

Miami-Dade County Public Schools

W. R. Thomas Middle School



2016-17 Schoolwide Improvement Plan

W. R. Thomas Middle School

13001 SW 26TH ST, Miami, FL 33175

<http://wrthomas.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	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

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 W. R. Thomas 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.

Mission Statement: The mission of W.R. Thomas Middle School is to encourage each student to achieve the highest standards in academics, technology, health, fitness, and the arts by creating an atmosphere of excellence that will instill the importance of lifelong learning within the school, home, and community.

b. Provide the school's vision statement.

Vision: We are committed to provide educational excellence for all and to encourage the pursuit of the highest standards in academic and organizational performance following integral core values.

We build 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. We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

2. School Environment

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

We strive to maintain a strong connection between our parents, teachers and students. This includes initiatives to increase PTSA membership, participation in our Parent Academy which educates families on best practices toward improving the life experiences of their children as they grow and progress through school, and our Student Services Department which identifies individual student needs and assists them so that they have access to support services. Students' unique skills, experiences, and talents are continually being nurtured and ample vehicles are used to celebrate them, for example, through Black History Month, Hispanic Heritage Week and Do The Right Thing recognition. The school also takes an active role in the United Way Campaign, building relationships in the school and among the community. With events such as our annual Book Fair, Barnes and Noble Family Night, the Youth Writer Project, Fairchild Tropical Gardens Book Reading, students, parents, and staff join together to promote literacy and students' talents. It is through these initiatives that the school learns about students' cultures and relationships are built among all stakeholders of our students' well-being. Additionally, students are exposed to the core values through the schoolwide implementation of Values Matter, a Miami-Dade County Public Schools' initiative that highlights the nine adopted core values identified in the Secondary Code of Student Conduct. These values are Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility. Supporting and encouraging the use of these core values is the foundation of our behavioral expectations for students and for maintaining a safe learning environment. Recognizing positive student behavior is an integral way to encourage a positive school climate and empower the school community to pursue excellence in all areas.

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

Students are welcomed inside the building before school to enjoy a free healthy breakfast, attend tutoring, and have access to the Media Center. Students are safe inside the building with teachers

and all staff ensuring that all students feel secure and respected. We practice zero tolerance for violence and maintain a bully-free culture.

During the school day, routine schedules and positive behavior strategies are conducive to a respectful classroom environment as well in the hallways. If students need medical care the school clinic and nursing staff are available throughout the school day; the counselors, or social worker, are also on hand should the need arise. All teachers are part of grade level teams which meet with parents to identify strategies to assist students in need of academic and/or behavior assistance.

A schoolwide camera system which is monitored continuously by Security personnel ensures the proper vigilance of all activities before, during and at dismissal. When the day ends, after-school activities include tutoring, clubs, sports, after-school care which contribute to the enrichment of students' overall well-being.

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.

Grade level orientations are conducted at the beginning of the school year and students and parents acknowledge reviewing and discussing the Secondary Code of Student Conduct handbook. In addition, teachers provide their students with a syllabus delineating academic and behavioral expectations in their classrooms. Engaging lessons, research-based programs, and project-based learning, all contribute to a learning environment which minimize distractions and foster student positive interactions. Positive reinforcement incentives and recognitions also contribute to maintaining an environment which clings to high ideals and fosters an elite student body.

If students require disciplinary interventions, there is a School Center for Student Instruction during which students receive tutoring and guidance. We believe in increasing student achievement and creating a safe learning environment through the implementation of a progressive discipline plan that affords students an opportunity to practice and reflect on behaviors that fosters success.

Additionally, students are exposed to the core values through the schoolwide implementation of Values Matter, a Miami-Dade County Public Schools' initiative that highlights the nine adopted core values identified in the Secondary Code of Student Conduct. These values are Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility. Supporting and encouraging the use of these core values is the foundation of our behavioral expectations for students and for maintaining a safe learning environment. Recognizing positive student behavior is an integral way to encourage a positive school climate and empower the school community to pursue excellence in all areas.

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.

Mr. Allen N. Breeding, Principal, in conjunction with Mr. Ignacio Rodriguez, Assistant Principal for SPED, will schedule and facilitate regular MTSS/Rti meetings, ensure attendance of team members, guarantee follow up of action steps, and allocate necessary resources. In addition to school administrators, the school's Leadership Team includes the following members who will carry out SIP planning and MTSS/Rti problem solving:

Mr. Ignacio Rodriguez, SPED Assistant Principal, will monitor Cognos reports for attendance, behavior, and academic data through Gateway To Data and iReady reports in order to identify students who are in need of Tier 1 interventions. He will be responsible for creating after school tutoring schedules to address core academic deficiencies.

Dr. Alexander Caballero, Student Services Curriculum Leader, will be monitoring student grade

analysis reports and behavior intervention plans in order to suggest necessary action steps to improve academic and/or behavior for all students.

Ms. Marleen Gonzalez, SPED Curriculum Leader, as LEA for the IEP process, assists the principal with monitoring students' course schedules for appropriate placements throughout the school year. Ms. Gonzalez, will also be responsible for proper notification of meetings for parents whose child is being considered for evaluation.

Ms. Elizabeth Ribeiros, School Psychologist, will convene with the MTSS/Rti team to consider action steps necessary to assist a student who may still be experiencing difficulty with behavior or academic success. The psychologist will also conduct appropriate evaluations with parental consent.

