

Miami-Dade County Public Schools

# Florida International Academy



2015-16 School Improvement Plan

## Florida International Academy

13400 NW 28TH AVE, Opa Locka, FL 33054

[ no web address on file ]

### School Demographics

#### School Type

Middle

#### 2014-15 Title I School

Yes

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

95%

#### Alternative/ESE Center

No

#### Charter School

Yes

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

100%

### School Grades History

Year  
Grade

2014-15  
D\*

2013-14  
C

2012-13  
B

2011-12  
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**

The mission of Florida International Academy is to provide a safe and challenging educational opportunity for students facing undue social challenges, by enabling them to acquire the knowledge, skills, and values required for responsible citizenship, personal development, and life-long learning.

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

Florida International Academy will utilize a holistic educational program in a small-school setting to address areas of need in the student population. Areas of critical need include basic reading, mathematics, and writing skills. Academically motivated students will then improve both their physical attendance and their mental engagement at FIA. With the support and participation of our parents and guardians and our school's community, we can build a successful environment that will enrich and inspire the young people that come to us. We want to make their full potential available to them.

#### School Environment

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

Teachers and students build and foster relationships through participation in various extracurricular activities and clubs before, during, and after school. These activities cater to the varying ethnicities present within our school. Teachers also model and set expectations for students by rewarding positive behavior, while fostering an environment that promotes multicultural diversity. Within these clubs students are given an opportunity to engage and explore visual and liberal disciplines in an effort to promote school culture and create a well-rounded educational experience.

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

The school has adopted the No Bullying Policy as mandated by the State. Through Positive Behavior Support, students are taught to R.O.C.K (Respectful, Orderly, Cooperative, and Kind). This school-wide system affords students the opportunity to be recognized for demonstrating positive behavior. Students also participate in peer counseling, mediation, counseling and mentoring before, during, and after school in an effort to intervene, assist, and teach students how to effectively resolve conflict and build lasting positive relationships.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Our school utilizes a school-wide discipline plan that encompasses expectations for students during instructional time. Within this plan, students are expected to arrive to class on time and prepared for instruction. Announcements are kept to minimum and are restricted to the morning and afternoon announcements. There are systems in place in each classroom set by the teacher for dealing with tardies and behavioral incidents. Teachers track student behavior by keeping anecdotal records during class. Each teacher has a four step process for dealing with behavior in class. School



personnel are supported by administration through a referral process that is directly connected to RTiB. A positive behavior management system is also employed school-wide.

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

The school has in place counseling sessions, teacher to student modeling and peer norms, that are used to filter conflict management issues that may arise through peer /peer interaction. Students also participate in peer counseling, mediation, counseling and mentoring before, during, and after school in an effort to intervene, assist, and teach students how to effectively build lasting positive relationships.

**Early Warning Systems**

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

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

The school utilizes the RTI process , through which students who are exhibiting signals of failure early are targeted and provided with intervention. All level 1 and level 2 students in reading and math are placed in an intensive reading and math class, where they are provided with instructional level support, through the Voyager curriculum and Reading Plus. Parents of students who are showing signs of tardiness are contacted and measures are employed to provide assistance with transportation etc. Students who have received at least 1 suspension are placed on a behavioral plan , where they are monitored in 30 day intervals , where they are given strategies geared towards assisting them with anger management or conflict resolution. PBS is also employed within our schools early warning system and students are constantly rewarded for demonstrating good behavioral and academic traits.

**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	0	0	0	
One or more suspensions	1	0	0	1
Course failure in ELA or Math	15	4	0	19
Level 1 on statewide assessment	45	44	40	129

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

Indicator	Grade Level		Total
	6	7	
Students exhibiting two or more indicators	1	1	2

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

Following the FCIM tiered process ,all students are enrolled in a core instructional program. Students who have received a 2 or lower on the FCAT assessment , are enrolled in intensive classes, where

they are provided with intervention in their specific academic deficiencies. Students are also placed in differentiated groups within their core classrooms for extended intervention and scaffolding opportunity. Students are also provided with supplemental technological intervention through Reading Plus. All targeted students are assessed for progress using the FAIR. Teachers also utilize the supplemental materials that are available via FCRR to provide instruction to students, in their targeted disciplines.

## 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/48694>.

#### **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 built relationships with community partners who participate as members of our SAC. Through the collaborative process they provide input in the creation of the School Improvement Plan. The use of certain budgetary funds are also discussed and appropriated with the involvement of community stakeholders who function as members of the school's SAC.

## 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
Mitchell, Sonia	Principal
Jackson, Joe	Assistant Principal
Lockhart, Marshalle	Instructional Coach
Mesin, Anita	Teacher, ESE
Wesley, Paula	Other

#### Duties

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

The Principal oversees all duties and responsibilities of the MTSS/RTI Team.  
The Assistant Principal leads the RTI process.  
The Reading Coaches monitors the academic progress.  
The ESE Teacher facilitates Tier 3 interventions.

***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 school utilizes the Florida Continuous Improvement Model to monitor the fidelity of its MTSS/RTI. Items such as data chats, ongoing assessments, common lesson planning are all implemented. The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RTI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress using District Interim Assessments at least three times per year starting in by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - What progress is expected in each core area?
  - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
  - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual

Title I, Part A

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

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

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

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

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2013 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Nutrition Programs

- 1) FIA 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

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Sonia Mitchell	Principal
Fenoune Sainvil	Teacher
Anita Mesin	Teacher
Harold Benoit	Teacher
Leroy Wright	Teacher
Joe Jackson	Principal
Nekita Mitts	Parent
Armelle Dorleans	Parent
Vernell Hayes	Parent
Donaiye Collins	Student
Michelle Traylor	Parent
Jahzaria King	Student
Dr. Anthony Hall	Business/Community
Donnie Alexander	Education Support Employee
Richard Moreno	Business/Community
	Student

#### Duties

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

*Evaluation of last year's school improvement plan*

The SAC committee was the final evaluating body of the SIP prior to submission for the state to review. Recommendations based on this evaluation were Incorporated into the final School Improvement Plan that was submitted to the district/state for the last school year. Strategies that were re-aligned or changed on the Mid-Year report were submitted to the SAC for evaluation and approval prior to the submission of the Mid-Year SIP.

