

Miami-Dade County Public Schools

Academir Charter School Middle



2016-17 Schoolwide Improvement Plan

Academir Charter School Middle

5800 SW 135TH AVE, Miami, FL 33183

www.academircharterschoolmiddle.com

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	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

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

**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

N/A

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
Appendix 1: Implementation Timeline	21
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	22
Technical Assistance Items	23
Appendix 3: Budget to Support Goals	0

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 Academir Charter School Middle

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.

AcadeMir Charter School Middle (6-8), promotes students' self-motivation to be successful in all subject areas, especially in science, mathematics, reading and technology, by progressively building on their individual talents and abilities. In order to foster students' life-long learning and allow them to reach their full potential as productive, responsible members of today's global and highly technological society, a nurturing, educational environment and the implementation of research- proven educational models will be utilized. These models focus on problem solving, collaboration, and communication through the integration of technology.

b. Provide the school's vision statement.

AcadeMir Charter School Middle (6-8) provides a strong and multifaceted educational foundation for students of all races, backgrounds and abilities that foster their personal growth and intellectual development in order to enable them to make life choices and pursue career paths that will contribute to the advancement of humanity.

Students will experience a cross-curricula instructional approach using the new Florida Language Arts and Math Standards as well as the Next Generation Sunshine State Standards and benchmarks. Improving Student Achievement will serve as the school's "mantra" and improvement will be facilitated and measured through a systematic and comprehensive organizational approach to leadership and management using the Florida Continuous Improvement Model (FCIM).

2. School Environment

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

The purpose of Academir Charter School Middle is to prepare students to reach their maximum potential in all subjects, with special emphasis on mathematics, science, and reading. Their culture and diverse backgrounds are taken into account to build upon their knowledge, and the unique individualized needs of each student. Teachers and students build a positive and nurturing relationship based on trust.

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

ACSM's approach to classroom management will be a consistent behavior management system that will maximize instruction and learning. ACSM uses a proactive and positive approach to classroom management. All students are treated with dignity and respect. Students are taught the skills and behaviors necessary for success. Staff members encourage motivation through positive interactions and building professional relationships with 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.

ACSM will build positive relationships with the students' families by making initial contact with them at the beginning of the school year, and maintain regular contact throughout the school year, to ensure behavioral and academic success. Parents are provided weekly progress reports through the use of student agendas. ACSM also abides by the MDCPS student code of conduct.

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.

ACSM ensures that the social and emotional needs of all students are being met through the process of self-reflection, utilization of data, structuring for success, and collaboration. The setting is organized to promote successful behavior from all students. Students that are in need of therapeutic sessions are referred out to appropriate agencies. All faculty and staff members share the responsibility of ensuring that all students follow the school's discipline plan. A policy is in place for disseminating critical information regarding the students well-being and safety.

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.

AcadeMir Charter School Middle considers regular school attendance as an intergral part of a student's education. Absences are excused only for personal illness, medical appointment, immediate death in the family, and religious holiday. A note explaining the reason for the absence is due upon the student's return. Upon their return students have up to 3 days to bring in their excuse note or the absence will be unexcused. Parent meetings are held bi-monthly with students who have 5 or more unexcused absences.

Students in need of additional tutoring or at risk of failing, are provided after school tutoring in reading, math, science, Civics, Geometry, Biology and Algebra 1. A set interventionist is also provided for low performing students. In addition parents are informed once their child's grade falls below a C average.

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	4	6	3	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	0	1	3	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	2	5	4	0	0	0	0	11

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	0	0	0	0	0	0	0	

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

A letter sent out to the parents of those students who have excessive absences or tardies. The school conducts parent meetings with students who have 5 or more unexcused absences and 10 or more tardies. Students who have good attendance are recognized on a quarterly basis. A discipline plan is followed to ensure students' inappropriate behavior is discouraged prior to resulting in suspension.

The bottom 30% of the student population is addressed academically through the implementation of remedial instruction to minimize the achievement gap. The students requiring intervention are provided with a minimum of 30 minutes of remedial instruction with school-based support staff. After school tutoring programs are established to minimize the achievement gap. Student data is collected and used to guide instruction and make sound instructional decisions that foster academic growth and success.

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 available at the school site.

2. Description

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.

