Cutler Bay Middle

2015-16 School Improvement Plan

Cutler Bay Middle

19400 GULFSTREAM RD, Cutler Bay, FL 33157

http://crms.dade.k12.fl.us/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	90%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	95%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	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

Cutler Bay Middle School's Mission is to empower all students through positive decision making and to lead productive lives as responsible citizens.

Provide the school's vision statement

Cutler Bay Middle School's Vision is to empower students with a comprehensive education that provides purposeful and enriching instruction. It is also our goal to involve all stakeholders in accepting responsibility for achievement. It is our vision, that the students of this educational institution exceed expectations in a global society by demonstrating leadership, scholarship and citizenship.

School Environment

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

Clubs, community involvement, and team activities are the methods by which the school learns about students' cultures and builds relationships. Students are able to participate in clubs based on their interest with site based teachers. Through participation in the club activities and grade level teams, it allows students and teachers to develop a relationship with discussions about culture. Additionally, community organizations ask the clubs or teams to participate in activities throughout the students' neighborhoods that allows for first hand cultural experiences. In an effort to further build cultural awareness, District-sponsored campaigns such as Hispanic Heritage and African-American History month is celebrated.

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

Cutler Bay Middle School has established a before school fitness program ("Heineken's Warriors"), an after school program (Read to Succeed), and a PBS program that allows for opportunities where students can feel respected and safe. The before school program allows for students to learn in-depth about nutrition and fitness in a monitored environment. The students are also provided breakfast every morning before activities begin. During school, the Administrative Team and the Positive Behavioral Support (PBS) team created a school wide discipline plan and school wide expectations (5 anchors) to provide a structured and safe environment. The PBS coach also provides intervention to students with behavioral incidents. Additionally, with support from the Student Services Department, students are given the opportunity to seek assistance as needed. After-school, there is a grant based program that assist students with home learning, teaches character education and provides a structured environment for organized athletic activities.

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

The behavioral system at Cutler Bay Middle consists of a Positive Behavioral System Coach (PBS)/ Dean of discipline, a school wide discipline plan and a school wide incentive program. The PBS

coach provides staff and students with strategies for discipline management and assist administration with enforcing school wide expectations/rules. There is a school-wide incentive program that rewards students for following rules/expectations which includes a token money system, fast passes for lunch and field trips/activities. The school discipline program outlines for faculty and staff discipline procedures for student failure to adhere to school rules. These 5 "Anchors" are punctual, positive, prepared, proactive and productive. Through school-wide initiatives as this and this year's Values Matter Campaign, the school creates "Warrior Pride". The PBS Coach provides monthly professional development and holds monthly meetings to get staff input and allow for staff participation.

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

Cutler Bay Middle School has a grade-level counseling program that allows students the opportunity to put in a request to see the counselor as needed to discuss academic, social, emotional and career/college readiness issues. There is a counselor per grade level and one of the counselors has been formally trained in crisis management. Cutler Bay Middle also provides social-emotional and behavioral support via a TRUST counselor. The primary focus of the TRUST counselor is mediation and assisting students in need of support of outside agencies. Additionally, the school has a 5000 Role Model Program for any male student that would like to mentored and a Eves of Essence Program for any girl. The Girl Scouts of America and the Boys Scouts will be establishing an at-risk program for students that are tier 3 RTI-B students. There are also a community agencies that provides character education curriculum via the criminal justice magnet and elective courses. Some of our community agencies include: Neighbor-net, Christ Fellowship, Project U-turn, Compass, Non-Violence Project, and City Year.

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 Early Warning System (EWS) are key points(Indicators) that predict potential student failure for low school performance. The EWS indicators for Cutler Bay Middle School are attendance below 90 percent; one or more suspensions; course failure in ELA or Math; Level 1 on statewide assessment for reading and math; retention; and Failed 2 of any courses.

