



## Georgia Jones Ayers Middle School

1331 NW 46TH ST, Miami, FL 33142

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

### School Demographics

|                    |                               |   |
|--------------------|-------------------------------|---|
| <b>School Type</b> | <b>2014-15 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(As Reported on Survey 2) |
| Middle             | Yes                           | 88%   |

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

### School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2014-15</b> | <b>2013-14</b> | <b>2012-13</b> | <b>2011-12</b> |
| <b>Grade</b> | D*             | D              | F              | D              |

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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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                          |
|-------------|-------------------|------------------------------|
| Focus       | 5                 | <a href="#">Gayle Sitter</a> |
| Former F    | Turnaround Status |                              |
| No          |                   |                              |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Georgia Jones-Ayers 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, teachers, and community members actively involved on our students' learning.

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

Georgia Jones-Ayers Middle School provides a stimulating learning environment with a technological orientation across the whole curriculum, which maximizes individual potential and ensures 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**

Georgia Jones-Ayers Middle School builds positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff. We foster an environment that serves all students and aspires to eliminate the achievement gap.

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

Georgia Jones-Ayers Middle School is part of triangular services through Johns Hopkins/Talent Development, Diplomas Now, and City Year. All three entities serve in the main capacity to help raise achievement scores, decrease the dropout rate, and develop the academic, social, emotional, and mental needs of our students. The purpose benefits students, their schools and their communities. For students, this means graduating with a meaningful diploma ready for the future. For our school, it means raising achievement scores and allowing students to grow academically by providing extra adults to help meet students' social and emotional needs. For our community, it means decreased drop-out rates, a better trained workforce and new generation of local leaders; through the utilization of a Program Manager and Coordinator (who oversees the behavioral and academic services with Administrators and Teachers through tracking systems), Talent Development Specialist (Curriculum Specialist who directly supports teachers through coaching and planning), and City Year Corps Members who work alongside students (through specialized tutoring services before, during, and after school); teachers (Professional Development services and planning sessions), and the community (through beautification projects).

##### **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**



Georgia Jones-Ayers Middle School engages our Administration, Parents, Community, Staff, our District and State Curriculum Team, and our triangular services through City Year/Talent Development in order to create robust, progressive disciplinary system. The classroom is the foundation of the school's progressive discipline model. The classroom teacher is responsible for establishing a tone and climate, which allows for high quality instruction and learning to take place. Clear expectations, specific rules and set procedures are articulated and established to enhance positive student behavior. Administrators assist classroom teachers and students as part of the progressive discipline process. The Progressive Discipline Model is discussed at all grade level assemblies at the beginning of the school year and reviewed as deemed necessary throughout each semester. Alternate to suspension centers are used only when other forms of behavior intervention have been unsuccessful or in serious/immediate situations. Furthermore, the Positive Behavior Support initiative helps eliminate challenging behaviors and replace them with prosocial skills through positive reinforcement of desired behaviors.

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

The teachers, staff, and community of Georgia Jones-Ayers Middle School are committed to creating and ensuring a safe, creative, challenging, and fun environment for students to grow and learn. We utilize internal and external resources to be developmentally responsive to the age group we serve. All stakeholders continuously set high expectations for behavior and achievement, as well as learning, as a team, to make certain we are providing the best education possible for our students. The Georgia Jones-Ayers Middle culture is characterized by collaboration and a sense of community among teachers, staff, students, parents and community members, which is a result of continued efforts to seek and utilize stakeholder feedback during EESAC and PTSA meetings, town hall meetings, parent involvement activities and community outreach events. Business and community partners include The Advisory Committee of Liberty City Youth, New Horizons, Girl Power, Youth Empowerment Program, Nonviolent Program, Elevating Word Church, First Investors, Black Nurses Association, and the Urban League, among others.

**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**

Georgia Jones-Ayers Middle School's early warning system includes weekly Early Warning Indicator (EWI) meetings. The STF facilitates a professional learning community where all school stakeholders can discuss students with indicators and develop interventions by grade level. The intervention plans are sent to all stakeholders and monitored to assist the student to get back on track. EWI follow up meetings are held to discuss progress of students and assesses if interventions are working or need to be changed. Every quarter, focus lists produced by STF are developed to identify students with indicators or have become off track. Assessment data is also discussed and analyzed each quarter to provide students with the right intervention based on learning gains and/or losses. The list of early warning indicators includes: attendance, behavior, course performance in language arts and math, interventions per indicator, assessment data including interims, FAIR, ORF, and Florida Standards test scores.

**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     | 22          | 31 | 60 | 113   |
| One or more suspensions         | 21          | 52 | 60 | 133   |
| Course failure in ELA or Math   | 25          | 17 | 15 | 57    |
| Level 1 on statewide assessment | 94          | 82 | 84 | 260   |

**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 | 18          | 28 | 38 | 84    |

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

Parent Conferences are scheduled every Tuesday and Thursday through a grade-level team approach so parents and guardians can dialogue with teachers from all disciplines in a collaborative and collegiate setting.

Student Conferences are held throughout the grading periods to set academic goals, monitor progress and address deficiencies. Conferences may be also be scheduled by guidance counselor or content area instructional coaches.

After and before school tutoring is provided by teachers and mentors.

Positive Behavior Support (PBS) initiatives decrease the need for more intrusive or aversive interventions (i.e., indoor or outdoor suspensions) and prevents the loss of instructional time. School-wide incentives to improve behavior include rewards, treats, events to improve climate, PBS store.

Diplomas Now - Talent Development : Weekly Early Warning Indicator (EWI) Meetings by grade level with all school stakeholders facilitated by School Transformation Facilitator (STF) to discuss students with indicators and propose interventions to move students back on-track, progress monitor interventions and outside resources that provide interventions to students, Global Focus List (Data that includes indicators, interventions, and assessments), Report Card Conferences (after each 9 weeks), progress report conference (after progress reports during 4th 9 weeks).

Diplomas Now - City Year: 10 corp members that provide classroom interventions, morning tutoring, lunch mentoring in attendance/behavior, daily attendance phone calls.

Diplomas Now - Communities In Schools: one on one counseling, check in/check out, referral to outside resources when needed.

PBS, Diplomas Now, administration, counselor work together to create incentives to improve indicators.

**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**

During the 2014-15 school year Georgia Jones-Ayers Middle School will work with the PTSA and Community Involvement Specialist to provide literacy training for parents, arrange parent meetings during different times throughout the day, and attract a variety of parents to become actively involved in their children's education.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The teachers, staff, and community of Georgia Jones-Ayers Middle School are committed to creating and ensuring a safe, creative, challenging, and fun environment for students to grow and learn. We utilize internal and external resources to be developmentally responsive to the age group we serve. All stakeholders continuously set high expectations for behavior and achievement, as well as learning, as a team, to make certain we are providing the best education possible for our students. The Georgia Jones-Ayers Middle School culture is characterized by collaboration and a sense of community among teachers, staff, students, parents and community members, which is a result of continued efforts to seek and utilize stakeholder feedback during EESAC and PTSA meetings, town hall meetings, parent involvement activities and community outreach events. Business and community partners include The Advisory Committee of Liberty City Youth, New Horizons, Girl Power, Youth Empowerment Program, Nonviolent Program, Elevating Word Church, First Investors, Black Nurses Association, and the Urban League, among others.

