

Miami-Dade County Public Schools

Jorge Mas Canosa Middle School



2016-17 Schoolwide Improvement Plan

Jorge Mas Canosa Middle School

15735 SW 144TH ST, Miami, FL 33196

<http://jmcmiddle.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 | B | B* | B | C |

**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 Jorge Mas Canosa 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.

The mission of Jorge Mas Canosa Middle School is to provide a rigorous education that challenges our students to become globally literate and competitive, as well as college and career ready, by inspiring them to achieve their maximum potential while meeting their personal, social and cognitive needs.

b. Provide the school's vision statement.

Our vision is to provide an environment that is conducive to developing students with the knowledge, attitudes and skills that will empower them to become successful leaders and change agents in today's global community.

Jorge Mas Canosa Middle School embodies its purpose with a dedicated and accomplished faculty, action-oriented, humanistic education, and personalized attention. Students explore 21st century skills that incorporate communication, collaboration, critical thinking and creativity in the classroom. Students also participate in academically relevant national field trips to New York, Chicago, Boston, and Washington D.C. that expands the walls beyond the classroom. Jorge Mas Canosa Middle School believes in a proactive approach to accountability whereby student performance goals and expectations are clearly established and monitored throughout the year. A continuous improvement philosophy is embedded into the decision making process to ensure intended outcomes for student achievement.

2. School Environment

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

Jorge Mas Canosa Middle School is located in a city filled with great diversity of nationalities and cultures, for this reason, it is imperative that we foster a climate of tolerance and respect. One of the ways this is achieved is by teaching and celebrating the achievements and contributions of various groups such as Hispanics, Women, and African Americans, to name a few. In addition, core values, such as citizenship, cooperation, pursuit of excellence and responsibility are also infused through the implementation of Values Matter Campaign lessons. The faculty of Jorge Mas Canosa Middle School also recognizes that building and improving students' relationships with teachers has positive and long-lasting implications for students' academic as well as social development. Teachers strive to create a learning environment that is not only conducive to learning but also where students can connect with the teacher and each other. The teachers foster an environment that promotes open communication, support, guidance, fairness, tolerance, and understanding. Teachers, counselors and administrators take the time to get to know the individual child and their families. Communication is facilitated through Parent-Teacher conferences, which are held three times per week in addition to communicating via letters, Connect-Ed messages, and emails in both English and Spanish. Social networking media such as Facebook and Twitter, is also used to post policies, celebrate students successes, and inform parents of upcoming events. Jorge Mas Canosa Middle School believes in open lines of communication between school and home.

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

Jorge Mas Canosa Middle School has seven security monitors who supervise students before, during and after school to ensure that students are safe. In addition, each of the three floors in the main building where the classrooms are located, has one assistant principal as well as two security monitors who constantly supervise and monitor each floor. During the change of classes, each teacher stands at their doorway in order to assist in keeping hallways clear and safe. Additionally, the school's campus and hallways are fitted with security cameras. The school is also assigned a School Resource Officer, who patrols the school grounds and assists with the implementation of the Youth Crime Watch program as well as provides anti-bullying lessons to our student body. Additionally, school police has a metal detection team that periodically visits the school to conduct random searches.

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.

Jorge Mas Canosa Middle School adheres and complies with the district's Student Code of Conduct for Secondary Students. In addition, we have a schoolwide progressive Discipline Plan which is presented to all teachers, students, and parents. During the first week of school, and later throughout the year, grade level discipline assemblies are held to communicate proper behavior, expectations, rules, and consequences to all students. Our school has implemented a weekly after school detention hall that serves as an alternative to indoor suspension. In addition, in lieu of outdoor suspension, students are recommended to attend local Student Success Centers where they receive counseling and complete any missing instructional assignments. During school hours, we have a SCSi instructor who supervises the students which are placed on indoor suspension. In addition, counselors provide targeted students with counseling and mediation sessions in order to minimize incidents relating to misbehavior.

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.