*Development of this school improvement plan*

The School Advisory Council is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan. Each School Advisory Council assists in the annual preparation and evaluation of the School Improvement Plan (SIP). The new SIP's review and approval will be documented in the SAC minutes prior to October 7, 2014. The SAC is also charged with the progress monitoring of the SIP Goals and Strategies throughout the year and will document the process through agendas and minutes of meetings.

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

During its first scheduled meeting for the school year, the SAC will discuss the distribution of relevant title 1 funds in this year's budget. The submitted proposal will be voted on and approved prior to submitting the annual budget and plan to the relevant parties.

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

The funds that were allocated for school improvement were used for the purchasing of tutorial materials that were used during the morning tutoring sessions that were conducted in Reading and Mathematics. The total amount used was \$1450.00.

***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
Mitchell, Sonia	Principal
Jackson, Joe	Assistant Principal
Lockhart, Marshall	Instructional Coach
Mesin, Anita	Teacher, ESE
Wesley, Paula	Other

**Duties**

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

The Literacy Leadership Team will create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve on this team which should meet at least once a month. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team



meetings and activities. The principal will create a reading goal, specific objectives and action steps in the School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AMO. The principal will provide necessary resources to the LLT. The instructional coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The instructional coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development. The Literacy Leadership Team will be encouraged and support the development of Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multidisciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The team will meet monthly throughout the school year.

## 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**

Teachers will all participate in grade level and subject specific common planning sessions. Thematic units will also be planned and implemented across the curriculum to ensure that students are exposed to an integrated curriculum. Professional developments will also be held on early release and teacher planning days, where teachers will work collaboratively on planning model lessons for implementation school wide. The lesson study process will also be employed for the development of research based lessons to be used school wide.

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

1. Regular meetings of new teachers with principal; Principal - Weekly through June 10, 2016
2. Partnering new teachers with veteran staff; Assistant Principal - Biweekly through Lesson Study
3. Recruitment by Human Resources; Assistant Principal - May 2015 through July 2016

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

Esther Edouard will mentor new teacher Paul Dabish during common planning time. Ms. Edouard is an experienced teacher with a highly qualified status and has showed learning gains in her students FCAT 2.0 performance over last 2 years .

Claudine Morris will mentor new teacher Ameilia Badri during their common planning time. Ms. Morris has increased her students FCAT 2.0 reading scores over the last 2 years.

## 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***

The school's data will be used to guide instructional decisions and system procedures for all students to: adjust the delivery of curriculum and instruction to meet the specific needs of students as well as to

adjust the delivery of the behavior management system. Data is also used to adjust the allocation of school-based resources and drive decisions regarding targeted professional development. The school also utilizes data to create student growth trajectories in order to identify and develop interventions. The school's managed data will include: Academic Data in the form of the FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory, Oral Reading Fluency Measures, Voyager Checkpoints, Voyager Benchmark Assessments, Baseline Benchmark Assessments as well as Achieve 3000 Utilization and Progress Reports.

### **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***

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress using District Interim Assessments at least three times per year starting in by addressing the following important questions:

- What will all students learn?

Student will be instructed in the areas of Mathematics, Language Arts, Social Studies and Science.

- What progress is expected in each core area?

In each core area students will be expected to show a learning gain of approximately 8 to 10 % after the year's summative assessment.

- How will we determine if students have made expected levels of progress towards proficiency? (common assessments.

The school will use the district baseline and interim assessments as well as the FAIR to track student progress in the core subject areas. The state summative assessment will be used as the common summative assessment to reflect students learning gains for the year. Through out the school year the leadership team will also gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. Following the FCIM process the data collected will be analyzed at all Tiers , through data chats between administration and staff , and instructors and students. Curricula focus will be constantly adjusted to accommodate instructional needs indicated by data. Teachers will be developed in targeted instructional areas, through professional development so student success is maximized.

- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

If a regression in student learning is recognized, the deficit will be addressed through supplemental intervention programs. Students who are not progressing in Tier 2 , through the RTI process will be moved to tier 3 and the necessary interventions needed at that level will take place.

- How will we respond when students have learned or already know? (enrichment opportunities). Enrichment will be provided through differentiation within the core subject areas. Students will also be provided with supplemental support in reading and mathematics , directly aligned to their instructional level.

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



**Strategy:** Extended School Day

**Minutes added to school year:** 25,000

FIA will use the 21st Century Community Learning Centers Program to support our Extended Learning Time. The program will provide opportunities for academic enrichment, including tutorial service to help low-performing students meet state and local academic achievement standards in core academic subjects. The project focuses on services that will meet Annual Measurable Objectives (AMOs) as identified in the ESEA Flexibility Waiver.

**Strategy Rationale**

Research has shown that students who are given opportunities to practice concepts taught repeatedly in a small group environment are more successfully than their peers .

**Strategy Purpose(s)**

- Enrichment

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

Mitchell, Sonia, smitchell@dadeschools.net

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

Projects, Observations, Unit tests will be used to determine the effectiveness of the strategy.

**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**

Our outgoing 8th graders are paired with district magnet programs such as the ITECH . Students are selected for programs based on interest and academic ability. receiving schools have an articulation seminar where students are exposed to information regarding their program of study and other activities that are incorporated within their school's curricula.

**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**

NA

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

na

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

na

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

na

## 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.** Our core instructional goal for all students is to increase student academic vocabulary in all core curricula areas.
- G2.** Florida International Academy is a Title 1 school and will be using the Parent Involvement Plan to satisfy the requirements for this section.

## 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.** Our core instructional goal for all students is to increase student academic vocabulary in all core curricula areas. 1a

G070945

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	67.0
AMO Reading - All Students	67.0
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - African American	
Middle School Participation in EOC and Industry Certifications	89.0
FCAT 2.0 Science Proficiency	40.0
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
Math Gains	83.0
Math Lowest 25% Gains	89.0
ELA/Reading Lowest 25% Gains	68.0

**Resources Available to Support the Goal** 2

- McDougall Literature Series, Class Zone, Task Cards, Webb's Depth of Knowledge resources, FCRR activity bank, HMR online Achieve 3000, Florida Standards item specs, scholastic and national geographic reading materials and Houghton Mifflin Close Readers and Performance assessments curricula, Gizmos I-Ready Math .

