Citrus Grove Middle School

2015-16 School Improvement Plan

Citrus Grove Middle School

2153 NW 3RD ST, Miami, FL 33125

http://citrus.dadeschools.net/

School Demographics

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

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to teach all children to read, write, think compute, speak well, love the arts, and behave in socially acceptable ways in order to become economically independent contributing members of society.

Provide the school's vision statement

Believing that all students can learn, our vision is to challenge students with rigorous curriculum and enriching experiences in order to prepare them to constructively participate in the society of their time.

School Environment

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

Relationships among students and teachers are established and nurtured through classroom instructional strategies that encourage cooperation and ongoing dialogue among peers that build on their prior knowledge and utilize cross cultural materials to enhance their educational experience. We also encourage students, parents and the community to become active members of the PTSA, and EESAC. The school opens it's doors every Wednesday from 8:30-9:00 a.m. for parents to meet with their child's teachers try to increase communications with the families that we serve.

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

Before school, students are welcomed onto the campus to socialize with one another under the protection of school personnel. Along the parameters of campus, assigned school employees monitor their area and ensure that students are safe. Additionally, students are invited to participate in the free breakfast program from 8:30-9:00 a.m.
During school, teachers greet their students at the door and various school personnel are visible throughout the school. There are several student recognition programs that highlight improvements in attendance, academics and behavior.
After school we offer the Middle School Enrichment Program to assist students with academics in a fun and safe program. Citrus Grove Middle School continues to host the Miami Music Program offering free music lessons and instruments for students to learn to play all types of musical instruments. In addition our school offers a variety of sports and academic clubs after school.

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

At Citrus Grove Middle School we believe that discipline begins with good instructional strategies that meet the need of the diverse learners through differentiated instruction and active student engagement. We also have a Positive Behavior Support (PBS) coach that supports school-wide discipline by providing teachers with strategies to encourage positive behaviors while minimizing negative behaviors. In addition, we will be receiving a Student Success Coach to work with our

students identified in our early warning indicators. Administration ensure that the Student Code of Conduct is applied through the implementation of progressive discipline and interventions.

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 provides counseling and peer mediation in an effort to enhance the social and emotional well-being of the students and their families. In addition, collaboration between the parents and school resource officers also provides another layer of support.

Early Warning Systems

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

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

Attendance below 90% is addressed first by the classroom teachers with the initial contact home, then by the School counselor and other student services personnel as needed. Our Community Involvement Specialist and School Social Worker will visit the home and connect the families with various resources to assist with truancy or any other preventive measures.
In-door or out-door suspensions are addressed and monitored by the PBS, SCSI, administrators and counselors by meeting with the parents, identifying root causes and connecting parents to community resources.
Teachers monitor the progress of students in English Language Arts and Mathematics in order to intervene and ensure that we meet the deficiencies through tutoring and intervention. School counselors will refer students who are at-risk of failing to credit recovery.
Students who score Level 1 on the English Language Arts and/or Mathematics state assessment are participating in intensive courses, provided opportunity for tutoring (Saturday Academy) and provided support through interventionist.

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	65	90	128	283
One or more suspensions	60	58	78	196
Course failure in ELA or Math	20	63	25	108
Level 1 on statewide assessment	15	183	229	427

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	21	149	165	335

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

• Saturday Academy tutoring for all students in English/Math who are Level 1
• Tutoring for ELL students in the morning
• Interventionist provided in all accountability courses
• On-going monitoring through teacher and student data chats
• Teacher assistance through instructional coaches to build capacity to meet the needs of the students
• Weekly Grade Level Team meetings to discuss and develop action plans for at-risk students
• Weekly parent conferences to allow parents to discuss their concerns with teachers
• Automated phone calls home when students are absent
• Truancy intervention program targeting students with excessive absences
• Student Success Coach to monitor EWI
• Counselors meet with parents and students to provide intervention and recommendations to outside agencies.
• SST monitor and support students exhibiting academic, behavior and social barriers
• Youth Empowerment Program targets 20 in each grade level through a character development and leadership elective course

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/188121.

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 has partnerships with the Miami Marlins and the Little Lighthouse. These entities provide tutoring opportunities, funds for the school, beautification projects inside and outside the school, and incentives for students and staff. The school also has partnerships with the Miami Music Program to provide the community with instructional classes and extra-curricular programs. The school seeks partnerships through information gathered from our Community Involvement Specialist, district personnel, and local community members and organizations.

