

Carol City Middle School



2015-16 School Improvement Plan

Carol City Middle School

3737 NW 188TH ST, Miami Gardens, FL 33055

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

School Demographics

School Type

Middle

2014-15 Title I School

Yes

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

96%

Alternative/ESE Center

No

Charter School

No

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

100%

School Grades History

Year
Grade

2014-15
F*

2013-14
F

2012-13
F

2011-12
F

**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

Carol City Middle School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teacher, and community stakeholders become actively involved in our students' learning.

Provide the school's vision statement

Carol City Middle School's vision is to provide a stimulating learning environment with a technological orientation across the curriculum, which maximizes individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life.

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 school climate surveys, outside referrals, social and print media, Positive Behavior Support (PBS) reports, Accreditation reports and assessment data. Students participate in theme-based activities and culturally-based fieldtrips throughout the course of the school year. The school builds relationships between teachers and students by ensuring that the learning environment is safe, respectful, nurturing and engaging. Students are encouraged to be accountable and active participants in their education.

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

Students and staff participate in PBS (positive behavior support) program. School-wide expectations are set through the positive behavior support program focused on a set of core values aligned with community. The school creates an environment where students feel safe and respected by implementing a zero tolerance policy for violence, bullying and disruptive behaviors. The school ensures that consequences are fair and swift based on the district's Code of Student Conduct. Students are encouraged to report any negative behaviors to school officials. There are systems in place for students to communicate with school officials confidentially and/or anonymously. The students services department counsels and provides mediation to eliminate conflict.

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

A school-wide discipline plan and behavioral expectations have been collaboratively outlined for each grade-level. Incentive-based rewards programs, including Plascotrac (HERO), have been implemented to promote the recognition of positive student behavior. Behavior systems are discussed on a weekly basis during team and staff meetings. By analyzing school data and identifying problem areas, the PBS team provides interventions to promote school pride and acknowledge students who

are exhibiting expected behaviors. The staff receives training on the PBS system at the beginning of the year and ongoing support is provided through Professional Development, Team Meetings, and Faculty Meetings throughout the year.

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

Carol City Middle School has counseling staff that provides wrap-around services for all students. The counselor, EBD clinician, and social worker at the school implement the district's curriculum that addresses the social-emotional needs of all students at the school. The support services team also provides responsive services through counseling based on referrals by administration, instructional staff, students and parents. Mediation and mentor services are also offered at the school to develop problem solving and decision making skills. Carol City Middle also allows space for outside agencies to provide additional supportive services to targeted, at-risk students.

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 systems at Carol City Middle School are as follows:

1. 197 students enrolled at the school were suspended one or more times during the 2014-2015 school year.
2. Students in grade 6 (8 students), grade 7 (2 students), grade 8 (9 students) failed one or more English Language Arts courses during the 2014-2015.
3. Students in grade 6 (9 students), grade 7 (69 students), and grade 8 (79 students) achieved level 1 score on the statewide, standardized assessment in English Language Arts during the 2014-2015 school year.

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	9	12	21	42
One or more suspensions	41	67	89	197
Course failure in ELA or Math	8	2	9	19
Level 1 on statewide assessment	9	69	79	157

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	11	69	78	158

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

Carol City Middle School will implement several intervention opportunities to improve students academic performance during the 2015-2016 school year. The intervention programs will target students identified as "off task" and enroll them in the reading or math intervention program offered during the school day, afterschool, or Saturday school.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Carol City Middle School will Involve parents in the planning and implementation of the Title I Program and extend 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. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student).

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.

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' schedule as part of our goal to

empower parents and build their capacity for involvement. School Improvement Grant Fund/School Improvement Grant Initiative The school receives funding under the School Improvement Grant Fund/School

Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative

designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand

the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish a quality school environment.

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

Carol City Middle Schools' parents and community members are encouraged to play an active role in the students' education. The goal is to strengthen the relationship between the community, home and school. Communicate with community members about the school's programs and initiatives via marquee and website, provide an on site parent resource center, encourage community members and parents to volunteer at school , and invite community members to become active members of the PTSA and EESAC are steps Carol City Middle school employs to build and sustain partnership with the local community. The school has also established various programs such as; Coffee With the Cops, Art In The Gardens Beautification Project, partnership with local government officials, partnership with St. Thomas University, and City-Year to support the school and student achievement.

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
Romero, Sonia	Principal
Culpepper, Desiree	SAC Member
Rhodes, Anthony	Assistant Principal
Gaines, Rhonda	Assistant Principal
Campbell, Maureen	Instructional Coach
Henderson, Lorette	Instructional Coach
Thompson, Terry	Other
Stubbs, Terry	Instructional Coach
Muro, Jamile	Teacher, K-12
Hernandez-Rojas, Cecilia	Teacher, K-12
Simoncic, Katelyn	Teacher, K-12
McMath, Trellany	Teacher, K-12

Duties

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

Principal: Provides a purpose, goals and ensures the Rtl is being implemented and that professional development on Rtl is available for all staff members.