Ms. Fidji Durosel, EBD Clinician, will conduct individual and group counseling with students who participate in the EBD program, providing Tier 2 level intervention as needed.

Ms. Priscilla Oprandi, Social Worker, will help identify students who are experiencing difficulties with academics and/or middle school adjustment and offer outside agency referrals as needed.

In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS/Rti.

Mr. Ignacio Rodriguez, Assistant Principal, in conjunction with Ms. Marleen Gonzalez, SPED Curriculum Leader of the MTSS/Rti Leadership Team, will conduct regular meetings to evaluate intervention efforts for students by subject, grade, and types of interventions implemented. In addition, selected teachers will be involved when needed to provide information or revise efforts.

WR Thomas Middle School counselors, teachers, and administrators continually identify and provide regular support to students who may be struggling with personal or family issues and provide these families with government and community resources. Besides holding anti-bullying campaigns and lessons, we also provide Character Education through the implementation of the Values Matter initiative which teaches students important core values that are necessary to becoming productive citizens. Through the implementation of these Core Values, students learn to become more empathetic, caring, tolerant of differences, and respectful with each other. By teaching and modeling proper social and emotional skills and providing a safe learning environment, we can help shape well-rounded students.

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.

Attendance below 90 percent is monitored by reviewing daily attendance bulletins and students are referred to a counselor or administrator for review of individual circumstances and to discuss possible interventions with the parents.

Behavioral expectations and the Secondary Code of Student Conduct are discussed with all students during grade level orientations and suspensions are monitored. Suspensions are documented through the Student Case Management System (SCMS). Attendance bulletin reports are compiled and reviewed by administrators, grade level team leaders and counselors in order to implement the proper MultiTiered Systems of Supports/Response to Intervention (MTSS/Rti) strategies.

Student's academic reports are monitored quarterly when grades are posted. Counselors and grade

level Team Leaders review the reports and identify students in need of intervention and support. Written potential failure notices are sent prior to the last quarter of the school year and parents are notified when students are in danger of failing a course. Course failures in the areas of Language Arts and/or Mathematics are closely monitored by the grade level counselors who meet with students and parents to discuss course recovery and summer school options.

Students with Level 1 scores on standardized assessments in ELA or Mathematics are provided with tutoring intervention before and after school. Appropriate course assignments are also incorporated into the Master Schedule as needed.

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	19	29	34	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	15	30	50	0	0	0	0	95
Course failure in ELA or Math	0	0	0	0	0	0	16	20	5	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	0	0	0	72	82	72	0	0	0	0	226
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	7	14	3	0	0	0	0	24

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

In an effort to improve the academic performance of students identified in the Early Warning System, we are implementing the following programs and/or strategies:

Team/Parent conferences are held weekly for students who demonstrate poor academic progress and strategies are discussed to help the students overcome barriers to learning. In addition, grade level counselors meet and discuss progress with parents and students. Students are provided with interim progress reports and teachers communicate with parents when a student requires additional academic support. Parents are provided with training relative to accessing the Parent Portal with the assistance of the Community Involvement Specialist in order to follow their child's progress in individual classes.

Teachers work with the administration and grade level counselors in identifying students that have more than 3 consecutive absences. Parental contact is made and interventions are implemented depending on the barrier the student or family may be experiencing. The HClOS clinic staff and/or social worker will also intervene as needed.

Before and after school tutoring is offered daily in the four core subject areas of Mathematics, Language Arts, Science and Social Studies. Before and after school Title III tutoring is offered to our ESOL students. The Media Center is also made available to students before and after-school.

Implementation of the school wide Values Matter, which is a Miami-Dade County Public Schools' initiative, that exposes students to the nine adopted core principals identified in the Code of Student Conduct. These values are Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility. Supporting and encouraging the use of these core values is the foundation of our behavioral expectations for students and for maintaining a safe learning environment. Recognizing positive student behavior is an integral way to encourage a positive school climate and empower the school community to pursue excellence in all areas.

Implementation of the STARS (Students At Risk) Program to target selected students identified by the Early Warning System. Through this initiative the school will foster a student-centered atmosphere by teaching self-management skills, providing high rates of positive reinforcement, building social skills, problem-solving, conflict resolution, and anger management skills. The program will provide students with pro-active mentoring and guidance to build character and students' sense of social responsibility. Frequent home-school communication is also a critical component of the program. Students will meet regularly to participate in uplifting activities including special presentations by motivational speakers, discussions, and sessions to build self-esteem, motivate and challenge students academically.

Improvement of student behavior through the implementation of an incentives program, reviewing of Zero Tolerance Policies through grade level assemblies held throughout the year, and implementing alternatives to suspensions such as a school wide Detention Hall held on Tuesdays, Wednesdays and Thursdays from 8:30 - 9:00 AM.

Implementation of several research and evidence-based schoolwide programs such as Teen Biz and i-Ready, which is a rigorous, on grade level instruction and practice program for Reading, Writing, and Mathematics that is proven effective to help students master the expectations of Common Core State Standards.

Increasing parental involvement by building an active and strong PTSA, providing staff training on ways to maintain positive communication with parents, and providing various parent workshops on topics that will aid parents in improving their child's academic performance.

