

Miami-Dade County Public Schools

Brownsville Middle School



2015-16 School Improvement Plan

Brownsville Middle School

4899 NW 24TH AVE, Miami, FL 33142

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	94%

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

School Grades History

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

**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
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We, the staff and community of Brownsville Middle School, will ensure that ALL students will be agents of change by becoming advocates for themselves and their communities. We are committed to ensuring that students are recognized for their individual strengths, talents, habits and mindsets. Through this growth model, we will ensure that we provide a safe, supportive environment where individual differences and the rights of others are protected and valued.

Provide the school's vision statement

Our vision is to build a culture of achievement and excellence via personal and academic growth. As leaders in this movement, we will cultivate students' abilities to think critically, communicate effectively, and tip the scales of justice to create a community of equality. In order for our students to grow to be the independent and diverse citizens that they are capable of being, we will instill a daily sense of urgency; promote deep analysis of issues through rigorous lessons; and integrate deep character development into our interactions with our students. Ultimately, our students will leave our school charged as courageous leaders who will enable and uplift others in their community to be agents of change.

School Environment

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

The school learns about students' cultures by reviewing various forms of data including school demographic data, needs assessments, student classroom surveys and Positive Behavior Support reports and systems. We also learn and appreciate students' cultures by promoting pro-social behavior in the classrooms and allowing students to earn points based on being inclusive in the classrooms. We also will learn about students' cultures via different cultural events and fairs such as through Latino-Heritage Month, Black History Month, Multicultural Club and other forms of pro-diversity events. The school builds relationships between teacher and students by ensuring that the learning environment is safe, respectful, and engaging. Our students will follow consistent expectations throughout the school to promote clarity and purpose between teachers and students. We will also promote that teachers have investment plans that motivate students to be academically and personally successful.

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

The school creates an environment where students feel safe and respected before, during and after school by having consistent expectations around the school that are visible in every single classroom. We also have a zero tolerance policy for violence, hazing, bullying and other disruptive behaviors. The school ensures that the consequences are equitable to all students to ensure the safety of each and every student. Our students are provided various student services including mediation, group counseling, individual counseling, parent conferences via the mental health specialist, Dean of Culture, School Counselors, Social Workers, Therapists and outside stakeholders. Students will feel safe that there are various resources within the school to feel safe and respected both in and outside of the classroom. After school students are able to join various positive extracurricular activities and athletics if they choose to participate.

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

Brownsville Middle School is a Positive Behavior Support (P.B.S.) school. Positive Behavior Support is a proactive system to establish the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. We have established through our Positive Behavior Coach (PBS) a school-wide behavioral system entitled, "POP". POP stands for students being PRESENT in school, ON time for class, and PREPARED to PARTICPATE in class. Students who are compliant to this system will be rewarded with Falcon dollars that may be used for school dances, dress down days, free homework passes, and field trips.

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 social and emotional education of the students at Brownsville Middle School may be provided through a variety of diverse efforts such as classroom instruction, extracurricular activities, and a supportive school climate. Our goals for students are for them to:

- Acquire a knowledge base plus a set of basic skills, work habits, and values for a lifetime of meaningful work.
- Feel motivated to contribute responsibly and ethically to their peer group, family, school, and community.
- Develop a sense of self-worth and feel effective as they deal with daily responsibilities and challenges.
- Are socially skilled and have positive relationships with peers and adults.
- Engage in positive, safe, health-protective behavior practices.

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 EWS is designed to identify at-risk students on the basis of an incoming risk indicator as well as risk indicators that can be monitored throughout the year. The middle grades indicators use information about attendance (absence rates) and course performance (English Language Arts and Mathematics) to flag

students who are at risk: after the first 10 days of school, after each grading period, and at the end of the year.

Indicators include:

Attendance: Students with two or more indicators will have their attendance, academic performance and behavior closely monitored by the Student Services Team. This will include daily check-ins to monitor attendance and weekly counseling sessions with students and or parents.

Behavior: Students who have referrals that lead to suspensions.

Performance: Students score at FCAT (FSA) Level 1 or 2 in either ELA or Math; Students who fail ELA or MATH; Students who fail 2 or more of any course

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	24	66	81	171
One or more suspensions	0	0	0	
Course failure in ELA or Math	43	21	16	80
Level 1 on statewide assessment	36	132	145	313

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	27	118	134	279

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

Attendance: A school-wide attendance program that highlights the importance of attendance; tracks attendance daily at the classroom level; City Year will respond to the first absence of each student; and provide weekly recognition and monthly social rewards (such as pizza parties or field trips) to students with perfect or near-perfect attendance. We will also visually display the school-wide expectations and of our goal of 100% attendance every day.