ACSM regularly schedules EESAC meetings, parent workshop, open house and special events. These meetings are held to support help with the development of their child's progress. Local community partnerships are used to influence the academic growth and achievement of all students.

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
Triana, Marianne	Principal
Rossie, Carlos	Instructional Coach

b. Duties

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

Principal (Administrators) Karla A. Rodriguez: Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of RTI/MTSS model.

Instructional Coach: Carlos Rossie: Provides classroom support and guidance to teachers on the implementation process of SIP. He assists teachers with tier grouping decisions based on data results. Engages in data chats with all teachers to ensure data is driving instructional decisions. Monitors program effectiveness by reviewing data results from I Ready diagnostic assessments, baseline and mid-year assessment.

Exceptional Student Education Teacher Cynthia Fraga (ESE): Participates in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers and resource psychologist.

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.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data

Services are provided to ensure students at ACSM require additional remediation are assisted through extended learning opportunities (after-school programs and Saturday School). Support services are provided to the schools, students, and families. School administration and teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs to allocate appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Esther Croteau	Parent
Karla Rodriguez	Principal
Mariapaz Lira	Teacher
Yelen Arzola	Student
Daniella Escobar	Teacher

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**

Members of the EESAC have reviewed the school's improvement plan and how to address any areas in need of improvement.

b. Development of this school improvement plan

The EESAC is the sole body responsible for final decision-making at the school relating to implementation of the provision of the state system of improvement and accountability.

The EESAC's additional responsibilities include the following:

1. To assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP).

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

The governing board and the EESAC of ACSM has proposed and approved the school's annual operating budget and plan.

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

The EESAC will utilize its projected funds to increase student achievement through student incentives and the purchase of technology.

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
Triana, Marianne	Principal
Rossie, Carlos	Instructional Coach

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

The LLT will use available student data to evaluate student performance and find ways to constantly improve their literacy.

- All teachers will set up print-rich environments for their students.

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.

All teachers have a planning period to plan for student academic data and growth analysis. Students achieving academic growth is discussed within the learning team meetings that are held on a monthly basis. The learning team meetings focus on strategically planning the discussion of implementing the Florida Standards through the incorporation of best practices and academic rigor.

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

1. Provide continuous support within the classrooms by providing professional developments on RTI/ MTSS differentiated instruction, and classroom management.
2. Will provide opportunities for teachers in order to allow ownership of school projects.
3. Conduct faculty meetings to discuss and plan effectively for an increase in academic development.
4. Teachers will participate in on-going professional development.
5. Provide teachers with a comprehensive benefits package at no cost to employee.
6. Provide teachers with a comprehensive bonus incentive program to supplement base salary. This program will include but will not be limited to performance and attendance.

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

All 1st-3rd year teachers will be paired with a mentor (lead teacher support).

1. Ms. Menendez will be paired with Mr. Bunch. Mr. Bunch is a veteran Social Studies Teacher.
2. Ms. Dorta (new to the building not teaching) will be paired with Mrs. Escobar a veteran teacher who has taught math and science extensively.

All teachers will meet with their mentors weekly; mentors will also work closely with teachers during teacher planning days. Areas to be covered during mentoring time will be:

1. Lesson planning
2. Classroom management
3. Rigorous lessons
4. Time management

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.

ACSM has purchased State adopted curriculum in the subjects of English language arts, mathematics, and science. Additional instructional software has also been purchased. In addition, extensive professional development directly aligned to the Florida Standards best practices is being provided to our teachers.

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 plan on a weekly basis using baseline diagnostics and mid year assessments and any other relevant data to ensure that the needs of all learners are met. Differentiated instruction is

utilized on a daily basis aligned with standard of student progress. Tutoring is also provided to those students requiring additional intervention in core subjects.

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: Extended School Day

Minutes added to school year: 5,400

ACSM has lengthened the school day by 30 minutes. The school day begins at 8:00 am and ends at 3:30 pm. We have a 9th period block schedule that includes a period of study hall where remedial work as well as enrichment are provided for the students.

Strategy Rationale

Additional tutoring and intervention is provided to struggling students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Triana, Marianne, pr6082@dadeschools.net

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

Student assessment scores are analyzed on a monthly basis (such as IREADY and Carnegie software).

