

Miami-Dade County Public Schools

Lamar Louise Curry Middle School



2016-17 Schoolwide Improvement Plan

Lamar Louise Curry Middle School

15750 SW 47TH ST, Miami, FL 33185

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lamar Louise Curry Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission at Lamar Louise Curry Middle School is to ensure that our students will continue to move forward towards bridging any academic gap while instilling success through character development in a safe and healthy environment. We foresee our students as imminent adults, who will not only set encouraging examples for others, but also offer technologically multifaceted and academically well-formed experiences in fashioning their own futures.

b. Provide the school's vision statement.

In pursuit of excellence, Lamar Louise Curry Middle School's vision is to empower students with a mature and comprehensive education that will benefit themselves and society. Our school will promote a culture of achievement by providing purposeful and enriching instruction ensuring that students will bridge any academic gap. Our students will benefit from an environment that encourages leadership and positive self-concept. It is also our goal to involve all stakeholders in accepting responsibility for achievement in order to better form partnerships with local businesses, postsecondary academic institutions, and the community. It is our vision that the students of this educational institution exceed expectations allowing a global society to reap the rewards of our dedication to character, leadership, service, scholarship, and citizenship.

2. School Environment

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

The school has a homeroom class period built into the schedule that allows the teachers and students to acknowledge the different culture and background present at the school level. Through the IB program this opportunity is embedded through the learner profile activities that are conducted in class. Additionally, the foreign language department offers the students the ability to share and learn about the different cultural background through lesson study activities.

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

The school disseminates the required information about the Code of Student Conduct. The expected behaviors are reinforced through the grade level assemblies that are conducted by the student service department. All teachers reinforce the importance of following the safety protocols and the behavior expectations as outlined in their classrooms rules and responsibilities. The student service department conducts regularly scheduled anti-bullying, internet safety meetings for the students.

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

The school has established a progressive discipline plan that is communicated to all the teachers and students in order to minimize the disruption in the classrooms. In addition, the teachers maximize the instructional time by providing a variety of learning activities that will enhance the level of engagement and participation, thus minimizing opportunities for disruption. The classroom rules are clearly

communicated to all the students and parent. Furthermore, the code of student conduct is available on the school website.

d. 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 Student Services department will facilitate students' acquisition of the knowledge, attitudes and interpersonal skills to help them understand and respect self and others (ASCA). Middle school is a time of drastic developmental change whereas students enter as children in the 6th grade and emerge as young adolescents as they transition to high school. Student services department conducts individual, group, classroom and auditorium presentations addressing critical topics such as transitions to middle school, preparing for high school, distinguishing between appropriate and inappropriate behavior, staying safe in the internet, respecting diversity, bully-prevention and making healthy/safe choices. In addition, workshops for parents and teachers are also sponsored by the department to enhance student safety and success. Additionally, the school utilizes Peer Mentoring and the District's Values Matter program to foster positive attitudes.

3. Early Warning Systems

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

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

1. Students who received a Level 1 in Reading on the statewide standardized assessment
2. Students who received a Level 1 in Mathematics on the statewide standardized assessment
3. Students who miss more than 18 days of instructional time
4. Students who fail a mathematics course
5. Students who fail an English Language Arts/Reading course
6. Students who fail two or more courses in any subject
7. Students who receive one or more suspension

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	13	8	7	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	11	12	12	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	0	0	0	74	86	72	0	0	0	0	232
Level 1 on Math statewide assessment	0	0	0	0	0	0	50	46	51	0	0	0	0	147
Level 1 on Reading statewide assessment	0	0	0	0	0	0	24	40	21	0	0	0	0	85
Failed 2 or more courses	0	0	0	0	0	0	7	9	6	0	0	0	0	22
Failed a English Language Arts course	0	0	0	0	0	0	3	8	5	0	0	0	0	16
Failed a Mathematics course	0	0	0	0	0	0	8	4	7	0	0	0	0	19

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	5	59	64	0	0	0	0	128

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

1. Continuous Parent-Teacher-Student Services meetings to address student academic deficiencies.
2. In-house tutorial program in Reading/Mathematics/Science courses.
3. Quarterly Data Student Chats..
4. Conduct Truancy meetings with parents when student attendance is affecting student achievement.
5. Utilize the Alternative-to-Suspension program to reduce the number of student suspension days.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

The school has regularly scheduled EESAC meeting to engage the parents in the planning, implementation and monitoring of the School Improvement Plan. The school PTSA is working in collaboration with the school leadership team to provide positive incentives to both the students and the staff. The school calendar reflects monthly parent meetings to address the various requirements and available resources. In addition weekly parent meetings are scheduled to review the students' performance and academic plans. The schedule of parent events also includes the following activities: Family Astronomy Night, Movie Night, and Culinary Nights.

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

The school plans specific activities such as career day to invite the business partners to visit and support our program. In addition, the school hosts annually the Principal for a Day activity where a business partner visits the daily functioning of the school.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bush, Michele	Principal
Gonzalez, Orlando	Assistant Principal
Boue, Janet	Assistant Principal

b. Duties

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

At Lamar Louise Curry Middle School, the leadership team is comprised of the following staff members:

Administrators

Principal:

Jean- Rachele Baril

Assistant Principals:

Dr. Orlando Gonzalez - SIP Coordinator

Janet Boue

Responsibilities:

Schedule and facilitate regular department meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving, Tier 1, Tier 2, and Tier 3 problem solving:

The following members will also carry out SIP Planning and Problem Solving:

Department Chairpersons:

Judy Thomas - Language Arts

Yolanda Ruiz, - Mathematics

Janet Dearmas-Marrero - Science

Raul Anduray - Social Studies

Larry McFarley - Physical Education

Jose Rios - Electives

Michelle Lopez - SPED

Janet Elmore - ESOL

Mercedes Suarez - Gifted

Iran Miranda - IB Coordinator, Test Chair.