Jorge Mas Canosa Middle School has established a support network to address students' emotional and social needs. Teachers and administrators are observant of students and refer any concerns to the grade-level counselor who immediately gets involved with to provide assistance and guidance. Teachers and counselors constantly strive to communicate and connect with students on a more personal level in order to get to know each student. Maintaining an approachable attitude with students is critical to ensuring that they feel safe and supported. Teachers, counselors and administrators continually share information about students. By doing so, we can support the work students are doing in their classes and even learn from each other, as to what strategies work best for each student. Counselors 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 offering anti-bullying campaigns and lessons, we also implement a Values Matter curriculum which teaches students to be empathetic, caring and respectful with each other. By teaching and modeling social and emotional skills and providing a safe learning environment, we can attain positive results from our 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 - Students who miss more than 10% of instructional time
Behavior - Students who have referrals that lead to suspension

- Performance - 6th grade students scoring at FCAT (FSA) Level 1 in either ELA or Math
- Performance - 7th grade students scoring at FCAT (FSA) Level 1 in either ELA or Math
- Performance - 8th grade students scoring at FCAT (FSA) Level 1 in either ELA or Math
- Performance - 6th grade students who fail either ELA or Math
- Performance - 7th grade students who fail either ELA or Math
- Performance - 8th grade students who fail either ELA or Math
- Performance - 6th grade students who fail 2 or more of any course
- Performance - 7th grade students who fail 2 or more of any course
- Performance - 8th grade students who fail 2 or more of any course

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 | 36 | 41 | 55 | 0 | 0 | 0 | 0 | 132 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 9 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 26 | 25 | 0 | 0 | 0 | 0 | 93 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 275 | 368 | 380 | 0 | 0 | 0 | 0 | 1023 |
| Failed 2 or more courses in any subject | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 2 | 1 | 0 | 0 | 0 | 0 | 12 |

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 | 163 | 236 | 233 | 0 | 0 | 0 | 0 | 632 |

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 academic performance of students identified in the early warning system, we are implementing the following programs and/or strategies:
- After school and Saturday tutorial programs in the areas of ELA, Mathematics, Science, Writing, Algebra and Civics
 - Before and after school ESOL Title III tutoring program from October through April in areas of ELA, Math, and Science
 - Intensive Mathematics classes for Level 1 and Level 2 students
 - Improvement of student behavior through the implementation of an incentive program, reviewing of Zero Tolerance Policies through grade level assemblies, implementing alternatives to suspensions such as an after school detention hall and improving methods and procedures for school suspensions
 - Increasing literacy through the implementation of several school-wide research and evidence-based reading initiatives and programs, such as iReady, Accelerated Reader, and Teen Biz.
 - Increase 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 such as study habits, homework skills, communication skills, and available academic resources.
 - Provide parents with a copy of the school's Discipline and Attendance Policy requirements via our school's website and disseminating this information during our Open House

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/314376>.

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.

Jorge Mas Canosa 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. This administration or other school representatives visit targeted neighboring businesses in our community and present our school's vision, mission, initiatives, successes, and needs. We also discuss ways in which the partnership can be beneficial to both parties. Throughout the school year, local businesses are invited to our school's functions including EESAC and PTO meetings as well as other activities including the monthly "Coffee with the Principal" meeting. Currently, some of our partners have rented out space on our school's fences to advertise their businesses using large banners. Some of our partners include Publix, MasTec, and Dental Center of South Florida.

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 |
|-------------------------|---------------------|
| Falconjr, Elio | Principal |
| Griffith, James | Assistant Principal |
| Delgado, Ivette | Instructional Coach |
| Puentes, Richard | Teacher, K-12 |
| San, Michelle | Teacher, K-12 |
| Martin, Iris | Teacher, K-12 |
| Cordero, Ivonne | Teacher, ESE |
| Fonseca, Danilda | School Counselor |
| Linares, Lourdes | Assistant Principal |
| Rodriguez-Cibran, Mavel | Teacher, K-12 |
| Kekich, Nicole | 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.

Tier 1 (Leadership Team)

Lourdes Linares, Assistant Principal
 Ivette Delgado, Reading Coach
 Richard Puentes, Language Arts Dept. Chair
 Mavel Rodriguez-Cibran, ESOL Dept. Chair
 Michelle San, Math Dept. Chair
 Iris Martin, Science Dept. Chair
 Lisa Kupski, Social Studies Dept. Chair
 Ivonne Cordero, SPED Department
 Dianilda Fonseca, Student Services Dept. Chair, Guidance Counselor

Mirlynez Iglesias-Mendez, EESAC Chair

The Administrative Teams provide guidance on decision making items relative to school and district wide initiatives that foster increased rigor and student achievement.