Mid Year Assessments, FSA and FCAT 2.0 are utilized to monitor the effectiveness of the instructional program.

Strategy: After School Program

Minutes added to school year: 10,800

Students will be provided additional tutoring through a outsources tutoring company. These students have been identified as students needing additional support.

Strategy Rationale

The additional tutoring support will increase the time of additional academic rigor as well as scaffold student instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Triana, Marianne, pr6082@dadeschools.net

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

Data will be collected according to the tutoring companies assessments as well as the school based progress monitoring assessment points.

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.

Open house and orientation meetings for incoming 6th graders; high school fairs to inform 8th grade students and parents on available programs for high school.

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.

The school promotes academic and career planning by having the principal and teachers mentor students in academic and career planning areas. Teachers work directly with parents and students to detail specific ways to increase academic performance and expose students to possible career choices. The principal works directly with 8th grade students and parents to help determine possible high school choices that will specifically meet the academic and career planning needs of each student.

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

In order to help students see the relationships between subjects and relevance to their future ACSM will infuse real world of work projects into each subjects curriculum. In addition elective offerings will include courses such as broadcasting, robotics, critical and creative thinking, and dance to expose students to possible career options in the future.

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

ACSM will utilize the following strategies to improve students readiness for public postsecondary level: Increase the number of opportunities for students to be exposed to career choices. Provide students with local high school college fair opportunities. Allow students to select real world projects tide to core curriculum that will allow them to be exposed to career choices within said subject areas.

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.

ACSM will analyze available data from the FLDOE on the High School Feedback Report to inform decisions by the stakeholders in how to improve future high school students' outcomes.

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.

Academir Middle has maintained if not growth and increased in school letter grade. However we still can increase academic achievement in science.

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.

Since the 2013-2014 school years Academir Middle has continued to grow in their overall curriculum and systems. More importantly our intervention and data monitoring is more closely monitored and data chats are occurring on a monthly basis to ensure that we do continue to grow. Data chats will also continue to support our efforts to immediately remediate our areas of most needs as they present themselves.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction and our intervention plan within the science department to increase overall academic achievement. areas.

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 and our intervention plan within the science department to increase overall academic achievement. areas. 1a

G087799

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FCAT 2.0 Science Proficiency	75.0
Geometry EOC Pass Rate	70.0

Targeted Barriers to Achieving the Goal 3

- Staff is in need of additional support with the unwrapping of the Florida Standards and curriculum alignment.

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- Reading: IREADY, after school tutoring
- Math: IREADY, after school tutoring
- Instructional Curriculum Support Coach
- Supplemental Tutoring Program
- Curriculum Support staff (Coach) in Science.

Plan to Monitor Progress Toward G1. 8

Incremental increases in student scores

Person Responsible

Marianne Triana

Schedule

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

Evidence of Completion

Formative: Baseline, monthly benchmark assessments, post-tests, online technology Carnegie and I-Ready Summative: 2016 FSA assessments, FCAT 2.0 and EOC's

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

 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction and our intervention plan within the science department to increase overall academic achievement. areas. 1

G087799

G1.B1 Staff is in need of additional support with the unwrapping of the Florida Standards and curriculum alignment. 2

B233428

G1.B1.S1 Teachers will use their planning period and the support of the Science Coach to analyze student data and to align their data with the Florida standards in order to ensure the appropriate level of explicit instruction. As well as provide specific and concise intervention to support all students. 4

S246327

Strategy Rationale

Teachers require additional exposure to the Florida Standards as well as exposure to best practices in explicit instruction. This in turn will assist our students to receive the best quality education possible. In conjunction with a quality intervention plan.

Action Step 1 5

Instructional support staff will develop a tutoring / tiered intervention plan.

Person Responsible

Carlos Rossie

Schedule

Weekly, from 7/20/2016 to 7/31/2016

Evidence of Completion

Tutoring/intervention plan.

Action Step 2 5

Instructors will receive training on unwrapping the benchmarks

Person Responsible

Carlos Rossie

Schedule

On 8/10/2016

Evidence of Completion

Lesson plans and the integration of the standards.

Action Step 3 5

Staff will support and collaborate in the effective use of planning time.