Behavior: Through Positive Behavior Support (PBS) students are rewarded through P.O.P.; which means P= Being Present in School, O=Being On Time to Class, and P=Prepared/Participating in Class.

Course Performance: Students are being monitored every 4 weeks by the Students Services Department. Those students who are in jeopardy of failing will be referred to City Year for tutoring in Math and Reading.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

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/48920>.

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

- Create or identify an action team for School-Family-Community Partnerships
- Identify starting points-present activities, strengths and weaknesses

- Write a one-year action plan for partnerships
- Enlist staff, parents, students, and community groups to help conduct activities
- Conduct annual celebrations and report progress to all participants
- Continue working toward a comprehensive, on-going, positive partnership program

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
Dunn, Ebony	Principal
Parrimore, Keith	Assistant Principal
	Assistant Principal
Bowens, Janai	Instructional Coach
Gordon, Nikksha	Instructional Coach
Washington, Rachel	Instructional Coach
Arroyo, Angel	Other
Gadson, Cinnamon	Other
Tucker, Marchelle	Other

Duties

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

- Principal: Provides a mission and objectives that reflect the four steps of the Rtl model to meet the needs of students who are not mastering standards. Governs and evaluates the efficiency of the Rtl Leadership Team.
- Assistant Principals: Ensure the fidelity of the Rtl model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
- PBS Coach: Monitors Referral, Indoor/outdoor Suspensions as well as Attendance in order to tier and track student behavior and academic outcomes.
- Core Teachers: Provide tiered instruction to students needing additional support with mastering standards. Consistently disaggregates data to align lesson plans, resources, instructional delivery, assessments and interventions to address individual needs.
- SWD Teachers: Provide information about instructional and behavioral accommodations for Tier 3 interventions. Collaborate with core teachers in utilizing SWD strategies and materials.
- Instructional Coaches: Assist instructional staff in data collection and analysis; support least proficient teachers through modeling and/or co-teaching; facilitate or orchestrate professional development on differentiating

instruction and incorporating intervention activities across the curriculum.

- School Psychologist: Assists in providing psychological evaluations and consultation services for students and

parents who are required to receive Tier 1, Tier 2 and Tier 3 instruction.

- Data Chairperson: Generates, maintains and disseminates data reports to include all District/School-wide

summative, formative and progress monitoring assessments; as well as information regarding attendance,

suspensions/expulsions trends.

- Student Services Personnel: Provide emotional, behavior, and academic strategies for teachers to implement

with students serviced by the Rtl model. Counsel students on organization and/or opportunities available to

them to increase success in school. Provide parents with support and information to assist students.

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

We review discipline data monthly, use data to inform the 4 step problem solving process and identify problems, develop interventions and evaluate outcomes, review process outcome data through walk-throughs, and review our data with the entire staff at least quarterly.

Title I, Part A

Services are provided to Brownsville Middle School 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 students. 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. Other components that are integrated into the school-wide

program include an extensive Parental Program; and special support services to special needs populations such as homeless, neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

At Brownsville Middle School, District receives funds to support the Educational Alternative Outreach program. Services at Brownsville Middle are coordinated with district Drop-out Prevention programs.

Title II

At Brownsville Middle, the District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

At Brownsville Middle School, Title III funds are used to supplement and enhance the programs for English

Language Learner (ELL) students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- hardware and software for the development of language and literacy skills in reading, mathematics and science to be used by ELL students

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ebony N. Dunn	Principal
Brandy Crystal	Teacher
Wendell Nibbs	Teacher
Whitney Maxey	Teacher
Richard Smith	Teacher
Vivilora Perkins	Business/Community
Arturo Stubbs	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 reviews and analyzes last school years School Improvement Plan and evaluates whether goals that were set were accomplished and if strategies used were effective.

Development of this school improvement plan

The SAC committee plays an active role in the development of the School Improvement Plan by reviewing, providing recommendations, and guiding the work of the School Improvement Writing Team.

Preparation of the school's annual budget and plan

The SAC committee reviews the school's budget and make suggestions and or recommendations for the financial benefit of the school and students.

