Miami Arts Studio 6 12 At Zelda Glazer

2016-17 Schoolwide Improvement Plan

Miami Arts Studio 6 12 At Zelda Glazer

15015 SW 24TH ST, Miami, FL 33185

http://zgm.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)
High School 6-12	Yes	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Miami Arts Studio 6 12 At Zelda Glazer

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.

Together we nurture a society of thinkers who are knowledgeable and confident.

b. Provide the school's vision statement.

Celebrate the magic of learning.

2. School Environment

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

Establishing productive and successful relationships between teachers and students is an important part of the educational plan at Miami Arts Studio 6-12 @ Zelda Glazer. One method of learning about the students is to begin the school year with an Interest Inventory. Many teachers find that this is a baseline to create conversation that is meaningful. However, the most effectual means of achieving this is to increase discourse between both the students and teachers in many ways. The most basic of these is to infuse sincere discussion into the daily classroom strategies throughout the curriculum. This allows for both parties to exchange ideas, information and opinions. Outside the classroom, teachers and students are interacting during small group tutoring taking place both before and after school in many curriculum areas. A third format that supports a stronger bond between student and teacher is the numerous clubs and sports available at our school. Students are welcomed to participate in school organizations that range from the academic (Math Club, SECME, United Nations) to less academic endeavors such as Future Educators of America and Interact. There are also numerous sports teams open to students, from soccer to bowling to basketball. Finally, with the continued growth of our new Magnet Program, there have been increased opportunities for both faculty and students to work together in creative undertakings. These include creation of our new website to a Teacher/Student Talent Show, which has switched roles of responsibilities with the students directing the staff.

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

Safety is a primary concern of all the staff at Miami Arts Studio 6-12 @ Zelda Glazer. Our campus physically presents many daily security challenges and we are constantly striving to maintain procedures that will protect both our students and staff. Our first line of defense is a Security team that is vigilant and aware of both the physical campus and the vagaries of middle and high school students. Security and Staff work together during arrival and dismissal and throughout the day as classes change to maintain stability and order while there is movement around the campus. In addition, a discipline plan is in place which immediately removes students who create situations that may lead to problems. Finally, safety in the communal areas around the campus presents unique problems for our school building. Aside from the presence of our dedicated security team, a highly visible faculty and administration assure students that there is always someone available for them to seek out should they find themselves aware of an unsafe situation.

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

The schoolwide behavioral system in our school is a three-tiered process. As one would expect, the first line of defense takes place at the classroom level. Classes work on an "assertive discipline" behavioral format, which has a progressive set of consequences for rule infractions with severe clauses for non-negotiable behaviors such as stealing, fighting or insubordination. Students are familiarized with these procedure and expectations for their behavior both during grade level orientation at the beginning of the school year, and also with classroom visits from the counseling staff. This allows for orderly classrooms and more time spent focused upon educational activities. The second tier of the behavioral system takes place outside of the classroom and normally involves more severe or chronic infractions. These are met initially with intervention by either the counselors or administration. Intervention at this level requires notification and meeting with the parents of the student. When initial intervention fails to change behavior, or the infraction is non-negotiable, students then are given consequences in line with the severity of their infraction such as detention, or SCSI. When all attempts have failed and/or the action is egregious, as a last resort students are placed in a District-supported Success Center. This new District initiative is staffed by both Success Coaches and Counselors who facilitate improvement in the students' inappropriate behaviors and expedite a propitious return to their regular learning environment.

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.

Although academic progress is an imperative portion of our students' success, their social and emotional health is vital to their overall success and well-being. The faculty and staff at Miami Arts Studio 6-12 @ Zelda Glazer works as a team to ensure that students grow not only in their educational achievement, but their social skills and emotional welfare matures as well. At the opening of the school year, counselors visit classrooms to discuss procedures and help available for students. The administration and counseling staff work with students who are recommended by teachers, parents and staff. Additionally, students who are experiencing difficulties can request meetings with a counselor. Counselors will work with both students and parents to define problems and create a plan with strategies to correct them. When necessary, both counselors and administration offer the assistance of outside agencies and/or organizations which may provide additional assistance.

There are many opportunities for students to create a wider, healthier social circle. Academic organizations (such as SECME, Mock United Nations, Math Club, etc.), cultural activities (Talent Shows, school plays, musical performances), sports teams (Bowling, Soccer, Basketball, Softball) and other school clubs (Future Educators or America, Interact) present various options for social participation outside the classroom. Participation in these organizations not only provides improved social skills, but also emotionally develops confidence and self-worth.