Assistant Principal: Monitor instructional staff's implementation of interventions, administration of assessments, and alignment of professional development to ensure fidelity to the Rtl Process.

Core Teachers: Provides information about instruction, strategies; primary interventions and collaborates

with other Rtl members to implement Tier 2 and / or Tier 3 interventions.

SPED Teachers: Provides information about instruction, accommodations, Tier 2 interventions, and collaborates with core teachers in utilizing instructional materials.

Reading Coaches: Provides guidance on the current LAFS, research-based strategies, assists in data collection and analysis, provides professional development on differentiated instruction and how to use data to guide classroom instruction.

Test Chairperson: Develops a data warehouse to include FCAT scores, attendance information, bi-weekly

assessments, interim assessments, suspensions / expulsions, assists in the data collection and analysis, and provides technical assistance.

Student Services Personnel: Provides emotional, behavioral, and academic strategies for teachers to implement with Tier I, Tier 2, and Tier 3 students. Progress monitoring will be occurring and positive interventions will be applied for individual 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

The MTSS/RtI Leadership Team will meet bi-weekly to engage in the following activities: Review school-wide data and link to instructional decisions; review progress monitoring data at grade level and classroom level

to identify students who are meeting /exceeding or at risk with regards to specific benchmark standards.

The team will also collaborate regularly to problem solve, share best practices, evaluate school improvement

implementations, and make decisions based on the data collected. The team will also facilitate the process of

building consensus, increasing infrastructure and making decisions about implementation.

Services are provided to ensure students requiring additional remediation are assisted through after-school

programs or summer school. The district coordinates with Title II and Title III in ensuring staff development

needs are provided. Support services are provided to secondary 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; assists 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; Title CHES (as appropriate); Supplemental

Educational Services; and special support services to special needs populations such as homeless, migrant,

and neglected and delinquent students.

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.

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

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

Funds provided through Title III allow the school to provide professional development on best practices to

ESOL teachers.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for

students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sonia Romero	Principal
Desiree Culpepper	Teacher
Elizabeth Cabral	Education Support Employee
Johnny Wilson	Parent
Maureen Campbell	Teacher
Carla Muriel	Business/Community
Margaret Pinkney	Parent
Chad Plaisir	Student
Shelee Castellanos	Student
Trellany McMath	Teacher
Wendy Bourgault	Business/Community
Katelyn Simoncic	Teacher
Channell Ward	Teacher

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 reviewed effectiveness of last year's School Improvement Plan by comparing proficiency percentages to goals set for the 2014-2015 school year.

Development of this school improvement plan

The SAC is an integral part of the development of the school improvement plan. Several members of the SAC are a part of the team that develops, writes and assist with the implementation of the school improvement plan. Ideas are solicited from all members of the team and the ideas are brought before the staff and are further discussed.

Preparation of the school's annual budget and plan

The SAC committee played an active role in the preparation of the schools annual budget by reviewing, providing recommendations, and approving the final product. All parties were asked to submit proposals and present the committee for SAC approval.

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

The EESAC funds will be used to assist the school with Positive Behavior Support (PBS) student incentives. In addition the funds will also assist our team leaders as they acknowledge their perspective grade levels students for positive behavior.

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
Muro, Jamile	Instructional Coach
Henderson, Lorette	Instructional Coach
Campbell, Maureen	Instructional Coach
Gaines, Rhonda	Assistant Principal
Hernandez-Rojas, Cecilia	Teacher, K-12
Culpepper, Desiree	Teacher, K-12
Mills, Bridgette	Teacher, K-12
Nesmith, Pamela	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will utilize data to create, monitor, and adjust both academic and behavioral goals. Individuals from the Literacy Leadership team will continuously communicate efforts with SAC to develop the School Improvement Plan and assist in maintaining a school wide Literacy Plan with fidelity.

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 following strategies are implemented at Carol City Middle School to promote collaborative working relationship between teachers:

- *Data Chats with administration and teachers
- *Peer Observations
- *Collaborative Planning with the Instructional Coach
- *Designated times on the Master Schedule for Common Planning

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

1. To retain highly effective teachers we must offer professional development on effective teaching strategies and strengthen teaching skills and utilize best practices.
2. Weekly PLC's to assist teachers with remaining current with new teaching methods, data disaggregation, and to stay energized and avoid teacher burnout.
3. Provide professional development to assist teachers with techniques that will help them to become effective practitioners. Professional Development to build capacity with Common Core standards.

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

Carol City Middle Schools teacher mentoring program was designed to assist first year teachers in all aspects of teaching in the twenty first century. The rationale for the pairings were designed so that our instructional coaches would mentor all new teachers.

