

Miami-Dade County Public Schools

Horace Mann Middle School



2016-17 Schoolwide Improvement Plan

Horace Mann Middle School

8950 NW 2ND AVE, El Portal, FL 33150

<http://hmms.dade.k12.fl.us/>

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	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

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

**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 Horace Mann 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.

Horace Mann Middle provides a challenging student-centered curriculum with quality instruction for all students and a safe haven which fosters a productive learning environment.

b. Provide the school's vision statement.

We, at Horace Mann Middle, are committed to creating a safe, nurturing and disciplined learning environment for all students and establish a foundation for lifelong learners.

2. School Environment

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

The teachers at Horace Mann mentor the students before and after school by tutorials, clubs and sporting events.

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

As a PBS school, Horace Mann offers many activities that are provided by offering incentives for positive behavior. All available adults monitor the school on a consistent basis.

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.

Horace Mann is a PBS school, have SCIS in place and a detention program.

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.

At Horace Mann there is a full-time counselor and nurse; part-time social worker, psychologist and community involvement specialist to provide ongoing services depending on the student's needs.

3. Early Warning Systems

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

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

Attendance below 90%:

- Monitoring of attendance bulletin
- Teachers reporting excessive class absences and tardies
- Parent meetings addressing attendance with truancy packets issued if warranted
- School-wide attendance incentives on a monthly basis

One or more suspensions: N/A (no suspensions):

- Ongoing to prevent suspensions/ Students who have been identified having behavior problems (such as detentions, reprimands, team meetings)
- Course Failure in ELA or Mathematics:
 - ongoing monitoring of Interim progress reports and report cards to initiate interventions based on students individual needs for academic success
 - Students who score a Level 1 or 2 in Reading take an Intensive Reading course in lieu of an elective.
 - Students who score a Level 1 or 2 in Mathematics are progress monitored and are homogeneously grouped Mathematics class to be monitored by teacher and coach. Interventions are provided as needed based on individual student needs.
 - Data chats are conducted by administrators with teachers; teachers with students after every District assessment. Plans are put in place to redirect instruction and interventions based on student needs.
 - Ongoing parent meetings to discuss student progress and plan for success.

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	6	9	7	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	4	6	18	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	149	161	165	0	0	0	0	475

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	102	110	126	0	0	0	0	338

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

A team has been identified to monitor the Early Warning System Indicators and is lead by our Student Success Coach. The Success Coach meets with parents and students on a weekly basis to provide ongoing support to each student. If parents are unable to come to school, home visits are scheduled to discuss intervention strategies after identifying the problem. Grades are monitored every 4 weeks. A meeting is set up with the Success Coach, teacher, student and parent. A Goal Setting Plan is put in writing after agreement of all parties. This process is monitored by the EWS Team. There are ongoing school-wide incentives to promote positive academic performance and attendance.

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/319610>.

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.

Horace Mann Middle School has many opportunities to build and sustain relationships with parents. Some of the scheduled events include; 8th Grade Parent Night (10/15/16), Report Card Night (end of each grading period), Literacy Night, Open House (09/16/16).

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
Thompson, Ottolita	Principal
Dawkins, Lenere	Assistant Principal
Wilson, Cindy	Instructional Coach
Deull, Michele	SAC Member

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

MTSS/Rtl leadership is composed of the following:

- Administrator(s) who will ensure commitment and allocate resources are:

Leon P. Maycock, Principal

Ethel M. Selwood, Assistant Principal

- Teacher(s) and Coaches will assist in identifying areas of need, conduct and monitor interventions targeted to the area of need and report on meeting the goals of the MTSS/Rtl at grade level, subject area, and intervention group, problem solving. They are:

Latosha Sutton & Lesley Kopsick, Reading Coaches

Cindy Wilson, Math Coach

- Team members who will meet to review consensus, infrastructure, and implementation of building level are:

Teri Sands, Academic Counselor

Shontel Howell, SPED LEA and SPED Department Chair

Ms. St. Fort, Social Worker
Ms. Budosky, School Psychologist

The school's MTSS/Rtl will include additional personnel as resources to the team based on specific problems or concerns as warranted.

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.

Community stakeholders MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- 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.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/Rtl four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities in before or after-school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, 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 MTSS/Rtl in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student 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; MTSS/Rtl in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The MTSS/Rtl is included 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, and Title I Calendar 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 CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

The 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 (after-school, and summer school) by the Title I, Part C, Migrant Education Program.

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to MTSS/Rtl 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

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- 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

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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and 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 Homeless Liaison provides training for school registrars on the procedures for enrolling

homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

- Project Upstart provides a homeless sensitivity, 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 twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to MTSS/RtI in community organization meetings and task forces as it relates to homeless children and youth.

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

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's plan.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Certification agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mr. Leon Maycock	Principal
Mr. Randolph Morton	Teacher
Mario Mena	Teacher
Carl Pender	Teacher
Michelle Deull	Teacher
Christela Jean Francois	Education Support Employee
Claudia Cugbillos	Business/Community
Robin Hechler	Business/Community
Ronnie Hufnagel	Business/Community
Jason M. Walker	Business/Community
Allen, Cashina	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

A discussion involving the School Improvement Plan takes place at every EESAC meeting. Administration will review 2015-16 school year's SIP goals and whether or not the school met its goals in the different areas. There will be an additional discussion regarding the changes to the 2016-17 SIP as well as the current goal, barriers, resources, strategies, rationale and action steps. All aspects are discussed and approved (when applicable) at EESAC meetings.

b. Development of this school improvement plan

The Council reviews and approves the School Improvement Plan and receives updates to the School Improvement Plan monthly.

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

The EESAC is involved with the preparation of the school's annual budget plan.

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

EESAC funds will be used to improve student academic performance and to incentivize improved student academic performance.