Dunia Perez- Reading Contact

Dr. Mariela Matamala - Student Services

2. 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.

Our Leadership Team uses the 8-Step Planning and Problem Solving process to set goals, and monitor academic and behavioral data to evaluate progress towards those goals by:

1. Holding regular meetings where problem solving is the sole focus.

2. Using the 8-step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Developing a plan of action when students are demonstrating a positive response, have met proficiency by raising goals or providing enrichment respectively, or when grades, subject areas, classes, or individual students have not shown a positive response .
5. Gathering and analyzing data to determine what professional development is appropriate for the faculty as indicated by student progress, or lack of progress, on interim assessments.
6. Ensuring that students in need of intervention are actually receiving the appropriate supplemental intervention to meet their academic needs.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jean-Rachelle Baril	Principal
Larry McFarley	Teacher
Israel Rodriguez	Teacher
Maura Garcia	Parent
Sandra Gonzalez	Parent
Yomaira Oliver	Parent
Jorge Milian	Business/Community
Melissa Christiansen	Teacher
Nir Bronholc	Teacher
Sonia Martinez	Teacher
Raul Anduray	Teacher
Yaumara Vazquez	Education Support Employee
Gloria Pando	Education Support Employee
Mariela Matamala	Education Support Employee
Paola Marin	Parent
Liz Marie Feola	Parent
Annette Bernie	Parent
Ariel Melchor	Parent
Maura Garcia	Parent
Melanie Ruana	Student
Michael Bernie	Student
Lorena Diaz	Business/Community
Brian Gillis	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The EESAC was provided with the school's performance data from the 2015-2016 school year and the changes that needed to be made to the School Improvement Plan to address the barriers that are impeding increased student achievement.

b. Development of this school improvement plan

In our monthly EESAC meetings, the EESAC will focus on school updates and monitoring the implementation of the School Improvement Plan through the submission of monthly updates from each department.

c. Preparation of the school's annual budget and plan

The EESAC regularly informed of the budget process by the principal. The 2015-2016 EESAC budget was provided to the EESAC at our first meeting.

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

Student Agendas - \$2,500.00 (est.)

Student Incentives - \$1,500.00 (est.)

Tutorial Workbooks and packets - \$1,000.00 (est.)

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Anduray, Raul	Teacher, K-12
Bush, Michele	Principal
Boue, Janet	Assistant Principal
Gonzalez, Orlando	Assistant Principal
Dearmas-Marrero, Janet	Teacher, K-12
Lopez, Michelle	Teacher, ESE
Matamala, Mariela	School Counselor
McFarley, Larry	Teacher, K-12
Miranda, Iran	Administrative Support
Perez, Dunia	Teacher, K-12
Rios, Jose	Teacher, K-12
Ruiz, Yolanda	Teacher, K-12
Suarez, Mercedes	Teacher, K-12
Thomas, Judy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

For the coming school year, the LLT will evaluate and revise the action plan designed to implement the Florida Standards by continuing to develop literacy initiatives that promote text rigor, textual evidence, higher order questions, and close read strategies throughout the school. The LLT will continue to provide professional development activities that support these goals.

D. Public and Collaborative Teaching

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

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

The school schedule allows for the teachers to collaborate during departmental meeting twice a week. In addition, the early release day and professional development day are used to promote the sharing of best strategies from in house through the professional learning communities. Various committees are in place to allow the teachers' participation in addressing the needs of the school.

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

- Provide teachers with opportunities for professional growth
- Review Resumes for appropriate certification for open positions
- Give teachers opportunities to apply for leadership roles within the school

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

Every new teacher is a member of their respective department. Through the weekly meeting they are kept abreast of the curricular initiatives and the daily school operating system. Additionally, they are paired with a qualified mentor through the Teacher mentoring program at the district level called MINT program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school follows the district provided pacing guide that outlines what is to be covered by subject area and is aligned to the Florida Standards. All materials and technology software are researched based that are adopted by the school district and utilized at the school site.

b. Instructional Strategies

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

The school has a formal process for conducting data chats and ensuring that the results are effectively used to differentiate instruction. The school collects the data from various sources to include:

- Previous Test scores
- Interim Assessment
- Classroom Assessment

The data review is communicated to the stakeholders as follows: Administrative team to Leadership team, through the department meeting and individual teachers. The teachers in turn conduct the student data chat in order to address the areas of deficiencies by providing intervention and support. Through the classroom walkthrough there is a focus on monitoring the differentiated instruction activities present in the class that address the students' needs. Based on the data, the realignment of the Instructional Focus Calendar is done by the teachers. Through the comparison of the students' performance reports between the different assessments, the school continues to monitor the trends of performance and to provide corrective actions in a timely manner. Supplemental programs such as tutoring and Saturday Academy are implemented to provide additional support to the students in need.

2. 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: Weekend Program

Minutes added to school year: 1,440

The school will implement a Saturday Academy which focuses on Reading, Mathematics, and Science instruction to targeted students who need additional support.

Strategy Rationale

Students will be provided additional support to enhance their academic achievement and success on state assessments.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Orlando, obgonzalez@dadeschools.net

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

Progress will be monitored by means of pre and post tests to measure student growth and the program's effectiveness.

Strategy: Before School Program

Minutes added to school year: 0

The school will utilize Title II allocated funds to institute an in-house before school tutoring program targeting ELL students.