Another layer of our schools' commitment to students' social and emotion well-being is through mentoring. Peer tutoring takes place within all curriculum areas. Older students assist younger ones to adjust to the new school and the demands of the middle school setting. Additionally, both faculty and administration provide mentoring of students to not only model appropriate behavior, but to assist in development of strategies and techniques for healthy interactions with people around them.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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.

The prevention of student disengagement requires attention on a number of fronts. In order to keep students invested in their education, attention is focused through many lines of defense. These include:

Teachers – watching for warning signs and getting assistance before factors become insurmountable.

Counselors – assisting students through intervention strategies and follow-up to ensure improvement.

Administration – Assisted by the Leadership Team, Administration leads the efforts to identify and follow-up with students whose behavior and academic progress, or lack of, conforms to the factors impacting student disengagement.

The factors which contribute to students' lack of progress are monitored in the following manner:

Attendance- Absences and tardies are monitored through Attendance Manager. The parents of students with excessive tardies are contacted, students are warned and if there is no improvement consequences, such as detentions, are delivered. Students with excessive absences are referred to counselors, administrators and, if necessary, the school's social worker. Conversely, there are rewards for those students demonstrating acceptable attendance records through the grade level TEAM process.

Suspensions – When a student demonstrates severe or repetitive infractions of the discipline code, many steps are taken before students receive either Indoor Suspension or articulation to a District success Center. Initially, parents are contacted and students are counseled. If undesirable behavior continues after counselor support, administration is involved and, if needed, outside agency support is supplied.

Multiple Course Failure – Parents and teachers are kept informed of student progress through the Dade County Interim Progress Reports and the Notice of Unsatisfactory Progress throughout each grading period. Through this data, counselors monitor students on a quarterly basis, compiling a list of students in danger of failing essential Core classes. Counselors meet with these students, parents and member of their educational TEAM to assist them with help, such as tutoring. Teachers and counselors also provide technical assistance by offering students programs such as Khan Academy and iReady to bolster academic skills. If the student does fail a Core class and falls behind, other options such as Florida Virtual School (FLVS) are proposed as a manner for them to get back on track with their classmates.

Level 1 in ELA or Math – There are a variety of programs in place for students who require intervention in ELA and Math. Initially, scores from the previous Spring assessment administration are dis-aggregated to identify and group students within both demographic and academic subgroups. The first line of assistance is classroom placement. Students are scheduled into homogeneous classes, including special classes such as iPrep Math which services students with innovative instructional techniques and technical support. Additionally, students are placed in the Intensive Reading and Intensive Reading Plus ELA intervention programs. Students are offered tutoring after school in both ELA and Math. Demographic subgroups such as ELL and SPED, which data has historically shown to be in need of assistance, are provided tutoring and there is monitoring to assure attendance. Ongoing progress monitoring is done through the MDCPS Interim Assessment Program and the newly instituted iReady Program, allowing both classroom teachers and tutoring instructors to determine progress for these students.

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	14	17	36	3	0	0	0	70
One or more suspensions	0	0	0	0	0	0	61	46	54	3	0	0	0	164
Course failure in ELA or Math	0	0	0	0	0	0	34	65	21	0	0	0	0	120
Level 1 on statewide assessment	0	0	0	0	0	0	47	51	45	7	0	0	0	150
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	22	19	20	1	0	0	0	62

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

Students who have been identified through the Early Warning System are supported in a number of ways. Once they have been ascertained, a team of school staff works to assist them. At the classroom level, teachers use data to provide differentiated instruction for students having academic difficulties. Classroom teachers also work with the discipline program to reduce behavioral issues and also refer students, as necessary, for attendance concerns. Academically, numerous tutoring and remediation programs are in place and used to aide students. At the next level, involvement by the counseling department and school administration goes into effect. Counselors monitor all of the indicators. As necessary, they meet with students, parent and the child's grade level TEAM to provide strategies to improve academic achievement, classroom behavior and attendance. In some cases, a staff mentor is assigned to the student and, in more serious cases, administrative intervention and/or mentoring takes place. When necessary, assistance by outside agencies is provided.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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. § 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/324325.

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.