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

No

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
Dawkins, Lenere	Assistant Principal
Thompson, Ottolita	Principal
Wilson, Cindy	Instructional Coach
James, Bellsennes	Teacher, K-12
Deull, Michele	Teacher, K-12

b. Duties

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

The LLT will establish monitor and interpret reading data, establish model classrooms, conference with teachers, mentor new teachers and provide professional development. The LLT will create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; reviewing and interpreting data; and providing professional development.

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.

Collaborative planning occurs once a week and is guided by the instructional coach. Within these planning sessions teachers collaborate to create engaging lessons. In addition, teachers participate in a PLC meeting once a week that is led by the department chair. Within the PLC, teachers are able to share best practices, analyze articles and review student work. Lastly, teachers attend team meetings twice a week. Within these meetings they are able to collaboratively plan activities for their grade level students. Also, they share ways that they deter misbehavior in their classrooms to increase student participation and achievement.

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

The principal of the school actively recruits Teach for America teachers for open vacancies. New teachers and early career teachers meet with their respective department chairs and mentors on a weekly basis.

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

New and early career teachers are provided with time to meet with their mentors and department chairs during common planning and department meetings. New teachers are tiered by their respective coaches and participate in the coaching continuum.

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.

Teachers attend collaborative planning once a week with their instructional coach. Within these planning sessions the department unpacks the standards and creates lesson plans that are aligned to the Florida standards.

b. Instructional Strategies

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

Within our common planning sessions, teachers identify the standards that students are weak on overall as well as individually. Teachers use this information to determine what will be remediated through whole group and small group instruction. When reteaching happens in small groups, students are grouped according to the standard that they are weak in and the teacher leads that group. The other groups will be student led groups that will review the same standard at a higher level.

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: 3,000

The after-school program will provide homelearning assistance to students (including ESOL and ESE students) and enrichment activities.

Strategy Rationale

The strategy rationale is to increase student achievement.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Dawkins, Lenere, ljdawk@dadeschols.net

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

Pre- and post- testing will be conducted by tutors to determine learning gains in the areas of reading and math.

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.

The school provides incoming and outgoing students the opportunity to spend time in the respective schools. Students are able to participate in a typical day.

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 has a certified counselor; a magnet lead teacher; reading, math, and science coaches, as well as certified teachers and administrators that meet with the students and their parents to discuss and plan for the classes from which the students will benefit the most.

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

The school provides students with computer education classes that help them improve their computer skills and expose them to different fields, such as web and graphic design, math, reading, and multimedia implementation. These classes help the students practice skills that they can use in their everyday life as well as in their 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.

The school offers to the students and their families: parent-teacher meetings/ conferences, high school articulation field trips, a career fair, a magnet fair, a high-school fair, a state-wide college tour, and assemblies with speakers from different businesses.

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.

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.

Horace Mann Middle School's areas of strength are open minded and ready for instructional change to accommodate the rigor of the FSA.

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.

Teachers and students struggle with the upstanding the rigor and complexity of the FSA. Through Common Planning, we hope to improve core instruction.

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.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.
- G2.** To increase student achievement by improving core instruction in Science.
- G3.** To increase student achievement by improving core instruction in Mathematics by infusing collaborative strategies where students work together to meet an instructional objective and have an opportunities to discuss/share findings.
- G4.** The school will decrease the number of at risk students through more parent involvement in school activities and school-wide incentives using the EWS tracking system.
- G5.** To increase student achievement by improving core instruction in Literacy by infusing multiple levels of questioning strategies.
- G6.** To increase student achievement by implementing literacy, vocabulary, and multiple level questioning strategies to enhance instructional delivery.

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. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1a

G087963

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- The students, parents and teachers do not have a clear understanding of PBS.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Morning Announcements, Connect Ed and team meetings.

Plan to Monitor Progress Toward G1. 8

Get School Data and EWS Data/Documents

Person Responsible

Ottolita Thompson

Schedule

Monthly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Daily Attendance; Truancy Reports; EWS Documents, Records of Home Visits

G2. To increase student achievement by improving core instruction in Science. 1a

G087964

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective instructional delivery for mastery of content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- "Materials for hands-on activities, organize stock room, time during planning "
- planning materials, FCAT Test Item Specifications, CPALMS, ETO Resources and pacing guide

Plan to Monitor Progress Toward G2. 8

Data Reports/Chats on Formative Assessments, Common Planning Agendas, Lesson Plans, Administrative Walk-throughs Feedback

Person Responsible

Ottolita Thompson

Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Data Chat Forms, Data Reports, Formal Classroom Observations

G3. To increase student achievement by improving core instruction in Mathematics by infusing collaborative strategies where students work together to meet an instructional objective and have an opportunities to discuss/share findings. 1a

G087965

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	69.0

Targeted Barriers to Achieving the Goal 3

- There is lack of evidence of teachers frequently asking probing questions which require students to provide rationales to justify their approach and uncover misconceptions during Instructional Delivery.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Support Specialist, Transformation Coach, Item Specifications, Illustrative Mathematics Items, Cpalms,

Plan to Monitor Progress Toward G3. 8

Data from Topic and District Assessments; i-Ready Data

Person Responsible

Cindy Wilson

Schedule

Biweekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Administrative Walk-through Logs, Common Planning Agendas, Sign-In Sheets from Professional Development

G4. The school will decrease the number of at risk students through more parent involvement in school activities and school-wide incentives using the EWS tracking system. 1a

G087966

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Targeted Barriers to Achieving the Goal 3

- Due to lack of motivation at risk students do not attend school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Counselors, Teachers, CIS, Social Worker, Psychologist

Plan to Monitor Progress Toward G4. 8

Data from School Climate Survey and Sign In Sheets from Parent Enrichment Nights, Referral Reports