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

All instructional staff attend and participate in a weekly common planning. During these sessions the Academic Coaches unpack the Florida standards and create learning targets and objectives aligned to the items specified. Instructional programs are aligned to meet the needs of the students.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The teachers have all been exposed to the data dashboard. Instructional staff in specific departments use (FAIR data, Unit assessments, Topic assessments, I-ready data, etc..) to differentiate instruction. Teachers are instructed to group their students using this data and scaffold instruction based on their students individual needs. For example, in literacy (reading department) teachers use the FAIR data to provide instruction in phonics, phonemic awareness, vocabulary instruction and/or comprehension.

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

Strategy: After School Program

Minutes added to school year:

Carol City Middle School staff will serve as the teachers and facilitators for direct instruction and project based learning activities. The evidence-based curriculum implemented will be differentiated to address student deficiencies in the areas of reading and/or math.

Strategy Rationale

Students will receive instruction in Math and Reading utilizing an evidence-based MAFs and LAFs computer-based curriculum in order to increase level of proficiency. In addition, students will be able to participate in enrichment activities not offered during the normal school day.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rhodes, Anthony, anthonyrhodes@dadeschools.net

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

Students will take both formal and informal exams to measure their progress and the effectiveness of the materials.

Strategy: Weekend Program

Minutes added to school year: 180

Students will be instructed using the Educational Transformation Office (ETO) success academy materials.

Strategy Rationale

Strategy Purpose(s)

""

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

Students will take both formal and informal exams to measure their progress and the effectiveness of the materials.

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

The sixth grade students all participate in Values Matter curriculum through Social Studies. The eighth grade students participate in articulation at the school site. In addition, the eighth grade students engage in articulation at the feeder pattern school sites. All students participate in Report Card Conferences at the end of each nine weeks.

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

By promoting Career Pathways and Programs of Study students will complete academy programs and have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities

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

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for post secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

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

Through articulation agreements with local colleges and universities students can earn college and post secondary technical credits in high school and provide additional opportunities for students to complete two and four year post secondary degrees.

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.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.
- G2.** To increase student achievement by improving core instruction in Social Science.
- G3.** To increase student achievement by improving core instruction in Science.
- G4.** To increase student achievement by improving core instruction in Mathematics.
- G5.** To increase student achievement by improving core instruction in Literacy.

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. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1a

G073965

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- PBS Coach
- Citrus Health and North Dade Youth and Family Coalition Tier 3 Intervention
- Effective Team Meetings
- City Year Tier 2 Intervention- St. Thomas University
- Student Success Coach, Guidance Counselor
- NVP USA Healthcare Clinicians
- Campus Shield
- Full-Time CIS- Pro Pops / Concerned African Women

Targeted Barriers to Achieving the Goal 3

- Lack of an intentional process where school personnel collectively analyzes student data to monitor students at risk, provide the interventions, and engage resources to intervene.

Plan to Monitor Progress Toward G1. 8

EWI Report, RtIB Report, Cognos Report

Person Responsible

Terry Thompson

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Decrease in at risk behaviors, attendance

G2. To increase student achievement by improving core instruction in Social Science. 1a

 G073966

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- CSS/District Support
- Lesson Studies
- Content Specific PD's
- PD's on instructional approaches using Digital tools and resources

Targeted Barriers to Achieving the Goal 3

- Teachers are limited in their pedagogical approach to delivering instruction related to the NGSSS standards.

Plan to Monitor Progress Toward G2. 8

Informal and Formal assessments (ex: EOC's and exit slips)

Person Responsible

Jamile Muro

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Weekly and Bi-Weekly end products, end of unit assessments

G3. To increase student achievement by improving core instruction in Science. 1a

G073967

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Common planning block (2nd period.)
- Lesson planning resources provided on google sites/dropbox, betterlesson.com.
- Technology (promethean boards, computer labs.)
- Curriculum support specialist provided by DAS.
- FCAT 2.0 test item specifications.
- FCAT 2.0 sample test questions.

Targeted Barriers to Achieving the Goal 3

- Lack of scaffolding to lead students to higher order thinking.

Plan to Monitor Progress Toward G3. 8

Unit exams, district mid-year interim, and exit slips

Person Responsible

Anthony Rhodes

Schedule

Monthly, from 9/18/2015 to 6/3/2016

Evidence of Completion

Monitoring progress in proficiency from baseline to above assessments.

G4. To increase student achievement by improving core instruction in Mathematics. 1a

 G073968

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- CSS, District Support
- Content specific PD
- Dr.Campbell, Math Coach
- Common planning

Targeted Barriers to Achieving the Goal 3

- Teachers are limited in their pedagogical approach to delivering instruction related to the new MAFS while engaging in purposeful academic discourse.