**Targeted Barriers to Achieving the Goal** 3

- The area of deficiency as noted on the 2015 administration of the Reading Assessment for all students was reporting category 2: Reading Application. This increased rigor in questioning on the Florida Standards Assessment is the major barrier that our students will have when sitting the Florida Standards Assessment next year.
- After disaggregating the data for the FCAT 2.0 reading assessment the 4-5 students struggled with the question stems that were within the higher cognitive level (real world application and literary analysis. Students showed minimal progress in the areas of informational text and literary analysis. The students lacked the critical thinking and reasoning skills that are necessary for demonstrated success in answering these types of questions on the Florida Standards Assessment.
- The students in the Black subgroup making satisfactory progress showed minimal progress in reporting category 2: reading application as well as reporting category 1: vocabulary.
- The results of the 2015 Mathematics Assessment indicates that 17 % of SWD students made proficiency . For the 2016 Florida Standards Mathematics Assessment there is a need to

increase students meeting proficiency to 25%. The area of deficiency as noted on the 2014 FCAT 2.0 Mathematics Assessment was Geometry and Measurement

- Results of the 2015 Science assessment indicate that students experience the most difficulty in Reporting Category 1: The Nature of Science.

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

Following the FCIM model, the Literacy Leadership Team, reading coach, and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Achieve 3000 progress reports will be analyzed weekly by teachers and literacy coaches to ensure that students are spending the necessary amount of time on learning activities and assessments to guarantee success.

#### Person Responsible

Marshalle Lockhart

#### Schedule

Biweekly, from 8/24/2015 to 6/6/2016

#### Evidence of Completion

Formative: FAIR, teacher made assessments, Biweekly assessments, District assessments, Achieve 3000, Summative: Results from the 2016 Florida Standards Reading Assessment.

**G2.** Florida International Academy is a Title 1 school and will be using the Parent Involvement Plan to satisfy the requirements for this section. 1a

#### Targets Supported 1b

 G070946

Indicator	Annual Target
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#### Resources Available to Support the Goal 2

#### Targeted Barriers to Achieving the Goal 3

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** Our core instructional goal for all students is to increase student academic vocabulary in all core curricula areas. **1**

 **G070945**

**G1.B1** The area of deficiency as noted on the 2015 administration of the Reading Assessment for all students was reporting category 2: Reading Application. This increased rigor in questioning on the Florida Standards Assessment is the major barrier that our students will have when sitting the Florida Standards Assessment next year. **2**

 **B184947**

**G1.B1.S1** Students will be given a plethora of reading strategies, including semantic mapping, morphological study and reciprocal teaching in an effort to offset the noted deficiencies. **4**

 **S196386**

### Strategy Rationale

Based on the integration of reading and writing on the Florida Standards assessments, students will need to be able to critically analyze text, by reading closely.

### Action Step 1 **5**

In an effort to offset the anticipated barrier, students will be exposed to higher level of questioning through reading instruction with the use of the Webb's Depth of knowledge; Task Cards as well as other teacher generated higher order question stems. Students will use semantic mapping and Frayer models daily to enhance their morphological study and word relationship recognition. Students will also keep a running vocabulary log during their daily classes. Students will engage in a Root of the Week program where each day they will be given activities surrounding the chosen root of the week.

### Person Responsible

Marshalle Lockhart

### Schedule

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

### Evidence of Completion

lesson plans, walk through notes, word walls, relevant student work

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

Classroom walk-through will be conducted to ensure that strategies are being implemented with fidelity. Lesson Plans will also be reviewed weekly to ensure that strategies are reflected within the daily instructional plan.

**Person Responsible**

Marshalle Lockhart

**Schedule**

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

***Evidence of Completion***

lesson plans and classroom walk-through checklists.

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

Following the FCIM model , the literacy leadership team , reading coach and teachers will review assessment data bi-weekly and adjust instruction as needed during departmental meetings. achieve 3000 progress reports will be analyzed weekly by teachers and the literacy coach to ensure that students are spending the necessary amount of time on learning activities and assessment to guarantee success. Skills that are highlighted as deficient will be addressed through differentiation within the core classes. The FAIR data will be measured and recorded to ensure that students are making adequate progress in that area.

**Person Responsible**

Marshalle Lockhart

**Schedule**

Biweekly, from 8/24/2015 to 6/6/2016

***Evidence of Completion***

Formative: FAIR, Teacher made assessments, BI-weekly assessments and District assessments Summative: Results from the 2016 Florida Standards Reading Assessment

**G1.B2** After disaggregating the data for the FCAT 2.0 reading assessment the 4-5 students struggled with the question stems that were within the higher cognitive level (real world application and literary analysis. Students showed minimal progress in the areas of informational text and literary analysis. The students lacked the critical thinking and reasoning skills that are necessary for demonstrated success in answering these types of questions on the Florida Standards Assessment. **2**

 B184948

**G1.B2.S1** Students will be exposed to higher levels of questioning through the use of the DOK and Task Cards. Students will also use the task cards to generate questions for these focus areas which they will use within their learning communities. Student groups will be differentiated and teacher will differentiate based on product. These higher students will be required to create literary works that are aligned with the common core's approach To reading and writing. Students will be exposed to close reading, where the text will become the expert Students will also take part in Socratic seminars, literature circles and peer tutoring groups to develop critical thinking and reasoning skills. Students will also engage in a weekly Root word study as well as other morphological activities . **4**

 S196387

### **Strategy Rationale**

Research has proven that students who are critical thinkers , having the ability to respond to complex text with rationale evidence, have been more successful in reading related activities.

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

Students will be directly taught how to graphically depict comparison and contrast relationships within text. Teachers will afford students the opportunity to practice identifying the methods of development, as well as multiple patterns within a single passage. Students will be given more experience through direct instruction with problem-and-solution finding activities. Students will engage in a Root of the Week program where each day they will be given activities surrounding the chosen root of the week. Students will also use semantic maps and frayer models to own vocabulary words, through direct teacher instruction.