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS. Department Chairpersons in turn disseminate and collect information and data which is evaluated using the 8-step problem solving model.

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.

Parents, community members, and school personnel review and provide the necessary feedback through monthly EESAC meetings which helps the school implement policy and make decisions which impacts the School Improvement Plan.

Tier 2

Selected members of the MTSS Leadership Team (Reading Coach, Language Arts, and Math

Department Heads) will conduct regular meetings to analyze data and evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members (including teachers, counselors, administrators) of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. These members meet three times per week to conduct conferences whereby they discuss individual student progress, strategies to be implemented from home, and goal setting plan of action for home and school.

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.

At Jorge Mas Canosa Middle School, the MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus
2. Using the eight step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success
3. Determining how we will know if students have made expected levels of progress towards proficiency by gathering ongoing progress monitoring (OPM) data for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM
4. Taking action when grades, subject areas, classes, or individual students have not shown a positive response by identifying areas of weakness and providing intervention and remediation to increase student achievement
5. Responding when students have improved, or have met proficiency by raising goals or providing enrichment
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention; gathering ongoing progress monitoring (OPM) data for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly in order to:

1. Review OPM data for intervention groups to evaluate group and individual student response
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention according to SST guidelines

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1

worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

TITLE I, PART A

At Jorge Mas Canosa Middle School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches and Department Chairs develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHERS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

TITLE I, PART C-MIGRANT

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

TITLE I, Part D

Jorge Mas Canosa receives funds to support the Educational Alternative Outreach program. Services

are coordinated with district Drop-out Prevention programs.

TITLE II

Jorge Mas Canosa uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC)
- development and facilitation, as well as Lesson Study Group implementation and protocols

TITLE III

Jorge Mas Canosa utilizes Title III funds to supplement and enhance the programs for English Language Learners (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)
- professional development on best practices for ESOL and content area teachers
- 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 is 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

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

TITLE VI-PART B, NA

TITLE X - HOMELESS

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

SUPPLEMENTAL ACADEMIC INSTRUCTION (SAI)

Jorge Mas Canosa Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

VIOLENCE PREVENTION PROGRAM

At Jorge Mas Canosa the Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Training and technical assistance for our teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

DISTRICT POLICY AGAINST BULLYING AND HARRASSMENT

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. At Jorge Mas Canosa Middle School this policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

Administrators and counselors begin any investigation of bullying or harassment within 24 hours of an initial report.

All Staff, Students, and Parents/Volunteers will receive training on an annual basis.

We will implement 5 curriculum lessons on Bullying and Violence Prevention per grade level 6 through 8.

NUTRITION PROGRAMS

1) Jorge Mas Canosa Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks at Jorge Mas Canosa, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

HOUSING PROGRAMS - N/A

HEAD START - N/A

ADULT EDUCATION - N/A

CAREER AND TECHNICAL EDUCATION

Jorge Mas Canosa Middle School has established an Instructional Technology Academy. By promoting Career Pathways and Programs of Study students will be able to complete an academy program and have a better understanding and appreciation of the posts-secondary opportunities available to them, and 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 Instructional Technology Certification.

JOB TRAINING - N/A

OTHER

HIV/AIDS CURRICULUM: AIDS Get the Facts!

Jorge Mas Canosa teachers implement the AIDS: GET the Facts! curriculum providing a series of general objectives, lessons, activities and resources in HIV/AIDS instruction in grades 6-8.

HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at Jorge Mas Canosa via vision vans and corrective lenses to all failed vision screenings 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 |
|--------------------------|----------------------------|
| Elio Falcon | Principal |
| Gloria Mantecon | Education Support Employee |
| Melina Castillo-Monroy | Teacher |
| Alina Floyd | Teacher |
| Jillian Martinez | Education Support Employee |
| Michelle Perez | Parent |
| Lia Penniston | Teacher |
| Mirlynez Iglesias-Mendez | Teacher |
| Mia Santana | Parent |
| Maria Delgadillo | Parent |
| Dayami Torres | Parent |
| Jennifer Romero | Parent |
| Angela West | Teacher |
| Elisa Dean | Business/Community |

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 SAC analyzes student data to evaluate the effectiveness of strategies implemented through the school improvement plan. This data is also used to make recommendations on areas of student achievement to be targeted for the current and following school year. In addition, the information gathered from student data is utilized to make recommendations on how funds will be utilized to implement educational programs and purchase resources that will directly support student learning.

b. Development of this school improvement plan

The SAC is involved in determining and approving the educational programs that will be implemented during each school year. The SAC works with all stakeholders in developing, implementing, and monitoring the strategies and activities that will increase the academic and social environment of the school. The SAC utilizes current student data to recommend revisions to the strategies and activities on the school improvement plan.