Plan to Monitor Progress Toward G4. 8

iReady and Topic Assessments

Person Responsible

Maureen Campbell

Schedule

Quarterly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Student Data Reports

G5. To increase student achievement by improving core instruction in Literacy. 1a

 G073969

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- CSS/District Support
- Content Specific PD (IR - Inside, IR+ - Scholastic Read 180/Systemm 44, PitR)
- Lesson Studies

Targeted Barriers to Achieving the Goal 3

- Teachers are limited in their pedagogical approach to delivering instruction related to the new LAFS, Reading, and Writing Standards while engaging in purposeful academic discourse.

Plan to Monitor Progress Toward G5. 8

iReady, Accelerated Reader, Student Work Samples

Person Responsible

Rhonda Gaines

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Diagnostic Reports and profile 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. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. **1**

 **G073965**

G1.B1 Lack of an intentional process where school personnel collectively analyzes student data to monitor students at risk, provide the interventions, and engage resources to intervene. **2**

 **B193165**

G1.B1.S1 Implement an aligned and purposeful process of collecting and analyzing student data, to monitor students at risk and develop interventions by engaging our resources. **4**

 **S204676**

Strategy Rationale

By monitoring this data we can effectively engage resources to assist students that are demonstrating at risk behavior in accordance with EWI

Action Step 1 **5**

Report Card Conferences

Person Responsible

Terry Thompson

Schedule

Quarterly, from 11/9/2015 to 5/2/2016

Evidence of Completion

Conducting Report Card Conferences

Action Step 2 5

Effective Team Meetings

Person Responsible

Sonia Romero

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Agendas, Logs of Interventions

Action Step 3 5

EWI Report PD

Person Responsible

Terry Thompson

Schedule

On 9/3/2015

Evidence of Completion

Early Release Agenda

Action Step 4 5

Develop an Indicator / Intervention Mapping Tool focused on ABCs

Person Responsible

Terry Thompson

Schedule

On 10/1/2015

Evidence of Completion

Indicator / Intervention Mapping tool

Action Step 5 5

Plasco Trac Core Values / Values Matter

Person Responsible

Terry Thompson

Schedule

Daily, from 9/3/2015 to 10/1/2015

Evidence of Completion

Plasco Track User Report

Action Step 6 5

Maximize our current partnerships

Person Responsible

Terry Thompson

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Log of Students being serviced by wraparound services

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

Weekly meetings with Student Services, Discipline Team and PBS Coach

Person Responsible

Anthony Rhodes

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Agendas and sign in sheets

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

Pull the EWI report

Person Responsible

Terry Thompson

Schedule

Weekly, from 9/14/2015 to 6/3/2016


Evidence of Completion

Decrease in at risk behaviors

G2. To increase student achievement by improving core instruction in Social Science. 1

 G073966

G2.B2 Teachers are limited in their pedagogical approach to delivering instruction related to the NGSSS standards. 2

 B193167

G2.B2.S1 Provide support to teachers in order to build capacity through coaching cycles, ongoing professional developments and common planning to align the NGSSS-Social Studies and Florida Standards (Reading-RH and Writing-WHST) for Social Studies that leads to student-centered instructional activities in which the STUDENTS demonstrate understanding through quality activities and end in a writing extension aligned to standards. 4

 S204677

Strategy Rationale

Teachers will receive PD on best strategies during Common Planning which are then used to plan for instruction on the content area.

Action Step 1 5

Administration and Literacy Coach will be provided with inserts for each to teacher to have a content specific resource binder. Binders will contain the NGSSS-SS for core content (6th grade World History, 7th grade Civics, and 8th grade US History), Florida Standards (LAFS) for Social Studies (Reading-RH and Writing- WHST), unpacking template for the Florida Standards and Florida Standards Writing rubrics (Argumentation and Informational).

Person Responsible

Rhonda Gaines

Schedule

On 9/2/2015

Evidence of Completion

When teachers receive their instructional resource binders.

Action Step 2 5

Literacy Coach to conduct common planning in order to align the instructional resources, instructional framework and suggested lesson plan template that will be used to generate student-centered instructional activities and writing.

Person Responsible

Lorette Henderson

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Itemized agendas, sign in sheets and completed Lesson Plans aligned to standards with student centered activities.

Action Step 3 5

Professional Development on specific content area's of growth.

Person Responsible

Jamile Muro

Schedule

Quarterly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Administrative classroom walk through/observations.

Action Step 4 5

Implementation of lesson plans created through planning

Person Responsible

Jamile Muro

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Execution of Lesson Plans

Action Step 5 5

Administrative walk-throughs to observe for implementation of lessons and if needed, identification of teachers in need of additional support.