As our Magnet Program expands, so does our partnerships with the community. We have continued the practices from the past which include:
- Visitations by Visiting Experts
- Our partnership with Florida International University which provides mentors to the student in our Arts Magnet and workshops. Florida International University continues to be an integral part in the growth of the Magnet Program, particularly in Theater, Dance and Music.
- Local professionals present Master Classes to students and visit classrooms on a frequent basis.
- Local broadcast entities have both visited the school to assist students and provided students with visits to stations to provide them with a realistic picture of their chosen field of study.
- Students who have "graduated" from Miami Arts Studio 6-12 @ Zelda Glazer often return to become mentors and tutoring for students both experiencing difficulty and those wishing to accelerate in Math and Science.
- Community Leaders have a consistent presence in our school. School officials visit to observe our unique programs and interact with students benefiting from them. School Board Members and other Civic leaders provide support and inspiration for our students during their visits. Our unique curricular programs, both academic and cultural, have prompted visits from school systems across the state and around the country.
- Both our Civics classes and our Law Studies classes have had the opportunity to speak first hand with Civic Judges from various types of courts.
- One of the most exciting new outreaches into the community involves our high school students who have established community service projects within the community. We continue to expose our 9th grade students to community service experiences with visits to local charities such as; Camillus House, Ronald McDonald House and The Rescue Mission.
- In keeping with the digital initiative of the Superintendent and District, we have added social media to our means of keeping the community , families and study body informed of all the events taking place at MAS 6-12@ Zelda Glazer.
- This year, we revamped our website to better communicate with parents and students to include; CAP information, providing scholarship and community service opportunities. Additionally, we have added a live calendar of events and activities from which parents may set reminders and even download events to their personal calendars. All of the stakeholders of Miami Arts Studio 6-21 @ Zelda Glazer are kept informed and involved through these additions.

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
Balsera, Miguel	Principal
Diaz, Ana	Assistant Principal
Suarez, Patricio	Assistant Principal

b. Duties

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

Tier 1(Leadership Team)
• Miguel Balsera (Principal), Ana Diaz (Assistant Principal) and Patricio Suarez who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps,

allocate resources.

In addition to the schools' administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
• Katia Lopez, L.A. Deparment Head
• Michelle Mestre, Reading Intervention Department Head
• Hans Gonzalez, Math Department Head
• Sully Martin, Science Department Head
• Tessy Medero, Social Studies Department Head
• Sandra Espinoza, BIP/Behavioral Contact
• Maria Fernandez, ESE Department Head
• Patricia Iglesias, CAP Advisor
• Anamaria Delgado, Counselor
• Amy Dorta-Mendez, Counselor
• Theresa Alvarado, Counselor
• Jacqueline DeLeon, School Psychologist
• Patricia Negrin, School Social Worker

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

Tier 2:
Members of the MTSS Leadership Team listed below will conduct monthly meetings to 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.
• Miguel Balsera (Principal)
• Ana Diaz (Assistant Principal)
• Patricio Suarez (Assistant Principal)
• Maria Fernandez, ESE Department Head
• Anamaria Delgado, Counselor
• Theresa Alvarado, Counselor
• Department Head of relevant curriculum department

Tier 3 SST
Members of the MTSS Leadership Team/ Tier 2 Team listed below and parent/guardian will make up the Tier 3 SST Problem Solving Team.
• Ana Diaz (Assistant Principal)
• Patricio Suarez (Assistant Principal)
• Maria Fernandez, ESE Department Head
• Anamaria Delgado, Counselor
• Theresa Alvarado, Counselor , High 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.

Tier 1:
The MTSS Leadership Team use 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. The MTSS Leadership Team will meet quarterly with problem solving being the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation he MTSS Leadership Team will focus on increasing student achievement or behavioral success.
3. The MTSS Leadership Team will determine expected levels of progress necessary on the most recent assessment administered in the core subject areas
4. The MTSS Leadership Team will respond when grades, subject areas, classes, or individual students have not shown a positive response by determining the most appropriate intervention for the students that is available in the school. In addition, if outside assistance is necessary that will also be considered.
5. The MTSS Leadership Team will respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. The team will gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. The team will ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze 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 as they have not met the proficiency level determined in Tier 1. 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 who will require SST Tier 3 intervention

Near the conclusion of the school year, the MTSS evaluates the SIP efforts to determine their successes and deficiencies. This review will dictate 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 money will be used to support a before/after school tutoring program for students who are at risk of scoring below proficiency on the state-mandated assessments.

• Title III money will be used to fund a similar after school tutoring program to assist ELL students in both Math and Reading.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Miguel Balsera	Principal
Hans Gonzalez	Teacher
Maria Marzoa	Teacher
Nicolas Garcia	Teacher
Teresa Suarez	Education Support Employee
Sonia Asencio	Parent
Nelida Wolman	Parent
Megan Garcia	Student
Arnold Ledesma	Business/Community
Manuel del Rio	Business/Community
Alfredo Mesa	Business/Community
Ana C. Diaz	Principal
Sasha Kanamine	Teacher
Rosa Perez	Teacher
Marta Brito	Teacher
Cristina Garcia	Education Support Employee
Miguel Lopez	Parent
Karen Talavera	Parent
Cristina Guerra	Parent
Olga Meador	Parent
Christopher Randey	Teacher
Sophia Vargas	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The EESAC Committee at Miami Arts Studio 6-12 @ Zelda Glazer was integral in evaluating the 15-16 SIP plan both during its creation and as we reviewed the effectiveness of the strategies implemented. A review of the SIP was held both at mid-year and as the school year closed. Efficacy of strategies was discussed and suggestions were made by members for new strategies in the 16-17 year. The diverse perspectives of staff, parent, students and community provided a direction for change that will be implemented this school year.