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

The SAC analyzes student data to evaluate the effectiveness of strategies implemented through the school improvement plan. Student data is used to make recommendations on how funds will be utilized to implement educational programs and purchase resources that will directly impact student achievement.

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

The Jorge Mas Canosa Middle School SAC received a total of \$9863. These funds were utilized to implement and support educational programs and purchase resources that directly support student learning and attendance. The funds were specifically used to support the following programs/initiates. FCCLA , FBLA, Attendance incentives, new musical instruments and repairs, Accelerated Reader (AR) tests and AR incentives, Technology/Robotics equipment, Physical Education equipment, headphones for Language Arts, ESOL, Reading.

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 |
|-------------------------|---------------------|
| Falconjr, Elio | Principal |
| Rodriguez-Cibran, Mavel | Teacher, K-12 |
| San, Michelle | Teacher, K-12 |
| Puentes, Richard | Teacher, K-12 |
| Martin, Iris | Teacher, K-12 |
| Fonseca, Danilda | School Counselor |
| Cordero, Ivonne | Teacher, ESE |
| Delgado, Ivette | Instructional Coach |
| Griffith, James | Assistant Principal |
| Linares, Lourdes | Assistant Principal |
| Kekich, Nicole | Teacher, K-12 |

b. Duties

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

Jorge Mas Canosa Middle School will have literacy initiatives in place this school year. These initiatives will include:

- Integrating technology through the use of all computer-based programs available to students.
- Increasing the usage of the iReady program through Language Arts classes and Homeroom.
- Implementing interdisciplinary projects including current events, advanced book studies, and real life classroom integration, including literacy across the curriculum.
- Developing Lesson Studies and Lesson Plans that focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.
- Multi-disciplinary teams and core content areas will develop lessons that provide students with opportunities for research and incorporate evidence based writing throughout.
- Implementation of iReady program in all ELA classes
- Implementation of Silent Reading Homeroom activity to be infused in all content area classes on a daily basis

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.

Jorge Mas Canosa Middle School fosters a positive working environment while promoting collaboration and collegiality among our teachers. To foster collaboration between teachers, our school holds bi-weekly departmental meetings. During these meetings teachers not only receive curriculum updates, information and resources, but they also share best practices and plan together. Once per week, each department also meets by grade level, lead by collaboration peer teachers, which allows for more content specific planning and sharing of strategies and best practices. Each member takes turns presenting to other grade level colleagues. They share successful teaching strategies in addition to modeling lessons. They brainstorm and hold meaningful dialogue on how best to present and teach complex concepts. Best practices will be celebrated by sharing pictures and stories of outstanding events and class activities through social media venues such as the school's Twitter and Facebook accounts. In addition, our school's Team Leader Coordinator and Activities Coordinator will announce activities that promote enjoyable faculty interactions outside the work environment, with the purpose of building healthy connections between all staff.

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

At Jorge Mas Canosa Middle School, in order to assist teachers in preparing for state-mandated subject area certification examinations, and in order to meet the highly-qualified teacher requirement, teachers will attend Professional Development which offers test tutorial sessions taught by content experts in the following certification areas:

- Middle Grades English (grades 5-9)
- Middle Grades General Science (grades 5-9)
- Middle Grades Mathematics (grades 5-9)
- Middle Grades Social Science (grades 5-9)
- English (grades 6-12)
- Mathematics (grades 6-12)
- Social Science (grades 6-12)
- Biology (grades 6-12)
- Chemistry (grades 6-12)
- Earth-Space Science (grades 6-12)
- Reading K-12
- Elementary Education (grades 1-6)
- Exceptional Student Education (ESE) K-12
- English as a Second Language (ESOL) K-12

Teachers who are teaching out-of-field are considered non-highly qualified. Non-highly qualified teachers will receive written notification from Human Resources which dictates a timeline for compliance with the highly-qualified teacher requirement. Administration at JMC will advise staff of the availability of sessions, and schedule the tutorial sessions which are offered twice each year.