Strategy Rationale

The in-house tutoring program will provide additional assistance to ELL students to enhance their academic success as well as success in statewide and district assessments.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Orlando, obgonzalez@dadeschools.net

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

Progress will be monitored by means of pre and post tests to measure student growth and the program's effectiveness.

Strategy: Weekend Program

Minutes added to school year: 0

The school will also implement our Saturday Academy which focuses on reading and mathematics instruction to targeted students who need this additional support.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Progress will be monitored by means of pre and post test to measure student growth and the program's effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In order to support the incoming students to our school, we provide the students an opportunity to tour the school. The counselors are visiting the schools as well to fully explain our program and conduct articulation session for a seamless transition. For the outgoing students, we provide a high school fair that allows them to clearly understand the various program offerings and requirements. We also have the high school counselors visiting our students to inform them of the academic programs requirements available at their site.

b. College and Career Readiness

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

School-wide articulation program is implemented that is focused on high school transition, grade level subject selection, magnet fairs, and career specific assemblies.

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

Students are provided the opportunity to enroll in courses such as Journalism, Computer Applications, Computer Graphic Design, Art, Music, and Culinary Arts. Each course provides a school-to-career component that allows students to see the relevance between subject and career.

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To identify at-risk students to provide support and intervention to increase achievement.
- G3.** Increase parent participation and involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

G087659

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	75.0

Targeted Barriers to Achieving the Goal 3

- Instructional methodology not fully aligned with all applicable standards.
- Limited Instructional support resources that enhance student achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collections Textbook (Houghton Mifflin Harcourt), Writer's Choice (Glencoe - Grammar Supplemental Material), Florida Digital Coach, i-Ready, Interactive Reader & Writer, Vocabulary Workshop, Scholastic.com, Education@USAtoday.com, ReadWriteThink.org, Discovery Education, LearnZillion, Share My Lesson, Edmodo, Digital ReadWorks, Edcite NoRedInk.com, Vocabulary.com, ReadTheory.org I-Ready, Edmodo, Edpuzzle, Kahoot, Reflex, Edcite, Carnegie Learning, Mathia, One Note, Khan Academy, Gyzmos, Learn Zillion Mc Graw Hill, Houghton Mifflin Harcourt, Carnegie Learning Pearson Interactive Science, CPO Science, Foundations of Physical Science Gizmos (Explore Learning) EdGenuity Discovery Education NBC Learn Gateway to American Government Supplemental Textbook, HP Tablets, Cpalms, Florida Joint Center for Citizenship, ICivics, Miami Dade County Social Sciences Website, Edmodo

Plan to Monitor Progress Toward G1. 8

Student usage reports from web based instructional and tutorial programs that support and enhance student achievement.

Person Responsible

Orlando Gonzalez

Schedule

Quarterly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Student I-Ready reports and teacher made assessments.

G2. To identify at-risk students to provide support and intervention to increase achievement. 1a

G087660

Targets Supported 1b

Indicator	Annual Target
2+ Course Failures - Middle Grades	1.0
Attendance Below 90%	2.0
One or More Suspensions	5.0

Targeted Barriers to Achieving the Goal 3

- Data indicates that 2% of our students in Grades 6-8 fail two or more courses in any subject.
- Data indicates that 3% of our students had attendance rate of less than 90%.
- Data indicates that 9% of our students received in-school suspension and 3% of students out of school suspensions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Counselors and Administrators

Plan to Monitor Progress Toward G2. 8

Review of student academic/attendance/behavioral reports.

Person Responsible

Michele Bush

Schedule

Quarterly, from 9/12/2016 to 6/9/2017

Evidence of Completion

District student academic/attendance/behavioral reports, parent conference logs, and tutorial program progress.

G3. Increase parent participation and involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1a

G087661

Targets Supported 1b

Indicator	Annual Target
Writing Achievement District Assessment	75.0

Targeted Barriers to Achieving the Goal 3

- Parent work schedule may not allow for parent to fully participate in all school programs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Counselors, school website, flyers, and Connect Ed.

Plan to Monitor Progress Toward G3. 8

Assistant Principal will meet with Science Department Chair to review the efforts to increase the consistency of STEM related activities

Person Responsible

Janet Boue

Schedule

Quarterly, from 9/6/2016 to 6/9/2017

Evidence of Completion

Department meeting minutes, lesson plans, club rosters, competition rostres.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

G087659

G1.B1 Instructional methodology not fully aligned with all applicable standards. 2

B233032

G1.B1.S1 Implement instructional strategies with explicit instruction and teacher modeling leading to scaffolding as students apply strategies to a range of texts/contents that are aligned to the State Standards, District Pacing Guide, Grade-Level curricular planning goals. 4

S245983

Strategy Rationale

Engage students, individually or in groups, to focus on specific FSA Standards based on 2015-2016 assessments. In 6th and 7th grade, focus will include “Integration of Knowledge and Ideas” which includes integrating visual information, fact and opinion, primary and secondary sources, and evaluating arguments and claims and “Craft and Structure” which encompasses meanings of words and phrases, point of view, text structure, and author’s purpose. In 8th grade, focus will be on “Integration of Knowledge and Ideas” and “Key Ideas and Details” which includes textual evidence, central ideas and theme.

Action Step 1 5

Provide professional development for literary analysis through the implementation of the new Florida Standards.

Person Responsible

Michele Bush

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Sign-in sheet, agenda, and professional development handouts/materials.

Action Step 2 5

Work collaboratively weekly, during department meetings to develop lessons that include rigorous close reading/textual based strategies and planned activities, that are aligned with the new Florida Standards, with a clear focus on reader's response questions (probing, wait time, and redirecting) during whole and small group instruction.