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?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313562>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

W. R. Thomas Middle School works to build strong school-community partnerships in order to meet mutual goals. By integrating available resources and collaborating with the local community, a positive impact is made on "at risk factors" and improving student achievement. The school continually recruits community volunteers during the year through a volunteer campaign spearheaded by a Certified Parent Volunteer. Parents are encouraged to participate and support school initiatives through PTSA, fundraising, tutoring, chaperoning, mentoring, etc. Local businesses also join in the effort and partner with the school (Dade Partners) and the Education Fund's Teach-A-Thon in support of the school's mission. Throughout the school year, Dade Partners are invited to our school functions including SAC, and PTSA meetings. Volunteers and Dade Partners are recognized with certificates and letters of appreciation. Through the school's website, posting of individual activities and events supported by volunteers and Dade Partners are highlighted and celebrated in an effort to sustain partnerships. Monthly calendars are also posted on the school's Website highlighting all the activities and events for each month. All efforts ultimately impact students' academic and behavioral performance and overall student success in 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
Tennant, Laura	Principal
Rodriguez, Ignacio	Assistant Principal
Caballero, Alexander	School Counselor
Giraldi, Elida	Teacher, K-12
Smith, Timothy	Teacher, K-12
Williams, Stacey	Teacher, K-12
Mesa, Grisel	Teacher, K-12
Gonzalez, Marleen	Teacher, ESE
Olivera, Mariela	Teacher, K-12
Argilagos, Janet	Assistant Principal
Pardillo, Michelle	Teacher, ESE
Rodriguez, Sandra	Teacher, K-12
Mack, Adam	Instructional Technology
Hernandez, Audrey	Teacher, K-12

b. Duties

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

Mr. Allen N. Breeding, Principal, in conjunction with Mr. Ignacio Rodriguez, Assistant Principal for SPED, and Ms. Frances B. Mundo, Assistant Principal for Curriculum will schedule and facilitate regular MTSS/Rti and Curriculum Team Meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. In addition, the Administrative Team will be responsible for creating after school tutoring schedules to address core academic areas for growth.

The school's Leadership Team will carry out SIP planning and MTSS/Rti Tier 1 problem solving:

The Leadership Team will monitor attendance, suspensions, and academic data reports in order to identify students who are in need of Tier 1 intervention.

Dr. Alexander Caballero, Student Services Curriculum Leader, will be monitoring student grade analysis reports and behavior intervention plans in order to suggest necessary action steps to improve academic and/or behavior for all students. The Student Services department monitors and works closely with students to provide academic advisement necessary to make the connection between school, college readiness and the global workforce. Students will receive information relative to the magnet school applications process and dates when magnet fairs are being held. In addition, annual College Day field trips are scheduled for Grade 8 students to visit local colleges/universities. Students eligible for the Duke University Talent Identification Program (Duke TIP), are also identified and encouraged by Student Services personnel for participation during their 7th grade year.

Ms. Marleen Gonzalez, SPED Curriculum Leader, as LEA for the IEP process, assists the principal with monitoring student course schedules for appropriate placement throughout the school year. Ms. Gonzalez, will also be responsible for proper notification of meetings for parents whose child is being considered for evaluation. In addition, she will assist in identifying students who are experiencing difficulties with academics and/or middle school adjustment and refer these to the school's social worker for outside agency referrals as needed.

Core subject area teachers Ms. Mesa, Ms. Williams, Ms. Olivera, and Mr. T. Smith respectively, for Math, Language Arts, Science and Social Studies meet biweekly with their department for the purpose of disseminating and discussing content area information, curricular updates, assessments, instructional resources, student data, sharing of best practices, and common planning. Additionally, these meetings afford the opportunity to address goals and barriers identified in the SIP. Departmental meetings also provide the opportunity to infuse the Secondary 1 Cambridge International Education (CIE) Standards into all Cambridge Magnet students' Science, Language Arts, and Mathematics courses. Curriculum Leaders assist teachers with the integration and implementation of the CIE standards and Florida Standards.

STEM and initiatives are guided by Ms. S. Rodriguez, Science teacher, who collaborates with Mr. A. Mack, Engineering and Technology Education teacher, whose efforts culminate in students' participation in the Dade County Youth Fair. Additionally, through Ms. Mercurius, Business Technology Education teacher, students may obtain Microsoft Office Suite (MOS) certification if they successfully complete the program..

As the Reading Curriculum Leader, Ms. Girdali directs the Intensive Reading classes and is an integral part of the Literacy Leadership Team which discuss and present school-wide strategies to motivate and increase students' reading achievement.

The Student Services Team, led by Dr. Caballero, will monitor students' academic progress, provide academic counseling, meet with teachers and parents, and conduct quarterly student recognition honor roll assemblies to encourage excellence in learning.

Ms. M. Pardillo, serves as the Testing Chairperson and coordinates the administration of all district and state assessments as outlined in the district testing calendar for all students in grades six through eight.

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS/Rti.

Tier 2

Mr. Ignacio Rodriguez, Assistant Principal, in collaboration with Ms. Marleen Gonzalez and counselors will conduct MTSS/Rti meetings to evaluate intervention efforts for students by subject, and grade level. Other teachers will be involved in this process when needed to provide information or revise efforts.