Person responsible: Assistant Principal, Lourdes Linares

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

Jorge Mas Canosa Middle School's Teacher Mentoring Program follows the policies and procedures set forth by the district. All new teachers are scheduled to attend a series of district and on-site orientation programs to familiarize them with Miami-Dade County Public School's policies regarding students and expectations for teachers. New teachers participate in a three year comprehensive induction program that provides much needed support which is crucial for their success. This Mentoring and Induction for New Teachers (MINT) is designed to support new teachers, to create an awareness of professional responsibilities and ultimately, positively affect student learning. Through this program each beginning teacher is paired with an experienced teacher in the same content area. In addition to providing support to beginning teachers, the induction program provides opportunities for mentors and teachers to reflect upon practice in order to improve the quality of education, thus elevating the teaching profession and fostering a collaborative learning community for all educators. On a monthly basis, new teachers are required to attend meetings with the Assistant Principal for Curriculum, Ms. Frances Mundo. Furthermore, new teachers are encouraged and given the opportunity to periodically meet with mentor and "buddy" teachers in order to provide additional support and foster an environment of collegiality. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom. The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed.

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.

Jorge Mas Canosa Middle Schools exclusively utilizes instructional materials in all core instructional areas that have been approved and adopted by the state of Florida in order to support the implementation of the Florida State Standards. All obsolete/out of adoption textbooks are taken off our school's textbook inventory. These adjustments are made through the Student Textbook Automated Inventory Reporting System (STAIRS). Teachers access curriculum resources and interactive tools through CPALMS which is an online toolbox of information to help educators throughout Florida implement the Florida Standards. In addition, 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 (Language Arts/Reading, Science, Mathematics, Social Studies, and Bilingual/ESOL). Teachers also implement the use of the District Pacing Guides. Any supplemental resources and materials that are used to support core instruction are research and evidence based.

b. Instructional Strategies

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

The teachers of Jorge Mas Canosa Middle School systematically collect and analyze various types of data to guide a range of decisions to help improve student achievement. Data is used to make decisions, such as screening students for placement, using progress monitoring or formative assessments to determine curricular changes, and interpreting performance data to identify areas of weakness to be targeted and focused on. Teachers use Gateway to Data, an online platform which allows them to create assessments and analyze the results immediately. The real time data allows teachers to analyze student performance and make necessary adjustments to differentiate instruction in order to meet individual student needs and thus increase student achievement. Data chats are conducted quarterly with all teachers in order to reflect and receive feedback on what is working, and what can be improved to help students learn.

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: 6,100

*Computer Labs and Media Center will be available to students before and after school in order for them to engage in individualized web-based programs targeted towards improving achievement in Reading, Math, and Science.

*After school tutoring will be offered in Civics, Mathematics, and Science.

*Pull-Out tutoring will be offered to students in need of supplemental instruction in Reading and Writing.

*Professional Development will be available to teachers as a need to address specific areas in need of improvement.

*Professional Learning Communities will be established so that teachers can collaborate and increase their knowledge on specific topics of interest with the purpose of increasing student achievement.

*Title III ELL Tutoring

*Saturday Academy for Civics, Biology, and Algebra I

Strategy Rationale

Due to the data driven implementation of effective instructional/tutorial programs and initiatives, the students of Jorge Mas Canosa Middle School will experience an increase in their academic performance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Falconjr, Elio, pr6771@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 data after each Interim Assessment. Data will be analyzed and interpreted in order to identify areas of strengths and weaknesses and determine the effectiveness of the Before/After school programs. In addition, Student Data Chats will be conducted in all core subject areas.

Strategy: Weekend Program

Minutes added to school year:

*Saturday Academy will be offered prior to FCAT Testing to enhance test-taking skills and review of tested benchmarks in Reading, Math, and Science.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

The Leadership Team will gather data after each Interim Assessment. Data will be analyzed and interpreted in order to identify areas of strengths and weaknesses and determine the effectiveness of the Before/After school programs.