Person Responsible

Orlando Gonzalez

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Department meeting agenda/minutes, individual teacher data chats.

Action Step 3 5

Provide support through peer observation, in-house content expertise, and/or District content specific workshops for lesson development and effectiveness, and debrief with the department.

Person Responsible

Judy Thomas

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, classroom walkthroughs.

Action Step 4 5

Monitor implementation of lesson delivery based on strategies, aligned with the new Florida Standards, collaboratively developed during department meetings.

Person Responsible

Orlando Gonzalez

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.

Action Step 5 5

Identify teachers and provide support on the delivery of developed lessons based on the new Florida Standards through peer observation and/or in-house content expert, additional district content specific workshops.

Person Responsible

Orlando Gonzalez

Schedule

Biweekly, from 9/6/2016 to 12/2/2016

Evidence of Completion

Administration walkthroughs, peer observation notes, district workshop agendas

Action Step 6 5

Monitor effectiveness of new Florida Standards strategies and planned activities based on lesson plans created during department meetings.

Person Responsible

Orlando Gonzalez

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Classroom observations, walk-through notes, IPEGS, logs, Interim assessment data

Action Step 7 5

Meet with Department Chairs on the implementation that increases higher-order thinking skills.

Person Responsible

Michele Bush

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Agendas, sign-in sheets, meeting notes

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

Conduct classroom walkthroughs on a regular basis to ensure that strategies are being implemented with fidelity.

Person Responsible

Orlando Gonzalez

Schedule

Weekly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.

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

Teacher-made assessment data and I-Ready student reports will be reviewed on an ongoing basis to monitor the strategies. Adjustments to the strategies will be made as needed.

Person Responsible

Orlando Gonzalez

Schedule

Biweekly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Professional Development Sig-in sheets, meeting agendas, and workshop handouts/materials. Lesson plans, student reading and writing journals, classroom walkthrough notes, department meeting agendas/minutes.

G1.B1.S2 Re-alignment of the Pacing Guide is taking place to cover all content to master all the standards. 6th and 7th grade are deficient in Geometry. 8th grade and Algebra are deficient in Functions. Remediation and enrichment will be provided through tutoring and in the classroom. 4

S245984

Strategy Rationale

Changes in the instruction focus will come about through analysis of student performance data and will allow for remediation an enrichment of the mathematics standards. The use of technology will allow for different level of comprehension and participation in the classroom. Time will be allocated in the classroom for individual and differentiated instruction such as peer tutoring and flexible grouping.

Action Step 1 5

Provide a professional development to introduce higher order questioning strategies in Mathematics.

Person Responsible

Michele Bush

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Sign-in sheet, agenda, and professional development handouts/materials

Action Step 2 5

Work collaboratively weekly, during Department and grade level meetings to develop lessons that include higher order and real world application questions and planned activities with a clear focus on real world links to mathematical concepts using a problem solving approach.

Person Responsible

Michele Bush

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Department meeting agenda/minutes, individual teacher data chats.

Action Step 3 5

Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.

Person Responsible

Schedule

Biweekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Student's mathematics journals, lesson plans, classroom walk-through notes

Action Step 4 5

Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops

Person Responsible

Michele Bush

Schedule

Biweekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Administration walkthroughs, Department Chair's notes, workshop agendas

Action Step 5 5

Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.

Person Responsible

Michele Bush

Schedule

Biweekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Agendas, sign-in sheets, meeting notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Conduct classroom walkthroughs on a regular basis to ensure that the strategy is being implemented with fidelity.

Person Responsible

Michele Bush

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed

Person Responsible

Yolanda Ruiz

Schedule

Biweekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Student mathematics' interactive journals, Gizmo and Edgenuity student usage reports

G1.B1.S3 Use data analysis of student performance to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. Provide students with intervention through EdGenuity and enrichment opportunities as determined by this data.

4

S245985

Strategy Rationale

Based on the SSA 2015-2016 scores, focus will be given to the "Life Science" strand. Changes in the instruction will come about through effective analysis and monitoring of student performance and pacing guide will need to be re aligned in order to master all standards.

Action Step 1 5

Provide a professional development to introduce higher order questioning strategies in Science instruction.

Person Responsible

Janet Boue

Schedule

Monthly, from 9/22/2016 to 6/9/2017

Evidence of Completion

Sign-in sheet, agenda, and professional development handouts/materials

Action Step 2 5

Work collaboratively weekly, during Department meetings to develop lessons that include higher order and real world application questions and planned activities with a clear focus on real world links to scientific concepts using a problem solving approach.

Person Responsible

Janet Boue

Schedule

Biweekly, from 9/22/2016 to 6/9/2017

Evidence of Completion

Department meeting agenda/minutes, individual teacher data chats.

Action Step 3 5

Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.

Person Responsible

Janet Boue

Schedule

Biweekly, from 9/22/2016 to 10/2/2017

Evidence of Completion

Student's science journals, lesson plans, classroom walk-through notes

Action Step 4 5

Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops

Person Responsible

Janet Boue

Schedule

Biweekly, from 9/22/2016 to 6/9/2017

Evidence of Completion

Administration walkthroughs, Department Chair's notes, workshop agendas

Action Step 5 5

Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.

Person Responsible

Janet Boue

Schedule

Biweekly, from 9/22/2016 to 6/9/2017

Evidence of Completion

Agendas, sign-in sheets, meeting notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Conduct classroom walkthroughs on a regular basis to ensure that the strategy is being implemented with fidelity.