Tier 3 SST

Ms. Marleen Gonzalez, SPED Curriculum Leader, the school psychologist, members of the MTSS/Rti Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. If the student's progress has not been evident with Tier1/2 interventions, further evaluation will be considered leading to a possible Individual Educational Plan.

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.

W.R.Thomas Middle School (WRTMS) is a Title 1 school that provides supplemental services to ensure students requiring additional remediation receive targeted instruction through the various before and after school tutoring programs which are offered. The district coordinates with Title I and Title III in ensuring that staff professional development needs are provided. The school's Title I funded Community Involvement Specialist (CIS), serves as a bridge between the school and home by maintaining the school's Parent Resource Center, meeting with parents, making daily parent phone calls, and coordinating school site and community activities. The CIS encourages parents to participate in and support their child's education, to take part in the school's decision-making process, and provides valuable information and resource. Support services are also provided for our students. The Literacy/Leadership Team develops, leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavioral assessment and intervention approaches. Team members identify systematic patterns of student needs while working with the administration and district personnel to identify appropriate, evidence-based intervention strategies; assist with school wide screening programs that provide intervention for students considered "at-risk;" assist in the design and implementation for progress monitoring, data collection and analysis; participate in the design and the delivery of professional development; and provide support for assessment and implementation monitoring. Parents are encourage to participate in the design of the school's Parental Involvement Plan (PIP), the School Improvement Plan (SIP), and the annual Title I Annual Parent Meeting. Other components that are integrated into our school-wide program include providing special support services to groups such as homeless and migrant students and families. 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. These 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 III:

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials (K-12)
- cultural supplementary instructional materials (K-12)

- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons are purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students.

WRTMS works with our school's Social Worker to coordinate resources (clothing, school supplies social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs:

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and our counselors, Dr. Caballero and Ms. Cruz. These two Student Services team members focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises. WRTMS offers non-violence, anti-bullying and anti-drug programs to students which incorporates guest speakers, community service, drug tests, and counseling. Students also participate and have earned recognition through the Youth Crime Watch of Miami Dade County Poster Contest.

Nutrition Programs:

The school adheres to and implements the nutrition requirements stated in the MDCPS Wellness Policy.

Nutrition education, as per state statute, is taught through physical education and family and consumer science courses. 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. The school documents school health related requirements through the CDC School Health Index as part of the Alliance for a Healthier Generation initiative.

Career and Technical Education:

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding of the postsecondary opportunities available to them. With this information they will be able to prepare a plan for how to acquire the skills necessary to take advantage of those opportunities. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Health Connect in Our Schools:

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.

Teams at designated school sites are staffed by a School Social Worker, a Nurse, and a full-time Health Aide. HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS enhances the health education activities provided by the schools and by the health department. In addition, HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Miami Lighthouse / Heiken Children's Vision Program:

Heiken Children's Vision Program provides complete optometry exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings at no cost, if the parent /guardian cannot afford the exams and/or the lenses.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Allen N. Breeding	Principal
Amy Peterson	Teacher
Deborah Roche	Teacher
Carlos Sala	Teacher
Clemente Morales	Teacher
Benjamin Blanco	Parent
Ozzie Delgado	Business/Community
Ana Casanova	Teacher
Ash Dunn	Teacher
Ronald Beasley	Teacher
Olga Chavez	Parent
Tiffany Guzman	Student
Jillian Debalsa	Parent
Alberto M. Munoz	Business/Community
Yamira Cardelle	Education Support Employee
Ignacio Rodriguez	Education Support Employee
Audrey Hernandez	Teacher
Lilia Alvarado	Education Support Employee
Mercy Collazo	Parent
Mayelin Carril	Parent
Dilayda Fernandez	Parent
Mariana Mansur	Student
Katherine Orrego	Student

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 School Advisory Council (SAC) analyzes student data to evaluate the effectiveness of strategies implemented through the School Improvement Plan (SIP). This data is used to make recommendations on areas of student achievement to be targeted for the following school year. Additionally, information gathered from student data is used to make recommendations on how funds will be utilized to implement educational programs and purchase resources that will directly support student learning. Teachers also meet by departments and conduct an End of Year Review in order to determine the effectiveness of strategies implemented and provide input and recommendations for the next school year's SIP. Data is used to make recommendations in areas of student achievement to be targeted for the following school year.

At the beginning of each school year, SAC will review school achievement data, discuss the SIP and provide input. This will be reflected in the SAC meeting minutes and agendas.

b. Development of this school improvement plan

The school's SAC convenes monthly and reviews and discusses items and updates for the SIP. SAC is involved in determining and approving the educational programs that will be implemented during each school year. SAC collaborates with all stakeholders in developing, implementing, and monitoring the strategies and activities that will improve the academic and social environment of the school. SAC utilizes current student data to recommend revisions to the strategies on the SIP. Additionally, the SIP and strategies/action steps are presented to all teachers during their respective departmental meetings and also during a general Faculty Meeting held in October. During this meeting, teachers will receive all pertinent information in regards to barriers, strategies and action steps to be implemented in support of the goal which is to increase core instruction in all content areas to improve student achievement.

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

SAC analyzes student data to evaluate the effectiveness of strategies/action steps implemented through the SIP. This data and feedback is also used to make recommendations on how funds will be utilized to implement educational programs and purchase resources that will directly impact student achievement. Additionally, during the last quarter of the school year, the Principal meets and collaborates with the administrative team to develop and project the school budget for the new fiscal year relative to the predicted student enrollment and registrations. School data is also reviewed, along with teacher preference requests in order to develop a tentative master schedule.