Person Responsible

Lenere Dawkins

Schedule

On 5/26/2017

Evidence of Completion

Data from School Climate Survey and Sign In Sheets from Parent Enrichment Nights, Referral Reports

G5. To increase student achievement by improving core instruction in Literacy by infusing multiple levels of questioning strategies. 1a

 G087967

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Reading - ED	69.0
AMO Reading - ELL	58.0
AMO Reading - African American	68.0
AMO Reading - Hispanic	72.0
AMO Reading - SWD	65.0
AMO Reading - White	68.0

Targeted Barriers to Achieving the Goal 3

- Teachers have a limited use of multiple levels of text dependent, evidence based questions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Built in Common Planning, Peer reflection during planning meetings, Lesson Plans, Utilization of observational teachers, Coaching Cycles, Student Work Samples, Weekly Administrative Walk Throughs, and School-based Professional Development, and CSS

Plan to Monitor Progress Toward G5. 8

i-Ready, Scholastic Reading Inventory (SRI)/Scholastic Phonics Inventory (SPI)

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Progress monitoring, data chat forms, data chats with teachers and data binders.

G6. To increase student achievement by implementing literacy, vocabulary, and multiple level questioning strategies to enhance instructional delivery. **1a**

 G087968

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	69.0
AMO Math - African American	68.0
AMO Math - ED	69.0
AMO Math - ELL	62.0
AMO Math - Hispanic	71.0
AMO Math - SWD	61.0
AMO Math - White	74.0
AMO Reading - All Students	69.0
AMO Reading - ED	69.0
AMO Reading - ELL	58.0
AMO Reading - Hispanic	72.0
AMO Reading - SWD	65.0
AMO Reading - White	68.0
FSA ELA Achievement	
FSAA Mathematics Achievement	
FCAT 2.0 Science Proficiency	

Targeted Barriers to Achieving the Goal **3**

- There is limited evidence of effective instructional delivery.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Social Studies specific professional development that supports standards-based instruction, Khan Academy, NBC Learn, Discovery Education, Social Science website resources. For ALL core Social Studies instruction - Online Teacher Edition textbook that includes primary/secondary sources, digital resources, graphic organizers, assessments, complete lesson plans with appropriate stimuli (political cartoons, tables, charts, graphs, pictures, quotes) and the student edition (online) textbook. In addition, 7th grade Civics needs to utilize the 7th grade Civics Test Item Specifications (FLDOE), Civics Task Cards, and tablets.

Plan to Monitor Progress Toward G6. **8**

Student achievement will be monitored through Mini and District Assessments

Person Responsible

Lenere Dawkins

Schedule

Monthly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Student achievement will increase when compared to last year's data

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. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1

G087963

G1.B1 The students, parents and teachers do not have a clear understanding of PBS. 2

B233894

G1.B1.S1 Introduce and reinforce PBS throughout the year using morning newscast, afternoon PA announcements, school website, PBS Brochures and connect ed. 4

S246714

Strategy Rationale

To improve understanding of PBS to parents, students and teachers.

Action Step 1 5

Create a PBS point plan that will reward students for consistent good behavior.

Person Responsible

Ottolita Thompson

Schedule

On 9/9/2016

Evidence of Completion

Store established and fully functional.

Action Step 2 5

Present rules and expectations and reward system during school wide grade level assemblies.

Person Responsible

Ottolita Thompson

Schedule

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

Evidence of Completion

Evidence of mastery will be evident by students adhering to PBS rules, policies and procedures.

Action Step 3 5

Present PBS outline during school Open House for parents and community partners.

Person Responsible

Ottolita Thompson

Schedule

On 9/9/2016

Evidence of Completion

This will be evident by the open house agenda and CIS parent sign in log.

Action Step 4 5

Send attendance letters/certificates to students and parents during CIS home visits.

Person Responsible

Ottolita Thompson

Schedule

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

Evidence of Completion

Evidence of mastery will provided by CIS log and record of parent conferences.

Action Step 5 5

Team will review problem areas and behaviors of concern using COGNOS & RtIB data during monthly meetings."

Person Responsible

Ottolita Thompson

Schedule

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

Evidence of Completion

Evidence of this will be provided by the PBS meeting agenda cognos reports and RTIB data.

Action Step 6 5

Implementation of Threat Assessment Team to ensure School Safety with knowledge of protocols

Person Responsible

Lenere Dawkins

Schedule

On 1/29/2017

Evidence of Completion

Sign In Sheets and Agendas from Threat Assessment Team Meeting

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

Ongoing monitoring.

Person Responsible

Ottolita Thompson

Schedule

Weekly, from 9/5/2016 to 6/9/2017

Evidence of Completion

To ensure a clear understanding of PBS school-wide.

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

District Initiative Get School will be used to monitor and increase attendance rates. Also, Student Services and Administrative Team will monitor students who display EWS indicators.

Person Responsible

Ottolita Thompson


Schedule

Monthly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Get Schooled Data, Truancy List and EWS Data/Documents


G2. To increase student achievement by improving core instruction in Science. 1

 G087964

G2.B1 Limited evidence of effective instructional delivery for mastery of content. 2

 B233895

G2.B1.S1 Effective use of content mastery, pacing, and transitions through the use of probing questions that require students to provide rationales to justify their approach and uncover misconceptions. 4

 S246715

Strategy Rationale

The teacher will plan instruction effectively for content mastery, pacing, and transitions through the use of probing questions that require students to provide rationales to justify their approach and uncover misconceptions.

Action Step 1 5

Provide opportunities for peer-review observations with a focus on probing questions to increase effective instructional delivery with a focus on active learning strategies aligned to Item Specifications.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Debrief notes, walkthrough logs

Action Step 2 5

Math Coach and CSS will provide coaching cycles as needed on utilizing multiple levels of probing questions.