Person Responsible

Orlando Gonzalez

Schedule

Biweekly, from 9/22/2016 to 6/9/2017

Evidence of Completion

Classroom Observation Protocol forms, Department meeting agendas reflecting informal debriefing of observations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Person Responsible

Schedule

On 6/9/2017

Evidence of Completion

G1.B1.S4 Implement opportunities for students to participate in Social Science activities that will build higher order thinking, that encourage the skills essential to thinking critically, and retaining and transferring knowledge. 4

S245986

Strategy Rationale

Infusing higher-order thinking strategies into daily Social Science instruction will implicitly teach students to independently form and answer questions that help them reach the higher levels of thinking which include analyzing, synthesizing, evaluating and interpreting topics while reading about Social Science.

Action Step 1 5

Provide a professional development to introduce higher order questioning strategies in Social Science courses.

Person Responsible

Janet Boue

Schedule

Monthly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Sign-in sheet, agenda, and professional development handouts/materials

Action Step 2 5

Work collaboratively weekly, during department meetings to develop lessons that include higher order questioning strategies and planned activities with a clear focus on real world links to Civics, US History, and World Geography constructs.

Person Responsible

Janet Boue

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Department meeting agenda/minutes, individual teacher data chats.

Action Step 3 5

Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.

Person Responsible

Janet Boue

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Student's social science journals, lesson plans, classroom walk-through notes

Action Step 4 5

Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops

Person Responsible

Janet Boue

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Administration walkthroughs, Department Chair's notes, workshop agendas

Action Step 5 5

Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.

Person Responsible

Janet Boue

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Agendas, sign-in sheets, meeting notes

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Conduct classroom walkthroughs on a regular basis to ensure that the strategy is being implemented with fidelity. District Curriculum Support Staff (CSS) will also be assisting in the monitoring process.

Person Responsible

Orlando Gonzalez

Schedule

On 6/9/2017

Evidence of Completion

Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Monitoring of student portfolios, assessment data analyses, student data chats.

Person Responsible

Raul Anduray

Schedule

Biweekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

Data Chats and analysis of assessment data

G2. To identify at-risk students to provide support and intervention to increase achievement. 1

G087660

G2.B1 Data indicates that 2% of our students in Grades 6-8 fail two or more courses in any subject. 2

B233034

G2.B1.S1 Student Services counselors will monitor students failing one or more courses in each marking period. 4

S245988

Strategy Rationale

To monitor, on and identify, on an on-going basis, students who potentially failed 2 or more courses in the academic year.

Action Step 1 5

School Counselors will monitor student academic reports on an ongoing basis.

Person Responsible

Mariela Matamala

Schedule

Quarterly, from 10/31/2016 to 6/9/2017

Evidence of Completion

District reports that shows what students are failing 2 or more courses.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

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

Assistant Principal will meet with School Counselors to review the implementation of the strategy.

Person Responsible

Janet Boue

Schedule

Monthly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Meeting minutes and notes.

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

Assistant Principal and School Counselors will meet to review student academic reports

Person Responsible

Janet Boue

Schedule

Quarterly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Meeting minutes and notes.

G2.B2 Data indicates that 3% of our students had attendance rate of less than 90%. 2

B233035

G2.B2.S1 Refer students who are developing a pattern of non-attendance to the School Social Worker, Guidance Counselors, and Assistant Principal to conduct parent conferences and address attendance concerns. 4

S245989

Strategy Rationale

To ensure that students are in regular attendance to enhance their opportunity for academic success.

Action Step 1 5

Refer students who are developing a pattern of non-attendance to the School Social Worker to conduct student conferences to address attendance concerns.

Person Responsible

Janet Boue

Schedule

Weekly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Student Case Management referrals noting the meeting was held.

Action Step 2 5

Refer students who are still demonstrating a pattern of non-attendance to the School Guidance Counselors to conduct student/parent conferences to address attendance concerns.

Person Responsible

Mariela Matamala

Schedule

Biweekly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Student Services Case Management referral noting the meeting with the student and parent.

Action Step 3 5

Refer students who are still demonstrating a pattern of non-attendance to the Assistant Principal responsible for student attendance to conduct student/parent conferences and address attendance concerns.

Person Responsible

Janet Boue

Schedule

Monthly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Student Case Management referral and Truancy Reports

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

Assistant Principal will meet with School Social Worker to review student attendance reports and attendance referrals.

Person Responsible

Janet Boue

Schedule

Weekly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Student Attendance Referrals and reports

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

Assistant Principal will meet with School Social Worker and School Guidance Counselors to review student attendance reports.

Person Responsible

Janet Boue

Schedule

Monthly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Student attendance reports will indicate a decrease in the number of students with attendance concerns.

G2.B3 Data indicates that 9% of our students received in-school suspension and 3% of students out of school suspensions. **2**

 B233036

G2.B3.S1 Conduct an analysis of pertinent data of Student Case Management referrals to identify the primary reasons for students receiving suspensions. **4**

 S245990

Strategy Rationale

A proactive measures to create an intervention plan to reduce student suspensions.

Action Step 1 **5**

Administrators and school counselors will monitor the district suspension reports.

Person Responsible

Mariela Matamala

Schedule

Monthly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Monthly report submitted to Grade Level Administrators

Action Step 2 **5**

School Counselors and Administrators will meet with the students and their parents to address behavioral concerns that may lead to suspensions.

Person Responsible

Janet Boue

Schedule

Monthly, from 9/12/2016 to 9/12/2017

Evidence of Completion

Student Services Case Management referrals indicating that the conference was/were held.

Action Step 3 5

Informing teachers of strategies to de-escalate situations that could possibly lead to student suspensions.