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, Jorge Mas Canosa Middle School holds a New Student/Parent Orientation, specifically targeting incoming 6th graders and their parents. For the convenience of all parents, two sessions are held; one in the morning and another in the evening. During these informative sessions, the leadership team speaks about all aspects of our school, including curriculum, expectations, Cambridge Magnet, bell schedule, uniform policy, discipline policy, extracurricular activities including sports, and clubs. We also present an informative PowerPoint presentation that highlights the programs and faculty at our school. The presentation is followed by an question/answer session, and then parents and students are given guided tours 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, field trips are organized so our 8th graders can visit feeder pattern high schools. This allows our students to visit the high school that will be articulated to in order to gain insight as to what they can expect once they leave middle 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.

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.

NA

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction and increasing rigor in all content 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 increasing rigor in all content areas.

1a

G087920

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 80.0 |

Targeted Barriers to Achieving the Goal 3

- Need to increase the use of research-based Reading, Writing, Science, Civics, and Mathematics strategies, along with emphasis on digital convergence tools, to enhance instruction and build literacy in all core curriculum areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- INSIDE
- Classroom libraries
- CPALMS
- Technology resources embedded in the new curriculum
- Computers in the classroom
- Reading Coach
- District Pacing Guides
- Assessments: FAIR, Reading Plus, INSIDE Assessments, Oral Reading Fluency probes
- M-DCPS Learning Village
- Gizmos
- Khan Academy
- Reflex
- Edgenuity
- Manipulatives
- Brain Pop
- Discovery Education
- Lab equipment
- NBC Learns
- Formative Assessments - Probes
- Science, Social Studies, and Math State-adopted textbooks
- CNN Student News
- iReady
- iHEAT

Plan to Monitor Progress Toward G1. 8

Following the FCIM process review and disaggregate assessment data from Interim Assessments, Florida Standards Assessments, or EOCs to ensure progress is being made and adjust instruction as needed. Instructional adjustments will also be addressed during Leadership Team meetings as a result of quarterly data chats.

Person Responsible

Elio Falconjr

Schedule

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

Evidence of Completion

Data reports for Interim Assessments, Computer Assisted Program (CAP) such as FAIR, PRJ (Voyager Reading Intervention), Gateway to Data reports, iReady reports, FCAT Explorer, Florida Standards Assessments and EOCs.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

1

G087920

G1.B4 Need to increase the use of research-based Reading, Writing, Science, Civics, and Mathematics strategies, along with emphasis on digital convergence tools, to enhance instruction and build literacy in all core curriculum areas. 2

B233775

G1.B4.S1 Content area teachers will incorporate essential questions to focus and target instruction relative to the requirements of the Florida State Standards Assessments and End of Course exams. 4

S246608

Strategy Rationale

Through the implementation of this strategy in the content areas, students will receive a daily opportunity to practice reflecting on the necessary skills to master the curriculum requirements of the Florida State Standards.

Action Step 1 5

Teachers will collaborate in departmental meeting to develop essential questions by content area

Person Responsible

Elio Falconjr

Schedule

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

Evidence of Completion

Notice essential questions posted by teachers on board or in lesson plans during classroom walk throughs.

Action Step 2 5

Model the use of essential questions during department meetings for each content area

Person Responsible

Ivette Delgado

Schedule

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

Evidence of Completion

Departmental meeting agendas

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

Administrative walk-throughs and formal/informal observations, lesson plans, will be discussed with teachers in order to monitor the use essential questions will can adjusted accordingly to guide purposeful learning.

Person Responsible

Elio Falconjr

Schedule

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

Evidence of Completion

Essential questions, lesson plans, student work samples. In addition, following the FCIM process, review formative assessment data reports from interim assessments and data from computer-based program reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during Leadership Team meetings.

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

Administrative walk-throughs, formal and informal observations,

Person Responsible

Elio Falconjr

Schedule

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

Evidence of Completion

Formative: Student folders, informal observations, student authentic classroom projects and collaboration. Summative: Florida State Standards Assessment.

G1.B4.S2 Content area teachers will facilitate the use of the 4Cs in the classroom providing 21st Century skills for understanding and learning. 4

S246609

Strategy Rationale

Through the implementation of this strategy, students will continually be exposed to content area theorizing, communication, collaboration that will build critical thinking, content knowledge, and creativity across all curricular areas.