b. Development of this school improvement plan

Members of the EESAC Committee began their involvement in the development of the 2016-2017 School Improvement Plan at the end of the 2015-2016 school year. As data became available, discussion was held with both staff members and SAC members to determine areas of need and how SAC could contribute to SIP. During every step of the development SAC members were consulted and their opinions and ideas incorporated into the plan. As the draft of the plan was completed, the committee reviewed and offered suggestions to create a more comprehensive plan. As changes are

made through the review process, EESAC members will be kept informed and will meet to approve the final plan.

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

The administration of the school meets regularly with the EESAC Committee to facilitate input in the development of the school's budget. Within the parameters of the District guidelines, suggestions are taken into account and, whenever feasible, possible and beneficial, are put into place. Once the budget has been initially been created, the EESAC is again visited to tweak the plan. As funding becomes available or availability is changed, their input into expenditures or money-saving ideas are solicited and welcomed.

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

Dependent upon the amount of funding available the use of SAC monies will be used for the following programs, in order of importance:
1. After School tutoring for both "bubble" remediation and enrichment . (app. $3,000.00)
2. STEM Competition supplies and fees. (app. $3,000.00)
3. Expenditures for supplies to support the Magnet program. (app. $9,000.00)

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
Balsera, Miguel	Principal
Diaz, Ana	Assistant Principal
Suarez, Patricio	Assistant Principal
Lopez, Katia	Teacher, K-12
Granda, Natalie	Teacher, K-12
DeMoya, Suzette	Teacher, K-12
Smith, Mariana	Teacher, K-12
Espinoza, Sandra	Teacher, ESE
Ferrer, Silvia	Teacher, K-12
Medina, Melissa	Teacher, K-12
Kanamine, Sasha	Teacher, K-12
Ledesma, Roxana	Teacher, K-12
Mancebo, Alberto	Teacher, ESE
Rodriguez, Alexander	Teacher, K-12

b. Duties

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

The Literacy Leadership Team is the driving force behind our school wide initiative for effective planning and instructional delivery. It will also guide teachers in the infusion of literacy skills, based on the new Florida Standards (LAFS). Monthly meetings of the LLT will provide not only strategies and techniques to infuse literacy in all curriculum areas, but will be a forum for sharing best practices in all areas. In addition, time will be spent unpacking literacy standards as strategies and techniques are presented in order for teachers to understand the exact student expectations for literacy across the curriculum. Another integral part of the LLT meetings will be facilitating the transition to the new Florida State Assessments (FSA) and District Developed End of Course (DDEOC) assessments. As both the assessment implementation and standards transition are major shifts in the curricular paradigm, the members of this team will disseminate vital information to all members of the staff.

D. Public and Collaborative Teaching

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

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

This academic school year we are contuing a school wide initiative to both improve student achievement and implement the Florida Standards in many curriculum areas through a focus on effective planning. The process for the enactment of this strategy involves dedicated common planning times and both homogeneous and heterogeneous planning. It is not only imperative that the program is both rigorous and complex within the subject area, but also across curriculum disciplines. In order to obtain this unity and focus, we are creating cohorts that will plan and implement together sharing best practices across subject areas and grade levels. Content Area experts will demonstrate and model instructional techniques, while providing support for teachers new to the profession.

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

In order to recruit highly qualified teachers, our administrators participate in collegial activities with others in the field that can assist them in finding quality educators as the need arises. In addition, teachers presently at the school are aware of the school's needs and, as they are immersed in various learning communities, share success stories and other information about the unique educational programs at Miami Arts Studio 6-12 @ Zelda Glazer. Also, our District has provided a Teacher Match, a tool that is used to identify highly qualified teachers in the area. Additionally, new teachers are supported in a number of ways to assure their retention in the educational field. Each teacher is assigned a more veteran educator in their curriculum area to help them with planning and other subject matter questions. Department Heads are also charged with making sure that newer teachers have materials and support necessary to be successful. Finally, site administrators regularly visit classrooms and meet with new teachers, either formally or informally to assess their needs.