### **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:**

| <b>Name</b>      | <b>Title</b>        |
|------------------|---------------------|
| Edwards, Bernard | Principal           |
| Allick, Earl     | Assistant Principal |
| Martinez, Iris   | Assistant Principal |

#### **Duties**

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

Georgia Jones-Ayers Middle School's MTSS/Rtl Leadership Team will meet with the Educational Excellence Advisory Council (EESAC) and the principal to discuss and develop the School Improvement Plan. The team will provide assessment data on student's trend data based on identified areas of strengths and weaknesses, instructional interventions based on the Rtl model (Tiers 1-3), instructional approaches to increase rigor, relevance and relationship and professional development needs. The team will also monitor the fidelity of the delivery of instruction and interventions and provide levels of support and interventions to students based on

data. Lastly, the team will discuss the Florida Continuous Improvement Model (F-CIM) to facilitate the systematic approach of aligning curriculum with students' instructional needs.

The Rtl leadership team is an important vehicle in providing:

- Principal - The principal provides a comprehensive assessment plan that includes data-based decision making, assist in identifying early intervention strategies to address academic problems, conducts needs assessment of staff regarding Rtl, ensures the Rtl course of action is implemented by the school-based team, formulates a staff development plan to train teachers in using data for making instructional decisions using the Rtl process, allocates resources to ensure that they are implemented with fidelity to support Rtl implementation and effectively communicates the vision, plans and activities of the Rtl method with parents and stakeholders and allocate the appropriate resources.
  - Assistant Principals- Coordinate efforts to ensure that school site stakeholders are implementing the Rtl model, monitor implementation and intervention support, conducts assessments of Rtl efforts, facilitate adequate professional development to support implementation, ensure commitment and allocate resources and address evidence based interventions to ensure they are implemented with fidelity to support Rtl implementation.
  - Instructional Coaches & Department Chairpersons- Assist with and facilitate professional development, analyze and evaluate student data, identify early intervention strategies, monitor the mastery of skills, implement evidenced-based intervention strategies, develop and evaluate content standards, review curriculum and align it with the standards, monitor teacher effectiveness for the delivery of instruction, identify trend data to determine the greatest needs of improvement and collaborate with staff to implement core, supplemental and intensive instructional and behavioral interventions.
  - School Psychologist: Conducts, interprets and analyzes data to facilitate intervention plans, facilitates data based decisions making and enhances problem solving strategies to promote continuous improvement.
  - Guidance Counselor/Social Worker- Assist with problem solving measures and identifies prevention and early intervention strategies for student success through a collaborative action process, provides training targeted to increase students' performance, collaborates with school staff in developing interventions to address chronic attendance issues, dropout prevention and coordinates and facilitates family access to services in the community to improve the student's academic, social and emotional well-being.
- The team will include additional personnel as resources based on specific challenges or concerns as warranted, such as:
- Teachers from various subject areas
  - Special education personnel
  - School guidance counselor
  - School social worker
  - Community Involvement Specialist

**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**

MTSS/Rtl is an extension of the school's Leadership Team, strategically integrated in order to collectively navigate through problem solving techniques by an ongoing, systematic examination of available data. The

goal of MTSS/Rtl at Georgia Jones-Ayers Middle School is to impact student achievement, school safety, school culture, academics, attendance, student social/emotional behavior, and prevention of student failure through early intervention.

The MTSS/Rtl Leadership Team will hold meetings, and these meetings will be monitored. Using the team

approach, instructional staff members at each grade level have been assigned a specific week each month in

order to address the challenges, issues, and concerns previously mentioned. The meetings will focus on

raising and sustaining student achievement by providing professional development to teachers and support

staff; examining instructional practices that address the targeted needs of our students. The team will engage in the following activities: examine assessment data to make instructional decisions, review professional development plans based on assessment data, review the implementation plans of Tier 1, Tier

2, and Tier3 in order to examine their effectiveness, identify systematic patterns of student needs and implement the appropriate intervention strategies and resources. They will also conduct data chat sessions,

review the ongoing progress monitoring data in each core area, and synthesize what's working, what's not

working, and steps needed to make changes for improvement. The team will also evaluate and identify

students that have mastered skills as well as those students that have the potential to regress, monitor

teacher effectiveness, share "best practices", review curricula, and identify trend data to determine the

greatest needs for improvement. Additionally, the team will maintain communication with staff for input and

feedback as well as create a structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

Title I

Services are provided at Georgia Jones-Ayers Middle School to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday

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

needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and

evaluate school core content standards/ programs; identify and analyze existing literature on scientifically

based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of

student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Migrant

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

#### Title I, Part D

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 II

Georgia Jones-Ayers Middle School uses Title III funds to supplement and enhance the programs for English Language

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

- tutorial programs
  - parent outreach programs
  - professional development on best practices for ESOL and content area teachers
  - coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials

#### Title X- Homeless

Georgia Jones-Ayers Middle School is serviced by Project Upstart, Homeless Children and Youth in Transition. Students receive services upon identification and classification as homeless.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless

children by collaborating with parents, schools, and the community.

- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance and the transportation of homeless students.

- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.
  - Project Upstart provides a homeless sensitivity and awareness campaign to all the schools, each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust, community organization.
  - Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Supplemental Academic Instruction (SAI)  
Georgia Jones-Ayers Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
- Violence Prevention Programs  
Georgia Jones-Ayers Middle School is a Safe and Drug-Free School.
- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and TRUST Specialists.
  - Training and technical assistance for middle school teachers, administrators, counselors, TRUST Specialists  
TRUSTS Specialist focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crisis
- Nutrition Programs
- 1) Georgia Jones-Ayers Middle School 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 will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.  
Curriculum on specific careers is integrated through the Social Studies classes and is geared toward helping middle school students gain a greater understanding of career choices. The school based counselors utilizes the FACTS.org website to assist 7th and 8th grade students in choosing a career at the middle school level.  
Students will also obtain understanding of business and industry workforce requirements by determining what is needed to acquire Ready to Work and other industry certifications.  
Readiness for postsecondary opportunities will strengthen with the integration of academic and career and

technical education components and a coherent sequence of courses.

Other

Georgia Jones-Ayers Middle School is Health Connect School.

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and

a medical home, and provide care for students who are not eligible for other services.

- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.

- HCiOS will enhance the health education activities provided by the schools and by the health department.

HCiOS will assure all students receive health education.

- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality

school health care program.

Allapattah Middle School involves parents in the planning and implementation of the Title I Program and

extend an open invitation to our school's parent resource center or parent area in order to inform parents

regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's

Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual

Meeting; and other documents/activities necessary in order to comply with dissemination and reporting

requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent

Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to

empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement

Monthly

Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as

documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey,

distributed to schools by Title I Administration, is to be completed by parents/families annually in May.

The

Survey's results are to be used to assist with revising our Title I parental documents for the approaching

school year.