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
Rodriguez, Cory	Principal
Apolinar, Kelly	Assistant Principal
McCloud, Tracy	Assistant Principal
Fajardo, Alexis	Teacher, K-12
Mohamed, Adhar	Instructional Coach
Pino, Victoria	Instructional Coach
Garces, Kristine	Instructional Coach
Sharif, Medeia	Other
Canizarez, Agnerys	Other
Oquendo, Lourdes	Other
Mack, Adam	SAC Member

Duties

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

Cory R. Rodriguez- Principal
Kelly Apolinar- Assistant Principal
Tracy McCloud - Assistant Principal
Adhar Mohamed - Instructional Coach (Math) and Test Chair
Kristine Garces - Instructional Coach (Reading) and ESOL Department Chair
Victoria Pino - Instructional Coach (Reading)
Adam Mack - Science Department Chair
Alexis Fajardo- Mathematics Department Chair
Agnerys Canizarez- Social Studies Department Chair
Lourdes Oquendo - Electives Department Chair
David Cunningham - SPED Department Chair
Shebella Poiter-surin - Program Specialist
Medeia Sharif - Language Arts Department Chair

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy or summer school). Support services are provided to the 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; 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
Citrus Grove Middle 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 (after-school, and summer school) by the Title I, Part C, and Migrant Education Program.
Title I, Part D
Citrus Grove Middle and the district receive funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
Citrus Grove Middle and the district use supplemental funds for improving basic education as follows:
• Training to certify qualified mentors through the Mentoring and Instruction for New Teachers (MINT) Program.
• Training for add-on endorsement programs, such as Reading, Gifted & ELL.
• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional
• Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
At Citrus Grove Middle, Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to provide pull-out ELL tutoring. Services are provided to parents of ELL student via parent outreach activities (workshops offered in native language). Citrus Grove Middle and the district provide support such as education materials and personnel to improve the education of immigrant and English Language Learners.
Title VI, Part B - NA
Title X- Homeless
At Citrus Grove Middle, homeless assistance is provided by 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.
Supplemental Academic Instruction (SAI)
Citrus Grove Middle will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance

Program (FEFP) allocation
Violence Prevention Programs
Citrus Grove Middle offers a peer mediation program spearheaded by the School Counseling team. In addition, the use of a "Bully Box" assists with the anonymous reporting of students that may be engaging in aggressive behaviors. The Counselors focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crises.
Nutrition Programs
1. Citrus Grove Middle 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 Wellness Policy.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cory Rodriguez	Principal
Adam Mack	Teacher
Frank Valle	Education Support Employee
Edilio Hernandez	Teacher
Carolina Zaragoza	Teacher
Nancy Boroto	Parent
Katie Sanchez	Teacher
Robert Fischer	Teacher
Claude Delorme	Business/Community
Wanda Sims	Teacher
Marla Zapata	Business/Community

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 School Advisory Committee reviewed the School Improvement Plan's goals and actions, allocated funds to various instruction programs for instructional materials and student incentives.

Development of this school improvement plan

The School Advisory Committee collaborates in an effort to collectively make decisions that are geared to enhance and maximize student instruction.

Preparation of the school's annual budget and plan

The school's School Advisory Committee budget is presented by the administration and the committee reviews proposals submitted by school personnel, and the committee determines and approves how the funds will be utilized.

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

* $2,999 were allocated to the principal for utilization of incentives for 20 Saturday Success Academy's
* Approximately $500 was approved for band instrument repairs and music notation software
* Remaining $2,395.for AR books

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
Rodriguez, Cory	Principal
Apolinar, Kelly	Assistant Principal
McCloud, Tracy	Assistant Principal
Fajardo, Alexis	Teacher, K-12
Cunningham, David	Teacher, ESE
Mohamed, Adhar	Instructional Coach
Garces, Kristine	Instructional Coach
Pino, Victoria	Instructional Coach
Sharif, Medeia	Other
Oquendo, Lourdes	Teacher, K-12
Mack, Adam	Other
Poitier-Surin, Shebella	Teacher, ESE
Canizarez, Agnerys	Other

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team's initiatives for the 2014-2015 school year are to implement school-wide initiatives as follows:
• Ensuring the use of complex texts across the curriculum.
• Professional Development activities across the curriculum to work on a greater infusion of vocabulary development throughout our grade levels.
• Implementation of the Florida Administrative Reading Walk Through (RWT) tool in order view indicators of effective classroom reading instruction through brief classroom visits.
•Development of Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.
•Encourage and emphasize the development of lessons that provide students with opportunities for research and incorporate writing throughout.