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

As we participate in the District's MINT Program, each teacher new to the profession and other teachers requiring assistance will be assigned a mentor within their curriculum area. This mentor will be a veteran teacher and will preferably work in the same subject and grade level as the mentee. Each pair will meet regularly (minimally monthly) and on a quarterly basis meet with their respective administrator to discuss progress. Whenever possible, mutual planning time will be scheduled in order for the pairs to work together on both short and long term planning for the classroom.

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.

Initially, teachers met over the summer and early in the school year to unpack the standards as related to both their subject area and grade level. This unpacking was done both horizontally and vertically within each department. Student performance requirements were delineated and curriculum mapping was done, in conjunction with District developed Pacing Guides, to set up long range instructional goals. Each department has also set up frequent, consistent and common planning times to create weekly or bi-weekly lesson plans which will incorporate the new standards and work to create a gradual release model of instruction. These plans are being created with the assistance of District Level resources made available by District Departments and technology resources such as C-PALMS. This process will continue as the school year progresses, with realignment of instructional techniques and strategies as deemed necessary from data received from on-going assessment and progress monitoring.

Additionally, through Department Heads and the Literacy Team, standards will be addressed cross-curriculum and infusion of Literacy Standards will take place in all curriculum areas. Curriculum departments will no longer stand alone, but will complement and support instructional plans in other areas.

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 use of data to drive instruction is prevalent throughout all levels of the school building. From the creation of classes during the summer based on the needs determined by data supplied by the Spring assessments, to the scheduling of students into appropriate classes for their level of academic achievement, data is an integral part of the development of the curriculum even before the school year begins.

At the administrative level, there are frequent and focused data chats held initially with Department Heads to look at the "Big Picture" of school achievement and followed-up by individual meeting with teachers throughout the year as assessments are administered and more current data becomes available. Teachers whose data demonstrates lack of achievement are mentored by Content Area experts and given additional assistance in planning and carrying out their plans in the classroom.

Ultimately, at the classroom level teachers dis-aggregate data from not only the state assessments, but also from the most recent assessments as they become available. They participate in data chats with the school administration and also with the students themselves to create a sense of ownership for their growth and achievement. From the data, teachers create instructional strategies that will compensate for student weaknesses and take advantage of student strengths. Additionally, small focus groups requiring differentiated instruction are developed to assure that all students are reaching their potential achievement.

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:** 4,600 |

After school tutoring program:

Instruction in core academic subjects:
Through both before and after school tutoring programs, students will be instructed within the core areas to assist them in achieving success both in the classroom and on the state-mandated assessments. Students participate in various programs that are created to service specific needs such as student within the ELL program are assisted not only in the core subjects but also in language skills. Level 1 and Level 2 FSA students in Reading, Math and Science are given the opportunity to attend tutoring in order to assist them in closing the gaps in their knowledge and support their classroom learning curriculum.

Teacher collaboration, planning, and professional development:
Through the Literacy Leadership Team, teachers are presented with the opportunity to develop professionally through collaboration and sharing of best practices. Also, focused unpacking and implementation of the new standards and the instructional techniques most effective in their lesson planning will be provided.

Enrichment activities that contribute to a well-rounded education:
There are two facets of the after school academic program which enrich students. The first of these is a support program made available for students that are accelerated in Mathematics and are preparing for the Algebra and Geometry End-of-course assessments. Students meet with tutors who assist them in their preparation and practice for these tests.

The second avenue for enrichment is provided by our Science Club, the Math Club and both the Law Debate and Mock United Nations organizations. Students meet with these groups to receive additional information and opportunities in each of the specialized areas and are often in preparation for competitions.

Strategy Rationale

Employing a number of effective strategies in the extended school day will create an overarching unity for the educational program at Miami Arts Studio 6-12 @ Zelda Glazer. Focus is on both the instructional delivery by teachers and the opportunities presented to students for increased student achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Diaz, Ana, anniediaz25@dadeschools.net

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

Data collection takes place throughout the entire school year. Initially data from the Spring 2016 assessment and the final iReady Diagnostic assessment will be used to assess students for

participation in the tutoring program. Initial Fall iReady Diagnostic Assessment will also be used as a guiding force in placement as the year progresses, various other assessments such as the MidYear Interim Assessments will determine student's continued participation or withdrawal from the program dependent upon progress and growth made. Collaboration between administration, department heads, test/data chair, classroom teachers and tutors will determine movement within the program. Suggestions from classroom teachers for additional students to be placed in the program will be considered as the data warrants. These evaluations will take place after each assessment is administered. All groups will be monitored.

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. § 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.