Person Responsible

Marianne Triana

Schedule

Biweekly, from 9/19/2016 to 6/9/2017

Evidence of Completion

Common planning time agenda minutes and curriculum coach's log

Action Step 4 5

Staff will meet with the curriculum coach in order to further align their lessons with the FSA complexity levels.

Person Responsible

Carlos Rossie

Schedule

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

Evidence of Completion

Alignment of district based pacing guides with FSA complexity level.

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

Monitor the effective use of planning time.

Person Responsible

Marianne Triana

Schedule

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

Evidence of Completion

Agenda, planning time minutes, lesson plans, informal observations of the use of explicit instruction during classroom lessons, meetings with the curriculum support staff to monitor progress

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

Lesson plans will be monitored and approved

Person Responsible

Carlos Rossie

Schedule

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

Evidence of Completion

Lesson Plan submissions.

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

Administrative attendance of learning team meetings with curriculum support and teachers.

Person Responsible

Marianne Triana

Schedule

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

Evidence of Completion

Minutes of learning team meetings, data analysis discussions.

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

Student academic performance data.

Person Responsible

Carlos Rossie










Schedule

Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Formative: District baseline, teacher generated classroom assessments, reports from I-Ready
Summative: FSA assessments, FCAT 2.0 and EOC's

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.MA1  M332792	Student academic performance data.	Rossie, Carlos	8/31/2015	Formative: District baseline, teacher generated classroom assessments, reports from I-Ready Summative: FSA assessments, FCAT 2.0 and EOC's	5/31/2016 monthly
G1.B1.S1.A1  A319486	Instructional support staff will develop a tutoring / tiered intervention plan.	Rossie, Carlos	7/20/2016	Tutoring/intervention plan.	7/31/2016 weekly
G1.B1.S1.A2  A319487	Instructors will receive training on unwrapping the benchmarks	Rossie, Carlos	8/10/2016	Lesson plans and the integration of the standards.	8/10/2016 one-time
G1.MA1  M332796	Incremental increases in student scores	Triana, Marianne	8/29/2016	Formative: Baseline, monthly benchmark assessments, post-tests, online technology Carnegie and I-Ready Summative: 2016 FSA assessments, FCAT 2.0 and EOC's	6/9/2017 monthly
G1.B1.S1.MA1  M332793	Monitor the effective use of planning time.	Triana, Marianne	8/29/2016	Agenda, planning time minutes, lesson plans, informal observations of the use of explicit instruction during classroom lessons, meetings with the curriculum support staff to monitor progress	6/9/2017 weekly
G1.B1.S1.MA3  M332794	Lesson plans will be monitored and approved	Rossie, Carlos	8/29/2016	Lesson Plan submissions.	6/9/2017 weekly
G1.B1.S1.MA4  M332795	Administrative attendance of learning team meetings with curriculum support and teachers.	Triana, Marianne	8/29/2016	Minutes of learning team meetings, data analysis discussions.	6/9/2017 monthly
G1.B1.S1.A3  A319488	Staff will support and collaborate in the effective use of planning time.	Triana, Marianne	9/19/2016	Common planning time agenda minutes and curriculum coach's log	6/9/2017 biweekly
G1.B1.S1.A4  A319489	Staff will meet with the curriculum coach in order to further align their lessons with the FSA...	Rossie, Carlos	8/22/2016	Alignment of district based pacing guides with FSA complexity level.	6/9/2017 weekly

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 and our intervention plan within the science department to increase overall academic achievement. areas.

G1.B1 Staff is in need of additional support with the unwrapping of the Florida Standards and curriculum alignment.

G1.B1.S1 Teachers will use their planning period and the support of the Science Coach to analyze student data and to align their data with the Florida standards in order to ensure the appropriate level of explicit instruction. As well as provide specific and concise intervention to support all students.

PD Opportunity 1

Instructors will receive training on unwrapping the benchmarks

Facilitator

Carlos Rossie School Based PD Liason

Participants

Instructional School Based Staff

Schedule

On 8/10/2016

PD Opportunity 2

Staff will support and collaborate in the effective use of planning time.

Facilitator

Carlos Rossie School Based PD Liason

Participants

Teachers

Schedule

Biweekly, from 9/19/2016 to 6/9/2017

VI. Technical Assistance Items

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