Person Responsible

Rhonda Gaines

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Notes of observations by administrators

Action Step 6 5

Administration to debrief with teachers, Literacy Coach, and ETO CSS and/or IS to determine next steps

Person Responsible

Rhonda Gaines

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Notes of debrief

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Collaborative Planning and Coaching Cycles

Person Responsible

Jamile Muro

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Agendas, Sign in Sheets, Lesson Plans and student work folders

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrative Walkthroughs

Person Responsible

Rhonda Gaines

Schedule

Weekly, from 9/14/2015 to 6/3/2016


Evidence of Completion

Administrative Observational Checklist

G3. To increase student achievement by improving core instruction in Science. 1

 G073967

G3.B3 Lack of scaffolding to lead students to higher order thinking. 2

 B193170

G3.B3.S1 Utilize common planning to collaboratively produce daily assessments that are aligned to the test item specifications in both content and rigor. 4

 S204678

Strategy Rationale

Under the guidance of the CSS, the department will collaboratively use the assessment to backwards plan all portions of the gradual release lesson. Beginning with the end in mind will ensure that the lesson components are aligned to the daily objective.

Action Step 1 5

Provide professional development for teachers on the creation of aligned lesson assessments.

Person Responsible

Cecilia Hernandez-Rojas

Schedule

Quarterly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Completed sign in sheet to professional development session.

Action Step 2 5

Teachers will arrive to common planning with the objectives of their lesson and the assessment already completed.

Person Responsible

Cecilia Hernandez-Rojas

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Teachers arrive to common planning with their objectives and assessments already completed.

Action Step 3 5

During common planning, each grade level group will evaluate the degree to which the rigor of the assessment meets the demands of the item specifications.

Person Responsible

Cecilia Hernandez-Rojas

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Teachers are able to collaborate to analyze the item specifications and critique / provide feedback to each other's assessments.

Action Step 4 5

Teachers will use rigorous assessments (exit slips) on a daily basis.

Person Responsible

Cecilia Hernandez-Rojas

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

There is evidence of rigorous daily assessments upon observing a classroom lesson or looking inside classroom folders.

Action Step 5 5

Utilize student exit slips to drive instruction during bellringer/introduction of next class.

Person Responsible

Anthony Rhodes

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

Evidence during observation that student data was used to drive instruction.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Classroom Walkthroughs

Person Responsible

Anthony Rhodes

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

CSS calendar and administrative logs

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Student Data

Person Responsible

Cecilia Hernandez-Rojas

Schedule

Monthly, from 9/7/2015 to 6/3/2016


Evidence of Completion

Data from unit exams, interims, and exit slips.

G4. To increase student achievement by improving core instruction in Mathematics. 1

 G073968

G4.B1 Teachers are limited in their pedagogical approach to delivering instruction related to the new MAFS while engaging in purposeful academic discourse. 2

 B193172

G4.B1.S1 Strategic common planning with a focus on Teach Like a Champion 2.0 technique 20; DO NOW 4

 S204679

Strategy Rationale

Will review prior days lesson where students can complete without teacher instruction and learning can begin before teaching.

Action Step 1 5

Facilitate strategic weekly common planning sessions to ensure rigorous lessons/activities are developed and implemented with fidelity.

Person Responsible

Maureen Campbell

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Teacher lessons plans reflecting specific content/activity.

Action Step 2 5

Provide support for teachers in terms of coaching cycles with two teachers.

Person Responsible

Maureen Campbell

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Post cycle observation and coaching log post reflection.

Action Step 3 5

Administrative classroom walk through to assess implementation of DO NOW.

Person Responsible

Anthony Rhodes

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Administrative classroom walk throughs/observations.

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

Coach will observe , debrief and plan with teacher.

Person Responsible

Maureen Campbell

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Teacher Lesson Plans and Student Engagement

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

Instructional Walkthroughs

Person Responsible

Anthony Rhodes

Schedule

Weekly, from 9/7/2015 to 6/3/2016


Evidence of Completion

Lesson Plans, Student Work


G5. To increase student achievement by improving core instruction in Literacy. 1

 G073969

G5.B2 Teachers are limited in their pedagogical approach to delivering instruction related to the new LAFS, Reading, and Writing Standards while engaging in purposeful academic discourse. 2

 B193177

G5.B2.S1 Strategic and purposeful common planning, coaching cycles, and ongoing professional development in specific curriculum. 4

 S204682

Strategy Rationale

The strategy will be implemented in order to engage students in opportunities to collaborate and discuss.

Action Step 1 5

Provide professional development on strategies for purposeful academic discourse and instructional best practices.

Person Responsible

Jamile Muro

Schedule

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

Evidence of Completion

Agenda of Professional Development participation, Sign in Sheets, instructional materials.

Action Step 2 5

Strategic and purpose driven collaborative planning to ensure challenging/rigorous lessons are created with opportunities for purposeful academic discourse.

Person Responsible

Jamile Muro

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Collaborative planning agenda, sign-in sheets, reflection handouts, note-taking/note-making, and agendas.

Action Step 3 5

Implementation of challenging/rigorous lessons created during collaborative planning that include purposeful academic discourse to increase student collaboration. .

Person Responsible

Jamile Muro

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Lesson plans and informal observations.

Action Step 4 5

Monitor implementation of challenging/rigorous lessons created during collaborative planning that include purposeful academic discourse to increase student collaboration.