Person Responsible

Lenere Dawkins

Schedule

Every 3 Weeks, from 9/1/2016 to 6/8/2017

Evidence of Completion

Coaching logs, debrief notes

Action Step 3 5

Provide professional development on how to present lessons clearly and skillfully using explicit instruction and active learning strategies to increase student engagement.

Person Responsible

Lenere Dawkins

Schedule

Every 3 Weeks, from 9/12/2016 to 6/8/2017

Evidence of Completion

debrief, walkthrough logs

Action Step 4 5

During planning, teachers will plan for effective lessons that impact instructional delivery by following an instructional framework that is aligned with the Item Specs, utilizing explicit instruction and active learning strategies to engage student with content.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

planning and professional development agendas, sign-in rosters, lesson plans

Action Step 5 5

Ongoing data chats with teachers to monitor student progress of mastery of content.

Person Responsible

Schedule

Monthly, from 9/1/2016 to 6/8/2017

Evidence of Completion

data binders, agendas, sign in rosters

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

walkthroughs, observations, monitoring of coaching logs and common planning

Person Responsible

Ottolita Thompson

Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

walkthrough logs, formal and informal observations, coaching logs, common planning agendas

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

walkthroughs, observations, monitoring of coaching logs and common planning

Person Responsible

Ottolita Thompson

Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

walkthrough logs, formal and informal observations, coaching logs, common planning agendas

G3. To increase student achievement by improving core instruction in Mathematics by infusing collaborative strategies where students work together to meet an instructional objective and have an opportunities to discuss/share findings. 1

G087965

G3.B1 There is lack of evidence of teachers frequently asking probing questions which require students to provide rationales to justify their approach and uncover misconceptions during Instructional Delivery. 2

B233898

G3.B1.S1 To increase the frequency of probing questions by using the Unpacking the MAFS content and practice standards framework in conjunction with the grade level flipbooks on katm.org. Instructors will also incorporate the 'Cold Call' technique from Teach Like a Champion 2.0. 4

S246716

Strategy Rationale

To increase evidence of conceptual understanding through using multiple levels of questions.

Action Step 1 5

Utilize common planning to show teachers how to unpack standards, identify misconceptions, and develop probing question. At the end of the common planning session , the instructors will have developed a lesson plan for the upcoming week that will have predetermined probing questions based on student misconceptions.

Person Responsible

Cindy Wilson

Schedule

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

Evidence of Completion

Common Planning Agenda and Unpacking Standards Forms

Action Step 2 5

Utilize the PLC meeting to model the 'Cold Call' strategy for the teachers. At the end of the PLC session, the instructors will develop one activity for the week that will utilize 'Cold Call'.

Person Responsible

Cindy Wilson

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

PLC Agenda, Video, Activities

Action Step 3 5

The Math Coach will conduct targeted walkthroughs aligned to identifying teachers in need of support with implementing probing questions that will allow students to rationalize their answers and conduct coaching cycles.

Person Responsible

Cindy Wilson

Schedule

Weekly, from 9/16/2016 to 6/2/2017

Evidence of Completion

Note-Taking/Note-Making sheets for teachers, Coaching Log Documentation

Action Step 4 5

The administrative team and math coach will conduct leadership team meetings aligned to the development of the math teachers and focus on the frequency of teachers asking probing questions which require students to provide rationales to justify their approach.

Person Responsible

Ottolita Thompson

Schedule

Biweekly, from 9/30/2016 to 6/2/2017

Evidence of Completion

Administrative walkthrough logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Ongoing monitoring of Common Planning, Professional Development, Administrative Walk-throughs, Lesson Plans, Data from Topic and District Assessments

Person Responsible

Ottolita Thompson

Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, Common Planning Agendas, Administrative Walk-throughs Logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Common Planning, Professional Development, Administrative Walk-throughs, Lesson Plans, Data from Topic and District Assessments

Person Responsible

Ottolita Thompson


Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, Common Planning Agendas, Administrative Walk-throughs Logs

G4. The school will decrease the number of at risk students through more parent involvement in school activities and school-wide incentives using the EWS tracking system. 1

 G087966

G4.B1 Due to lack of motivation at risk students do not attend school. 2

 B233899

G4.B1.S1 Increase parental involvement by re-establishing the PTSA, involve parents more in school activities and parent conferences. 4

 S246718

Strategy Rationale

Decrease of student behavioral incidents by increasing parental involvement.

Action Step 1 5

Conduct individual and group counseling sessions with identified at risk students.

Person Responsible

Lenere Dawkins

Schedule

Biweekly, from 9/1/2016 to 12/12/2016

Evidence of Completion

Session Logs

Action Step 2 5

Conduct home visits and parent sessions for identified at risk students.

Person Responsible

Lenere Dawkins

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Session Logs

Action Step 3 5

Identify at risk students using EWS.

Person Responsible

Lenere Dawkins

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Evidence of this will be provided by a list of identified students

Action Step 4 5

Provide rewards and incentives for at risk students through PBS.

Person Responsible

Lenere Dawkins

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

PBS Agendas

Action Step 5 5

Monitor attendance, academics, and behavior through progress reports.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Progress Reports and Report Cards

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Ongoing monitoring through PTSA and Parental involvement activities such as Parent Enrichment Night

Person Responsible

Lenere Dawkins

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Sign In Sheets from PTSA and Parent Enrichment Activities

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Ongoing monitoring through PTSA and Parental involvement activities such as Parent Enrichment Night

Person Responsible

Lenere Dawkins

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Sign In Sheets from PTSA and Parent Enrichment Activities

G5. To increase student achievement by improving core instruction in Literacy by infusing multiple levels of questioning strategies. 1

 G087967

G5.B1 Teachers have a limited use of multiple levels of text dependent, evidence based questions. 2

 B233900

G5.B1.S1 Implement vocabulary, literacy, and multiple levels of questioning strategies to enhance instructional delivery. 4

 S246719

Strategy Rationale

During initial walkthroughs, teachers need support in implementing multiple levels of questioning strategies and literacy strategies to enhance instructional delivery.