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	29	145	170	344
One or more suspensions	3	10	12	25
Course failure in ELA or Math	21	39	42	102
Level 1 on statewide assessment	21	131	161	313
Failed 2 of any courses	12	5	6	23
Retention	20	13	0	33

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	29	145	170	344

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

Cutler Bay Middle School has employed several interventions to improve the academic performance of students identified by the early warning system such as push-in and pull-out tutoring within intensive reading and math courses. The six City Year Corp team members work with classes on a daily basis to provide intensive assistance to struggling learners to improve reading and math skills. Additionally, City Year provides morning tutoring to all grade level and content areas twice a week, as well as, an afternoon enrichment program daily and open to all students. The Alternative to suspension program was created to minimize the amount of students being suspended and provide intervention to change behavior that leads to suspension. The program has a two part process that requires students to complete a work detail component and complete a mentoring session using researched based curriculum in order to provide strategies that will alter unwanted behavior. Students that failed any courses last year are required to complete a course recovery program. There is a individual tutoring program for recovery students to provide assistance with difficult topics. Additionally, students that failed sixth grade math are required to take intensive math so the students can receive more intensive instruction to enhance math skills/knowledge. The Community Involvement Specialist (CIS) holds meetings with parents of students with 5 or more unexcused absences to provide intervention if necessary. If assistance is needed, the CIS refers the families for needed services.

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/191914.

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

Cutler Bay Middle School has a Community Involvement Specialist (CIS) that facilitates relationships between the school and the community. The CIS attends various community forums and councils in order to communicate the concerns and achievements of the school. The community also invites the school to participates in various community events. The Perrine-Cutler Bay Rotary invites the selected students to participate in a leadership council annually. The CIS also maintains the school's community partners list where the school can call upon various businesses to assist with needed resources.

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
Pfeiffer, Paul	Principal
Garcia, Wendy	Assistant Principal
Gutierrez, Modesto	Administrative Support
Tate, Derrick	Administrative Support
Beasley, Theonie	Administrative Support

Duties

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

Paul Pfeiffer, Principal: Will ensure there is a common vision in addressing the school's weaknesses by implementing a plan to provide appropriate intervention, support, and professional development to teachers, and to assess the effectiveness of the MTSS Leadership Team. The principal will also communicate with parents regarding school-based MTSS plans and activities.

Wendy Garcia-Costa, Assistant Principal of Curriculum: Will work extensively with the team to develop ways to assess the effectiveness of the current strategies, develop intervention strategies, conduct monthly meetings to analyze data, and assist the principal in progress monitoring, and providing the appropriate professional development activities. Mrs. Garcia-Costa will assist with the whole school screening program that provides early intervention services for children to be considered "at risk" and monitor the implementation of intervention.

Theonie Beasley-Lindsey, PBS Coach: Will provide information about core instruction, participate in student data collection, and collaborate with other staff to implement interventions.

Tionne Martin, ESE Program Specialist: Will participate in student data collection, integrate core instructional activities/ materials, and collaborate with general education teachers.

Lisbertha Eustache-Copper, Instructional Coach Reading: Will develop, lead, and evaluate school core content standards/ programs; identify and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Instructional Reading Coach will design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Derrick Tate, SCSI Instructor: Will provide quality services and expertise on issues ranging from program design assessment and intervention with individual students.

Elizabeth Crawford-Crear, School Psychologist: Will evaluate Tier III students to determine intervention efforts for students and provide needed resources.

Elizabeth Nazario-Ruiz, Social Worker: Will evaluate Tier III students to determine intervention efforts for students and provide needed resources.

Patty Scheuer, Speech-Language Pathologist: Will evaluate Tier III students to determine intervention efforts for students and provide needed resources.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals by holding monthly team meetings where problem solving is the sole purpose. Using 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. Tier II consists of supplemental instruction and interventions using ongoing progress monitoring (OPM) provided in alignment with effective core instruction and behavioral supports to groups of targeted students who need support. Additionally, the team gathers and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely monitored by the leadership team. At the end of the year, the SIP efforts will be evaluated using the problem solving model to determine the strategies used for the following year.

At Cutler Bay Middle School (CBMS)services are provided to ensure students requiring additional remediation are assisted through after-school programs and a reading teacher. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. The Reading Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" and assists in the design and implementation of progress monitoring, data collection, and data analysis. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs population.