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

* Common planning built into master schedule
* Wednesday morning parent meetings
* Bi-monthly department meetings
* Sharing of best practices during faculty meetings
* Teacher incentives (i.e. Miami Marlins)
* Lesson Studies
* Grade Level Team meetings
* Peer Mentoring are Peer Observations
* Leadership Team meetings
* PLC

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

* Networking with colleagues
* Observing student teachers
* Recruiting teachers from other schools that are seeking relocation
* Teacher Match
* Partnership with local universities and colleges
*Responsible: Administrative Team (Ms. Rodriguez, Principal; Dr. McCloud and Ms. Apolinar, Assistant Principals)

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

The mentoring program at Citrus Grove Middle School consists of experienced teachers being paired with beginning teachers/teachers with three years or less of experience. Teachers are teamed up and meet weekly for the first three months of school and thereafter meet twice a month.

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

* Utilization of common board configurations (objectives, essential questions, agenda, etc.)
* Pacing guides
* Common planning
* Lesson planning
* Support from instructional coaches (common planning and coaching cycles)
* Administrative focused walkthroughs and debriefings with teachers
* Instructional support from ETO/District
* Weekly Leadership Meetings
* In-school professional development opportunities (i.e. early release, PD Days, CP)
* Data chats (administration, coaches, teachers, students)

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

* Training is provided to instructional personnel on Gateway to Data (GTO).
* Student data is disaggregated by teachers to tier students and create groups based on strengths and weaknesses. Information is used to provide students with differentiated instruction, and opportunities for additional support for core subjects through interventions and/or Saturday Academy, or through extended learning/enrichment opportunities.
* Data is used to develop action plans for teachers to enhance teacher capacity and learning outcomes

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

Our Middle School Enrichment program is offered daily for two hours after school.

Strategy Rationale

This program assists students in Reading and Mathematics for additional support towards student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rodriguez, Cory, pr6091@dadeschools.net

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

Data is collected on an ongoing basis of student in the program to monitor their academic growth

Strategy: Weekend Program

Minutes added to school year: 0

Saturday Academy provides students with enrichment in all core subjects such as reading, mathematics, civics, science and writing.

Strategy Rationale

To provide support to our lowest 45 percentile.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rodriguez, Cory, pr6091@dadeschools.net

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

Data is collected on an ongoing basis of student in the program to monitor their academic growth.

Strategy: Before School Program

Minutes added to school year: 0

Tutoring is offered twice a week for all ELL students in the areas of Math and Reading.

Strategy Rationale

This supports students in reading and mathematics.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rodriguez, Cory, pr6091@dadeschools.net

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

Data is collected on an ongoing basis of student in the program to monitor their academic growth

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

* Grade level orientations
* Vertical teams within grade levels
* Articulation within the feeder pattern and within the school

College and Career Readiness

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

N/A

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

N/A

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

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:

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 core subject areas.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all core subject areas. `1a`

🔍 G070838

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Assessment data (iReady, Accelerated Readers/STAR, Achieve 3000, Systems 44, Imagine Learning, Edgenuity, district assessments)

- District support personnel (IS and CSS)

- Professional development

- Saturday School, Interventionist, and ELL tutoring)

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of data driven instruction to effectively implement differentiated instruction .

Plan to Monitor Progress Toward G1. `8`

Student academic data (topic assessments, informal assessments, FAIR Data, interim data)

Person Responsible
Cory Rodriguez

Schedule
Monthly, from 8/24/2015 to 1/15/2016

Evidence of Completion
Student data

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 core subject areas. 1

🔑 G070838

G1.B1 Limited evidence of data driven instruction to effectively implement differentiated instruction . 2

🔑 B184631

G1.B1.S1 During common common planning utilize data to develop purposeful lessons and activities. 4

🔑 S196108

Strategy Rationale

In order for teachers to develop lesson with culminating activities and daily end products that align to the standards and learning target.