We provide orientations to all new students entering Miami Arts Studio. For the incoming 6th graders, there is an orientation meeting with parents that is held before the school year begins in order to familiarize them with both the procedures of the school and its' physical plant. There is a pervasive feeling of anxiety within these students as they enter the building, which is quite large and overwhelming when coming from the smaller elementary setting. Explanation of the color coded buildings and the fact that the majority of their classes take place on the first floor eases this stress. Additionally, during the first few weeks of school there is another orientation held to reiterate the rules and to answer questions that have arisen. Each 6th grade students receives a classroom visits from his/her counselor to personally review rules and expectations. Although the majority of our magnet students enter in the 6th grade, we do have students who apply to the high school magnet in 9th grade. These students also receive an orientation at the beginning of the year that is hosted by the high school SGA. The purpose of this orientation is to provide information, but also to allow these students to meet their fellow classmates prior to the first day of 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.

At this time we continue to transition from a traditional middle school to a 6-12 Magnet program. Through a partnership with Florida International University, we are presenting students with exposure to, and mentoring from members of the Florida International University faculty and alumni. Areas where mentoring is taking place includes Theater and Theater Production and Law. Furthermore, members of the academic and professional community are creating and presenting Master Classes for many of our areas of study. This year, we introduced a full time College Assistance Program (CAP) providing all high school and pre-high school students with vital information as they prepare for college and career. Our 9th grade students take a Freshmen Experience class that focuses on creating a college portfolio and time to research and plan for the future. In addition, 9th grade students in this class develop and plan community service projects.

A Career and College Readiness link has been added to both our school website and was placed on our new mobile APP.

Through the SECME and STEM Programs, career opportunities and programs of college study are presented to students.

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

Students within the Technical Production classes are prepared for numerous industry certification exams; including, Adobe Photoshop, Adobe, Premiere, and Adobe Illustrator. Students completing 7 years of the program can earn up to six industry certifications. As students advance in these courses they will participate in real-world applications of learned knowledge and also the participation in competitions that will allow students to apply their knowledge to challenges that exist in the real-world and in technical careers that are in high demand.

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? 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.   Goal #1 Core Curriculum Goal - To increase student achievement by improving core instruction in all 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. Goal #1 Core Curriculum Goal - To increase student achievement by improving core instruction in all areas `1a`

🔍 G088032

Targets Supported `1b`

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	87.0
AMO Math - All Students	
AMO Math - Asian	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
Algebra I EOC Pass Rate	86.0
Geometry EOC Pass Rate	92.0
Math Gains	68.0
Math Lowest 25% Gains	62.0
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
CELLA Listening/Speaking Proficiency	60.0
CELLA Reading Proficiency	40.0
FSA ELA Achievement	73.0
FSA Mathematics Achievement	59.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	55.0
CELLA Writing Proficiency	44.0

Targeted Barriers to Achieving the Goal `3`

- Limited time across all content areas to plan and develop lessons aligned with the new standards and state mandated assessment configurations;develop exploratory and inquiry based activities to increase student engagement; for both horizontal and vertical planning; to meet and share best practices, while creating fluid curriculum maps for all areas of the curriculum and allow instructors to "fine tune" instructional focus and techniques chosen to implement benchmark instruction.

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

- Common planning time within departments and across the curriculum and grade levels

- Technology such as CPALMS, Reading Plus,Khan Academy, Reflex Math, Gizmos, Discovery School, National Geographic, My Big Campus

- Core Materials aligned with Florida Standards

- Content Area experts across the curriculum

- District Interim Assessments and District created on-going progress monitoring assessments

- After School tutoring program

- Strong leadership team

- Curriculum Support Specialists in ELA, Science and Social Sciences

- Specially designed and equipped Lab rooms

- Newly implemented use of vocabulary program "Vocabulary.com"

Plan to Monitor Progress Toward G1. 8

Disaggregation of data collected from the MDCPS Fall Interim Assessments for Core areas. Also data from the Florida Standards Assessment, FCAT 2.0 (Science) and End-of-Course Assessments (both FSA and NGSSS).

Person Responsible
Ana Diaz

Schedule
On 10/24/2016

Evidence of Completion
Observation Notes; data analysis reports

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. Goal #1 Core Curriculum Goal - To increase student achievement by improving core instruction in all areas 1

🔑 G088032

G1.B1 Limited time across all content areas to plan and develop lessons aligned with the new standards and state mandated assessment configurations;develop exploratory and inquiry based activities to increase student engagement; for both horizontal and vertical planning; to meet and share best practices, while creating fluid curriculum maps for all areas of the curriculum and allow instructors to "fine tune" instructional focus and techniques chosen to implement benchmark instruction. 2

🔑 B234044

G1.B1.S1 Common planning time will be continued for both grade level and subject area taught. Both horizontal and vertical planning will take place. 4

🔑 S246842

Strategy Rationale

By creating a time for teachers and staff to plan together, instructional focus, strategies and techniques will become more cohesive and successful.