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

SAC at WR Thomas Middle School received a total of \$5,730.00. From these funds, SAC voted to give \$2,999.00 to the principal's Discretionary Fund to be used for student incentives. The remaining funds were utilized to support both the Fine Arts and Attendance programs at our school. SAC voted and approved to use \$2,215.00 towards the purchase of one musical instrument to make our band program stronger and more competitive when participating in performances and District and State competitions. SAC voted to award \$250 to the school's Attendance Incentives program for the purchase of gift cards for students with excellent attendance. SAC voted to give remaining funds of \$266 to the Dance department for the purchase of warm-up bands.

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
Tennant, Laura	Principal
Gonzalez, Marleen	Teacher, ESE
Caballero, Alexander	School Counselor
Williams, Stacey	Teacher, K-12
Rodriguez, Ignacio	Assistant Principal
Giraldi, Elida	Teacher, K-12
Quincosa, Ileana	Teacher, K-12
Peterson, Amy	Instructional Media
Argilagos, Janet	Assistant Principal

b. Duties

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

The LLT will:

Gather and analyze reading data to assess the effectiveness of the instructional decision making process.

Collaborate with the MTSS/Rti Leadership Team to ensure consistency in the reading intervention programs.

Review and share best practices relative to Florida State Standards.

Ensure that the schoolwide implementation of the i-Ready program which focuses on Reading, Writing and Mathematics is implemented with fidelity.

Ensure that best practices relative to Florida Standards ELA reading instruction are shared with all faculty. Implement the core value for the month to support the District's Values Matter initiative.

Increase literacy among all sub groups by using the i-Ready web-based program which specifically targets student deficiencies in addition to the implementation of Teen Biz for ELL students and Imagine Learning for ESOL Level I students.

Integrate technology through the use of web-based programs and tablets to supplement and support instructional programs in all Civics and US History classes, and a cohort of 6th and 7th grade Gifted Cambridge Language Arts students.

Make recommendations to address and implement the requirements of the Comprehensive Research-Based Reading Plan (CRRP) with fidelity across all subject areas, grade levels, and student subgroups. In order to accomplish this, teachers will have access to electronic sources of performance data on their current students through the teacher portal, Gateway to Data (G2D) web-based data and assessment platform, Progress Monitoring and Reporting Network (PMRN), and Student Performance Indicators. The data will be reviewed at regularly scheduled LLT meetings.

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.

WR Thomas Middle School maintains a positive culture where excellence is celebrated and showcased. The Principal exercises an open door policy and communicates regularly with staff through memorandum, emails, faculty meetings and informal classroom walkthroughs.

WR Thomas Middle School fosters a positive working environment while promoting collaboration and collegiality among our teachers. To foster collaboration between teachers, our school holds biweekly

departmental meetings. During these meetings teachers receive curriculum updates, content information, resources, and are provided with opportunities to share best practices, successful teaching strategies, model lessons, and plan together. Teachers may also participate in professional growth activities during departmental meetings as well as on Early Release and Teacher Planning Days. Additionally, grade level team meetings are held to plan events and community service projects.

A new initiative we have implemented this year is that during each faculty meeting, 20 minutes are allotted for teachers to volunteer to present and share best practices and effective instructional strategies to the faculty. Topics include Common Board Configuration, effective lesson planning, and differentiated instruction. This initiative serves to build teacher capacity and foster positive working relationships between teachers and staff of WR Thomas Middle School.

Teachers also collaborate in organizing and participating in celebrations and events relative to Hispanic Heritage, Black History Month, and other initiatives through interdisciplinarily thematic unit projects and celebrations. Teachers also participate in activities in support of the United Way campaign. A faculty book club meets monthly and there is a book and magazine exchange in the teachers' lounge.

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

The school retains highly qualified, certified in-field teachers by providing a conducive working environment with the necessary resources and tools to enable teachers to reach their fullest potential. Teachers are encouraged to seek professional growth opportunities as Team Leaders and Curriculum Leaders.

New teachers to the building receive a school site orientation at the beginning of the school year, and are thereafter supported by their colleagues in their departments, administrative team, and students services personnel.

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

In an effort to ensure that all teachers new to the profession are provided with mentoring support, the Office of Professional Development and Evaluation coordinates the implementation of the Mentoring and Induction for New Teachers (MINT) program. For this school year we do not have any teacher new to the profession, however we do have teachers new to the building. Planned mentoring activities for these teachers will include support for compliance with opening of school procedures, gradebook support, classroom management skills, and use of Promethean board inservice among other topics. Teachers in need of support may have an opportunity to observe a model classroom in action in order to gain insight and strategies that will support and strengthen their teaching skills.

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.

WR Thomas Middle School exclusively utilizes instructional materials in all core areas that have been approved and adopted by the state of Florida in order to support the implementation of the Florida State Standards. Teachers access curricular resources and interactive tools through the state's Curriculum Planning and Learning Management System (CPALMS), which is the State of Florida's

official source for standards information and course descriptions. CPALMS also provides access to thousands of standards-aligned, and high-quality instructional/educational resources that have been developed specifically for the standards. Our teachers may access, through their M-DCPS employee portal, resources such as the Learning Village, as well as resources through the various District offices (English Language Arts/Reading, Science, Mathematics, Social Studies and Bilingual/ESOL). Teachers also use the District Pacing Guides and Item Specs.