### **School Advisory Council (SAC)**

#### **Membership:**



| Name              | Stakeholder Group          |
|-------------------|----------------------------|
| Donald Cole       | Teacher                    |
| Veldreana Oliver  | Teacher                    |
| Kimberly Banks    | Teacher                    |
| Janna Besant      | Teacher                    |
| Mercory Mecury    | Education Support Employee |
| Sophia Rivera     | Education Support Employee |
| Roslyn Johnson    | Parent                     |
| Gerina McGriff    | Parent                     |
| Regina Davis      | Parent                     |
| Dericka Johnson   | Parent                     |
| Kate Allen        | Parent                     |
| Natasha Ervin     | Business/Community         |
| Michele Sweeting  | Business/Community         |
| Magaly Padron     | Business/Community         |
| Betty Wilson      | Business/Community         |
| Darryl Holsendorf | Business/Community         |

### Duties

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

*Evaluation of last year's school improvement plan*

The Educational Excellence School Advisory Council (EESAC) was the sole body responsible for the final decision-making relating to the implementation of the components of the School Improvement Plan. The EESAC's function was to bring together all stakeholders and involve them in authentic roles in decisions which affect instruction and the delivery of programs. EESAC members were actively engaged in the preparation and evaluation of the School Improvement Plan (SIP) as well as its impact on the delivery of the educational program.

*Development of this school improvement plan*

The EESAC Committee will provide feedback and suggestions for the existing SIP during each phase of writing of the draft. The SIP must be improved by a majority vote prior to submittal of each phase (i.e. beginning of year, midyear and end of year).

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

EESAC is responsible for assisting in the preparation and evaluation the school's annual budget. The healthy collaboration of EESAC contributed to stakeholders' participation in school management, financing and organizing of resources, budgeting, and implementation of policies. Therefore, the EESAC directly affected students' academic performance.

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

EESAC funds will be utilized to provide incentives and motivational activities to assist with student achievement during the 2015-16 school year.

**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               |
|-------------------|---------------------|
| Edwards, Bernard  | Principal           |
| Martinez, Iris    | Assistant Principal |
| Allick, Earl      | Assistant Principal |
| Besant, Janna     | Teacher, K-12       |
| Moulton, Samantha | Instructional Coach |
| Stefiuk, Shanina  | Instructional Coach |

**Duties**

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

Literacy teachers expose students to deeper vocabulary through a cyclical process; from understanding the letter formation to then being able to create and read the words until automaticity. Students also learn how to make connections of the words through meaning in text, and apply skills learned through a quick assessment at the end of the week.

Across all disciplines teachers infuse Text-Dependent Writing strategies throughout the year, that will transcend into all core areas, for the purpose of preparing students to be able to write using textual evidence in informational and argumentative formats. These initiatives will provide assistance to all teachers in an effort to increase literacy throughout the curriculum.

**Public and Collaborative Teaching**

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

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Common planning time among teachers is a crucial element in the success of an inclusive school. This planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. Common planning helps teachers maximize the time and resources that they have available. The guidance of instructional coaches and agreed upon protocols during your planning meetings also helps maximize the time teachers plan together. Furthermore, weekly grade-level team meetings also contribute meaningful professional development and implementation.

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

The principal in conjunction with Region/District office consistently recruits highly qualified individuals who are certified in their respective subject areas for open interview positions. The remaining administrative team and leadership team members are responsible for providing on site mentoring activities to assist with retaining these highly qualified individuals. Activities can consist of modeling,

mentoring (provide formally and informally) and bi-weekly meetings to assist individuals with adapting to school culture and climate.

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

Beginning teachers are paired with a mentor teacher preferably within the subject area in which they teach. Mentors volunteer to assist beginning teachers with lesson planning, classroom management strategies and provide instructional guidance on delivery and implementation of lessons. Mentor and Mentee teachers will meet weekly to discuss progress and modify plans accordingly. Administrative support will be provided in areas as deemed necessary.

## **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***

Instructional coaches have worked closely with teachers to provide instructional techniques and recommended activities or learning experiences for students and increase teachers' familiarity with new standards. Common planning has focused on teachers' requisite knowledge base of a wide variety of instructional strategies and understanding of when to use those strategies to meet required standards.

#### **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***

Georgia Jones-Ayers Middle School utilizes data to differentiate instruction and actively work to support the learning of all students. Strategic assessment, thoughtful planning and targeted, and flexible instruction means students have multiple opportunities for taking in information, making sense of ideas, and expressing what they learn. The data sources are FCAT scores, iready assessment scores, Baseline assessments, and topic tests, among others.

***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:** 10,800

Tutoring will be offered before school from 8:00 am - 9:00 am every day from Monday - Friday.

**Strategy Rationale**

Tailored tutoring for the specific academic needs and learning style and interest of targeted group; designed to build a relationship that can be applied through an interdisciplinary approach; designed around flexible scheduling for families.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Martinez, Iris, irismartinez@dadeschools.net

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

Students will be given standard quizzes to track progress on individual standards. Students will track their own data on custom trackers found in their interactive journals.

**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**

During regular team conferences and at transition planning meetings, information about effective instructional strategies, needed modifications and adaptations, positive behavior support strategies, and methods of communication is exchanged. The receiving grade-level teams learn about the strategies that have worked in the past so that precious time is not lost at the beginning of the new school year.

**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**

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

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

**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**

**Needs Assessment**

## Problem Identification

### Data to Support Problem Identification

#### Portfolio Selection

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

#### Data Uploads

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

The following documents were submitted as evidence for this section:

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### Problem Identification Summary

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

### Problem Analysis Summary

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Georgia Jones-Ayers Middle School will increase student achievement by improving core instruction in Literacy, Mathematics, Science, and Social Studies.
- G2.** 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.
- G3.** See Title I PIP

## 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. Georgia Jones-Ayers Middle School will increase student achievement by improving core instruction in Literacy, Mathematics, Science, and Social Studies. 1a**

G073980

**Targets Supported 1b**

| Indicator                      | Annual Target |
|--------------------------------|---------------|
| AMO Math - All Students        | 54.0          |
| AMO Math - African American    | 52.0          |
| AMO Math - Hispanic            | 57.0          |
| AMO Math - ELL                 | 45.0          |
| AMO Math - SWD                 | 48.0          |
| AMO Math - ED                  | 54.0          |
| AMO Reading - All Students     | 56.0          |
| AMO Reading - African American | 56.0          |
| AMO Reading - Hispanic         | 57.0          |
| AMO Reading - ELL              | 46.0          |
| AMO Reading - ED               | 56.0          |
| AMO Reading - SWD              | 50.0          |
| FCAT 2.0 Science Proficiency   | 40.0          |
| CELLA Writing Proficiency      | 25.0          |

**Resources Available to Support the Goal 2**

- Teacher reflection during planning meetings, use of instructional coaching cycles, purposeful and targeted walkthroughs by the administration, school-based professional development, and instructional support from the Division of Academic Support
- 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.
- Social Studies specific professional development that supports standards-based instruction, EDGENUITY, NBC Learn, Discovery Education. For ALL core Social Studies instruction - Online Teacher Edition textbook that includes primary/secondary sources, graphic novels, graphic organizers, assessments, complete lesson plans with appropriate stimuli (political cartoons, tables, charts, graphs, pictures, quotes) and the student edition (online) textbook. In addition, 7th grade Civics need to utilize the 7th grade Civics Test Item Specifications (FLDOE) and Civics Task Cards and tablets.
- Teacher collaboration during common planning, professional development course for ESE training, instructional support from The Exceptional Student Education Office.