Action Step 1 5

Provide teacher training on the implementation of the 4Cs guidelines.

Person Responsible

Ivette Delgado

Schedule

On 10/18/2016

Evidence of Completion

PD activity handouts and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Administrative Walk-throughs and informal/formal Observations, of 4Cs in action.

Person Responsible

Elio Falconjr

Schedule

Monthly, from 10/25/2016 to 6/8/2017

Evidence of Completion

Student work samples, data from formal and informal assessments such as quarterly data chats, teacher made tests through Gateway to Data, Science Baseline and Interim testing results, iReady reading and mathematics reports, District writing pre, mid-year, and post tests. Summative: Florida State Standards Assessment

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Following the FCIM process review formative assessment data reports from interim assessments and data from computer-based program reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during Leadership Team meetings.

Person Responsible

Elio Falconjr

Schedule

Quarterly, from 10/25/2016 to 6/8/2017

Evidence of Completion

Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), FCAT Explorer, iReady reports, Gateway to Data reports, District Interim Assessment data reports and student authentic work.

G1.B4.S3 Teachers will provide opportunities for students to use computers and tablets to facilitate learning through the use of digital sources and web-based programs, as well as incorporate virtual field trips, primary and secondary sources, and facilitate the acquisition and mastery of grade level content while building literacy skills. 4

 S246610

Strategy Rationale

Through the implementation of this strategy, students will be exposed to a multitude of content specific web-based resources, programs, and sites to support and reinforce classroom instruction and writing across all content areas.

Action Step 1 5

Teachers will have more opportunities to infuse technology to facilitate learning

Person Responsible

Elio Falconjr

Schedule

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

Evidence of Completion

Lesson plans, computer lab sign-up sheet, program usage reports

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Lesson Plans, Administrative Walk-throughs, Informal/Formal Observations, computer lab teacher sign-up sheets.

Person Responsible

Ivette Delgado

Schedule

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

Evidence of Completion

Student work samples Lab sign-up sheets Data from formal and informal assessments
Reports from computer-based programs

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Monitoring computer lab schedule, teacher lesson plans. In addition, following the FCIM process, review formative assessment data reports from interim assessments and data from computer-based program reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during Leadership Team meetings with information gathered through quarterly data chats.

Person Responsible

Elio Falconjr

Schedule

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


Evidence of Completion

Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), Carnegie usage reports, Gizmos usage reports, FCAT Explorer, iReady reports, District Interim Assessment data reports and student authentic work.

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.B4.S2.A1 A320157 | Provide teacher training on the implementation of the 4Cs guidelines. | Delgado, Ivette | 10/18/2016 | PD activity handouts and sign-in sheets | 10/18/2016 one-time |
| G1.MA1 M333455 | Following the FCIM process review and disaggregate assessment data from Interim Assessments,... | Falconjr, Elio | 8/22/2016 | Data reports for Interim Assessments, Computer Assisted Program (CAP) such as FAIR, PRJ (Voyager Reading Intervention), Gateway to Data reports, iReady reports, FCAT Explorer, Florida Standards Assessments and EOCs. | 6/8/2017 quarterly |
| G1.B4.S1.MA1 M333449 | Administrative walk-throughs, formal and informal observations, | Falconjr, Elio | 8/22/2016 | Formative: Student folders, informal observations, student authentic classroom projects and collaboration. Summative: Florida State Standards Assessment. | 6/8/2017 weekly |
| G1.B4.S1.MA1 M333450 | Administrative walk-throughs and formal/informal observations, lesson plans, will be discussed with... | Falconjr, Elio | 8/22/2016 | Essential questions, lesson plans, student work samples. In addition, following the FCIM process, review formative assessment data reports from interim assessments and data from computer-based program reports to ensure progress is being made and adjust instruction as needed. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during Leadership Team meetings. | 6/8/2017 weekly |
| G1.B4.S1.A1 A320155 | Teachers will collaborate in departmental meeting to develop essential questions by content area | Falconjr, Elio | 8/22/2016 | Notice essential questions posted by teachers on board or in lesson plans during classroom walk throughs. | 6/8/2017 monthly |
| G1.B4.S1.A2 A320156 | Model the use of essential questions during department meetings for each content area | Delgado, Ivette | 8/22/2016 | Departmental meeting agendas | 6/8/2017 semiannually |
| G1.B4.S2.MA1 M333451 | Following the FCIM process review formative assessment data reports from interim assessments and... | Falconjr, Elio | 10/25/2016 | Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), FCAT Explorer, iReady reports, Gateway to Data reports, District Interim Assessment data reports and student authentic work. | 6/8/2017 quarterly |
| G1.B4.S2.MA1 M333452 | Administrative Walk-throughs and informal/formal Observations, of 4Cs in action. | Falconjr, Elio | 10/25/2016 | Student work samples, data from formal and informal assessments such as quarterly data chats, teacher made tests through Gateway to Data, Science Baseline and Interim testing results, iReady reading and mathematics reports, District writing pre, mid-year, and post tests. Summative: Florida State Standards Assessment | 6/8/2017 monthly |
| G1.B4.S3.MA1 M333453 | Monitoring computer lab schedule, teacher lesson plans. In addition, following the FCIM process,... | Falconjr, Elio | 8/22/2016 | Computer Assisted Program (CAP) reports generated from FAIR, PRJ (Voyager Reading Intervention), Carnegie usage reports, Gizmos usage reports, FCAT Explorer, iReady reports, District Interim Assessment data reports and student authentic work. | 6/8/2017 quarterly |
| G1.B4.S3.MA1 M333454 | Lesson Plans, Administrative Walk-throughs, Informal/Formal Observations, computer lab teacher... | Delgado, Ivette | 8/22/2016 | Student work samples Lab sign-up sheets Data from formal and informal assessments Reports from computer-based programs | 6/8/2017 monthly |