Before the new school year begins, the Curriculum Leaders for Mathematics, Language Arts, Science and Social Studies meet and align the District's pacing guides with the departments Instructional Focus Calendar. In addition, textbook inventories are conducted to make sure that there are enough instructional materials for all incoming students. The Curriculum Leaders also collaborate to make sure that the Florida Standards are being addressed in their pacing guides, as well as, infusing key Cambridge standards by grade level in the areas of Mathematics, Language Arts, and Science.

Curriculum Leaders regularly attend professional development workshops and District meetings which provide the latest information on new educational programs and initiatives, instructional materials, resources, and strategies. Some of the professional development topics covered include the implementation of the US History tablets, iPrep curriculum, Amplify Program, i-Ready web-based program for Reading, Writing, and Mathematics, Promethean Boards, Gizmos, and SPED compliance, among other topics that support classroom instruction and the Florida State Standards.

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.

Teachers ensure equal access to the Florida Standards by implementing differentiated instructional strategies that take into account students' diverse cultures, learning styles, readiness levels, and prior knowledge. By introducing concepts, implementing learning tasks, and defining outcomes that are tailored to students' needs, teachers foster a learning environment reflective of a Universal Design for Learning approach. Students who do not demonstrate mastery are provided with varied learning opportunities in the classroom to include flexible grouping, stimuli variation, and product outcomes. In addition, beyond the school day students are offered supplemental learning opportunities through our before/after and Saturday school tutoring programs.

Multiple data points are analyzed in order to meet student needs. These include both formal (i.e., Standardized testing) and informal (e.g., classroom quizzes), formative and summative evaluation results. During the school year, student data chats are conducted as a reflective tool for students to understand their progress and identify areas of strength and opportunities for growth.

Success is gauged through the use of a variety of strategies which may include probing questions and/or formal and informal assessments that may be administered to students prior to, during, and after instruction. Other evaluation methods such as teacher observation, group projects, and peer review of assignments are also applied. Ongoing feedback and support are also incorporated in order to assess what works and what does not work with individual students. Students who require an individual educational plan, would have their goals and priority educational needs reviewed annually.

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: After School Program

Minutes added to school year: 6,240

Title 1 funds will be utilized for weekly tutoring after school. Tutoring will be offered after school for 1 hr/day from Mondays through Thursdays for a combined total of 4 additional hours/week in each of the core subject areas of Science, Mathematics, and Language Arts, and Social Studies. The in-house Tutoring Program will run from October 2016 through April 2017 for a total of 26 weeks.

The Media Center will be available to students before and after school in order for them to engage in individualized web-based programs that target increasing student performance in the areas of Reading, Math and Science.

Title III ELL Tutoring will be offered from November 2016 to April 2017, to all ESOL Level 1 - 4 students before and after school.

Strategy Rationale

Through the use of clearly stated goals and the implementation of differentiated instructional strategies with varying levels of instructional delivery and modalities, teachers will help to break down instructional barriers in order to increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Tennant, Laura , pr6901@dadeschools.net

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

The Leadership Team will gather student data after each Topic Assessment. Data will be analyzed/interpreted in order to identify areas of strength and opportunities for growth, and to determine the effectiveness of instructional strategies implemented such as the Before/After, and Saturday Tutoring Programs. Student deficiencies will be targeted by the tutors and the effectiveness of the strategies will be monitored. Improvement and progress in core subject academic grades will be monitored via progress reports and quarterly report cards.

Strategy: Weekend Program

Minutes added to school year: 1,440

Saturday School Academy will target students who have deficiencies in the areas of Reading, Writing, Math, and Science, in addition to providing students taking EOC courses with additional assistance in order to increase the percentage of students passing the EOC exams in the areas of Algebra I, Biology, and Civics. Saturday sessions will be 3 hours in duration for a period of four weeks, equating to 12 additional instructional hours.

Strategy Rationale

Through the use of clearly stated goals and the implementation of differentiated instructional strategies with varying levels of instructional delivery and modalities, teachers help to break down instructional barriers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Tennant, Laura , pr6901@dadeschools.net

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

Student attendance will be monitored and FSA results will be analyzed. Student data chats will be conducted in order to offer continued support with standards which are not being mastered.

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.

Before the beginning of each academic school year, WR Thomas Middle School holds a New Student/Parent Orientation, targeting incoming 6th graders and their parents. During these informative sessions, the Leadership Team speaks about all aspects of our school, including curriculum, expectations, Cambridge Magnet, uniform policy, discipline policy, and extracurricular activities including sports and clubs. This is followed by a question/answer session. Upon request, parents and students are also given a guided tour of our campus. Our 8th grade students participate in a Magnet Fair held at our school during which they have the opportunity to learn about the various magnets and academies offered by neighboring high schools. In addition, school resource fairs and articulation meetings are conducted with senior high feeder schools in order to provide the necessary information for students to apply to selected magnet programs and properly complete the subject selection forms for the future high school the student will attend.

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.

N/A

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

N/A

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. § 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. If core instruction is increased in all content areas then student achievement will improve.

