul>	11/2/2015 weekly
G2.B1.S1.MA1	Monitor the Early Warning Sign Reports.	Lobo, Joan	8/24/2015	<ul style="list-style-type: none"> <li>Attendance Intervention Reports</li> <li>Connect Ed message system reports</li> <li>Daily Attendance Bulletins</li> <li>Student Profile Lists</li> <li>Suspension Reports</li> </ul>	11/2/2015 biweekly
G2.B1.S1.MA1	Monitor the student attendance, tardies, suspensions, and academic performance.	Williams, Calondria	8/24/2015	<ul style="list-style-type: none"> <li>Attendance Intervention Reports</li> <li>Connect Ed message system reports</li> <li>Daily Attendance Bulletins</li> <li>SCAM reports</li> </ul>	11/2/2015 daily
G2.B1.S2.MA1	Collaborate with all parties regarding student's academic progress	Garcia, Raul	8/24/2015	Academic performance Reports, parent conferences, agendas, minutes, progress reports.	11/2/2015 quarterly
G2.B1.S2.MA1	Collaboration among student services, teachers, and administration	Lobo, Joan	8/24/2015	Collect and review academic reports, agendas, minutes, parent sign in sheets.	11/2/2015 quarterly
G2.B1.S3.MA1	Monitoring logs to ensure that we are reducing the amount of repeat offenders.	Williams, Calondria	8/24/2015	Monitor logs, writing samples, presentations, counseling logs, club logs	11/2/2015 monthly
G2.B1.S3.MA1	Collaborate to discuss progress and strategy implementation for the program.	Williams, Calondria	8/24/2015	Discussion notes, writing samples, logs, sign in sheets.	11/2/2015 monthly
G3.MA1	Conduct reviews of club memberships and observations of interdisciplinary lessons.	Lobo, Joan	8/24/2015	<ul style="list-style-type: none"> <li>Parent sign-in logs, Parent Participation surveys</li> <li>The number of eighth grade students who are recommended for higher level High School STEM courses as reflected on subject selection forms requiring teacher recommendations.</li> </ul>	11/2/2015 biweekly
G3.B1.S1.MA1	Conduct on-going reviews to monitor the effectiveness of the identified strategies	Lobo, Joan	8/24/2015	<ul style="list-style-type: none"> <li>Parent sign-in logs</li> <li>The number of eighth grade students who are recommended for higher level High School STEM courses as reflected on</li> </ul>	11/2/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				subject selection forms requiring teacher recommendations.	
G3.B1.S1.MA1	Conduct on-going reviews to ensure the fidelity of these programs and clubs	Lobo, Joan	8/24/2015	Activities calendar, agendas, and minutes	11/2/2015 weekly
G4.MA1	Review sign-in sheets to determine the number of parents attending school activities to reflect increased parent participation and track parent participation of students within our lowest quartile in Reading and Math.	Garcia, Raul	8/24/2015	Constant Contact emails, sign in sheets, emails, flyers, school master calendar, and Connect-ed calls.	11/2/2015 monthly
G4.B1.S1.MA1	Continue to monitor the effectiveness of the identified strategies.	Lobo, Joan	8/24/2015	Constant Contact, review of sign in sheets, parent membership, school master calendar, and Connect-ed calls.	11/2/2015 weekly
G4.B1.S1.MA1	Monitor the fidelity and implementation of the identified strategies.	Lobo, Joan	8/24/2015	Connect Ed calls, review of sign in sheets, constant contact emails.	11/2/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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



## Professional Development Opportunities

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

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Lack of foundational skills

**G1.B1.S1** Literacy - Data Guided Instruction

### PD Opportunity 1

Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices

#### Facilitator

In-house Trainers

#### Participants

All Teachers

#### Schedule

On 9/3/2015

### PD Opportunity 2

Conduct Professional Learning Communities (PLCs) to utilize technology and implement ELA standards across the curriculum

#### Facilitator

Professional Development Facilitators

#### Participants

Reading/Language Arts Teachers

#### Schedule

Weekly, from 9/30/2015 to 11/20/2015

### G1.B1.S2 Writing - Academic Writing

#### PD Opportunity 1

Implement school-wide (across the curriculum) writing plan

##### Facilitator

Nicholas Cameron and Ileen Martin

##### Participants

All Teachers

##### Schedule

Daily, from 9/4/2015 to 11/13/2015

### G1.B1.S4 Science - Inquiry-based, Hands-on Activities

#### PD Opportunity 1

Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices

##### Facilitator

Beverly Perez-Villarreal and Gisela Gonzalez

##### Participants

All Teachers

##### Schedule

On 9/18/2015

**G1.B2 Student/Parent Accountability**

**G1.B2.S1 Social Sciences - Effective Planning and Instructional Delivery**

**PD Opportunity 1**

Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices.