Action Step 1 5

We will conduct weekly common planning session across all core subject areas to address specific areas of need.

Person Responsible

Cory Rodriguez

Schedule

Weekly, from 8/24/2015 to 1/15/2016

Evidence of Completion

The evidence collected will include lesson plans and walk through observations of effective utilization of instructional strategies addressed at the common planning sessions.

Action Step 2 5

We will conduct Lesson Studies across all core subject areas.

Person Responsible

Cory Rodriguez

Schedule

Semiannually, from 8/24/2015 to 1/15/2016

Evidence of Completion

High yield instructional and content specific strategies will be observed by administration, such as debriefs, video reviews and student work products.

Action Step 3 5

Utilize research based programs that monitor student progress - iREADY , Accelerated Reader, Carnegie Mathia, Imagine Learning, GIZMOs, Edgenuity.

Person Responsible

Cory Rodriguez

Schedule

Monthly, from 8/24/2015 to 1/15/2016

Evidence of Completion

Data reports

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

Lesson plan reviews, classroom walk through and observations

Person Responsible

Cory Rodriguez

Schedule

Weekly, from 8/24/2015 to 1/15/2016

Evidence of Completion

Alignment to the learning targets and the standards through the student work products.

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

Collaborative feedback from administration, instructional coaches and teachers.

Person Responsible

Cory Rodriguez

Schedule

Weekly, from 8/24/2015 to 1/15/2016

Evidence of Completion

Student data

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	We will conduct weekly common planning session across all core subject areas to address specific areas of need.	Rodriguez, Cory	8/24/2015	The evidence collected will include lesson plans and walk through observations of effective utilization of instructional strategies addressed at the common planning sessions.	1/15/2016 weekly
G1.B1.S1.A2	We will conduct Lesson Studies across all core subject areas.	Rodriguez, Cory	8/24/2015	High yield instructional and content specific strategies will be observed by administration, such as debriefs, video reviews and student work products.	1/15/2016 semiannually
G1.B1.S1.A3	Utilize research based programs that monitor student progress - iREADY , Accelerated Reader, Carnegie Mathia, Imagine Learning, GIZMOs, Edgenuity.	Rodriguez, Cory	8/24/2015	Data reports	1/15/2016 monthly
G1.MA1	Student academic data (topic assessments, informal assessments, FAIR Data, interim data)	Rodriguez, Cory	8/24/2015	Student data	1/15/2016 monthly
G1.B1.S1.MA1	Collaborative feedback from administration, instructional coaches and teachers.	Rodriguez, Cory	8/24/2015	Student data	1/15/2016 weekly
G1.B1.S1.MA1	Lesson plan reviews, classroom walk through and observations	Rodriguez, Cory	8/24/2015	Alignment to the learning targets and the standards through the student work products.	1/15/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Limited evidence of data driven instruction to effectively implement differentiated instruction .

G1.B1.S1 During common common planning utilize data to develop purposeful lessons and activities.

PD Opportunity 1

We will conduct weekly common planning session across all core subject areas to address specific areas of need.

Facilitator

Instructional coaches

Participants

Core subject area instructors

Schedule

Weekly, from 8/24/2015 to 1/15/2016

PD Opportunity 2

We will conduct Lesson Studies across all core subject areas.

Facilitator

Instructional Coaches

Participants

Core subject area instructors

Schedule

Semiannually, from 8/24/2015 to 1/15/2016

PD Opportunity 3

Utilize research based programs that monitor student progress - iREADY , Accelerated Reader, Carnegie Mathia, Imagine Learning, GIZMOs, Edgenuity.

Facilitator

Instructional Coaches, District, and school personnel.

Participants

Teachers and staff

Schedule

Monthly, from 8/24/2015 to 1/15/2016

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	**We will conduct weekly common planning session across all core subject areas to address specific areas of need.**	**$0.00**
2	G1.B1.S1.A2	**We will conduct Lesson Studies across all core subject areas.**	**$225.00**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$225.00
			Notes: Notes			

3	G1.B1.S1.A3	**Utilize research based programs that monitor student progress - iREADY , Accelerated Reader, Carnegie Mathia, Imagine Learning, GIZMOs, Edgenuity.**	**$0.00**
		Total:	**$225.00**