Action Step 1 5

Provide professional development on how to use multiple levels of text dependent questions and evidence based responses that are aligned to the Standard.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/23/2016 to 12/12/2016

Evidence of Completion

Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans

Action Step 2 5

During Common Planning, teachers will plan for effective lessons that are aligned to the Learning Target and create Text Dependent Questions, Evidence Based Responses, and a Rigorous End Product. Common Planning will be conducted, according to an agenda, in order to align the instructional resources, instructional framework, suggested lesson plan template with Gradual Release of Responsibility Model and expected outcomes.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans

Action Step 3 5

Provide Professional Development on how to present lessons clearly and skillfully using explicit instruction through Gradual Release and Teacher Think Aloud.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/16/2016 to 6/2/2017

Evidence of Completion

Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans

Action Step 4 5

During PLCs, Coaches will facilitate PLCs wherein teachers will collaborate on best practices, strategies, and end products.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Observation, Student Work Samples

Action Step 5 5

Reading Coaches will conduct coaching cycles with teachers if needed on appropriate literacy and questioning strategies to increase effective instructional delivery.

Person Responsible

Lenere Dawkins

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Observation, Student Work Samples

Action Step 6 5

Walkthroughs will be conducted to determine teachers who are in need of improving instructional delivery.

Person Responsible

Lenere Dawkins

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Agendas, Sign-In Sheets

Action Step 7 5

Provide additional Professional Development on literacy and rigorous questioning strategies during Friday's PLCs.

Person Responsible

Lenere Dawkins

Schedule

Every 3 Weeks, from 9/1/2016 to 6/2/2017

Evidence of Completion

Agendas, Sign-in Sheets, Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Built in common planning, peer reflection during planning meetings, coaching cycles, weekly administrative walk throughs, school-based professional development, ETO CSS support and Scholastic representative instructional support.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Administrative follow-ups on coaching cycles/logs, administrator presence during common planning, administrative walk-throughs.

Person Responsible

Ottolita Thompson

Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs.


G6. To increase student achievement by implementing literacy, vocabulary, and multiple level questioning strategies to enhance instructional delivery. 1

 G087968

G6.B1 There is limited evidence of effective instructional delivery. 2

 B233901

G6.B1.S1 Provide support to Social Science teachers in order to build capacity through effective lesson planning which aligns the NGSSS-Social Studies and Florida Standards (Reading-RH and Writing-WHST) for Social Studies. Expectation are the creation of lesson plans which reflect explicit instruction, appropriate reading and writing strategies, along with multiple level questioning. 4

 S246720

Strategy Rationale

To increase evidence of rigorous lesson planning implementing the Reading and Writing through History standards

Action Step 1 5

Provide Professional Development on how to implement literacy strategies to implement Reading and Writing through History standards using explicit instruction.

Person Responsible

Lenere Dawkins

Schedule

On 6/2/2017

Evidence of Completion

Collaborative Planning Agendas, Sign-In-Sheets, Lesson Plans

Action Step 2 5

Provide Professional Development on how to use multiple levels of text dependent, evidence based questions to develop deeper levels of content knowledge during instructional delivery

Person Responsible

Lenere Dawkins

Schedule

On 6/2/2017

Evidence of Completion

Collaborative Planning Agendas, Sign-In-Sheets, Completed Lesson Plans

Action Step 3 5

During Common Planning, teachers will plan for effective lessons that impact instructional delivery by following an instructional framework, utilizing explicit instruction, using appropriate writing strategies (e.g. C.E.R.), and social studies best practice vocabulary strategies while providing scaffolds for instruction, and asking probing questions that are text dependent, evidence based.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Completed Lesson Plans, Observation, Student Work Samples

Action Step 4 5

Teachers will implement lessons plans that include graphic organizers, rigorous text dependent questions, and evidence based responses.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, Observation, Student Work Samples

Action Step 5 5

Reading Coach will utilize individualized lesson planning support, or Coaching cycles, in order to incorporate appropriate literacy and questioning strategies to increase effective instructional delivery.

Person Responsible

Lenere Dawkins

Schedule

Biweekly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Coaching Logs, Coaching calendars, Lesson Plans

Action Step 6 5

Walkthroughs will be conducted to determine teachers who are in need of assistance with improving instructional delivery through the use of effective questioning techniques and appropriate social science literacy strategies.

Person Responsible

Lenere Dawkins

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Note taking/Note making artifacts, Lesson Plans, Observation

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Expectation from common planning is the lesson plans are student-centered with instructional activities in which the STUDENTS demonstrate understanding through quality activities and end in a writing extension aligned to current standards.

Person Responsible

Lenere Dawkins

Schedule

On 9/9/2016

Evidence of Completion

Administrative Walk-through Logs, Common Planning Agendas, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Ongoing monitoring of Common Planning; Professional Development