**Facilitator**

Beverly Perez-Villarreal and Gisela Gonzalez

**Participants**

All Teachers

**Schedule**

On 9/3/2015

## 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 in all content areas.

#### G1.B1 Lack of foundational skills

##### G1.B1.S3 Math - Implementing Problem Solving Protocols

#### PD Opportunity 1

Conduct a Professional Development, on Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share content based shared practices.

#### Facilitator

Beverly Perez-Villarreal and Gisela Gonzalez

#### Participants

All Teachers

#### Schedule

On 9/3/2015

## Budget

Budget Data						
1	G1.B1.S1.A1	Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices				\$0.00
2	G1.B1.S1.A2	Conduct Professional Learning Communities (PLCs) to utilize technology and implement ELA standards across the curriculum				\$0.00
3	G1.B1.S2.A1	Implement school-wide (across the curriculum) writing plan				\$0.00
4	G1.B1.S3.A1	Conduct a Professional Development, on Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share content based shared practices.				\$7,280.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$3,000.00
			<i>Notes: Student Agenda Books</i>			
			District-Wide	Other		\$3,600.00
			<i>Notes: After-School Activity Bus</i>			

<b>Budget Data</b>						
			District-Wide	Other		\$680.00
			<i>Notes: Literacy Magazines</i>			
5	G1.B1.S3.A2	Utilizing Khan Academy Resources to target remediation for all students specifically the following subgroups: Black, Hispanics, Asian, ELL and SWD				\$0.00
6	G1.B1.S3.A3	Utilization of cooperative learning groups, emphasis on self analysis, and diagnosis in errors and processes				\$0.00
7	G1.B1.S3.A4	Utilization of inquiry-based instruction/discovery to enrich and prepare students for Algebra and Geometry End-of-Course Exams				\$0.00
8	G1.B1.S4.A1	Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices				\$0.00
9	G1.B1.S4.A2	Provide Physical Science students a copy of the Comprehensive Science 3 worktext to utilize as a home supplemental resource to target assessed benchmarks.				\$0.00
10	G1.B1.S4.A3	Utilizing technology to address at-risk benchmarks across the grade levels using Edgenuity.				\$0.00
11	G1.B1.S4.A4	Early bird tutoring of assessed Science benchmarks				\$0.00
12	G1.B1.S4.A5	Utilization of inquiry-based instruction/discovery and Project Based Learning to enrich and prepare students for the FCAT 2.0 Science and Biology End-of-Course Exam				\$0.00
13	G1.B2.S1.A1	Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices.				\$0.00
14	G1.B2.S1.A2	Utilization of Discovery and Project Based Learning, through the utilization of Civics tablets, to enrich and prepare students for the Civics End-of-Course Exam				\$0.00
15	G1.B2.S1.A3	Increasing parent communication regarding curriculum standards and student academic progress				\$0.00
16	G2.B1.S1.A1	Utilize motivational incentives for perfect attendance and the reduction of tardiness to school.				\$0.00
17	G2.B1.S1.A2	Utilize the Connect Ed message system to inform parents of student absences and conduct meetings through the Attendance Review Committee (ARC).				\$0.00
18	G2.B1.S1.A3	Utilize student service department to conduct academic advisement, social-emotional behaviors, and parent communication.				\$0.00
19	G2.B1.S2.A1	Track the Lowest Quartile throughout the school year.				\$0.00
20	G2.B1.S2.A2	Meet with Department Chairpersons to identify strategies and interventions for all students.				\$0.00
21	G2.B1.S2.A3	Use motivational programs to stimulate successful academic progress across the curriculum.				\$0.00

<b>Budget Data</b>			
22	G2.B1.S3.A1	Encourage participation in the 5000 Role Model Club	\$0.00
23	G2.B1.S3.A2	Utilizing writing in an effort or encourage self-reflection and problem solving strategies	\$0.00
24	G2.B1.S3.A3	Collaboration amongst the club sponsor and guidance personnel.	\$0.00
25	G3.B1.S1.A1	Hold parent informational meetings on STEM High School courses.	\$0.00
26	G3.B1.S1.A2	Infuse STEM courses within the curriculum.	\$0.00
27	G4.B1.S1.A1	Post activities on the schools' master calendar to invite and advertise all parent workshops and events in a timely fashion.	\$0.00
28	G4.B1.S1.A2	Utilize the Parent Connection, and Constant Contact to inform parents of various events.	\$0.00
<b>Total:</b>			<b>\$7,280.00</b>