Person Responsible

Mariela Matamala

Schedule

Monthly, from 9/12/2016 to 9/12/2017

Evidence of Completion

Faculty meeting sig-in sheets, agendas, and materials

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Ongoing monitoring of behavior referrals

Person Responsible

Mariela Matamala

Schedule

Monthly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Monthly report submitted to Grade Level Administrators

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Review of School Counselors student/parent meetings.

Person Responsible

Orlando Gonzalez

Schedule

Monthly, from 9/12/2016 to 6/9/2017

Evidence of Completion

The number of referrals noting meetings with students and parents regarding the possibility of suspensions will be decreasing throughout the year.












IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.A2 A318703	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.A3 A318704	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A5 A318684	Identify teachers and provide support on the delivery of developed lessons based on the new Florida...	Gonzalez, Orlando	9/6/2016	Administration walkthroughs, peer observation notes, district workshop agendas	12/2/2016 biweekly
G1.B1.S1.A3 A318682	Provide support through peer observation, in-house content expertise, and/or District content...	Thomas, Judy	8/22/2016	Lesson plans, classroom walkthroughs.	6/2/2017 biweekly
G1.B1.S1.A4 A318683	Monitor implementation of lesson delivery based on strategies, aligned with the new Florida...	Gonzalez, Orlando	8/22/2016	Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.	6/2/2017 weekly
G1.B1.S1.A6 A318685	Monitor effectiveness of new Florida Standards strategies and planned activities based on lesson...	Gonzalez, Orlando	9/6/2016	Classroom observations, walk-through notes, IPEGS, logs, Interim assessment data	6/2/2017 biweekly
G1.B1.S1.A7 A318686	Meet with Department Chairs on the implementation that increases higher-order thinking skills.	Bush, Michele	9/6/2016	Agendas, sign-in sheets, meeting notes	6/2/2017 monthly
G1.MA1 M332027	Student usage reports from web based instructional and tutorial programs that support and enhance...	Gonzalez, Orlando	8/29/2016	Student I-Ready reports and teacher made assessments.	6/9/2017 quarterly
G2.MA1 M332034	Review of student academic/ attendance/behavioral reports.	Bush, Michele	9/12/2016	District student academic/attendance/ behavioral reports, parent conference logs, and tutorial program progress.	6/9/2017 quarterly
G1.B1.S1.MA1 M332019	Teacher-made assessment data and I-Ready student reports will be reviewed on an ongoing basis to...	Gonzalez, Orlando	9/12/2016	Professional Development Sig-in sheets, meeting agendas, and workshop handouts/materials. Lesson plans, student reading and writing journals, classroom walkthrough notes, department meeting agendas/minutes.	6/9/2017 biweekly
G1.B1.S1.MA1 M332020	Conduct classroom walkthroughs on a regular basis to ensure that strategies are being implemented...	Gonzalez, Orlando	9/12/2016	Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.	6/9/2017 weekly
G1.B1.S1.A1 A318680	Provide professional development for literary analysis through the implementation of the new...	Bush, Michele	8/22/2016	Sign-in sheet, agenda, and professional development handouts/materials.	6/9/2017 monthly
G1.B1.S1.A2 A318681	Work collaboratively weekly, during department meetings to develop lessons that include rigorous...	Gonzalez, Orlando	8/22/2016	Department meeting agenda/minutes, individual teacher data chats.	6/9/2017 weekly
G2.B1.S1.MA1 M332028	Assistant Principal and School Counselors will meet to review student academic reports	Boue, Janet	9/12/2016	Meeting minutes and notes.	6/9/2017 quarterly
G2.B1.S1.MA1 M332029	Assistant Principal will meet with School Counselors to review the implementation of the strategy.	Boue, Janet	9/12/2016	Meeting minutes and notes.	6/9/2017 monthly
G2.B1.S1.A1 A318702	School Counselors will monitor student academic reports on an ongoing basis.	Matamala, Mariela	10/31/2016	District reports that shows what students are failing 2 or more courses.	6/9/2017 quarterly
G2.B2.S1.MA1 M332030	Assistant Principal will meet with School Social Worker and School Guidance Counselors to review...	Boue, Janet	9/12/2016	Student attendance reports will indicate a decrease in the number of students with attendance concerns.	6/9/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1 M332031	Assistant Principal will meet with School Social Worker to review student attendance reports and...	Boue, Janet	9/12/2016	Student Attendance Referrals and reports	6/9/2017 weekly
G2.B2.S1.A1 A318705	Refer students who are developing a pattern of non-attendance to the School Social Worker to...	Boue, Janet	9/12/2016	Student Case Management referrals noting the meeting was held.	6/9/2017 weekly
G2.B2.S1.A2 A318706	Refer students who are still demonstrating a pattern of non-attendance to the School Guidance...	Matamala, Mariela	9/12/2016	Student Services Case Management referral noting the meeting with the student and parent.	6/9/2017 biweekly
G2.B2.S1.A3 A318707	Refer students who are still demonstrating a pattern of non-attendance to the Assistant Principal...	Boue, Janet	9/12/2016	Student Case Management referral and Truancy Reports	6/9/2017 monthly
G2.B3.S1.MA1 M332032	Review of School Counselors student/parent meetings.	Gonzalez, Orlando	9/12/2016	The number of referrals noting meetings with students and parents regarding the possibility of suspensions will be decreasing throughout the year.	6/9/2017 monthly
G2.B3.S1.MA1 M332033	Ongoing monitoring of behavior referrals	Matamala, Mariela	9/12/2016	Monthly report submitted to Grade Level Administrators	6/9/2017 monthly