Person Responsible

Lenere Dawkins

Schedule

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













Evidence of Completion

Administrative Walk-through Logs, Common Planning Agendas, Lesson Plans, History Lab (Student Responses)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1 A320423	Create a PBS point plan that will reward students for consistent good behavior.	Thompson, Ottolita	9/9/2016	Store established and fully functional.	9/9/2016 one-time
G1.B1.S1.A3 A320425	Present PBS outline during school Open House for parents and community partners.	Thompson, Ottolita	9/9/2016	This will be evident by the open house agenda and CIS parent sign in log.	9/9/2016 one-time
G6.B1.S1.MA1 M333710	Expectation from common planning is the lesson plans are student-centered with instructional...	Dawkins, Lenere	9/9/2016	Administrative Walk-through Logs, Common Planning Agendas, Lesson Plans	9/9/2016 one-time
G4.B1.S1.A1 A320441	Conduct individual and group counseling sessions with identified at risk students.	Dawkins, Lenere	9/1/2016	Session Logs	12/12/2016 biweekly
G5.B1.S1.A1 A320446	Provide professional development on how to use multiple levels of text dependent questions and...	Dawkins, Lenere	9/23/2016	Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans	12/12/2016 weekly
G1.B1.S1.A6 A320428	Implementation of Threat Assessment Team to ensure School Safety with knowledge of protocols	Dawkins, Lenere	1/29/2017	Sign In Sheets and Agendas from Threat Assessment Team Meeting	1/29/2017 one-time
G4.MA1 M333705	Data from School Climate Survey and Sign In Sheets from Parent Enrichment Nights, Referral Reports	Dawkins, Lenere	9/1/2016	Data from School Climate Survey and Sign In Sheets from Parent Enrichment Nights, Referral Reports	5/26/2017 one-time
G4.B1.S1.MA1 M333703	Ongoing monitoring through PTSA and Parental involvement activities such as Parent Enrichment Night	Dawkins, Lenere	9/1/2016	Sign In Sheets from PTSA and Parent Enrichment Activities	5/26/2017 monthly
G4.B1.S1.MA1 M333704	Ongoing monitoring through PTSA and Parental involvement activities such as Parent Enrichment Night	Dawkins, Lenere	9/1/2016	Sign In Sheets from PTSA and Parent Enrichment Activities	5/26/2017 monthly
G3.B1.S1.A1 A320434	Utilize common planning to show teachers how to unpack standards, identify misconceptions, and...	Wilson, Cindy	9/6/2016	Common Planning Agenda and Unpacking Standards Forms	6/2/2017 weekly
G3.B1.S1.A2 A320435	Utilize the PLC meeting to model the 'Cold Call' strategy for the teachers. At the end of the PLC...	Wilson, Cindy	9/1/2016	PLC Agenda, Video, Activities	6/2/2017 weekly
G3.B1.S1.A3 A320436	The Math Coach will conduct targeted walkthroughs aligned to identifying teachers in need of...	Wilson, Cindy	9/16/2016	Note-Taking/Note-Making sheets for teachers, Coaching Log Documentation	6/2/2017 weekly
G3.B1.S1.A4 A320437	The administrative team and math coach will conduct leadership team meetings aligned to the...	Thompson, Ottolita	9/30/2016	Administrative walkthrough logs	6/2/2017 biweekly
G4.B1.S1.A2 A320442	Conduct home visits and parent sessions for identified at risk students.	Dawkins, Lenere	9/1/2016	Session Logs	6/2/2017 biweekly
G4.B1.S1.A3 A320443	Identify at risk students using EWS.	Dawkins, Lenere	9/1/2016	Evidence of this will be provided by a list of identified students	6/2/2017 monthly
G4.B1.S1.A4 A320444	Provide rewards and incentives for at risk students through PBS.	Dawkins, Lenere	9/1/2016	PBS Agendas	6/2/2017 biweekly
G4.B1.S1.A5 A320445	Monitor attendance, academics, and behavior through progress reports.	Dawkins, Lenere	9/1/2016	Progress Reports and Report Cards	6/2/2017 weekly
G5.B1.S1.MA1 M333707	Built in common planning, peer reflection during planning meetings, coaching cycles, weekly...	Dawkins, Lenere	9/1/2016	Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs.	6/2/2017 weekly
G5.B1.S1.A2 A320447	During Common Planning, teachers will plan for effective lessons that are aligned to the Learning...	Dawkins, Lenere	9/12/2016	Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.A3 A320448	Provide Professional Development on how to present lessons clearly and skillfully using explicit...	Dawkins, Lenere	9/16/2016	Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans	6/2/2017 weekly
G5.B1.S1.A4 A320449	During PLCs, Coaches will facilitate PLCs wherein teachers will collaborate on best practices,...	Dawkins, Lenere	9/1/2016	Lesson Plans, Observation, Student Work Samples	6/2/2017 weekly
G5.B1.S1.A5 A320450	Reading Coaches will conduct coaching cycles with teachers if needed on appropriate literacy and...	Dawkins, Lenere	9/1/2016	Lesson Plans, Observation, Student Work Samples	6/2/2017 biweekly
G5.B1.S1.A6 A320451	Walkthroughs will be conducted to determine teachers who are in need of improving instructional...	Dawkins, Lenere	9/1/2016	Agendas, Sign-In Sheets	6/2/2017 monthly
G5.B1.S1.A7 A320452	Provide additional Professional Development on literacy and rigorous questioning strategies during...	Dawkins, Lenere	9/1/2016	Agendas, Sign-in Sheets, Lesson Plans	6/2/2017 every-3-weeks
G6.B1.S1.A1 A320453	Provide Professional Development on how to implement literacy strategies to implement Reading and...	Dawkins, Lenere	12/12/2016	Collaborative Planning Agendas, Sign-In-Sheets, Lesson Plans	6/2/2017 one-time
G6.B1.S1.A2 A320454	Provide Professional Development on how to use multiple levels of text dependent, evidence based...	Dawkins, Lenere	9/30/2016	Collaborative Planning Agendas, Sign-In-Sheets, Completed Lesson Plans	6/2/2017 one-time