Action Step 1 5

Common planning time will be arranged for each department as a whole, and smaller groups within the department, grouped by either grade level or curricular subject. These meetings will be used to facilitate unit/lesson planning, data analysis, differentiation of techniques/strategies and procedures to assure smooth transitions to next level of instruction.

Person Responsible

Hans Gonzalez

Schedule

Biweekly, from 10/17/2016 to 5/26/2017

Evidence of Completion

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

Assistant Principal for Curriculum and Department Heads will schedule and notify participants of meetings to be held with time and location.

Person Responsible

Ana Diaz

Schedule

Biweekly, from 10/17/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, Unit Plans, Meeting Agendas, Sign-In Sheets Assighmentrs Assessment Analysis

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

Administrative review and visits from Department Head and Administration will monitor both the effectiveness and fidelity. In addition, as new data becomes available, it will be dis-aggregated and discussion will be held about effectiveness of new strategies. Teachers will also share "best practices" at Department meetings.

Person Responsible

Ana Diaz

Schedule

Monthly, from 10/17/2016 to 5/26/2017

Evidence of Completion

Lesson/Unit plans developed and current data post instruction.

G1.B1.S2 After school tutoring program for various groups of students, including, but not limited to, those who have not displayed proficiency on state mandated assessment, English Language Learners who require additional assistance in their language transition, and students requiring support in passing required End of Course assessments. [4]

🔍 S246843

Strategy Rationale

Historically at our school these specific groups of students have shown that they require additional support in order to be successful in attaining proficiency in assessments of the benchmarks in all content areas.

Action Step 1 [5]

Both ELL and non-ELL students will be selected based upon available data to participate in an After-School tutoring program in both Language Arts and Math. In addition, there will be selective tutoring in Science, Social Studies and Math for those students who are required to take the mandated End-of-Course Assessments

Person Responsible

Hans Gonzalez

Schedule

Daily, from 10/17/2016 to 5/26/2017

Evidence of Completion

In addition to mid-year assessment and iReady Diagnostic Assessments, there will be Ongoign Progress Monitoring throughtboth classroom assessments, iReady and Edgenuity.

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

Tutoring Program Manager will review materials being used in all tutoring programs and will also keep track of student attendance to assure that students are receiving additional instructional time.

Person Responsible

Hans Gonzalez

Schedule

Weekly, from 10/17/2016 to 5/29/2017

Evidence of Completion

Tutoring Program lesson/unit plans, remediation strategies and Ongoing Progress Monitoring (OPM) reports.

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

Student attendance and mid-year data analysis, in addition to Ongoing Progress Monitoring will monitor effectiveness of strategy.

Person Responsible

Hans Gonzalez

Schedule

Monthly, from 10/17/2016 to 5/29/2017

Evidence of Completion

Attendance sheets, Classroom OPM and District Mid Year Assessments.

G1.B1.S3 Purchase and implementation of a school-wide computer-based vocabulary program. `4`
🔑 S246844

Strategy Rationale

Using assessment data and teacher input, it has been determined that lack of proficiency in student vocabulary has created a barrier to their success. This is apparent in both the Language Arts curriculum and throughout the content areas as well.

Action Step 1 `5`

Students will participate in a school-wide Vocabulary Program that will provide instruction and scaffolding for ALL students in order to increase comprehension of text in all curricular areas.

Person Responsible

Katia Lopez

Schedule

Daily, from 10/17/2016 to 5/26/2017

Evidence of Completion

Reports generated by the program which will include participation, completion and progress reports

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

Reports will be run to determine student usage and progress

Person Responsible

Katia Lopez

Schedule

Biweekly, from 11/7/2016 to 5/26/2017

Evidence of Completion

Reports of data for the program usage and progress ill be analyzed and dis-agreggated

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

Program reports and data from the Mid-Year Assessments will be analyzed, with particular attention to the ELA Vocabulary strand , and vocabulary categories in content areas.

Person Responsible

Katia Lopez

Schedule

Monthly, from 11/14/2016 to 5/26/2017

Evidence of Completion

Reports generated by the program which will include participation, completion and progress reports. In addition, data from the District Mid-Year Assessments will be gathered.