#### **Person Responsible**

Marshalle Lockhart

#### **Schedule**

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

#### **Evidence of Completion**

Relevant student samples, teacher assessments, Lesson Plans



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

Following the FCIM model, the Administration and literacy coaches will conduct Walk-throughs to ensure fidelity of implementation of instructional resources. Lesson plan documentation will be monitored on an ongoing basis. Reading Plus usage data will be monitored weekly by teachers and literacy coaches

#### **Person Responsible**

Marshalle Lockhart

#### **Schedule**

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

#### **Evidence of Completion**

Reading Plus usage and progress data, Lesson plans, classroom activities & practice

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

Following the FCIM model, the Literacy Leadership Team, reading coach, and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Reading Plus progress reports will be analyzed weekly by teachers and literacy coaches to ensure that students are spending the necessary amount of time on learning activities and assessment to guarantee success. Skills that are highlighted as deficient will be addressed through differentiation within the core reading /language arts class. The FAIR data will be measured and recorded to ensure that student progress is being made in this cluster

#### **Person Responsible**

Marshalle Lockhart


#### **Schedule**

Weekly, from 8/18/2015 to 6/6/2016


#### **Evidence of Completion**

Formative : FAIR, teacher made assessments, Biweekly assessments, District assessments, Reading Plus, Summative: Results from the 2014 Florida Standards Assessment Reading Test

**G1.B4** The students in the Black subgroup making satisfactory progress showed minimal progress in reporting category 2: reading application as well as reporting category 1: vocabulary. **2**

 B184950

**G1.B4.S1** The students will be given an abundance of reading strategies that have been proven to enhance reading comprehension, fluency and Vocabulary. Strategies such as: reciprocal teaching, QAR, Socratic seminars, literature circles, semantic mapping, VOCABS strategy, morphological study, as well as fluency strategies such as: buddy reading and Cloze reading will be employed. **4**

 S196389

### **Strategy Rationale**

Research has shown that students who are taught to reason critically and respond through co-operative discussion have shown considerable academic growth on standardized assessments.

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

Students will be taught using the DOK to ensure that the rigor that is needed to be successful on the Florida Standards Assessment is addressed in all classes. To ensure that students are achieving the highest level of vocabulary knowledge which is the conceptual level, students will be given a root word every week which will be used in all core classes., through the root of the week school wide initiative. Semantic Maps as well as Frayer Models will be used in all Core curricula areas to expose students to more than one meaning of a word as well as the relationships that that word has with other words. To this end students will learn to 'Own a word' rather than just know its meaning.

#### **Person Responsible**

Marshalle Lockhart

#### **Schedule**

Weekly, from 8/18/2014 to 6/1/2015

#### **Evidence of Completion**

Relevant student samples, teacher assessments, Lesson Plans

### Action Step 2 5

Through close reading students will practice reducing textual information to key points so that comparisons can be made across texts; students will also be introduced to a variety of genres. Close reading will also be used to identify relevant details that support themes and inferential meanings through text.

#### **Person Responsible**

Marshalle Lockhart

#### **Schedule**

Weekly, from 8/18/2014 to 6/1/2015

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

Relevant student samples, teacher assessments, Lesson Plans

### Action Step 3 5

In reading classes data from FAIR will be used to profile the students for placement along with the TRE. Students will then be instructed on targeted skill areas using the materials for intervention on the FCRR website to address specific skill sets. Reading intervention programs will also be utilized such as Reading Plus to enhance classroom instruction. Success Academy materials and tutoring materials will be used to facilitate tutoring sessions. Students will be given more experience through direct instruction with problem-and-solution finding activities.

#### **Person Responsible**

Marshalle Lockhart

#### **Schedule**

Weekly, from 8/18/2014 to 6/1/2015

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

Relevant student samples, teacher assessments, Lesson Plans, FAIR & TRE results

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

Following the FCIM model, the Administration and literacy coaches will conduct Walk-throughs to ensure fidelity of implementation of strategies. teacher lesson plans will also be reviewed weekly to ensure that targeted strategies are included in daily instruction

#### **Person Responsible**

Marshalle Lockhart

#### **Schedule**

Weekly, from 8/18/2014 to 6/1/2015

#### **Evidence of Completion**

Formative: Reading Plus usage and progress data, Lesson plans, classroom walk-through data

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

Following the FCIM model, the Leadership Team, reading coach and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Weekly planning will be done with Leadership Team, teacher and reading coaches to ensure that instruction is focused on the needs of each student. Appropriate teaching and learning strategies shall be implemented to maximize the students' learning potentials and gains. Teachers through discussions will challenge students to use learned word in context engaging them in dialogues that will surmise the instructional practices introduced. Through differentiation vocabulary centers will be implemented in the rotational model of the reading classroom. Student placement within these groups will remain fluid as data change.

#### **Person Responsible**

Marshalle Lockhart

#### **Schedule**

Weekly, from 8/18/2014 to 6/1/2015

#### **Evidence of Completion**

Formative: FAIR, teacher made assessments, Biweekly assessments ,District assessments, reading Plus, Summative: Results from the 2015 Florida Standards Assessment

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

Following the FCIM model, the Leadership Team, reading coach and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Weekly planning will be done with Leadership Team, teacher and reading coaches to ensure that instruction is focused on the needs of each student. Appropriate teaching and learning strategies shall be implemented to maximize the students' learning potentials and gains. Teachers through discussions will challenge students to use learned word in context engaging them in dialogues that will surmise the instructional practices introduced. Through differentiation vocabulary centers will be implemented in the rotational model of the reading classroom. Student placement within these groups will remain fluid as data change.

**Person Responsible**

Marshalle Lockhart


**Schedule**

Weekly, from 8/18/2014 to 6/1/2015

***Evidence of Completion***

Formative: FAIR, teacher made assessments, Biweekly assessments ,District assessments, reading Plus, Summative: Results from the 2015 Florida Standards Assessment

**G1.B8** The results of the 2015 Mathematics Assessment indicates that 17 % of SWD students made proficiency . For the 2016 Florida Standards Mathematics Assessment there is a need to increase students meeting proficiency to 25%. The area of deficiency as noted on the 2014 FCAT 2.0 Mathematics Assessment was Geometry and Measurement **2**

 B184954

**G1.B8.S1** Engage students in activities to use technology (such as Discovery Education and FCAT Explorer) that include visual stimulus to develop students' understanding of data analysis. Foster the use of meanings of numbers to create strategies for solving problems and responding to real life situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. The students will also be given an abundance of reading strategies that have been proven enhance Vocabulary. Strategies such as: Semantic mapping, VOCABS strategy, morphological study will be employed. **4**

 S196393

### Strategy Rationale

Research has shown that students who are given more opportunities to engage in more interactive mathematical activities , tend to be more successful in assessments.