G6.B1.S1.A3 A320455	During Common Planning, teachers will plan for effective lessons that impact instructional delivery...	Dawkins, Lenere	9/1/2016	Completed Lesson Plans, Observation, Student Work Samples	6/2/2017 weekly
G6.B1.S1.A6 A320458	Walkthroughs will be conducted to determine teachers who are in need of assistance with improving...	Dawkins, Lenere	9/1/2016	Note taking/Note making artifacts, Lesson Plans, Observation	6/2/2017 weekly
G1.MA1 M333695	Get School Data and EWS Data/ Documents	Thompson, Ottolita	9/5/2016	Daily Attendance; Truancy Reports; EWS Documents, Records of Home Visits	6/8/2017 monthly
G2.MA1 M333698	Data Reports/Chats on Formative Assessments, Common Planning Agendas, Lesson Plans, Administrative...	Thompson, Ottolita	9/1/2016	Data Chat Forms, Data Reports, Formal Classroom Observations	6/8/2017 weekly
G3.MA1 M333702	Data from Topic and District Assessments; i-Ready Data	Wilson, Cindy	9/1/2016	Administrative Walk-through Logs, Common Planning Agendas, Sign-In Sheets from Professional Development	6/8/2017 biweekly
G5.MA1 M333708	i-Ready, Scholastic Reading Inventory (SRI)/Scholastic Phonics Inventory (SPI)	Dawkins, Lenere	9/1/2016	Progress monitoring, data chat forms, data chats with teachers and data binders.	6/8/2017 weekly
G6.MA1 M333713	Student achievement will be monitored through Mini and District Assessments	Dawkins, Lenere	9/1/2016	Student achievement will increase when compared to last year's data	6/8/2017 monthly
G1.B1.S1.MA1 M333693	District Initiative Get School will be used to monitor and increase attendance rates. Also, Student...	Thompson, Ottolita	9/5/2016	Get Schooled Data, Truancy List and EWS Data/Documents	6/8/2017 monthly
G2.B1.S1.MA1 M333696	walkthroughs, observations, monitoring of coaching logs and common planning	Thompson, Ottolita	9/1/2016	walkthrough logs, formal and informal observations, coaching logs, common planning agendas	6/8/2017 weekly
G2.B1.S1.MA1 M333697	walkthroughs, observations, monitoring of coaching logs and common planning	Thompson, Ottolita	9/1/2016	walkthrough logs, formal and informal observations, coaching logs, common planning agendas	6/8/2017 weekly
G2.B1.S1.A1 A320429	Provide opportunities for peer-review observations with a focus on probing questions to increase...	Dawkins, Lenere	9/1/2016	Debrief notes, walkthrough logs	6/8/2017 weekly
G2.B1.S1.A2 A320430	Math Coach and CSS will provide coaching cycles as needed on utilizing multiple levels of probing...	Dawkins, Lenere	9/1/2016	Coaching logs, debrief notes	6/8/2017 every-3-weeks
G2.B1.S1.A3 A320431	Provide professional development on how to present lessons clearly and skillfully using explicit...	Dawkins, Lenere	9/12/2016	debrief, walkthrough logs	6/8/2017 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A4  A320432	During planning, teachers will plan for effective lessons that impact instructional delivery by...	Dawkins, Lenere	9/1/2016	planning and professional development agendas, sign-in rosters, lesson plans	6/8/2017 weekly
G2.B1.S1.A5  A320433	Ongoing data chats with teachers to monitor student progress of mastery of content.		9/1/2016	data binders, agendas, sign in rosters	6/8/2017 monthly
G3.B1.S1.MA1  M333699	Common Planning, Professional Development, Administrative Walk-throughs, Lesson Plans, Data from...	Thompson, Ottolita	9/1/2016	Lesson Plans, Common Planning Agendas, Administrative Walk-throughs Logs	6/8/2017 weekly
G3.B1.S1.MA1  M333700	Ongoing monitoring of Common Planning, Professional Development, Administrative Walk-throughs,...	Thompson, Ottolita	9/1/2016	Lesson Plans, Common Planning Agendas, Administrative Walk-throughs Logs	6/8/2017 weekly
G5.B1.S1.MA1  M333706	Administrative follow-ups on coaching cycles/logs, administrator presence during common planning,...	Thompson, Ottolita	9/1/2016	Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs.	6/8/2017 weekly
G6.B1.S1.A4  A320456	Teachers will implement lessons plans that include graphic organizers, rigorous text dependent...	Dawkins, Lenere	9/1/2016	Lesson Plans, Observation, Student Work Samples	6/8/2017 weekly
G6.B1.S1.A5  A320457	Reading Coach will utilize individualized lesson planning support, or Coaching cycles, in order to...	Dawkins, Lenere	9/1/2016	Coaching Logs, Coaching calendars, Lesson Plans	6/8/2017 biweekly
G1.B1.S1.MA1  M333694	Ongoing monitoring.	Thompson, Ottolita	9/5/2016	To ensure a clear understanding of PBS school-wide.	6/9/2017 weekly
G1.B1.S1.A2  A320424	Present rules and expectations and reward system during school wide grade level assemblies.	Thompson, Ottolita	9/9/2016	Evidence of mastery will be evident by students adhering to PBS rules, policies and procedures.	6/9/2017 weekly
G1.B1.S1.A4  A320426	Send attendance letters/certificates to students and parents during CIS home visits.	Thompson, Ottolita	9/9/2016	Evidence of mastery will be provided by CIS log and record of parent conferences.	6/9/2017 weekly
G1.B1.S1.A5  A320427	Team will review problem areas and behaviors of concern using COGNOS & RtIB data during monthly...	Thompson, Ottolita	9/9/2016	Evidence of this will be provided by the PBS meeting agenda cognos reports and RTIB data.	6/9/2017 weekly
G6.B1.S1.MA1  M333709	Ongoing monitoring of Common Planning; Professional Development	Dawkins, Lenere	9/9/2016	Administrative Walk-through Logs, Common Planning Agendas, Lesson Plans, History Lab (Student Responses)	6/9/2017 daily