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Jorge Mas Canosa Middle School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--|---|----------------|-------------------------------|---|-------------------|
| G1.B4.S3.A1  A320158 | Teachers will have more opportunities to infuse technology to facilitate learning | Falconjr, Elio | 8/22/2016 | Lesson plans, computer lab sign-up sheet, program usage reports | 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. To increase student achievement by improving core instruction and increasing rigor in all content areas.

G1.B4 Need to increase the use of research-based Reading, Writing, Science, Civics, and Mathematics strategies, along with emphasis on digital convergence tools, to enhance instruction and build literacy in all core curriculum areas.

G1.B4.S2 Content area teachers will facilitate the use of the 4Cs in the classroom providing 21st Century skills for understanding and learning.

PD Opportunity 1

Provide teacher training on the implementation of the 4Cs guidelines.

Facilitator

Ivette Delgado, Reading Coach

Participants

All content area teachers

Schedule

On 10/18/2016

VI. Technical Assistance Items

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

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

G1.B4 Need to increase the use of research-based Reading, Writing, Science, Civics, and Mathematics strategies, along with emphasis on digital convergence tools, to enhance instruction and build literacy in all core curriculum areas.

G1.B4.S1 Content area teachers will incorporate essential questions to focus and target instruction relative to the requirements of the Florida State Standards Assessments and End of Course exams.

TA Opportunity 1

Model the use of essential questions during department meetings for each content area

Facilitator

Ivette Delgado, Reading Coach

Participants

All content area teachers

Schedule

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

G1.B4.S3 Teachers will provide opportunities for students to use computers and tablets to facilitate learning through the use of digital sources and web-based programs, as well as incorporate virtual field trips, primary and secondary sources, and facilitate the acquisition and mastery of grade level content while building literacy skills.

TA Opportunity 1

Teachers will have more opportunities to infuse technology to facilitate learning

Facilitator

Denise Alcolea, School's Technology Support

Participants

All content area teachers

Schedule

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

VII. Budget

| | | | |
|---------------|-------------|--|---------------|
| 1 | G1.B4.S1.A1 | Teachers will collaborate in departmental meeting to develop essential questions by content area | \$0.00 |
| 2 | G1.B4.S1.A2 | Model the use of essential questions during department meetings for each content area | \$0.00 |
| 3 | G1.B4.S2.A1 | Provide teacher training on the implementation of the 4Cs guidelines. | \$0.00 |
| 4 | G1.B4.S3.A1 | Teachers will have more opportunities to infuse technology to facilitate learning | \$0.00 |
| Total: | | | \$0.00 |