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. If core instruction is increased in all content areas then student achievement will improve. 1a

G087774

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0
AMO Reading - All Students	78.0
FSA Mathematics Achievement	90.0
FSA ELA Achievement	93.0
FCAT 2.0 Science Proficiency	46.0
CELLA Writing Proficiency	39.0
Geometry EOC Pass Rate	99.0
Algebra I EOC Pass Rate	96.0
Bio I EOC Pass	100.0
AMO Math - SWD	66.0

Targeted Barriers to Achieving the Goal 3

- Students' limited base knowledge and exposure/practice with higher order thinking activities that are critical in mastering the Florida State Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- TeenBiz (ELL Students)
- CPALMS
- State Adopted Textbooks for LA/Reading, Math, Science, Social Studies
- Achievethecore.org for exemplar lessons
- NoRedink Grammar Program
- Vocabulary.com
- Brain Pop
- Discovery Education
- NBC Learn
- Edmodo
- Remind App
- Instructional Technology (Promethean Boards, Mobile Labs, Tablets)
- District Pacing Guides
- Fsaassessments.org
- Cambridge International Education Syllabus for English, Mathematics and Science
- District Interim Assessments
- Curriculum Leaders
- Multi-Tiered System of Supports
- Science Lab instruments and kits

- Before and After School Tutoring Program
- Saturday Academy
- ELL Title III Tutoring Program
- SECME Club
- Science Fair Competition
- Webquests
- Math Bonanza
- Websites and Web-based programs: Khan Academy, Gizmos, Reflex, Algebra Nation, LearnZillion, Study Jams, iCivics, IXL.com, Edgenuity
- Ecology Club
- Carnegie through iPrep
- Amplify (used for cohort of 6th graders through LA class)
- Civics Item Specs
- i-Ready Diagnostic and Instructional Web-based program for Reading, Writing and Mathematics

Plan to Monitor Progress Toward G1. 8

Following the Florida Continuous Improvement Model (FCIM) process, review and disaggregate assessment data from the Florida Standards Assessments (FSA), District Interim Assessments, i-Ready assessments, FAIR, Science FCAT 2.0, Cambridge International Examinations (CIE) Checkpoint, and End Of Course (EOC) exams to ensure progress is being made and to make necessary adjustments and recommendations for instructional delivery and student interventions.

Person Responsible

Laura Tennant

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Final student data reports from Gateway To Data, i-Ready, FSA, Science FCAT 2.0, EOCs, and CIE Checkpoint exam results from Cambridge International Examinations.

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. If core instruction is increased in all content areas then student achievement will improve. 1

G087774

G1.B1 Students' limited base knowledge and exposure/practice with higher order thinking activities that are critical in mastering the Florida State Standards. 2

B233354

G1.B1.S1 Infuse a variety of higher-order thinking strategies and activities into the instructional delivery of Florida Standards in all content areas. 4

S246262

Strategy Rationale

Increased opportunities for students to participate in activities that will build higher order cognitive thinking, allow students to develop the skills essential to thinking critically, retaining and transferring knowledge and problem solving. This will facilitate more rigorous reader interactions with text to deepen understanding and comprehension in all content areas. Infusing higher-order thinking strategies into daily 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.

Action Step 1 5

Provide teachers with professional development opportunities that target the implementation of instructional practices, activities, and strategies to build the higher order thinking processes and complex reasoning necessary for students to reach the higher levels of thinking necessary to master the Florida State Standards.

Person Responsible

Janet Argilagos

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Schoolwide Professional Development Calendar, sign-in sheets, agendas, handouts

Action Step 2 5

Through biweekly departmental meetings, teachers will be given opportunities to meet by grade level in order to collaborate, research, share best practices, and engage in common planning to support the implementation of rigorous, higher order thinking processes into daily instruction in all core content areas.

Person Responsible

Laura Tennant

Schedule

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

Evidence of Completion

Departmental meeting agendas, sign-in sheets, handouts

Action Step 3 5

Core content area teachers will analyze and interpret the various sources of assessment data to identify areas of strength, target areas for growth, and to conduct student data chats.

Person Responsible

Janet Argilagos

Schedule

Annually, from 8/22/2016 to 6/8/2017

Evidence of Completion

Data reports, departmental meeting minutes/agendas addressing data disaggregation by department

Action Step 4 5

During bi-monthly faculty meetings, teachers will have the opportunity to collaborate by providing teachers that volunteer, 20 minutes to present and highlight best practices and effective teaching strategies to the faculty. The implementation of this initiative will facilitate and foster an environment of continuous professional growth and build capacity among teachers.

Person Responsible

Laura Tennant

Schedule

Monthly, from 9/15/2016 to 6/8/2017

Evidence of Completion

Faculty Meeting agendas, sign-in sheets, presentation handouts

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

Administrative walk-throughs and formal/informal observations, teacher lesson plans.

Person Responsible

Laura Tennant

Schedule

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

Evidence of Completion

Lesson plans, student work samples, review of formative assessment data and data reports generated by the various web-based programs, such as i-Ready to ensure progress is being made and that instruction is adjusted as necessary.

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

Formal and informal assessments including topic exams, i-Ready data, and District Interim Assessments. Student academic grades will be analyzed and compiled in order to determine effectiveness of the implementation of the selected strategy.