### Action Step 1 **5**

Students will engage in activities that incorporate technology (such as Discovery Education and V-math) that include visual stimulus to develop students' understanding of data analysis. Students will be taught to foster the use of meanings of numbers to create strategies for solving problems and responding to real life situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

#### Person Responsible

Paula Wesley

#### Schedule

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

#### Evidence of Completion

Classroom walk-throughs and observations checklist/log will confirm implementation of strategies, relevant students samples

## Action Step 2 5

Teachers will provide vocabulary instruction using a common morpheme chart, word walls, frayer models. Morphology study will take place school wide in all core areas including math , through a root of the week study.

### **Person Responsible**

Marshalle Lockhart

### **Schedule**

Daily, from 8/24/2015 to 6/6/2016

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

word walls, vocabulary charts, vocabulary quizzes, root of the week plans, relevant student samples

## Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Following the FCIM model, the Administration and literacy coaches will conduct Walk-through to ensure fidelity of implementation of instructional resources. Lesson plan documentation will be monitored on an ongoing basis. Results of biweekly assessments will be reviewed by department/ grade level chairs to ensure progress. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.

### **Person Responsible**

Paula Wesley

### **Schedule**

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

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

Formative: Biweekly assessments and District Interim Data reports. Summative: Results from the 2014 FCAT 2.0 Mathematics Assessment

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1** 7

Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed an adjustment to strategies made as necessary.

**Person Responsible**

Paula Wesley

**Schedule**

Biweekly, from 8/24/2015 to 6/6/2016

***Evidence of Completion***

Formative: teacher made assessments/quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2016 Florida Standards Math Assessment



**G1.B9** Results of the 2015 Science assessment indicate that students experience the most difficulty in Reporting Category 1: The Nature of Science. **2**

 B184955

**G1.B9.S1** Develop models to understand, illustrate, and explain key scientific ideas and data. Provide students with opportunities to share models and ideas with mentors and peers. Incorporate the use of technology programs/resources (Discovery Education and Kahn Academy) to simulate critical thinking and promote the use of higher order questioning .Provide opportunities for students to design and develop science and engineering projects that engage students in hands-on real-world activities (MDCPS Stem activities: Science Fair and SECME). Conduct weekly-required laboratory investigations that incorporates inquiry based activities, problem solving skill,s and written laboratory reports.The students will also be given an abundance of reading strategies that have been proven enhance Vocabulary. Strategies such as:Semantic mapping, VOCABS strategy,morphological study will be employed. **4**

 S196394

### Strategy Rationale

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

Students will be taught to develop models to understand, illustrate, and explain key scientific ideas and data. P Students will also be provided with opportunities to share models and ideas with mentors and peers, through the use of technology programs/resources (Discovery Education and Kahn Academy) to simulate critical thinking and promote the use of higher order questioning

#### **Person Responsible**

Paula Wesley

#### **Schedule**

Daily, from 8/24/2015 to 6/6/2016

#### **Evidence of Completion**

Classroom walkthroughs and observation checklists and logs

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

Teachers will provide vocabulary instruction using a common morpheme chart, word walls, frayer models and semantic maps.

#### **Person Responsible**

Marshalle Lockhart

#### **Schedule**

Daily, from 8/24/2015 to 6/6/2016

#### **Evidence of Completion**

Relevant student samples, teacher assessments , word walls.

### Action Step 3 5

Throughout the school year opportunities for students to design and develop science and engineering projects that engage students in hands-on real-world activities (MDCPS Stem activities: Science Fair and SECME) will be provided. Students will also participate in weekly-required laboratory investigations that incorporate inquiry based activities, problem solving skills and written laboratory reports.

#### **Person Responsible**

Paula Wesley

#### **Schedule**

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

#### **Evidence of Completion**

relevant student samples.

### Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Following the FCIM model, the Administration and literacy coaches will conduct Walk-throughs to ensure fidelity of implementation of instructional resources. Lesson plan documentation will be monitored on an ongoing basis.

#### **Person Responsible**

Paula Wesley

#### **Schedule**

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

#### **Evidence of Completion**

Classroom walkthroughs and observation checklists and logs

**Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7**

Leadership Team will use data reports to review the results of biweekly assessments and interim assessments. Instruction will be revised and curriculum focus will be adjusted as necessary.

**Person Responsible**

Paula Wesley

**Schedule**

Biweekly, from 8/24/2015 to 6/6/2016

**Evidence of Completion**

Formative: Biweekly assessments and district interim assessments Summative: The 2015-16 FCAT Science Assessment