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.MA1 M334022	Disaggregation of data collected from the MDCPS Fall Interim Assessments for Core areas. Also data...	Diaz, Ana	10/24/2016	Observation Notes; data analysis reports	10/24/2016 one-time
G1.B1.S1.MA1 M334016	Administrative review and visits from Department Head and Administration will monitor both the...	Diaz, Ana	10/17/2016	Lesson/Unit plans developed and current data post instruction.	5/26/2017 monthly
G1.B1.S1.MA1 M334017	Assistant Principal for Curriculum and Department Heads will schedule and notify participants of...	Diaz, Ana	10/17/2016	Lesson Plans, Unit Plans, Meeting Agendas, Sign-In Sheets Assighmentrs Assessment Analysis	5/26/2017 biweekly
G1.B1.S1.A1 A320760	Common planning time will be arranged for each department as a whole, and smaller groups within the...	Gonzalez, Hans	10/17/2016		5/26/2017 biweekly
G1.B1.S2.A1 A320761	Both ELL and non-ELL students will be selected based upon available data to participate in an...	Gonzalez, Hans	10/17/2016	In addition to mid-year assessment and iReady Diagnostic Assessments, there will be Ongoign Progress Monitoring throughtboth classroom assessments, iReady and Edgenuity.	5/26/2017 daily
G1.B1.S3.MA1 M334020	Program reports and data from the Mid-Year Assessments will be analyzed, with particular attention...	Lopez, Katia	11/14/2016	Reports generated by the program which will include participation, completion and progress reports. In addition, data from the District Mid-Year Assessments will be gathered.	5/26/2017 monthly
G1.B1.S3.MA1 M334021	Reports will be run to determine student usage and progress	Lopez, Katia	11/7/2016	Reports of data for the program usage and progress ill be analyzed and dis-agreggated	5/26/2017 biweekly
G1.B1.S3.A1 A320762	Students will participate in a school-wide Vocabulary Program that will provide instruction and...	Lopez, Katia	10/17/2016	Reports generated by the program which will include participation, completion and progress reports	5/26/2017 daily
G1.B1.S2.MA1 M334018	Student attendance and mid-year data analysis, in addition to Ongoing Progress Monitoring will...	Gonzalez, Hans	10/17/2016	Attendance sheets, Classroom OPM and District Mid Year Assessments.	5/29/2017 monthly
G1.B1.S2.MA1 M334019	Tutoring Program Manager will review materials being used in all tutoring programs and will also...	Gonzalez, Hans	10/17/2016	Tutoring Program lesson/unit plans, remediation strategies and Ongoing Progress Monitoring (OPM) reports.	5/29/2017 weekly

V. Professional Development Opportunities

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

G1. Goal #1 Core Curriculum Goal - To increase student achievement by improving core instruction in all areas

G1.B1 Limited time across all content areas to plan and develop lessons aligned with the new standards and state mandated assessment configurations;develop exploratory and inquiry based activities to increase student engagement; for both horizontal and vertical planning; to meet and share best practices, while creating fluid curriculum maps for all areas of the curriculum and allow instructors to "fine tune" instructional focus and techniques chosen to implement benchmark instruction.

G1.B1.S1 Common planning time will be continued for both grade level and subject area taught. Both horizontal and vertical planning will take place.

PD Opportunity 1

Common planning time will be arranged for each department as a whole, and smaller groups within the department, grouped by either grade level or curricular subject. These meetings will be used to facilitate unit/lesson planning, data analysis, differentiation of techniques/strategies and procedures to assure smooth transitions to next level of instruction.

Facilitator

Hans Gonzalez and Curriculum Department Heads

Participants

Core area classroom teachers

Schedule

Biweekly, from 10/17/2016 to 5/26/2017

G1.B1.S3 Purchase and implementation of a school-wide computer-based vocabulary program.

PD Opportunity 1

Students will participate in a school-wide Vocabulary Program that will provide instruction and scaffolding for ALL students in order to increase comprehension of text in all curricular areas.

Facilitator

Katia Lopez

Participants

Core curriculum teachers

Schedule

Daily, from 10/17/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Common planning time will be arranged for each department as a whole, and smaller groups within the department, grouped by either grade level or curricular subject. These meetings will be used to facilitate unit/lesson planning, data analysis, differentiation of techniques/strategies and procedures to assure smooth transitions to next level of instruction.	$0.00
2	G1.B1.S2.A1	Both ELL and non-ELL students will be selected based upon available data to participate in an After-School tutoring program in both Language Arts and Math. In addition, there will be selective tutoring in Science, Social Studies and Math for those students who are required to take the mandated End-of-Course Assessments	$0.00
3	G1.B1.S3.A1	Students will participate in a school-wide Vocabulary Program that will provide instruction and scaffolding for ALL students in order to increase comprehension of text in all curricular areas.	$0.00
		Total:	$0.00