**Targeted Barriers to Achieving the Goal 3**

- Literacy teachers are having trouble with purposefully planning within the framework for whole group and differentiated instruction.
- Mathematics teachers are having difficulty implementing Real World Applications of concepts to address the deficiencies of students.
- Students are not getting sufficient time to to practice collaboratively or independently.
- Effective collaborative planning and the lack of rigorous classroom instruction requiring active learning strategies on a daily basis.

- Limited evidence of purposeful lesson planning that includes accommodations to students to optimize student learning as identified in students' individual educational plan.

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

Data from Reading diagnostics, FSA administration, and EOCs will be collected and disaggregated to adjust instruction and measure effectiveness of instruction.

**Person Responsible**

Earl Allick

**Schedule**

Every 2 Months, from 9/21/2015 to 4/25/2016

**Evidence of Completion**

Data chat logs; common planning logs; walkthrough logs.



**G2.** 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

G073981

**Targets Supported** 1b

| Indicator  | Annual Target |
|--|---------------|
| Attendance rate  | 94.0          |
| Attendance Below 90%                                   | 21.0          |
| One or More Suspensions                                | 25.0          |
| Students exhibiting two or more EWS indicators (Total) | 15.0          |
| Course Failures ELA                                    | 3.0           |
| Course Failures Mathematics                            | 6.0           |

**Resources Available to Support the Goal** 2

- Dade Partners District Training for CIS (Community Involvement Specialist) District Training for Support Person Personnel on Attendance PBS Coach, Guidance Counselor, Diplomas Now, Communities in School, City Year Gang Alternative (City of Miami Police Department) GREAT Program (City of Miami Police Department) 100 Black Men Mentoring Initiative Guitars Over Guns
- City Year: Corp members provide interventions to students according to FAIR testing.
- Communities In Schools: provides one on one counseling and referral to outside resources to needy students.

**Targeted Barriers to Achieving the Goal** 3

- Truancy rates negatively affect academic performance.

**Plan to Monitor Progress Toward G2.** 8

Administration will review EWS data to determine gains in each indicator.

**Person Responsible**

Earl Allick

**Schedule**

Monthly, from 9/21/2014 to 5/18/2016

**Evidence of Completion**

Attendance, behavior and academic trackers; progress reports; data chat reports.

**G3.** See Title I PIP 1a

G073982

**Targets Supported** 1b

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

**Resources Available to Support the Goal** 2

**Targeted Barriers to Achieving the Goal** 3

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** Georgia Jones-Ayers Middle School will increase student achievement by improving core instruction in Literacy, Mathematics, Science, and Social Studies. **1**

 G073980

**G1.B1** Literacy teachers are having trouble with purposefully planning within the framework for whole group and differentiated instruction. **2**

 B193192

**G1.B1.S1** Through professional development, collaborative planning and coaching cycles, teachers will plan purposefully for lessons in both whole group and differentiated instruction that is data-driven and scaffolded with the end in mind. **4**

 S204700

### Strategy Rationale

Use the Florida Standards when planning for and delivering instruction.

### Action Step 1 **5**

Conduct ongoing professional development and collaborative planning sessions, which focus on planning with the end in mind for whole group and differentiated instruction.

#### Person Responsible

Iris Martinez

#### Schedule

Biweekly, from 9/21/2015 to 11/13/2015

#### Evidence of Completion

PD Agenda; Common Planning Products; Walkthroughs

## Action Step 2 5

Support teachers through coaching cycles that focus on aligned backwards planning.

### **Person Responsible**

Iris Martinez

### **Schedule**

Weekly, from 9/21/2015 to 11/13/2015

### **Evidence of Completion**

PD Agenda; Common Planning Products; Walkthroughs; Coaching Cycle Reflections

## Action Step 3 5

Administrative walkthroughs to observe and gather evidence of purposefully planning within the literacy framework.

### **Person Responsible**

Iris Martinez

### **Schedule**

Weekly, from 9/21/2015 to 11/13/2015

### **Evidence of Completion**

Walkthrough logs

## Action Step 4 5

Conduct ongoing professional development and collaborative planning sessions, which focus on focused and purposefully planning within the differentiated instruction framework in both Reading and Language Arts.

### **Person Responsible**

Iris Martinez

### **Schedule**

Weekly, from 9/21/2015 to 11/13/2015

### **Evidence of Completion**

Lesson Plans, Student products

**Action Step 5** 5

Support teachers through coaching cycles that focus on planning and implementing for differentiated instruction.

**Person Responsible**

Iris Martinez

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

PD Agenda; Common Planning Products; Walkthroughs; Coaching Cycle Reflections

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

Instructional Coach and administrators will monitor alignment of lessons and quality of delivery through weekly walkthroughs.

**Person Responsible**

Iris Martinez

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Common planning logs and walkthrough logs

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

Determine effectiveness of instruction through student end products and data analysis.

**Person Responsible**

Iris Martinez


**Schedule**

Biweekly, from 9/21/2015 to 11/26/2015

**Evidence of Completion**

Common planning logs, data chats

**G1.B2** Mathematics teachers are having difficulty implementing Real World Applications of concepts to address the deficiencies of students. 2

 B193193

**G1.B2.S1** The utilization of word problems that feature "real world" scenarios such as those presented by researcher Dan Myers, to help foster relevant connections to authentic situations. 4

 S204701

### **Strategy Rationale**

Higher order thinking must be linked to rigor and relevance.

### **Action Step 1** 5

Provide professional development that focuses on the planning and implementation of Real World Applications in the classroom that meets the needs of all learners.

#### **Person Responsible**

Earl Allick

#### **Schedule**

Monthly, from 9/21/2015 to 11/13/2015

#### **Evidence of Completion**

PD Agenda; Common Planning Products; Walkthroughs / Observations

### **Action Step 2** 5

Implement coaching cycles that focuses on in class utility of real world scenarios that target the standards utilizing student data.

#### **Person Responsible**

Earl Allick

#### **Schedule**

Biweekly, from 9/21/2015 to 11/13/2015

#### **Evidence of Completion**

PD Agenda; Common Planning Products; Walkthroughs / Observations; Coaching Cycle Reflections

**Action Step 3** 5

Provide professional development that focuses on the implementation of scenario based questions.

**Person Responsible**

Earl Allick

**Schedule**

Biweekly, from 9/21/2015 to 11/13/2015

***Evidence of Completion***

PD Agenda; Common Planning Products; Walkthroughs / Observations

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

Administration will monitor implementation through classroom walkthroughs and data analysis.

**Person Responsible**

Earl Allick

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

***Evidence of Completion***

Lesson plans, student end products, data analysis

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

Administration will monitor effectiveness through classroom walkthroughs and data analysis.

**Person Responsible**

Earl Allick

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

***Evidence of Completion***

Lesson plans, student end products, data chats

**G1.B3** Students are not getting sufficient time to to practice collaboratively or independently. 2

B193194

**G1.B3.S1** Establish common planning focus on the guided / independent practice portion of lesson plans. 4

S204702

**Strategy Rationale**

Plan for and deliver instruction that is based on the standards and/or specific Science FCAT 2.0 test items. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

**Action Step 1** 5

Teachers will establish a culture of "learning by doing" in their classrooms by ensuring students engage in a minimum of 30 minutes of practice in each lesson.

**Person Responsible**

Earl Allick

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Teachers have allotted a minimum of 30 minutes of their lesson plans to independent and guided practice. Upon observation, students are engaged in collaborative or independent activity for at least 30 minutes of the lesson.