G2.B3.S1.A1 A318708	Administrators and school counselors will monitor the district suspension reports.	Matamala, Mariela	9/12/2016	Monthly report submitted to Grade Level Administrators	6/9/2017 monthly
G1.B1.S2.MA1 M332021	Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed	Ruiz, Yolanda	8/29/2016	Student mathematics' interactive journals, Gizmo and Edgenuity student usage reports	6/9/2017 biweekly
G1.B1.S2.MA1 M332022	Conduct classroom walkthroughs on a regular basis to ensure that the strategy is being implemented...	Bush, Michele	8/29/2016	Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.	6/9/2017 weekly
G1.B1.S2.A1 A318687	Provide a professional development to introduce higher order questioning strategies in Mathematics.	Bush, Michele	8/22/2016	Sign-in sheet, agenda, and professional development handouts/materials	6/9/2017 monthly
G1.B1.S2.A2 A318688	Work collaboratively weekly, during Department and grade level meetings to develop lessons that...	Bush, Michele	8/29/2016	Department meeting agenda/minutes, individual teacher data chats.	6/9/2017 weekly
G1.B1.S2.A3 A318689	Monitor implementation of lesson delivery based on higher order and real world application...		8/29/2016	Student's mathematics journals, lesson plans, classroom walk-through notes	6/9/2017 biweekly
G1.B1.S2.A4 A318690	Identify teachers and provide support on the delivery of developed lessons based on higher order...	Bush, Michele	8/29/2016	Administration walkthroughs, Department Chair's notes, workshop agendas	6/9/2017 biweekly
G1.B1.S2.A5 A318691	Monitor effectiveness of higher order and real world application questions and planned activities...	Bush, Michele	8/29/2016	Agendas, sign-in sheets, meeting notes	6/9/2017 biweekly
G1.B1.S3.MA1 M332023	[no content entered]		9/22/2016		6/9/2017 one-time
G1.B1.S3.MA1 M332024	Conduct classroom walkthroughs on a regular basis to ensure that the strategy is being implemented...	Gonzalez, Orlando	9/22/2016	Classroom Observation Protocol forms, Department meeting agendas reflecting informal debriefing of observations.	6/9/2017 biweekly
G1.B1.S3.A1 A318692	Provide a professional development to introduce higher order questioning strategies in Science...	Boue, Janet	9/22/2016	Sign-in sheet, agenda, and professional development handouts/materials	6/9/2017 monthly
G1.B1.S3.A2 A318693	Work collaboratively weekly, during Department meetings to develop lessons that include higher...	Boue, Janet	9/22/2016	Department meeting agenda/minutes, individual teacher data chats.	6/9/2017 biweekly
G1.B1.S3.A4 A318695	Identify teachers and provide support on the delivery of developed lessons based on higher order...	Boue, Janet	9/22/2016	Administration walkthroughs, Department Chair's notes, workshop agendas	6/9/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.A5  A318696	Monitor effectiveness of higher order and real world application questions and planned activities...	Boue, Janet	9/22/2016	Agendas, sign-in sheets, meeting notes	6/9/2017 biweekly
G1.B1.S4.MA1  M332025	Monitoring of student portfolios, assessment data analyses, student data chats.	Anduray, Raul	8/22/2016	Data Chats and analysis of assessment data	6/9/2017 biweekly
G1.B1.S4.MA1  M332026	Conduct classroom walkthroughs on a regular basis to ensure that the strategy is being implemented...	Gonzalez, Orlando	8/22/2016	Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.	6/9/2017 one-time
G1.B1.S4.A1  A318697	Provide a professional development to introduce higher order questioning strategies in Social...	Boue, Janet	8/22/2016	Sign-in sheet, agenda, and professional development handouts/materials	6/9/2017 monthly
G1.B1.S4.A2  A318698	Work collaboratively weekly, during department meetings to develop lessons that include higher...	Boue, Janet	8/22/2016	Department meeting agenda/minutes, individual teacher data chats.	6/9/2017 biweekly
G1.B1.S4.A3  A318699	Monitor implementation of lesson delivery based on higher order and real world application...	Boue, Janet	8/22/2016	Student's social science journals, lesson plans, classroom walk-through notes	6/9/2017 biweekly
G1.B1.S4.A4  A318700	Identify teachers and provide support on the delivery of developed lessons based on higher order...	Boue, Janet	8/22/2016	Administration walkthroughs, Department Chair's notes, workshop agendas	6/9/2017 biweekly
G1.B1.S4.A5  A318701	Monitor effectiveness of higher order and real world application questions and planned activities...	Boue, Janet	8/22/2016	Agendas, sign-in sheets, meeting notes	6/9/2017 biweekly
G2.B3.S1.A2  A318709	School Counselors and Administrators will meet with the students and their parents to address...	Boue, Janet	9/12/2016	Student Services Case Management referrals indicating that the conference was/were held.	9/12/2017 monthly
G2.B3.S1.A3  A318710	Informing teachers of strategies to de-escalate situations that could possibly lead to student...	Matamala, Mariela	9/12/2016	Faculty meeting sig-in sheets, agendas, and materials	9/12/2017 monthly
G1.B1.S3.A3  A318694	Monitor implementation of lesson delivery based on higher order and real world application...	Boue, Janet	9/22/2016	Student's science journals, lesson plans, classroom walk-through notes	10/2/2017 biweekly

V. Professional Development Opportunities

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

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

G1.B1 Instructional methodology not fully aligned with all applicable standards.

G1.B1.S1 Implement instructional strategies with explicit instruction and teacher modeling leading to scaffolding as students apply strategies to a range of texts/contents that are aligned to the State Standards, District Pacing Guide, Grade-Level curricular planning goals.