**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	In an effort to offset the anticipated barrier, students will be exposed to higher level of questioning through reading instruction with the use of the Webb's Depth of knowledge; Task Cards as well as other teacher generated higher order question stems. Students will use semantic mapping and Frayer models daily to enhance their morphological study and word relationship recognition. Students will also keep a running vocabulary log during their daily classes. Students will engage in a Root of the Week program where each day they will be given activities surrounding the chosen root of the week.	Lockhart, Marshall	8/24/2015	lesson plans, walk through notes, word walls ,relevant student work	6/6/2016 weekly
G1.B2.S1.A1	Students will be directly taught how to graphically depict comparison and contrast relationships within text. Teachers will afford students the opportunity to practice identifying the methods of development, as well as multiple patterns within a single passage. Students will be given more experience through direct instruction with problem-and-solution finding activities. Students will engage in a Root of the Week program where each day they will be given activities surrounding the chosen root of the week. Students will also use semantic maps and frayer models to own vocabulary words, through direct teacher instruction.	Lockhart, Marshall	8/24/2015	Relevant student samples, teacher assessments, Lesson Plans	6/6/2016 weekly
G1.B4.S1.A1	Students will be taught using the DOK to ensure that the rigor that is needed to	Lockhart, Marshall	8/18/2014	Relevant student samples, teacher assessments, Lesson Plans	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	be successful on the Florida Standards Assessment is addressed in all classes. To ensure that students are achieving the highest level of vocabulary knowledge which is the conceptual level, students will be given a root word every week which will be used in all core classes., through the root of the week school wide initiative. Semantic Maps as well as Frayer Models will be used in all Core curricula areas to expose students to more than one meaning of a word as well as the relationships that that word has with other words. To this end students will learn to 'Own a word' rather than just know its meaning.				
G1.B8.S1.A1	Students will engage in activities that incorporate technology (such as Discovery Education and V-math) that include visual stimulus to develop students' understanding of data analysis. Students will be taught to foster the use of meanings of numbers to create strategies for solving problems and responding to real life situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.	Wesley, Paula	8/24/2015	Classroom walk-throughs and observations checklist/log will confirm implementation of strategies, relevant students samples	6/6/2016 weekly
G1.B9.S1.A1	Students will be taught to develop models to understand, illustrate, and explain key scientific ideas and data. P Students will also be provided with opportunities to share models and ideas with mentors and peers, through the use of technology programs/resources (Discovery Education and Kahn Academy) to simulate critical thinking and promote the use of higher order questioning	Wesley, Paula	8/24/2015	Classroom walkthroughs and observation checklists and logs	6/6/2016 daily
G1.B4.S1.A2	Through close reading students will practice reducing textual information to key points so that comparisons can be made across texts; students will also be introduced to a variety of genres. Close reading will also be used to identify relevant details that support themes and inferential meanings through text.	Lockhart, Marshall	8/18/2014	Relevant student samples, teacher assessments, Lesson Plans	6/1/2015 weekly
G1.B8.S1.A2	Teachers will provide vocabulary instruction using a common morpheme chart, word walls, frayer models. Morphology study will take place school wide in all core areas including math , through a root of the week study.	Lockhart, Marshall	8/24/2015	word walls, vocabulary charts, vocabulary quizzes, root of the week plans, relevant student samples	6/6/2016 daily
G1.B9.S1.A2	Teachers will provide vocabulary instruction using a common morpheme chart, word walls, frayer models and semantic maps.	Lockhart, Marshall	8/24/2015	Relevant student samples, teacher assessments , word walls.	6/6/2016 daily
G1.B4.S1.A3	In reading classes data from FAIR will be used to profile the students for placement along with the TRE. Students will then be instructed on targeted skill areas using the materials for	Lockhart, Marshall	8/18/2014	Relevant student samples, teacher assessments, Lesson Plans, FAIR & TRE results	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	intervention on the FCRR website to address specific skill sets. Reading intervention programs will also be utilized such as Reading Plus to enhance classroom instruction. Success Academy materials and tutoring materials will be used to facilitate tutoring sessions. Students will be given more experience through direct instruction with problem-and-solution finding activities				
G1.B9.S1.A3	Throughout the school year opportunities for students to design and develop science and engineering projects that engage students in hands-on real-world activities (MDCPS Stem activities: Science Fair and SECME) will be provided. Students will also participate in weekly-required laboratory investigations that incorporate inquiry based activities, problem solving skills and written laboratory reports.	Wesley, Paula	8/24/2015	relevant student samples.	6/6/2016 weekly
G1.MA1	Following the FCIM model, the Literacy Leadership Team, reading coach, and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Achieve 3000 progress reports will be analyzed weekly by teachers and literacy coaches to ensure that students are spending the necessary amount of time on learning activities and assessments to guarantee success.	Lockhart, Marshall	8/24/2015	Formative: FAIR, teacher made assessments, Biweekly assessments, District assessments, Achieve 3000, Summative: Results from the 2016 Florida Standards Reading Assessment.	6/6/2016 biweekly
G1.B1.S1.MA1	Following the FCIM model, the literacy leadership team, reading coach and teachers will review assessment data bi-weekly and adjust instruction as needed during departmental meetings. achieve 3000 progress reports will be analyzed weekly by teachers and the literacy coach to ensure that students are spending the necessary amount of time on learning activities and assessment to guarantee success. Skills that are highlighted as deficient will be addressed through differentiation within the core classes. The FAIR data will be measured and recorded to ensure that students are making adequate progress in that area.	Lockhart, Marshall	8/24/2015	Formative: FAIR, Teacher made assessments, BI-weekly assessments and District assessments Summative: Results from the 2016 Florida Standards Reading Assessment	6/6/2016 biweekly
G1.B1.S1.MA1	Classroom walk-through will be conducted to ensure that strategies are being implemented with fidelity. Lesson Plans will also be reviewed weekly to ensure that strategies are reflected within the daily instructional plan.	Lockhart, Marshall	8/24/2015	lesson plans and classroom walk-through checklists.	6/6/2016 weekly
G1.B2.S1.MA1	Following the FCIM model, the Literacy Leadership Team, reading coach, and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Reading Plus progress reports will be analyzed weekly by teachers and literacy coaches to ensure that students are spending the necessary amount of	Lockhart, Marshall	8/18/2015	Formative : FAIR, teacher made assessments, Biweekly assessments, District assessments, Reading Plus, Summative: Results from the 2014 Florida Standards Assessment Reading Test	6/6/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	time on learning activities and assessment to guarantee success. Skills that are highlighted as deficient will be addressed through differentiation within the core reading /language arts class. The FAIR data will be measured and recorded to ensure that student progress is being made in this cluster				
G1.B2.S1.MA1	Following the FCIM model, the Administration and literacy coaches will conduct Walk-throughs to ensure fidelity of implementation of instructional resources. Lesson plan documentation will be monitored on an ongoing basis. Reading Plus usage data will be monitored weekly by teachers and literacy coaches	Lockhart, Marshalle	8/24/2015	Reading Plus usage and progress data, Lesson plans, classroom activities & practice	6/6/2016 weekly
G1.B4.S1.MA1	Following the FCIM model, the Leadership Team, reading coach and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Weekly planning will be done with Leadership Team, teacher and reading coaches to ensure that instruction is focused on the needs of each student. Appropriate teaching and learning strategies shall be implemented to maximize the students' learning potentials and gains. Teachers through discussions will challenge students to use learned word in context engaging them in dialogues that will surmise the instructional practices introduced. Through differentiation vocabulary centers will be implemented in the rotational model of the reading classroom. Student placement within these groups will remain fluid as data change.	Lockhart, Marshalle	8/18/2014	Formative: FAIR, teacher made assessments, Biweekly assessments ,District assessments, reading Plus, Summative: Results from the 2015 Florida Standards Assessment	6/1/2015 weekly
G1.B4.S1.MA1	Following the FCIM model, the Leadership Team, reading coach and teachers will review assessment data biweekly and adjust instruction as needed during department meetings. Weekly planning will be done with Leadership Team, teacher and reading coaches to ensure that instruction is focused on the needs of each student. Appropriate teaching and learning strategies shall be implemented to maximize the students' learning potentials and gains. Teachers through discussions will challenge students to use learned word in context engaging them in dialogues that will surmise the instructional practices introduced. Through differentiation vocabulary centers will be implemented in the rotational model of the reading classroom. Student placement within these groups will remain fluid as data change.	Lockhart, Marshalle	8/18/2014	Formative: FAIR, teacher made assessments, Biweekly assessments ,District assessments, reading Plus, Summative: Results from the 2015 Florida Standards Assessment	6/1/2015 weekly
G1.B4.S1.MA1	Following the FCIM model, the Administration and literacy coaches will conduct Walk-throughs to ensure fidelity	Lockhart, Marshalle	8/18/2014	Formative: Reading Plus usage and progress data, Lesson plans, classroom walk-through data	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	of implementation of strategies.teacher lesson plans will also be reviewed weekly to ensure that targeted strategies are included in daily instruction				
G1.B8.S1.MA1	Results of teacher made tests/quizzes, biweekly assessments, district quarterly assessments, district interim assessments will be reviewed by department/grade level chairs to monitor effectiveness of strategy. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed an adjustment to strategies made as necessary.	Wesley, Paula	8/24/2015	Formative: teacher made assessments/ quizzes, biweekly assessments, district interim assessments, district quarterly assessments Summative: 2016 Florida Standards Math Assessment	6/6/2016 biweekly
G1.B8.S1.MA1	Following the FCIM model, the Administration and literacy coaches will conduct Walk-through to ensure fidelity of implementation of instructional resources. Lesson plan documentation will be monitored on an ongoing basis.Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress. Adjustment to curriculum focus will be made as needed. District Interim Data will be reviewed and adjustment to strategies made as necessary.	Wesley, Paula	8/24/2015	Formative: Biweekly assessments and District Interim Data reports. Summative: Results from the 2014 FCAT 2.0 Mathematics Assessment	6/6/2016 weekly
G1.B9.S1.MA1	Leadership Team will use data reports to review the results of biweekly assessments and interim assessments. Instruction will be revised and curriculum focus will be adjusted as necessary.	Wesley, Paula	8/24/2015	Formative: Biweekly assessments and district interim assessments Summative: The 2015-16 FCAT Science Assessment	6/6/2016 biweekly
G1.B9.S1.MA1	Following the FCIM model, the Administration and literacy coaches will conduct Walk-throughs to ensure fidelity of implementation of instructional resources. Lesson plan documentation will be monitored on an ongoing basis.	Wesley, Paula	8/24/2015	Classroom walkthroughs and observation checklists and logs	6/6/2016 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.** Our core instructional goal for all students is to increase student academic vocabulary in all core curricula areas.