**Action Step 2** 5

Teachers will come to common planning with a draft of their exit slip and independent practice activity.

**Person Responsible**

Earl Allick

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Teachers arrive to each common planning with a draft of their exit slip and independent practice activity.

### Action Step 3 5

Teachers will collaborate to share the the lesson components with which they arrive. Grade level teams will decide on a final version for their exit slip and independent practice.

#### **Person Responsible**

Earl Allick

#### **Schedule**

Weekly, from 9/21/2015 to 11/13/2015

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

Aligned teacher resources, independent practice activities and assessments.

### Action Step 4 5

Common planning facilitator will review the drafts / final products to give a second opinion on the overall alignment, rigor and quality of the exit slips and independent practice.

#### **Person Responsible**

Earl Allick

#### **Schedule**

Weekly, from 9/21/2015 to 11/13/2015

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

Practice / exit slips are aligned to the item specifications in both rigor and content.

### Action Step 5 5

Teachers will collaboratively create "I do" lesson resources that scaffold information to allow students to develop the skills needed to complete the practice / assessment.

#### **Person Responsible**

Earl Allick

#### **Schedule**

Weekly, from 9/21/2015 to 11/13/2015

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

Aligned teacher resources.



**Action Step 6** 5

Monitor that ample time is allotted for guided / independent practice during daily lessons.

**Person Responsible**

Earl Allick

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Weekly classroom observations.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Monitor fidelity of implementation of the common planning products through classroom observation and review of student work products.

**Person Responsible**

Earl Allick

**Schedule**

Daily, from 9/21/2015 to 11/14/2015

**Evidence of Completion**

Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

**Person Responsible**

Earl Allick


**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning

**G1.B4** Effective collaborative planning and the lack of rigorous classroom instruction requiring active learning strategies on a daily basis. **2**

 B193195

**G1.B4.S1** Provide support to Administration, Literacy Coach and teachers in order to build capacity that supports common planning to align the NGSSS-Social Studies and Florida Standards (Reading-RH and Writing-WHST) for Social Studies. Expectation from common planning is the lesson plans are student-centered with instructional activities in which the STUDENTS demonstrate understanding through quality activities and end in a writing extension aligned to current standards. **4**

 S204703

### **Strategy Rationale**

Student-centered learning will foster understanding and propel student achievement.

### **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), Social Studies Instructional Framework, suggested lesson plan template with gradual release of responsibility model (GRRM).

#### **Person Responsible**

Iris Martinez

#### **Schedule**

On 11/13/2015

#### **Evidence of Completion**

Teachers receive Resource Binders

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

Plan for a common planning that includes an itemized agenda using the Social Studies Instructional Framework, suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) and expected outcomes.

#### **Person Responsible**

Iris Martinez

#### **Schedule**

Weekly, from 9/21/2015 to 11/13/2015

#### **Evidence of Completion**

Itemized Agenda

### Action Step 3 5

Conduct common planning, according to agenda, in order to align the instructional resources, instructional framework and suggested lesson plan template to generate student-centered instructional activities and writing.

**Person Responsible**

Iris Martinez

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

***Evidence of Completion***

Lesson Plans

### Action Step 4 5

Implementation of lesson plans created through planning

**Person Responsible**

Iris Martinez

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

***Evidence of Completion***

Executed plans

### Action Step 5 5

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

**Person Responsible**

Iris Martinez

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

***Evidence of Completion***

Walk-through Notes

**Action Step 6** 5

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

**Person Responsible**

Iris Martinez

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

***Evidence of Completion***

Debriefed Notes

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

Administration will monitor fidelity through classroom walkthroughs and data analysis.

**Person Responsible**

Iris Martinez

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

***Evidence of Completion***

Lesson plans, student end products, data chats

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

Administration will monitor effectiveness through classroom walkthroughs and data analysis.

**Person Responsible**

Iris Martinez

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

***Evidence of Completion***

Lesson plans, student end products, data chats

**G1.B5** Limited evidence of purposeful lesson planning that includes accommodations to students to optimize student learning as identified in students' individual educational plan. 2

 B193196

**G1.B5.S1** Assist teachers during common planning with purposeful lesson planning that incorporates strategies to address individualized students' accommodation as identified in students' individual educational plan. 4

 S204704

### Strategy Rationale

Implement the an instructional framework to support students through targeted differentiated instruction.

### Action Step 1 5

Introduce the action plan to faculty and staff

#### Person Responsible

Earl Allick

#### Schedule

On 11/13/2015

#### Evidence of Completion

Professional development rosters, Professional development deliverables (PD presentation, handouts, materials)

### Action Step 2 5

During common planning teachers will create meaningful lessons using the backward planning model and including accomodation to address students' educational needs.

#### Person Responsible

Earl Allick

#### Schedule

Weekly, from 9/21/2015 to 11/13/2015

#### Evidence of Completion

Common Planning rosters, Detailed lesson plans

### Action Step 3 5

PBS Coach and BMT support will actively participate in common planning sessions to assist general education teachers and ESE teachers with the implementation of specific accommodations to maximize students' learning.

**Person Responsible**

Earl Allick

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Common planning agenda, lesson plans, student work

### Action Step 4 5

Teachers will implement lessons created during common planning sessions

**Person Responsible**

Earl Allick

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Classroom Observations, student work, lesson plan

### Action Step 5 5

Monitor the implementation of purposeful lessons that infuse specific student accommodations as identified in IEP

**Person Responsible**

Earl Allick

**Schedule**

Biweekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Classroom Observations, student work, lesson plan

**Action Step 6** 5

Provide professional development on effective IEP writing to the entire faculty

**Person Responsible**

Earl Allick

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Professional development rosters, Professional development deliverables (PD presentation, handouts, materials)

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Monitor fidelity of implementation of the common planning products through classroom observation and review of student work products.

**Person Responsible**

Earl Allick

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

**Person Responsible**

Earl Allick

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning

**G2.** 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

G073981

**G2.B1** Truancy rates negatively affect academic performance. 2

B193197

**G2.B1.S1** Bridging families and the community to improve student truancy. 4

S204705

### Strategy Rationale

Student follow-up of interventions to observe effectiveness from improved indicators and monitoring of outside resources will lower student indicators.

### Action Step 1 5

Identify chronic offenders, assess them individually, and refer to appropriate services.

#### Person Responsible

Earl Allick

#### Schedule

Weekly, from 9/21/2015 to 5/19/2016

#### Evidence of Completion

Intervention Action plans/Global focus list; 1% increase in school-wide attendance

### Action Step 2 5

Provide students with the opportunity to express their opinions and contribute to the operation of school.

#### Person Responsible

Earl Allick

#### Schedule

Weekly, from 9/21/2015 to 11/13/2015

#### Evidence of Completion

School-Wide Behavior Expectations



**Action Step 3** 5

Work with teachers to improve school culture through their instructional program

**Person Responsible**

Earl Allick

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

In-class system to exhibit and promote positive behavior

**Action Step 4** 5

Maximize current partnerships

**Person Responsible**

Earl Allick

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Log of students receiving wrap-around services

**Action Step 5** 5

Report Card Conferences

**Person Responsible**

Earl Allick

**Schedule**

Quarterly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Report Card Conference Log Sheet

**Action Step 6** 5

Grade Level Team/EWI Meetings

**Person Responsible**

Iris Martinez

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Agendas and Sign-in Sheets

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administration will monitor attendance rates and implementation of strategies.