Person Responsible

Jamile Muro

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Lesson plans and informal observations.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Collaborative Planning and ongoing cycles

Person Responsible

Jamile Muro

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

CP agendas, Lesson Plans, Sign in Sheets, and coaching reflection logs

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Administrative Walkthroughs, Informal and Formal Observations

Person Responsible

Rhonda Gaines

Schedule

Biweekly, from 9/28/2015 to 6/3/2016

Evidence of Completion

Administrative Walkthrough Reflections

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	Report Card Conferences	Thompson, Terry	11/9/2015	Conducting Report Card Conferences	5/2/2016 quarterly
G2.B2.S1.A1	Administration and Literacy Coach will be provided with inserts for each to teacher to have a content specific resource binder. Binders will contain the NGSSS-SS for core content (6th grade World History, 7th grade Civics, and 8th grade US History), Florida Standards (LAFS) for Social Studies (Reading-RH and Writing- WHST), unpacking template for the Florida Standards and Florida Standards Writing rubrics (Argumentation and Informational).	Gaines, Rhonda	9/2/2015	When teachers receive their instructional resource binders.	9/2/2015 one-time
G3.B3.S1.A1	Provide professional development for teachers on the creation of aligned lesson assessments.	Hernandez-Rojas, Cecilia	9/21/2015	Completed sign in sheet to professional development session.	6/3/2016 quarterly
G4.B1.S1.A1	Facilitate strategic weekly common planning sessions to ensure rigorous lessons/activities are developed and implemented with fidelity.	Campbell, Maureen	9/7/2015	Teacher lessons plans reflecting specific content/activity.	6/3/2016 weekly
G5.B2.S1.A1	Provide professional development on strategies for purposeful academic discourse and instructional best practices.	Muro, Jamile	9/3/2015	Agenda of Professional Development participation, Sign in Sheets, instructional materials.	6/3/2016 monthly
G1.B1.S1.A2	Effective Team Meetings	Romero, Sonia	9/14/2015	Agendas, Logs of Interventions	6/3/2016 weekly
G2.B2.S1.A2	Literacy Coach to conduct common planning in order to align the instructional resources, instructional framework and suggested lesson plan template that will be used to generate student-centered instructional activities and writing.	Henderson, Lorette	9/7/2015	Itemized agendas, sign in sheets and completed Lesson Plans aligned to standards with student centered activities.	6/3/2016 weekly
G3.B3.S1.A2	Teachers will arrive to common planning with the objectives of their lesson and the assessment already completed.	Hernandez-Rojas, Cecilia	9/14/2015	Teachers arrive to common planning with their objectives and assessments already completed.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A2	Provide support for teachers in terms of coaching cycles with two teachers.	Campbell, Maureen	9/7/2015	Post cycle observation and coaching log post reflection.	6/3/2016 weekly
G5.B2.S1.A2	Strategic and purpose driven collaborative planning to ensure challenging/rigorous lessons are created with opportunities for purposeful academic discourse.	Muro, Jamile	9/7/2015	Collaborative planning agenda, sign-in sheets, reflection handouts, note-taking/ note-making, and agendas.	6/3/2016 weekly
G1.B1.S1.A3	EWI Report PD	Thompson, Terry	9/3/2015	Early Release Agenda	9/3/2015 one-time
G2.B2.S1.A3	Professional Development on specific content area's of growth.	Muro, Jamile	9/21/2015	Administrative classroom walk through/ observations.	6/3/2016 quarterly
G3.B3.S1.A3	During common planning, each grade level group will evaluate the degree to which the rigor of the assessment meets the demands of the item specifications.	Hernandez-Rojas, Cecilia	9/14/2015	Teachers are able to collaborate to analyze the item specifications and critique / provide feedback to each other's assessments.	6/3/2016 weekly
G4.B1.S1.A3	Administrative classroom walk through to assess implementation of DO NOW.	Rhodes, Anthony	9/7/2015	Administrative classroom walk throughs/ observations.	6/3/2016 weekly