**G1.B1** The area of deficiency as noted on the 2015 administration of the Reading Assessment for all students was reporting category 2: Reading Application. This increased rigor in questioning on the Florida Standards Assessment is the major barrier that our students will have when sitting the Florida Standards Assessment next year.

**G1.B1.S1** Students will be given a plethora of reading strategies, including semantic mapping, morphological study and reciprocal teaching in an effort to offset the noted deficiencies.

### PD Opportunity 1

In an effort to offset the anticipated barrier, students will be exposed to higher level of questioning through reading instruction with the use of the Webb's Depth of knowledge; Task Cards as well as other teacher generated higher order question stems. Students will use semantic mapping and Frayer models daily to enhance their morphological study and word relationship recognition. Students will also keep a running vocabulary log during their daily classes. Students will engage in a Root of the Week program where each day they will be given activities surrounding the chosen root of the week.

#### Facilitator

Marshalle Lockhart

#### Participants

Core Teachers

#### Schedule

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



**G1.B4** The students in the Black subgroup making satisfactory progress showed minimal progress in reporting category 2: reading application as well as reporting category 1: vocabulary.

**G1.B4.S1** The students will be given an abundance of reading strategies that have been proven to enhance reading comprehension, fluency and Vocabulary. Strategies such as: reciprocal teaching, QAR, Socratic seminars, literature circles, semantic mapping, VOCABS strategy, morphological study, as well as fluency strategies such as: buddy reading and Cloze reading will be employed.

### **PD Opportunity 1**

Students will be taught using the DOK to ensure that the rigor that is needed to be successful on the Florida Standards Assessment is addressed in all classes. To ensure that students are achieving the highest level of vocabulary knowledge which is the conceptual level, students will be given a root word every week which will be used in all core classes., through the root of the week school wide initiative. Semantic Maps as well as Frayer Models will be used in all Core curricula areas to expose students to more than one meaning of a word as well as the relationships that that word has with other words. To this end students will learn to 'Own a word' rather than just know its meaning.

#### **Facilitator**

Marshalle Lockhart

#### **Participants**

All Core Teachers

#### **Schedule**

Weekly, from 8/18/2014 to 6/1/2015

### **PD Opportunity 2**

Through close reading students will practice reducing textual information to key points so that comparisons can be made across texts; students will also be introduced to a variety of genres. Close reading will also be used to identify relevant details that support themes and inferential meanings through text.

#### **Facilitator**

Marshalle Lockhart

#### **Participants**

Reading & Language Arts Teachers

#### **Schedule**

Weekly, from 8/18/2014 to 6/1/2015

**G1.B8** The results of the 2015 Mathematics Assessment indicates that 17 % of SWD students made proficiency . For the 2016 Florida Standards Mathematics Assessment there is a need to increase students meeting proficiency to 25%. The area of deficiency as noted on the 2014 FCAT 2.0 Mathematics Assessment was Geometry and Measurement

**G1.B8.S1** Engage students in activities to use technology (such as Discovery Education and FCAT Explorer) that include visual stimulus to develop students' understanding of data analysis. Foster the use of meanings of numbers to create strategies for solving problems and responding to real life situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. The students will also be given an abundance of reading strategies that have been proven enhance Vocabulary. Strategies such as: Semantic mapping, VOCABS strategy, morphological study will be employed.