**Person Responsible**

Earl Allick

**Schedule**

Biweekly, from 9/21/2015 to 11/13/2015

**Evidence of Completion**

Sign in sheets, reflection sheets, agency reports, student surveys

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Administration will monitor attendance reports and implementation of strategies.

**Person Responsible**

Earl Allick

**Schedule**

Monthly, from 9/21/2015 to 5/18/2016

**Evidence of Completion**

Sign in sheets, teacher reflections, data trackers.

**Appendix 1: Implementation Timeline**

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

**Dade - 6011 - Georgia Jones Ayers Middle School - 2015-16 SIP**  
*Georgia Jones Ayers Middle School*

| 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 | Conduct ongoing professional development and collaborative planning sessions, which focus on planning with the end in mind for whole group and differentiated instruction.  | Martinez, Iris | 9/21/2015                     | PD Agenda; Common Planning Products; Walkthroughs   | 11/13/2015<br>biweekly |
| G1.B2.S1.A1 | Provide professional development that focuses on the planning and implementation of Real World Applications in the classroom that meets the needs of all learners.  | Allick, Earl   | 9/21/2015                     | PD Agenda; Common Planning Products; Walkthroughs / Observations  | 11/13/2015<br>monthly  |
| G1.B3.S1.A1 | Teachers will establish a culture of "learning by doing" in their classrooms by ensuring students engage in a minimum of 30 minutes of practice in each lesson.   | Allick, Earl   | 9/21/2015                     | Teachers have allotted a minimum of 30 minutes of their lesson plans to independent and guided practice. Upon observation, students are engaged in collaborative or independent activity for at least 30 minutes of the lesson. | 11/13/2015<br>weekly   |
| G1.B4.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), Social Studies Instructional Framework, suggested lesson plan template with gradual release of responsibility model (GRRM). | Martinez, Iris | 9/21/2015                     | Teachers receive Resource Binders   | 11/13/2015<br>one-time |
| G1.B5.S1.A1 | Introduce the action plan to faculty and staff  | Allick, Earl   | 9/21/2015                     | Professional development rosters, Professional development deliverables (PD presentation, handouts, materials)  | 11/13/2015<br>one-time |
| G2.B1.S1.A1 | Identify chronic offenders, assess them individually, and refer to appropriate services.  | Allick, Earl   | 9/21/2015                     | Intervention Action plans/Global focus list; 1% increase in school-wide attendance  | 5/19/2016<br>weekly    |
| G1.B1.S1.A2 | Support teachers through coaching cycles that focus on aligned backwards planning.  | Martinez, Iris | 9/21/2015                     | PD Agenda; Common Planning Products; Walkthroughs; Coaching Cycle Reflections   | 11/13/2015<br>weekly   |
| G1.B2.S1.A2 | Implement coaching cycles that focuses on in class utility of real world scenarios that target the standards utilizing student data.  | Allick, Earl   | 9/21/2015                     | PD Agenda; Common Planning Products; Walkthroughs / Observations; Coaching Cycle Reflections  | 11/13/2015<br>biweekly |
| G1.B3.S1.A2 | Teachers will come to common planning with a draft of their exit slip and independent practice activity.  | Allick, Earl   | 9/21/2015                     | Teachers arrive to each common planning with a draft of their exit slip and independent practice activity.  | 11/13/2015<br>weekly   |
| G1.B4.S1.A2 | Plan for a common planning that includes an itemized agenda using the Social Studies Instructional Framework, suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) and expected outcomes.   | Martinez, Iris | 9/21/2015                     | Itemized Agenda   | 11/13/2015<br>weekly   |
| G1.B5.S1.A2 | During common planning teachers will create meaningful lessons using the backward planning model and including accomodation to address students' educational needs.   | Allick, Earl   | 9/21/2015                     | Common Planning rosters, Detailed lesson plans  | 11/13/2015<br>weekly   |

**Dade - 6011 - Georgia Jones Ayers Middle School - 2015-16 SIP**  
*Georgia Jones Ayers Middle School*

| Source      | Task, Action Step or Monitoring Activity   | Who            | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/End Date   |
|-------------|--|----------------|-------------------------------|---|---------------------|
| G2.B1.S1.A2 | Provide students with the opportunity to express their opinions and contribute to the operation of school.   | Allick, Earl   | 9/21/2015                     | School-Wide Behavior Expectations   | 11/13/2015 weekly   |
| G1.B1.S1.A3 | Administrative walkthroughs to observe and gather evidence of purposefully planning within the literacy framework.   | Martinez, Iris | 9/21/2015                     | Walkthrough logs  | 11/13/2015 weekly   |
| G1.B2.S1.A3 | Provide professional development that focuses on the implementation of scenario based questions.   | Allick, Earl   | 9/21/2015                     | PD Agenda; Common Planning Products; Walkthroughs / Observations                        | 11/13/2015 biweekly |
| G1.B3.S1.A3 | Teachers will collaborate to share the the lesson components with which they arrive. Grade level teams will decide on a final version for their exit slip and independent practice.  | Allick, Earl   | 9/21/2015                     | Aligned teacher resources, independent practice activities and assessments.             | 11/13/2015 weekly   |
| G1.B4.S1.A3 | Conduct common planning, according to agenda, in order to align the instructional resources, instructional framework and suggested lesson plan template to generate student-centered instructional activities and writing. | Martinez, Iris | 9/21/2015                     | Lesson Plans  | 11/13/2015 weekly   |
| G1.B5.S1.A3 | PBS Coach and BMT support will actively participate in common planning sessions to assist general education teachers and ESE teachers with the implementation of specific accomodatgions to maximize students' learning.   | Allick, Earl   | 9/21/2015                     | Common planning agenda, lesson plans, student work                                      | 11/13/2015 weekly   |
| G2.B1.S1.A3 | Work with teachers to improve school culture through their instructional program   | Allick, Earl   | 9/21/2015                     | In-class system to exhibit and promote positive behavior                                | 11/13/2015 weekly   |
| G1.B1.S1.A4 | Conduct ongoing professional development and collaborative planning sessions, which focus on focused and purposefully planning within the differentiated instruction framework in both Reading and Language Arts.          | Martinez, Iris | 9/21/2015                     | Lesson Plans, Student products  | 11/13/2015 weekly   |
| G1.B3.S1.A4 | Common planning facilitator will review the drafts / final products to give a second opinion on the overall alignment, rigor and quality of the exit slips and independent practice.                                       | Allick, Earl   | 9/21/2015                     | Practice / exit slips are aligned to the item specifications in both rigor and content. | 11/13/2015 weekly   |
| G1.B4.S1.A4 | Implementation of lesson plans created through planning  | Martinez, Iris | 9/21/2015                     | Executed plans  | 11/13/2015 weekly   |
| G1.B5.S1.A4 | Teachers will implement lessons created during common planning sessions  | Allick, Earl   | 9/21/2015                     | Classroom Observations, student work, lesson plan                                       | 11/13/2015 weekly   |
| G2.B1.S1.A4 | Maximize current partnerships  | Allick, Earl   | 9/21/2015                     | Log of students receiving wrap-around services  | 11/13/2015 weekly   |
| G1.B1.S1.A5 | Support teachers through coaching cycles that focus on planning and implementing for differentiated instruction.   | Martinez, Iris | 9/21/2015                     | PD Agenda; Common Planning Products; Walkthroughs; Coaching Cycle Reflections           | 11/13/2015 weekly   |
| G1.B3.S1.A5 | Teachers will collaboratively create "I do" lesson resources that scaffold information to allow students to develop the skills needed to complete the practice / assessment.   | Allick, Earl   | 9/21/2015                     | Aligned teacher resources.  | 11/13/2015 weekly   |
| G1.B4.S1.A5 | Administrative walk-through to observe for implementation of lessons and if  | Martinez, Iris | 9/21/2015                     | Walk-through Notes  | 11/13/2015 weekly   |