Title 1, Part D

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 II

The district uses supplemental funds for improving basic education as follows:

• Training to certify qualified mentors for the New Teacher (MINT) Program

• Training for add-on endorsement programs, such as Reading, Gifted, ESOL

• Training and substitute release time for Professional Development Liaisons(PDL)at CRMS focusing on Professional Learning Community (PLC) development and facilitation

Title III

Title III Services, at CBMS, are used to supplement and enhance the programs for English Language Learner and immigrant

students by providing funds to implement and/or provide:

• Reading and supplementary instructional materials

• Hardware and software for the development of language and literacy skills in reading

Violence Prevention Programs

CBMS offers a non-violence and anti-drug program to students that includes counseling via the student services department and invited outside agencies.

Nutrition Programs

1) CBMS 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.
Career and Technical Education
By promoting Career Pathways and Programs of Study, students at Cutler Bay Middle School will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan to acquire the skills necessary to take advance of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school providing more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.
Other
Cutler Bay Middle School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. It is the goal of CBMS to increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/ activities necessary in order to comply with dissemination and reporting requirements. In addition, CBMS will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible time to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
TBA	Student
Madilyn Gonzalez	Student
Cenaya King	Student
Christina Patterson	Student
Melissa Mendoza	Teacher
Paul Pfeiffer	Principal
Kevin Rafferty	Teacher
Tawanna Parker	Teacher
Alejandra Reyes-Nicholls	Parent
David Biegen	Teacher
April Green	Parent
Michelle Morales	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Members of the School Advisory Council met to correct, discuss and approve the School Improvement Plan (SIP) in depth.

Development of this school improvement plan

The SAC involvement within the development of the school improvement plan includes:
• Evaluation of the school performance data
• Preparation of the School Improvement Plan (SIP)
• Preparation and Supervision of the EESAC annual budget

Preparation of the school's annual budget and plan

There was a budget workshop held last year where discussions, questions and input was provided.

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

The projected use of school improvement funds is to support the implementation of the school improvement plan supporting professional development, incentives, and manipulatives in all tested contents.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Garcia, Wendy	Assistant Principal
DeArrigunaga, Nancy	Teacher, K-12
Beasley, Theonie	Teacher, K-12
Miranda, Marvel	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

For the 2015-2016 school year, Cutler Bay Middle School will implement the following as major initiatives:
• Plan for effective implementation of the model and maintaining the quality and integrity of the literacy
program
• Make decisions about the best practices for literacy instruction based on a common understanding of
literacy theory and current research
• Develop an efficient schedule for collecting, submitting and analyzing assessment data
• Coordinate the initial training and continued professional development for instructional staff
• Communicate with stakeholders about the implementation of the model and students' progress
• Promote literacy via school-wide incentives and activities

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

The school's Instructional Staff meets three times a week before school via department meetings. Language Arts and Social Studies as well as Math and Science plan interdisciplinary strategies. All content teachers use writing across the curriculum strategies within their content curriculum. In addition, a variety of Team Building activities are provided throughout the school year.

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

1. Regular meetings between the new teachers and the Principal and/ or Assistant Principal.
2. Partnering new teachers with veteran instructional personnel
3. Provide Leadership Opportunities
4. Recognition and celebration of achievements(i.e. Cutler Bay Celebrates!)

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

Curriculum Council met with Department Chairs to advise teachers to log-on to HOUSSE for Highly Qualified information and updates. Those teachers that were identified as Non- Highly Qualified were provided information to seek Professional Development. All new teachers were provided a mentor that has participated in district trainings and was considered an expert in their field. The teachers participating in MINT will be scheduled to participate in schedule meetings and professional development activities that will build on their knowledge and skill.

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

Use state adopted textbooks, as well as, District and State aligned curriculum support material. Additionally, Instructional Coaches facilitate the unwrapping of the standards, presentation of best practices, and lesson plan development.

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

Core content teachers facilitate assessments such as Unit and Topic tests and other diagnostic assessments in order to assess if students are mastering standards. The data is assessed departmentally and individually in order to make needed curriculum adjustments and differentiate instruction. The students that are having difficulty obtaining proficiency are provided push-in and pull out instruction within intensive reading and math classes.

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: 360

The after-school program provides project-based learning, computer-based reading instruction, and home learning tutorial. Students will use computer-based instruction (Reading Plus 4.0 and Teen Biz) a minimum of twice a week in a supervised lab setting. Core content teachers provided home learning tutoring to assist students with understanding difficult concepts. Additionally, project-based learning is conducted using math and science topics which infuse STEM, STEAM and CTE.