G5.B2.S1.A3	Implementation of challenging/rigorous lessons created during collaborative planning that include purposeful academic discourse to increase student collaboration. .	Muro, Jamile	9/7/2015	Lesson plans and informal observations.	6/3/2016 weekly
G1.B1.S1.A4	Develop an Indicator / Intervention Mapping Tool focused on ABCs	Thompson, Terry	9/14/2015	Indicator / Intervention Mapping tool	10/1/2015 one-time
G2.B2.S1.A4	Implementation of lesson plans created through planning	Muro, Jamile	9/7/2015	Execution of Lesson Plans	6/3/2016 weekly
G3.B3.S1.A4	Teachers will use rigorous assessments (exit slips) on a daily basis.	Hernandez-Rojas, Cecilia	9/14/2015	There is evidence of rigorous daily assessments upon observing a classroom lesson or looking inside classroom folders.	6/3/2016 daily
G5.B2.S1.A4	Monitor implementation of challenging/ rigorous lessons created during collaborative planning that include purposeful academic discourse to increase student collaboration.	Muro, Jamile	9/7/2015	Lesson plans and informal observations.	6/3/2016 weekly
G1.B1.S1.A5	Plasco Trac Core Values / Values Matter	Thompson, Terry	9/3/2015	Plasco Track User Report	10/1/2015 daily
G2.B2.S1.A5	Administrative walk-throughs to observe for implementation of lessons and if needed, identification of teachers in need of additional support.	Gaines, Rhonda	9/7/2015	Notes of observations by administrators	6/3/2016 weekly
G3.B3.S1.A5	Utilize student exit slips to drive instruction during bellringer/introduction of next class.	Rhodes, Anthony	9/14/2015	Evidence during observation that student data was used to drive instruction.	6/3/2016 daily
G1.B1.S1.A6	Maximize our current partnerships	Thompson, Terry	9/7/2015	Log of Students being serviced by wraparound services	6/3/2016 weekly
G2.B2.S1.A6	Administration to debrief with teachers, Literacy Coach, and ETO CSS and/or IS to determine next steps	Gaines, Rhonda	9/14/2015	Notes of debrief	6/3/2016 weekly
G1.MA1	EWI Report, RtIb Report, Cognos Report	Thompson, Terry	9/14/2015	Decrease in at risk behaviors, attendance	6/3/2016 weekly
G1.B1.S1.MA1	Pull the EWI report	Thompson, Terry	9/14/2015	Decrease in at risk behaviors	6/3/2016 weekly
G1.B1.S1.MA1	Weekly meetings with Student Services, Discipline Team and PBS Coach	Rhodes, Anthony	9/7/2015	Agendas and sign in sheets	6/3/2016 weekly
G2.MA1	Informal and Formal assessments (ex: EOC's and exit slips)	Muro, Jamile	9/14/2015	Weekly and Bi-Weekly end products, end of unit assessments	6/3/2016 weekly
G2.B2.S1.MA1	Administrative Walkthroughs	Gaines, Rhonda	9/14/2015	Administrative Observational Checklist	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Collaborative Planning and Coaching Cycles	Muro, Jamile	9/14/2015	Agendas, Sign in Sheets, Lesson Plans and student work folders	6/3/2016 weekly
G3.MA1	Unit exams, district mid-year interim, and exit slips	Rhodes, Anthony	9/18/2015	Monitoring progress in proficiency from baseline to above assessments.	6/3/2016 monthly
G3.B3.S1.MA1	Student Data	Hernandez-Rojas, Cecilia	9/7/2015	Data from unit exams, interims, and exit slips.	6/3/2016 monthly
G3.B3.S1.MA1	Classroom Walkthroughs	Rhodes, Anthony	9/14/2015	CSS calendar and administrative logs	6/3/2016 weekly
G4.MA1	iReady and Topic Assessments	Campbell, Maureen	9/21/2015	Student Data Reports	6/3/2016 quarterly
G4.B1.S1.MA1	Instructional Walkthroughs	Rhodes, Anthony	9/7/2015	Lesson Plans, Student Work	6/3/2016 weekly
G4.B1.S1.MA1	Coach will observe , debrief and plan with teacher.	Campbell, Maureen	9/7/2015	Teacher Lesson Plans and Student Engagement	6/3/2016 weekly
G5.MA1	iReady, Accelerated Reader, Student Work Samples	Gaines, Rhonda	9/21/2015	Diagnostic Reports and profile data	6/3/2016 weekly
G5.B2.S1.MA1	Administrative Walkthroughs, Informal and Formal Observations	Gaines, Rhonda	9/28/2015	Administrative Walkthrough Reflections	6/3/2016 biweekly
G5.B2.S1.MA1	Collaborative Planning and ongoing cycles	Muro, Jamile	9/7/2015	CP agendas, Lesson Plans, Sign in Sheets, and coaching reflection logs	6/3/2016 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. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