**Dade - 6011 - Georgia Jones Ayers Middle School - 2015-16 SIP**  
*Georgia Jones Ayers Middle School*

| Source       | Task, Action Step or Monitoring Activity  | Who            | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date        |
|--------------|---|----------------|-------------------------------|--|--------------------------|
|              | needed, identification of teachers in need of additional support.   |                |                               |  |                          |
| G1.B5.S1.A5  | Monitor the implementation of purposeful lessons that infuse specific student accommodations as identified in IEP   | Allick, Earl   | 9/21/2015                     | Classroom Observations, student work, lesson plan  | 11/13/2015 biweekly      |
| G2.B1.S1.A5  | Report Card Conferences   | Allick, Earl   | 9/21/2015                     | Report Card Conference Log Sheet   | 11/13/2015 quarterly     |
| G1.B3.S1.A6  | Monitor that ample time is allotted for guided / independent practice during daily lessons.   | Allick, Earl   | 9/21/2015                     | Weekly classroom observations.   | 11/13/2015 weekly        |
| G1.B4.S1.A6  | Administration to debrief with teachers, Literacy Coach, and ETO CSS and/or IS to determine next steps.   | Martinez, Iris | 9/21/2015                     | Debriefed Notes  | 11/13/2015 weekly        |
| G1.B5.S1.A6  | Provide professional development on effective IEP writing to the entire faculty   | Allick, Earl   | 9/21/2015                     | Professional development rosters, Professional development deliverables (PD presentation, handouts, materials) | 11/13/2015 weekly        |
| G2.B1.S1.A6  | Grade Level Team/EWI Meetings   | Martinez, Iris | 9/21/2015                     | Agendas and Sign-in Sheets   | 11/13/2015 weekly        |
| G1.MA1       | Data from Reading diagnostics, FSA administration, and EOCs will be collected and disaggregated to adjust instruction and measure effectiveness of instruction. | Allick, Earl   | 9/21/2015                     | Data chat logs; common planning logs; walkthrough logs.  | 4/25/2016 every-2-months |
| G1.B1.S1.MA1 | Determine effectiveness of instruction through student end products and data analysis.  | Martinez, Iris | 9/21/2015                     | Common planning logs, data chats   | 11/26/2015 biweekly      |
| G1.B1.S1.MA1 | Instructional Coach and administrators will monitor alignment of lessons and quality of delivery through weekly walkthroughs.                                   | Martinez, Iris | 9/21/2015                     | Common planning logs and walkthrough logs  | 11/13/2015 weekly        |
| G1.B2.S1.MA1 | Administration will monitor effectiveness through classroom walkthroughs and data analysis.   | Allick, Earl   | 9/21/2015                     | Lesson plans, student end products, data chats   | 11/13/2015 weekly        |
| G1.B2.S1.MA1 | Administration will monitor implementation through classroom walkthroughs and data analysis.  | Allick, Earl   | 9/21/2015                     | Lesson plans, student end products, data analysis  | 11/13/2015 weekly        |
| G1.B3.S1.MA1 | Ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.          | Allick, Earl   | 9/21/2015                     | Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning | 11/13/2015 weekly        |
| G1.B3.S1.MA1 | Monitor fidelity of implementation of the common planning products through classroom observation and review of student work products.                           | Allick, Earl   | 9/21/2015                     | Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning | 11/14/2015 daily         |
| G1.B4.S1.MA1 | Administration will monitor effectiveness through classroom walkthroughs and data analysis.   | Martinez, Iris | 9/21/2015                     | Lesson plans, student end products, data chats   | 11/13/2015 weekly        |
| G1.B4.S1.MA1 | Administration will monitor fidelity through classroom walkthroughs and data analysis.  | Martinez, Iris | 9/21/2015                     | Lesson plans, student end products, data chats   | 11/13/2015 weekly        |
| G1.B5.S1.MA1 | Ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.          | Allick, Earl   | 9/21/2015                     | Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning                      | 11/13/2015 weekly        |
| G1.B5.S1.MA1 | Monitor fidelity of implementation of the common planning products through classroom observation and review of student work products.                           | Allick, Earl   | 9/21/2015                     | Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning                      | 11/13/2015 weekly        |

| Source       | Task, Action Step or Monitoring Activity   | Who          | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date      |
|--------------|--|--------------|-------------------------------|--|------------------------|
| G2.MA1       | Administration will review EWS data to determine gains in each indicator.        | Allick, Earl | 9/21/2014                     | Attendance, behavior and academic trackers; progress reports; data chat reports. | 5/18/2016<br>monthly   |
| G2.B1.S1.MA1 | Administration will monitor attendance reports and implementation of strategies. | Allick, Earl | 9/21/2015                     | Sign in sheets, teacher reflections, data trackers.                              | 5/18/2016<br>monthly   |
| G2.B1.S1.MA1 | Administration will monitor attendance rates and implementation of strategies.   | Allick, Earl | 9/21/2015                     | Sign in sheets, reflection sheets, agency reports, student surveys               | 11/13/2015<br>biweekly |

## 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.** Georgia Jones-Ayers Middle School will increase student achievement by improving core instruction in Literacy, Mathematics, Science, and Social Studies.

**G1.B1** Literacy teachers are having trouble with purposefully planning within the framework for whole group and differentiated instruction.

**G1.B1.S1** Through professional development, collaborative planning and coaching cycles, teachers will plan purposefully for lessons in both whole group and differentiated instruction that is data-driven and scaffolded with the end in mind.

### PD Opportunity 1

Conduct ongoing professional development and collaborative planning sessions, which focus on planning with the end in mind for whole group and differentiated instruction.

#### Facilitator

Shanina Stefiuk

#### Participants

Literacy Teachers

#### Schedule

Biweekly, from 9/21/2015 to 11/13/2015

### PD Opportunity 2

Conduct ongoing professional development and collaborative planning sessions, which focus on focused and purposefully planning within the differentiated instruction framework in both Reading and Language Arts.

#### Facilitator

Samantha Moulton

#### Participants

Literacy teachers

#### Schedule

Weekly, from 9/21/2015 to 11/13/2015

**G1.B2** Mathematics teachers are having difficulty implementing Real World Applications of concepts to address the deficiencies of students.

**G1.B2.S1** The utilization of word problems that feature "real world" scenarios such as those presented by researcher Dan Myers, to help foster relevant connections to authentic situations.

**PD Opportunity 1**

Provide professional development that focuses on the planning and implementation of Real World Applications in the classroom that meets the needs of all learners.

**Facilitator**

Yvette Rossel

**Participants**

Mathematics Teachers

**Schedule**

Monthly, from 9/21/2015 to 11/13/2015

**PD Opportunity 2**

Provide professional development that focuses on the implementation of scenario based questions.