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

FCAT Incentives for Students- \$9,000.00

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
Dunn, Ebony	Principal
Parrimore, Keith	Assistant Principal
Bowens, Janai	Instructional Coach
Gordon, Nikksha	Instructional Coach

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

The Literacy Leadership Team will promote literacy within Brownsville Middle School by:

- Set aside time for independent reading.
- Create Literacy-Rich Environments in every Classroom.
- Support High-Quality Classroom Libraries.
- Encourage Read-Alouds.
- Host Book Clubs for Students and Parents.
- Provide Opportunities for Summer Reading.
- Host a Read-In.
- Share Books through Book Talks.
- Host Reading-Related Events.
- Partner with Parents.

We all want students to become ravenous readers who create lifelong reading habits and achieve at higher levels. The Literacy leaders at Brownsville Middle School will do their part in creating a literacy-rich culture and environment that supports independent reading and student choice.

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

Brownsville Middle School is implementing, in order to promote, positive working relationships at the school site. One strategy is that we are implementing common planning where teachers are able to collaborate to improve their instruction. During this planning time, teachers will be able to successfully empower one another by sharing best practices, providing critical feedback, building relationships and supporting one another professionally. Positive working relationships will also come in the form of Lesson Studies where teachers develop a lesson together, implement the lesson and reconvene to analyze and evaluate the lesson's effectiveness. This will allow for a strengthening of the relationships between teachers in order to increase professional effectiveness and strong relationships. Another

strategy we are implementing is Positive Behavior Support Incentives between the teachers to foster collaboration in giving students points. Various teacher support systems through outside stakeholders such as Miami Children's Initiative, Agape, and Parent Academy, to name a few, will support teachers through the mentorship of students. Teachers will also be awarded various incentives throughout the year to foster partnership between teachers and other staff including Teacher of the Month, Teacher Lunches, Teacher breakfasts and other events highlighting teacher successes.

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

- Meetings every 3rd Friday at 8:30 am with new teachers and Assistant Principal
 - Partnering new teachers with Veteran Teachers (MINT)
 - Soliciting referrals for employment from current employees
- Monitored/Facilitated By: Principal, Assistant Principal

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

MINT Strategies with MINT trained teachers

- Pairings are within the same curriculum focus area to help build skill development; activities include professional development within content area and lesson observations.
- Our instructional coaches will also serve as mentors to those teachers that are not necessarily in the MINT program and need that support to enhance the teacher's planning and execution.

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

Our core instructional programs and materials have been aligned in Pacing Guides created by the District. Through weekly collaborative planning, instructional coaches work with teachers to unpack instructional standards, ensuring alignment of programs, materials, and lesson plans.

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

Narrow achievement gaps. With an effective data-driven decision making system, we can analyze performance data by important student subgroups, challenge assumptions and address problems at the school and classroom level.

Find the root causes of problems. When data is examined from all angles, it may highlight a program that, although popular, is not helping students learn. Data can help drill down to the root causes of a problem,

allowing us to solve the whole problem and not just the symptom. This gives teachers great insight into interventions such as, after-school programs, allowing them to continue to promote effective programs and to modify or discontinue programs that are not working.

Motivate students and increase parental involvement. By analyzing data, teachers can identify a student's weakness in a particular subject. Rather than reviewing the entire curriculum, which can be

overwhelming for many students, special focus can be given to just the strands the student needs to concentrate on to improve test scores. Teachers can encourage students by showing them how successful they were in other strands, while helping them to focus on the task at hand. This approach also can be very motivating for parents, helping to increase their involvement in everything from nightly homework to long-term educational planning.

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: Before School Program

Minutes added to school year: 5,400

Utilizing "City Year" in the morning to help tutor students in Reading and Mathematics utilizing the i-Ready computer-based program.

Strategy Rationale

The i-Ready computer-based program is proven to help students make real gains in reading and mathematics. It combines a valid and reliable K-12 growth measure and personalized instruction into a single online product.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Program Coordinators and their instructional teams provide pre and post assessment to students at the beginning and toward the end of the program to determine if their programmatic structure responded to the needs of the student's development in both reading and math. Bi weekly snapshots and collaborative (teacher generated) show how students are progressing for immediate intervention.

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

Brownsville Middle School actively meets with its feeder pattern schools to track and support students from one level to the next. The elementary feeder pattern schools communicate with us the instructional needs of incoming 6th grade students for proper placement and intervention strategies. The feeder pattern high school offer tutoring in reading and math for our out-going 8th grade students.