PD Opportunity 1

Provide professional development for literary analysis through the implementation of the new Florida Standards.

Facilitator

Judy Thomas, Mercedes Suarez, Dunia Perez

Participants

All ELA Teachers

Schedule

Monthly, from 8/22/2016 to 6/9/2017

G1.B1.S2 Re-alignment of the Pacing Guide is taking place to cover all content to master all the standards. 6th and 7th grade are deficient in Geometry. 8th grade and Algebra are deficient in Functions. Remediation and enrichment will be provided through tutoring and in the classroom.

PD Opportunity 1

Provide a professional development to introduce higher order questioning strategies in Mathematics.

Facilitator

Yolanda Ruiz

Participants

All Mathematics teachers

Schedule

Monthly, from 8/22/2016 to 6/9/2017

G1.B1.S3 Use data analysis of student performance to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. Provide students with intervention through EdGenuity and enrichment opportunities as determined by this data.

PD Opportunity 1

Provide a professional development to introduce higher order questioning strategies in Science instruction.

Facilitator

Janet Dearmas-Marrero, Pedro Perdomo, Richard Lizcano

Participants

All Science Teachers

Schedule

Monthly, from 9/22/2016 to 6/9/2017

G1.B1.S4 Implement opportunities for students to participate in Social Science activities that will build higher order thinking, that encourage the skills essential to thinking critically, and retaining and transferring knowledge.

PD Opportunity 1

Provide a professional development to introduce higher order questioning strategies in Social Science courses.

Facilitator

Raul Anduray

Participants

All Social Science teachers

Schedule

Monthly, from 8/22/2016 to 6/9/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development for literary analysis through the implementation of the new Florida Standards.	\$0.00
2	G1.B1.S1.A2	Work collaboratively weekly, during department meetings to develop lessons that include rigorous close reading/textual based strategies and planned activities, that are aligned with the new Florida Standards, with a clear focus on reader's response questions (probing, wait time, and redirecting) during whole and small group instruction.	\$0.00
3	G1.B1.S1.A3	Provide support through peer observation, in-house content expertise, and/or District content specific workshops for lesson development and effectiveness, and debrief with the department.	\$0.00
4	G1.B1.S1.A4	Monitor implementation of lesson delivery based on strategies, aligned with the new Florida Standards, collaboratively developed during department meetings.	\$0.00
5	G1.B1.S1.A5	Identify teachers and provide support on the delivery of developed lessons based on the new Florida Standards through peer observation and/or in-house content expert, additional district content specific workshops.	\$0.00
6	G1.B1.S1.A6	Monitor effectiveness of new Florida Standards strategies and planned activities based on lesson plans created during department meetings.	\$0.00
7	G1.B1.S1.A7	Meet with Department Chairs on the implementation that increases higher-order thinking skills.	\$0.00
8	G1.B1.S2.A1	Provide a professional development to introduce higher order questioning strategies in Mathematics.	\$0.00
9	G1.B1.S2.A2	Work collaboratively weekly, during Department and grade level meetings to develop lessons that include higher order and real world application questions and planned activities with a clear focus on real world links to mathematical concepts using a problem solving approach.	\$0.00
10	G1.B1.S2.A3	Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.	\$0.00
11	G1.B1.S2.A4	Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops	\$0.00
12	G1.B1.S2.A5	Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.	\$0.00
13	G1.B1.S3.A1	Provide a professional development to introduce higher order questioning strategies in Science instruction.	\$0.00
14	G1.B1.S3.A2	Work collaboratively weekly, during Department meetings to develop lessons that include higher order and real world application questions and planned activities with a clear focus on real world links to scientific concepts using a problem solving approach.	\$0.00
15	G1.B1.S3.A3	Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.	\$0.00

16	G1.B1.S3.A4	Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops	\$0.00
17	G1.B1.S3.A5	Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.	\$0.00
18	G1.B1.S4.A1	Provide a professional development to introduce higher order questioning strategies in Social Science courses.	\$0.00
19	G1.B1.S4.A2	Work collaboratively weekly, during department meetings to develop lessons that include higher order questioning strategies and planned activities with a clear focus on real world links to Civics, US History, and World Geography constructs.	\$0.00
20	G1.B1.S4.A3	Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.	\$0.00
21	G1.B1.S4.A4	Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops	\$0.00
22	G1.B1.S4.A5	Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.	\$0.00
23	G2.B1.S1.A1	School Counselors will monitor student academic reports on an ongoing basis.	\$0.00
24	G2.B1.S1.A2		\$0.00
25	G2.B1.S1.A3		\$0.00
26	G2.B2.S1.A1	Refer students who are developing a pattern of non-attendance to the School Social Worker to conduct student conferences to address attendance concerns.	\$0.00
27	G2.B2.S1.A2	Refer students who are still demonstrating a pattern of non-attendance to the School Guidance Counselors to conduct student/parent conferences to address attendance concerns.	\$0.00
28	G2.B2.S1.A3	Refer students who are still demonstrating a pattern of non-attendance to the Assistant Principal responsible for student attendance to conduct student/parent conferences and address attendance concerns.	\$0.00
29	G2.B3.S1.A1	Administrators and school counselors will monitor the district suspension reports.	\$0.00
30	G2.B3.S1.A2	School Counselors and Administrators will meet with the students and their parents to address behavioral concerns that may lead to suspensions.	\$0.00
31	G2.B3.S1.A3	Informing teachers of strategies to de-escalate situations that could possibly lead to student suspensions.	\$0.00
Total:			\$0.00