**Facilitator**

Yvette Rossel

**Participants**

Mathematics teacher

**Schedule**

Biweekly, from 9/21/2015 to 11/13/2015



**G1.B5** Limited evidence of purposeful lesson planning that includes accommodations to students to optimize student learning as identified in students' individual educational plan.

**G1.B5.S1** Assist teachers during common planning with purposeful lesson planning that incorporates strategies to address individualized students' accommodation as identified in students' individual educational plan.

**PD Opportunity 1**

Introduce the action plan to faculty and staff

**Facilitator**

Towanda Seabrook

**Participants**

Faculty

**Schedule**

On 11/13/2015

**PD Opportunity 2**

Provide professional development on effective IEP writing to the entire faculty

**Facilitator**

Towanda Seabrook

**Participants**

Faculty

**Schedule**

Weekly, from 9/21/2015 to 11/13/2015

**G2.** 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.B1** Truancy rates negatively affect academic performance.

**G2.B1.S1** Bridging families and the community to improve student truancy.

**PD Opportunity 1**

Identify chronic offenders, assess them individually, and refer to appropriate services.

**Facilitator**

Genevieve Amaris, STF

**Participants**

Faculty and Staff

**Schedule**

Weekly, from 9/21/2015 to 5/19/2016

## 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 | <b>Conduct ongoing professional development and collaborative planning sessions, which focus on planning with the end in mind for whole group and differentiated instruction.</b>  |  |                          |     | <b>\$3,000.00</b> |
|    | Function    | Object   | Budget Focus                             | Funding Source           | FTE | 2015-16           |
|    |             |  | 6011 - Georgia Jones Ayers Middle School | School Improvement Funds |     | \$3,000.00        |
| 2  | G1.B1.S1.A2 | <b>Support teachers through coaching cycles that focus on aligned backwards planning.</b>  |  |                          |     | <b>\$0.00</b>     |
| 3  | G1.B1.S1.A3 | <b>Administrative walkthroughs to observe and gather evidence of purposefully planning within the literacy framework.</b>  |  |                          |     | <b>\$0.00</b>     |
| 4  | G1.B1.S1.A4 | <b>Conduct ongoing professional development and collaborative planning sessions, which focus on focused and purposefully planning within the differentiated instruction framework in both Reading and Language Arts.</b> |  |                          |     | <b>\$0.00</b>     |
| 5  | G1.B1.S1.A5 | <b>Support teachers through coaching cycles that focus on planning and implementing for differentiated instruction.</b>  |  |                          |     | <b>\$0.00</b>     |
| 6  | G1.B2.S1.A1 | <b>Provide professional development that focuses on the planning and implementation of Real World Applications in the classroom that meets the needs of all learners.</b>  |  |                          |     | <b>\$0.00</b>     |
| 7  | G1.B2.S1.A2 | <b>Implement coaching cycles that focuses on in class utility of real world scenarios that target the standards utilizing student data.</b>  |  |                          |     | <b>\$0.00</b>     |
| 8  | G1.B2.S1.A3 | <b>Provide professional development that focuses on the implementation of scenario based questions.</b>  |  |                          |     | <b>\$0.00</b>     |
| 9  | G1.B3.S1.A1 | <b>Teachers will establish a culture of "learning by doing" in their classrooms by ensuring students engage in a minimum of 30 minutes of practice in each lesson.</b>   |  |                          |     | <b>\$0.00</b>     |
|    | Function    | Object   | Budget Focus                             | Funding Source           | FTE | 2015-16           |
|    |             |  | 6011 - Georgia Jones Ayers Middle School |                          |     | \$0.00            |
| 10 | G1.B3.S1.A2 | <b>Teachers will come to common planning with a draft of their exit slip and independent practice activity.</b>  |  |                          |     | <b>\$0.00</b>     |
| 11 | G1.B3.S1.A3 | <b>Teachers will collaborate to share the the lesson components with which they arrive. Grade level teams will decide on a final version for their exit slip and independent practice.</b>                               |  |                          |     | <b>\$0.00</b>     |

## Budget Data

|    |             |   |        |
|----|-------------|---|--------|
| 12 | G1.B3.S1.A4 | Common planning facilitator will review the drafts / final products to give a second opinion on the overall alignment, rigor and quality of the exit slips and independent practice.  | \$0.00 |
| 13 | G1.B3.S1.A5 | Teachers will collaboratively create "I do" lesson resources that scaffold information to allow students to develop the skills needed to complete the practice / assessment.  | \$0.00 |
| 14 | G1.B3.S1.A6 | Monitor that ample time is allotted for guided / independent practice during daily lessons.   | \$0.00 |
| 15 | G1.B4.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), Social Studies Instructional Framework, suggested lesson plan template with gradual release of responsibility model (GRRM). | \$0.00 |
| 16 | G1.B4.S1.A2 | Plan for a common planning that includes an itemized agenda using the Social Studies Instructional Framework, suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) and expected outcomes.   | \$0.00 |
| 17 | G1.B4.S1.A3 | Conduct common planning, according to agenda, in order to align the instructional resources, instructional framework and suggested lesson plan template to generate student-centered instructional activities and writing.  | \$0.00 |
| 18 | G1.B4.S1.A4 | Implementation of lesson plans created through planning   | \$0.00 |
| 19 | G1.B4.S1.A5 | Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.   | \$0.00 |
| 20 | G1.B4.S1.A6 | Administration to debrief with teachers, Literacy Coach, and ETO CSS and/or IS to determine next steps.   | \$0.00 |
| 21 | G1.B5.S1.A1 | Introduce the action plan to faculty and staff  | \$0.00 |
| 22 | G1.B5.S1.A2 | During common planning teachers will create meaningful lessons using the backward planning model and including accomodation to address students' educational needs.   | \$0.00 |
| 23 | G1.B5.S1.A3 | PBS Coach and BMT support will actively participate in common planning sessions to assist general education teachers and ESE teachers with the implementation of specific accomodatgions to maximize students' learning.  | \$0.00 |
| 24 | G1.B5.S1.A4 | Teachers will implement lessons created during common planning sessions   | \$0.00 |
| 25 | G1.B5.S1.A5 | Monitor the implementation of purposeful lessons that infuse specific student accomodations as identified in IEP  | \$0.00 |
| 26 | G1.B5.S1.A6 | Provide professional development on effective IEP writing to the entire faculty   | \$0.00 |
| 27 | G2.B1.S1.A1 | Identify chronic offenders, assess them individually, and refer to appropriate services.  | \$0.00 |

### Budget Data

|               |             |  |                   |
|---------------|-------------|--|-------------------|
| 28            | G2.B1.S1.A2 | Provide students with the opportunity to express their opinions and contribute to the operation of school. | \$0.00            |
| 29            | G2.B1.S1.A3 | Work with teachers to improve school culture through their instructional program                           | \$0.00            |
| 30            | G2.B1.S1.A4 | Maximize current partnerships  | \$0.00            |
| 31            | G2.B1.S1.A5 | Report Card Conferences  | \$0.00            |
| 32            | G2.B1.S1.A6 | Grade Level Team/EWI Meetings  | \$0.00            |
| <b>Total:</b> |             |  | <b>\$3,000.00</b> |