College and Career Readiness

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

At Brownsville Middle School, transition activities for incoming 6th grade students and outgoing 8th grade students begin during the third nine weeks. A schedule of articulation activities is developed with the feeder elementary schools and our feeder high school. Curriculum Fairs and one-to-one sessions with guidance counselors are conducted to discuss options and select courses. Parents are invited to participate in course selection and academic and career planning at any point in the process. Expanded use of capabilities of our student and parent portals to provide information will be emphasized in 2015-2016 school year.

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G073940

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	30.0

Resources Available to Support the Goal 2

- Administrative Team • Instructional Coaches • Common Planning • Professional Development • Professional Learning Community • Lesson Study • Peer Review • Model Classroom • Student End Products

Targeted Barriers to Achieving the Goal 3

- Lack of Rigorous Instruction

Plan to Monitor Progress Toward G1. 8

The disaggregation of FAIR Data, Interim Assessments, Unit Assessments, Topic Tests, Florida Standards Assessments, and FCAT 2.0 will be conducted after assessments have been given and results are made available.

Person Responsible

Schedule

Monthly, from 8/31/2015 to 5/11/2016

Evidence of Completion

Student Data Results

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

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

 G073940

G1.B4 Lack of Rigorous Instruction **2**

 B193108

G1.B4.S1 Utilize available resources in Common Planning to ensure that rigorous lessons are created through unpacking the standards and reflecting on student work end products, which incorporates, writing, alignment of learning targets, and text-dependent/evident-based questions. **4**

 S204628

Strategy Rationale

Common Planning is a strategy that will allow us to provide teachers with on-going professional development.

Action Step 1 **5**

Provide professional development in unpacking the standards in order to create comprehensive and rigorous lesson plans.

Person Responsible

Schedule

Biweekly, from 9/7/2015 to 5/30/2016

Evidence of Completion

Professional Development Agenda, Common Planning Products, Administrative Walk-throughs

Action Step 2 5

Monitor fidelity of implementation of the common planning products and ensure that students will experience and master core content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Person Responsible

Schedule

Weekly, from 9/3/2015 to 6/6/2016

Evidence of Completion

Student Work Folders, On-going Administrative Walk-throughs, Observation of Teacher Reflections in Common Planning

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

Principal and Assistant Principals will attend Common Planning to support the Common Planning Framework (student work reflection, unpacking the standards, lesson planning with alignment).

Person Responsible

Schedule

Daily, from 8/31/2015 to 6/2/2016

Evidence of Completion

Sign-in Sheets, Agendas, Common Planning Products

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

Principal and Assistant Principals will continue to do weekly debriefing sessions with the Instructional Coaches to monitor the effectiveness of Common Planning.

Person Responsible

Schedule

Weekly, from 8/27/2015 to 6/2/2016

Evidence of Completion

Instructional Coaches Logs

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Provide professional development in unpacking the standards in order to create comprehensive and rigorous lesson plans.		9/7/2015	Professional Development Agenda, Common Planning Products, Administrative Walk-throughs	5/30/2016 biweekly
G1.B4.S1.A2	Monitor fidelity of implementation of the common planning products and ensure that students will experience and master core content and skills, as a result of rigorous, purposeful, and engaging instructional activities.		9/3/2015	Student Work Folders, On-going Administrative Walk-throughs, Observation of Teacher Reflections in Common Planning	6/6/2016 weekly
G1.MA1	The disaggregation of FAIR Data, Interim Assessments, Unit Assessments, Topic Tests, Florida Standards Assessments, and FCAT 2.0 will be conducted after assessments have been given and results are made available.		8/31/2015	Student Data Results	5/11/2016 monthly
G1.B4.S1.MA1	Principal and Assistant Principals will continue to do weekly debriefing sessions with the Instructional Coaches to monitor the effectiveness of Common Planning.		8/27/2015	Instructional Coaches Logs	6/2/2016 weekly
G1.B4.S1.MA1	Principal and Assistant Principals will attend Common Planning to support the Common Planning Framework (student work reflection, unpacking the standards, lesson planning with alignment).		8/31/2015	Sign-in Sheets, Agendas, Common Planning Products	6/2/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S1.A1	Provide professional development in unpacking the standards in order to create comprehensive and rigorous lesson plans.	\$0.00
2	G1.B4.S1.A2	Monitor fidelity of implementation of the common planning products and ensure that students will experience and master core content and skills, as a result of rigorous, purposeful, and engaging instructional activities.	\$0.00
Total:			\$0.00