### **PD Opportunity 1**

Students will engage in activities that incorporate technology (such as Discovery Education and V-math) that include visual stimulus to develop students' understanding of data analysis. Students will be taught to foster the use of meanings of numbers to create strategies for solving problems and responding to real life situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.

#### **Facilitator**

Paula Wesley

#### **Participants**

Math Teachers

#### **Schedule**

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

### **PD Opportunity 2**

Teachers will provide vocabulary instruction using a common morpheme chart, word walls, frayer models. Morphology study will take place school wide in all core areas including math , through a root of the week study.

#### **Facilitator**

Marshalle Lockhart

#### **Participants**

All core teachers

#### **Schedule**

Daily, from 8/24/2015 to 6/6/2016

**G1.B9** Results of the 2015 Science assessment indicate that students experience the most difficulty in Reporting Category 1: The Nature of Science.

**G1.B9.S1** Develop models to understand, illustrate, and explain key scientific ideas and data. Provide students with opportunities to share models and ideas with mentors and peers. Incorporate the use of technology programs/resources (Discovery Education and Kahn Academy) to simulate critical thinking and promote the use of higher order questioning .Provide opportunities for students to design and develop science and engineering projects that engage students in hands-on real-world activities (MDCPS Stem activities: Science Fair and SECME). Conduct weekly-required laboratory investigations that incorporates inquiry based activities, problem solving skill,s and written laboratory reports.The students will also be given an abundance of reading strategies that have been proven enhance Vocabulary. Strategies such as:Semantic mapping, VOCABS strategy,morphological study will be employed.

### **PD Opportunity 1**

Students will be taught to develop models to understand, illustrate, and explain key scientific ideas and data. P Students will also be provided with opportunities to share models and ideas with mentors and peers, through the use of technology programs/resources (Discovery Education and Kahn Academy) to simulate critical thinking and promote the use of higher order questioning

#### **Facilitator**

Paula Wesley

#### **Participants**

Science Teachers

#### **Schedule**

Daily, from 8/24/2015 to 6/6/2016

### **PD Opportunity 2**

Teachers will provide vocabulary instruction using a common morpheme chart, word walls, frayer models and semantic maps.

#### **Facilitator**

Marshalle Lockhart

#### **Participants**

Core Teachers

#### **Schedule**

Daily, from 8/24/2015 to 6/6/2016

### PD Opportunity 3

Throughout the school year opportunities for students to design and develop science and engineering projects that engage students in hands-on real-world activities (MDCPS Stem activities: Science Fair and SECME) will be provided. Students will also participate in weekly-required laboratory investigations that incorporate inquiry based activities, problem solving skills and written laboratory reports.

#### Facilitator

Paula Wesley

#### Participants

Science Teachers

#### Schedule

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	In an effort to offset the anticipated barrier, students will be exposed to higher level of questioning through reading instruction with the use of the Webb's Depth of knowledge; Task Cards as well as other teacher generated higher order question stems. Students will use semantic mapping and Frayer models daily to enhance their morphological study and word relationship recognition. Students will also keep a running vocabulary log during their daily classes. Students will engage in a Root of the Week program where each day they will be given activities surrounding the chosen root of the week.	\$0.00
2	G1.B2.S1.A1	Students will be directly taught how to graphically depict comparison and contrast relationships within text. Teachers will afford students the opportunity to practice identifying the methods of development, as well as multiple patterns within a single passage. Students will be given more experience through direct instruction with problem-and-solution finding activities. Students will engage in a Root of the Week program where each day they will be given activities surrounding the chosen root of the week. Students will also use semantic maps and frayer models to own vocabulary words, through direct teacher instruction.	\$0.00
3	G1.B4.S1.A1	Students will be taught using the DOK to ensure that the rigor that is needed to be successful on the Florida Standards Assessment is addressed in all classes. To ensure that students are achieving the highest level of vocabulary knowledge which is the conceptual level, students will be given a root word every week which will be used in all core classes., through the root of the week school wide initiative. Semantic Maps as well as Frayer Models will be used in all Core curricula areas to expose students to more than one meaning of a word as well as the relationships that that word has with other words. To this end students will learn to 'Own a word' rather than just know its meaning.	\$0.00
4	G1.B4.S1.A2	Through close reading students will practice reducing textual information to key points so that comparisons can be made across texts; students will also be introduced to a variety of genres. Close reading will also be used to	\$1,645.00

## Budget Data

		identify relevant details that support themes and inferential meanings through text.				
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$1,645.00
			Notes: Florida Standards supplemental materials for Intervention			
5	G1.B4.S1.A3	In reading classes data from FAIR will be used to profile the students for placement along with the TRE. Students will then be instructed on targeted skill areas using the materials for intervention on the FCRR website to address specific skill sets. Reading intervention programs will also be utilized such as Reading Plus to enhance classroom instruction.Success Academy materials and tutoring materials will be used to facilitate tutoring sessionsStudents will be given more experience through direct instruction with problem-and-solution finding activities				\$0.00
6	G1.B8.S1.A1	Students will engage in activities that incorporate technology (such as Discovery Education and V-math) that include visual stimulus to develop students’ understanding of data analysis. Students will be taught to foster the use of meanings of numbers to create strategies for solving problems and responding to real life situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.				\$0.00
7	G1.B8.S1.A2	Teachers will provide vocabulary instruction using a common morpheme chart, word walls, frayer models. Morphology study will take place school wide in all core areas including math , through a root of the week study.				\$0.00
8	G1.B9.S1.A1	Students will be taught to develop models to understand, illustrate, and explain key scientific ideas and data. P Students will also be provided with opportunities to share models and ideas with mentors and peers, through the use of technology programs/resources (Discovery Education and Kahn Academy) to simulate critical thinking and promote the use of higher order questioning				\$0.00
9	G1.B9.S1.A2	Teachers will provide vocabulary instruction using a common morpheme chart, word walls, frayer models and semantic maps.				\$0.00
10	G1.B9.S1.A3	Throughout the school year opportunities for students to design and develop science and engineering projects that engage students in hands-on real-world activities (MDCPS Stem activities: Science Fair and SECME) will be provided. Students will also participate in weekly-required laboratory investigations that incorporate inquiry based activities, problem solving skills and written laboratory reports.				\$0.00
Total:						\$1,645.00