Strategy Rationale

The after-school program provides intense enrichment that provides students a more intimate approach to learning concepts that are not easily mastered during class time. Students are provided a 1-10 ratio where small instruction.

Strategy Purpose(s)

- Enrichment

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

Data is collected at the beginning of the school year within the first month, mid-year and within the last month of school. The data will be analyzed to understand what strategies and benchmarks should be focused for student mastery. Students, school personnel and parents will be provided surveys to provide feedback.

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

N/A

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

G073953

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	

Resources Available to Support the Goal 2

- School Based Professional Development

- Weekly Administrative Walk Throughs

- Peer reflection during planning meetings

Targeted Barriers to Achieving the Goal 3

- Content teachers are struggling to engage students in collaborative discourse and discussions by infusing higher order questioning to increase the level of rigor in the classrooms

Plan to Monitor Progress Toward G1. 8

Review of 2015 Florida Assessment and FCAT 2.0 Science data

Person Responsible
Wendy Garcia

Schedule
Annually, from 9/8/2014 to 6/4/2015

Evidence of Completion
Reflections, Lesson Plans and assessment data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G073953

G1.B1 Content teachers are struggling to engage students in collaborative discourse and discussions by infusing higher order questioning to increase the level of rigor in the classrooms 2

🔑 B193135

G1.B1.S1 Implement questioning strategies and activities in all classses to encourage rigorous reader interactions with text deepen understanding. Explicitly teach students to independently form and answer questions that help then analyze, synthesis, evaluate and interpret topics while reading. 4

🔑 S204648

Strategy Rationale

In order to increase rigor and prepare students for twenty-first century learning, students need to understand how to analyze documents for the purpose of interpretation and study.

Action Step 1 5

During common planning, the Instructional Coaches will provide professional development on how to infuse a variety of HOT strategies into the delivery of instruction in order to increase rigor.

Person Responsible

Wendy Garcia

Schedule

On 10/15/2014

Evidence of Completion

Agenda; Coaches Logs; Reflections; Documentations

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

The Instuctional Coaches and Administration will conduct walkthroughs with pre-selected "look-fors" to ensure implementation of HOT strategies within instruction

Person Responsible

Wendy Garcia

Schedule

Monthly, from 10/16/2014 to 5/29/2015

Evidence of Completion

Reflections and Coaches Logs

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

Interim Assessments

Person Responsible

Marvel Miranda

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Assessment Results

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	During common planning, the Instructional Coaches will provide professional development on how to infuse a variety of HOT strategies into the delivery of instruction in order to increase rigor.	Garcia, Wendy	9/1/2014	Agenda; Coaches Logs; Reflections; Documentations	10/15/2014 one-time
G1.MA1	Review of 2015 Florida Assessment and FCAT 2.0 Science data	Garcia, Wendy	9/8/2014	Reflections, Lesson Plans and assessment data	6/4/2015 annually
G1.B1.S1.MA1	Interim Assessments	Miranda, Marvel	9/8/2014	Assessment Results	5/29/2015 quarterly
G1.B1.S1.MA1	The Instuctional Coaches and Administration will conduct walkthroughs with pre-selected "look-fors" to ensure implementation of HOT strategies within instruction	Garcia, Wendy	10/16/2014	Reflections and Coaches Logs	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Content teachers are struggling to engage students in collaborative discourse and discussions by infusing higher order questioning to increase the level of rigor in the classrooms

G1.B1.S1 Implement questioning strategies and activities in all classses to encourage rigorous reader interactions with text deepen understanding. Explicitly teach students to independently form and answer questions that help then analyze, synthesis, evaluate and interpret topics while reading.

PD Opportunity 1

During common planning, the Instructional Coaches will provide professional development on how to infuse a variety of HOT strategies into the delivery of instruction in order to increase rigor.

Facilitator

Theonie Beasley

Participants

All instructional staff

Schedule

On 10/15/2014

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	During common planning, the Instructional Coaches will provide professional development on how to infuse a variety of HOT strategies into the delivery of instruction in order to increase rigor.	$0.00
		Total:	$0.00