G1.B1 Lack of an intentional process where school personnel collectively analyzes student data to monitor students at risk, provide the interventions, and engage resources to intervene.

G1.B1.S1 Implement an aligned and purposeful process of collecting and analyzing student data, to monitor students at risk and develop interventions by engaging our resources.

PD Opportunity 1

EWI Report PD

Facilitator

Terry Thompson

Participants

Entire Faculty

Schedule

On 9/3/2015

PD Opportunity 2

Plasco Trac Core Values / Values Matter

Facilitator

Terry Thompson

Participants

Entire Faculty

Schedule

Daily, from 9/3/2015 to 10/1/2015

G2. To increase student achievement by improving core instruction in Social Science.

G2.B2 Teachers are limited in their pedagogical approach to delivering instruction related to the NGSSS standards.

G2.B2.S1 Provide support to teachers in order to build capacity through coaching cycles, ongoing professional developments and common planning to align the NGSSS-Social Studies and Florida Standards (Reading-RH and Writing-WHST) for Social Studies that leads to student-centered instructional activities in which the STUDENTS demonstrate understanding through quality activities and end in a writing extension aligned to standards.

PD Opportunity 1

Professional Development on specific content area's of growth.

Facilitator

Jamile Muro and Lorette Henderson

Participants

Social Science Department

Schedule

Quarterly, from 9/21/2015 to 6/3/2016

G3. To increase student achievement by improving core instruction in Science.

G3.B3 Lack of scaffolding to lead students to higher order thinking.

G3.B3.S1 Utilize common planning to collaboratively produce daily assessments that are aligned to the test item specifications in both content and rigor.

PD Opportunity 1

Provide professional development for teachers on the creation of aligned lesson assessments.

Facilitator

Peter Gaebler/CSS

Participants

Science Teachers

Schedule

Quarterly, from 9/21/2015 to 6/3/2016

G5. To increase student achievement by improving core instruction in Literacy.

G5.B2 Teachers are limited in their pedagogical approach to delivering instruction related to the new LAFS, Reading, and Writing Standards while engaging in purposeful academic discourse.

G5.B2.S1 Strategic and purposeful common planning, coaching cycles, and ongoing professional development in specific curriculum.

PD Opportunity 1

Provide professional development on strategies for purposeful academic discourse and instructional best practices.

Facilitator

Jamile Muro and Lorette Henderson

Participants

Literacy, Social Science, and Electives

Schedule

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Report Card Conferences	\$0.00
2	G1.B1.S1.A2	Effective Team Meetings	\$0.00
3	G1.B1.S1.A3	EWI Report PD	\$0.00
4	G1.B1.S1.A4	Develop an Indicator / Intervention Mapping Tool focused on ABCs	\$0.00
5	G1.B1.S1.A5	Plasco Trac Core Values / Values Matter	\$0.00
6	G1.B1.S1.A6	Maximize our current partnerships	\$0.00
7	G2.B2.S1.A1	Administration and Literacy Coach will be provided with inserts for each to teacher to have a content specific resource binder. Binders will contain the NGSSS-SS for core content (6th grade World History, 7th grade Civics, and 8th grade US History), Florida Standards (LAFS) for Social Studies (Reading-RH and Writing- WHST), unpacking template for the Florida Standards and Florida Standards Writing rubrics (Argumentation and Informational).	\$0.00
8	G2.B2.S1.A2	Literacy Coach to conduct common planning in order to align the instructional resources, instructional framework and suggested lesson plan template that will be used to generate student-centered instructional activities and writing.	\$0.00
9	G2.B2.S1.A3	Professional Development on specific content area's of growth.	\$0.00
10	G2.B2.S1.A4	Implementation of lesson plans created through planning	\$0.00
11	G2.B2.S1.A5	Administrative walk-throughs to observe for implementation of lessons and if needed, identification of teachers in need of additional support.	\$0.00
12	G2.B2.S1.A6	Administration to debrief with teachers, Literacy Coach, and ETO CSS and/or IS to determine next steps	\$0.00
13	G3.B3.S1.A1	Provide professional development for teachers on the creation of aligned lesson assessments.	\$0.00
14	G3.B3.S1.A2	Teachers will arrive to common planning with the objectives of their lesson and the assessment already completed.	\$0.00
15	G3.B3.S1.A3	During common planning, each grade level group will evaluate the degree to which the rigor of the assessment meets the demands of the item specifications.	\$0.00
16	G3.B3.S1.A4	Teachers will use rigorous assessments (exit slips) on a daily basis.	\$0.00
17	G3.B3.S1.A5	Utilize student exit slips to drive instruction during bellringer/introduction of next class.	\$0.00
18	G4.B1.S1.A1	Facilitate strategic weekly common planning sessions to ensure rigorous lessons/ activities are developed and implemented with fidelity.	\$0.00
19	G4.B1.S1.A2	Provide support for teachers in terms of coaching cycles with two teachers.	\$0.00

Budget Data			
20	G4.B1.S1.A3	Administrative classroom walk through to assess implementation of DO NOW.	\$0.00
21	G5.B2.S1.A1	Provide professional development on strategies for purposeful academic discourse and instructional best practices.	\$0.00
22	G5.B2.S1.A2	Strategic and purpose driven collaborative planning to ensure challenging/rigorous lessons are created with opportunities for purposeful academic discourse.	\$0.00
23	G5.B2.S1.A3	Implementation of challenging/rigorous lessons created during collaborative planning that include purposeful academic discourse to increase student collaboration. .	\$0.00
24	G5.B2.S1.A4	Monitor implementation of challenging/rigorous lessons created during collaborative planning that include purposeful academic discourse to increase student collaboration.	\$0.00
Total:			\$0.00