V. Professional Development Opportunities

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

G5. To increase student achievement by improving core instruction in Literacy by infusing multiple levels of questioning strategies.

G5.B1 Teachers have a limited use of multiple levels of text dependent, evidence based questions.

G5.B1.S1 Implement vocabulary, literacy, and multiple levels of questioning strategies to enhance instructional delivery.

PD Opportunity 1

Provide professional development on how to use multiple levels of text dependent questions and evidence based responses that are aligned to the Standard.

Facilitator

Instructional Coach

Participants

Instructional Staff

Schedule

Weekly, from 9/23/2016 to 12/12/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create a PBS point plan that will reward students for consistent good behavior.	\$0.00
2	G1.B1.S1.A2	Present rules and expectations and reward system during school wide grade level assemblies.	\$0.00
3	G1.B1.S1.A3	Present PBS outline during school Open House for parents and community partners.	\$0.00
4	G1.B1.S1.A4	Send attendance letters/certificates to students and parents during CIS home visits.	\$0.00
5	G1.B1.S1.A5	Team will review problem areas and behaviors of concern using COGNOS & RtIb data during monthly meetings."	\$0.00
6	G1.B1.S1.A6	Implementation of Threat Assessment Team to ensure School Safety with knowledge of protocols	\$0.00
7	G2.B1.S1.A1	Provide opportunities for peer-review observations with a focus on probing questions to increase effective instructional delivery with a focus on active learning strategies aligned to Item Specifications.	\$0.00
8	G2.B1.S1.A2	Math Coach and CSS will provide coaching cycles as needed on utilizing multiple levels of probing questions.	\$0.00
9	G2.B1.S1.A3	Provide professional development on how to present lessons clearly and skillfully using explicit instruction and active learning strategies to increase student engagement.	\$0.00
10	G2.B1.S1.A4	During planning, teachers will plan for effective lessons that impact instructional delivery by following an instructional framework that is aligned with the Item Specs, utilizing explicit instruction and active learning strategies to engage student with content.	\$0.00
11	G2.B1.S1.A5	Ongoing data chats with teachers to monitor student progress of mastery of content.	\$0.00
12	G3.B1.S1.A1	Utilize common planning to show teachers how to unpack standards, identify misconceptions, and develop probing question. At the end of the common planning session , the instructors will have developed a lesson plan for the upcoming week that will have predetermined probing questions based on student misconceptions.	\$0.00
13	G3.B1.S1.A2	Utilize the PLC meeting to model the 'Cold Call' strategy for the teachers. At the end of the PLC session, the instructors will develop one activity for the week that will utilize 'Cold Call'.	\$0.00
14	G3.B1.S1.A3	The Math Coach will conduct targeted walkthroughs aligned to identifying teachers in need of support with implementing probing questions that will allow students to rationalize their answers and conduct coaching cycles.	\$0.00
15	G3.B1.S1.A4	The administrative team and math coach will conduct leadership team meetings aligned to the development of the math teachers and focus on the frequency of teachers asking probing questions which require students to provide rationales to justify their approach.	\$0.00
16	G4.B1.S1.A1	Conduct individual and group counseling sessions with identified at risk students.	\$0.00
17	G4.B1.S1.A2	Conduct home visits and parent sessions for identified at risk students.	\$0.00
18	G4.B1.S1.A3	Identify at risk students using EWS.	\$0.00

19	G4.B1.S1.A4	Provide rewards and incentives for at risk students through PBS.	\$0.00
20	G4.B1.S1.A5	Monitor attendance, academics, and behavior through progress reports.	\$0.00
21	G5.B1.S1.A1	Provide professional development on how to use multiple levels of text dependent questions and evidence based responses that are aligned to the Standard.	\$0.00
22	G5.B1.S1.A2	During Common Planning, teachers will plan for effective lessons that are aligned to the Learning Target and create Text Dependent Questions, Evidence Based Responses, and a Rigorous End Product. Common Planning will be conducted, according to an agenda, in order to align the instructional resources, instructional framework, suggested lesson plan template with Gradual Release of Responsibility Model and expected outcomes.	\$0.00
23	G5.B1.S1.A3	Provide Professional Development on how to present lessons clearly and skillfully using explicit instruction through Gradual Release and Teacher Think Aloud.	\$0.00
24	G5.B1.S1.A4	During PLCs, Coaches will facilitate PLCs wherein teachers will collaborate on best practices, strategies, and end products.	\$0.00
25	G5.B1.S1.A5	Reading Coaches will conduct coaching cycles with teachers if needed on appropriate literacy and questioning strategies to increase effective instructional delivery.	\$0.00
26	G5.B1.S1.A6	Walkthroughs will be conducted to determine teachers who are in need of improving instructional delivery.	\$0.00
27	G5.B1.S1.A7	Provide additional Professional Development on literacy and rigorous questioning strategies during Friday's PLCs.	\$0.00
28	G6.B1.S1.A1	Provide Professional Development on how to implement literacy strategies to implement Reading and Writing through History standards using explicit instruction.	\$0.00
29	G6.B1.S1.A2	Provide Professional Development on how to use multiple levels of text dependent, evidence based questions to develop deeper levels of content knowledge during instructional delivery	\$0.00
30	G6.B1.S1.A3	During Common Planning, teachers will plan for effective lessons that impact instructional delivery by following an instructional framework, utilizing explicit instruction, using appropriate writing strategies (e.g. C.E.R.), and social studies best practice vocabulary strategies while providing scaffolds for instruction, and asking probing questions that are text dependent, evidence based.	\$0.00
31	G6.B1.S1.A4	Teachers will implement lessons plans that include graphic organizers, rigorous text dependent questions, and evidence based responses.	\$0.00
32	G6.B1.S1.A5	Reading Coach will utilize individualized lesson planning support, or Coaching cycles, in order to incorporate appropriate literacy and questioning strategies to increase effective instructional delivery.	\$0.00
33	G6.B1.S1.A6	Walkthroughs will be conducted to determine teachers who are in need of assistance with improving instructional delivery through the use of effective questioning techniques and appropriate social science literacy strategies.	\$0.00
Total:			\$0.00