Person Responsible

Laura Tennant








Schedule

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

Evidence of Completion

Student performance folders and Gateway To Data reports.

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					
G1.B1.S1.A1  A319367	Provide teachers with professional development opportunities that target the implementation of...	Argilagos, Janet	9/1/2016	Schoolwide Professional Development Calendar, sign-in sheets, agendas, handouts	5/31/2017 monthly
G1.MA1  M332642	Following the Florida Continuous Improvement Model (FCIM) process, review and disaggregate...	Tennant, Laura	8/22/2016	Final student data reports from Gateway To Data, i-Ready, FSA, Science FCAT 2.0, EOCs, and CIE Checkpoint exam results from Cambridge International Examinations.	6/8/2017 quarterly
G1.B1.S1.MA1  M332640	Formal and informal assessments including topic exams, i-Ready data, and District Interim...	Tennant, Laura	8/22/2016	Student performance folders and Gateway To Data reports.	6/8/2017 biweekly
G1.B1.S1.MA1  M332641	Administrative walk-throughs and formal/informal observations, teacher lesson plans.	Tennant, Laura	8/22/2016	Lesson plans, student work samples, review of formative assessment data and data reports generated by the various web-based programs, such as i-Ready to ensure progress is being made and that instruction is adjusted as necessary.	6/8/2017 weekly
G1.B1.S1.A2  A319368	Through biweekly departmental meetings, teachers will be given opportunities to meet by grade level...	Tennant, Laura	8/22/2016	Departmental meeting agendas, sign-in sheets, handouts	6/8/2017 biweekly
G1.B1.S1.A3  A319369	Core content area teachers will analyze and interpret the various sources of assessment data to...	Argilagos, Janet	8/22/2016	Data reports, departmental meeting minutes/agendas addressing data disaggregation by department	6/8/2017 annually
G1.B1.S1.A4  A319370	During bi-monthly faculty meetings, teachers will have the opportunity to collaborate by providing...	Tennant, Laura	9/15/2016	Faculty Meeting agendas, sign-in sheets, presentation handouts	6/8/2017 monthly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Students' limited base knowledge and exposure/practice with higher order thinking activities that are critical in mastering the Florida State Standards.

G1.B1.S1 Infuse a variety of higher-order thinking strategies and activities into the instructional delivery of Florida Standards in all content areas.

PD Opportunity 1

Provide teachers with professional development opportunities that target the implementation of instructional practices, activities, and strategies to build the higher order thinking processes and complex reasoning necessary for students to reach the higher levels of thinking necessary to master the Florida State Standards.

Facilitator

Ms. Victoria Jarrett, PD Liaison

Participants

All Instructional Staff

Schedule

Monthly, from 9/1/2016 to 5/31/2017

PD Opportunity 2

Through biweekly departmental meetings, teachers will be given opportunities to meet by grade level in order to collaborate, research, share best practices, and engage in common planning to support the implementation of rigorous, higher order thinking processes into daily instruction in all core content areas.

Facilitator

Four Content Area Curriculum Leaders (Ms. Williams, Ms. Mesa, Ms. Olivera, Mr. T. Smith)

Participants

All Instructional Staff

Schedule

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

PD Opportunity 3

During bi-monthly faculty meetings, teachers will have the opportunity to collaborate by providing teachers that volunteer, 20 minutes to present and highlight best practices and effective teaching strategies to the faculty. The implementation of this initiative will facilitate and foster an environment of continuous professional growth and build capacity among teachers.

Facilitator

Leadership Team

Participants

All Instructional Staff

Schedule

Monthly, from 9/15/2016 to 6/8/2017

VI. Technical Assistance Items

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Students' limited base knowledge and exposure/practice with higher order thinking activities that are critical in mastering the Florida State Standards.

G1.B1.S1 Infuse a variety of higher-order thinking strategies and activities into the instructional delivery of Florida Standards in all content areas.

TA Opportunity 1

Core content area teachers will analyze and interpret the various sources of assessment data to identify areas of strength, target areas for growth, and to conduct student data chats.

Facilitator

Four Content Area Curriculum Leaders (Ms. Williams, Ms. Mesa, Ms. Olivera, Mr. T. Smith)

Participants

All Instructional Staff

Schedule

Annually, from 8/22/2016 to 6/8/2017

VII. Budget

1	G1.B1.S1.A1	Provide teachers with professional development opportunities that target the implementation of instructional practices, activities, and strategies to build the higher order thinking processes and complex reasoning necessary for students to reach the higher levels of thinking necessary to master the Florida State Standards.	\$0.00
2	G1.B1.S1.A2	Through biweekly departmental meetings, teachers will be given opportunities to meet by grade level in order to collaborate, research, share best practices, and engage in common planning to support the implementation of rigorous, higher order thinking processes into daily instruction in all core content areas.	\$0.00
3	G1.B1.S1.A3	Core content area teachers will analyze and interpret the various sources of assessment data to identify areas of strength, target areas for growth, and to conduct student data chats.	\$0.00
4	G1.B1.S1.A4	During bi-monthly faculty meetings, teachers will have the opportunity to collaborate by providing teachers that volunteer, 20 minutes to present and highlight best practices and effective teaching strategies to the faculty. The implementation of this initiative will facilitate and foster an environment of continuous professional growth and build capacity among teachers.	\$0.00
Total:			\$0.00