Citrus Grove Middle School

2016-17 Schoolwide Improvement Plan

Citrus Grove Middle School

2153 NW 3RD ST, Miami, FL 33125

http://citrus.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

Table of Contents

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 Citrus Grove 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.

Our mission is to teach all children to read, write, think, compute, speak well, love the arts, and behave in socially acceptable ways in order to become economically independent contributing members of society.

b. Provide the school's vision statement.

Our vision is to challenge students with a rigorous curriculum and enriching experiences in order to prepare them to constructively participate in the society of their time.

2. School Environment

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

Relationships among students and teachers are established and nurtured through classroom instructional strategies that encourage cooperation and ongoing dialogue among peers that build on their prior knowledge and utilize cross cultural materials to enhance their educational experience. We also encourage students, parents and the community to become active members of the PTSA, and EESAC. The school opens it's doors every Wednesday from 8:30-9:00 a.m. for parents to meet with their child's teachers try to increase communications with the families that we serve.

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

Before school, students are welcomed onto the campus to socialize with one another under the protection of school personnel. Along the parameters of campus, assigned school employees monitor their area and ensure that students are safe. Additionally, students are invited to participate in the free breakfast program from 8:30-9:00 a.m.

During school, teachers greet their students at the door and various school personnel are visible throughout the school. There are several student recognition programs that highlight improvements in attendance, academics and behavior.

After school we offer the Middle School Enrichment Program to assist students with academics in a fun and safe program. Citrus Grove Middle School continues to host the Miami Music Program and Guitars over Guns offering free music lessons and instruments for students to learn to play all types of musical instruments. In addition, our school offers a variety of sports and academic clubs after school.

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.

At Citrus Grove Middle School we believe that discipline begins with good instructional strategies that meet the need of the diverse learners through differentiated instruction and active student

engagement. We also have a Positive Behavior Support (PBS) coach that supports school-wide discipline by providing teachers with strategies to encourage positive behaviors while minimizing negative behaviors. In addition, District has provided a Student Success Coach to work with our students identified in our early warning indicators. Administration ensure that the Student Code of Conduct is applied through the implementation of progressive discipline and interventions.

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.

The school provides counseling and peer mediation in an effort to enhance the social and emotional well-being of the students and their families. In addition, collaboration between the parents and school resource officers also provides another layer of support.

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% is addressed first by the classroom teachers with the initial contact home, then by the School counselor and other student services personnel as needed. Our Community Involvement Specialist and School Social Worker will visit the home and connect the families with various resources to assist with truancy or any other preventive measures.

Class exclusions and referrals to the Success Center are addressed and monitored by the PBS, SCSI, administrators and counselors by meeting with the parents, identifying root causes and connecting parents to community resources.

Teachers monitor the progress of students in English Language Arts and Mathematics in order to intervene and ensure that we meet the deficiencies through tutoring and intervention. School counselors will refer students who are at-risk of failing to recover credits.

Students who score Level 1 and 2 on the English Language Arts and/or Mathematics state assessment are participating in intensive courses, provided opportunity for tutoring (Saturday Academy) and provided support through interventionists.

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	29	36	56	0	0	0	0	121
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	18	17	18	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	0	0	0	167	183	201	0	0	0	0	551

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	146	159	152	0	0	0	0	457

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

• Saturday Academy tutoring for all students in English/Math who are Level 1 and 2
• Tutoring for ELL students in the morning
• Interventionist provided in all accountability courses
• On-going monitoring through teacher and student data chats
• Teacher assistance through instructional coaches to build capacity to meet the needs of the students
• Weekly Grade Level Team meetings to discuss and develop action plans for at-risk students
• Weekly parent conferences to allow parents to discuss their concerns with teachers
• Automated phone calls home when students are absent
• Truancy intervention program targeting students with excessive absences
• Student Success Coach to monitor EWI
• Counselors meet with parents and students to provide intervention and recommendations to outside agencies.
• SST monitor and support students exhibiting academic, behavior and social barriers
• Youth Empowerment Program targets 20 in each grade level through a character development and leadership elective course

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/313819.

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.

The school has partnerships with the Miami Marlins, Guitars over Guns and the Little Lighthouse. These entities provide tutoring opportunities, funds for the school, beautification projects inside and outside the school, and incentives for students and staff. The school also has partnerships with the Miami Music Program to provide the community with instructional classes and extra-curricular programs. The school seeks partnerships through information gathered from our Community Involvement Specialist, district personnel, and local community members and organizations.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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
Cedeno, Pedro	Principal
Apolinar, Kelly	Assistant Principal
McCloud, Tracy	Assistant Principal
Fajardo, Alexis	Teacher, K-12
Garces, Kristine	Instructional Coach
Sharif, Medeia	Other
Oquendo, Lourdes	Other
Camacho, Ileana	School Counselor

b. Duties

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

Cory R. Rodriguez- Principal
Kelly Apolinar- Assistant Principal
Tracy McCloud - Assistant Principal
Ileana Camacho-Student Services
Massiel Pena-Test Chair
Kristine Garces - Instructional Coach (Reading) and ESOL Department Chair
Nora Rojas - Science Department Chair
Alexis Fajardo- Mathematics Department Chair
Sarah Otero- Social Studies Department Chair
Lourdes Oquendo - Electives Department Chair
David Cunningham - SPED Department Chair
Shebella Poiter-surin - Program Specialist
Medeia Sharif - Language Arts Department Chair
Carolina Zaragoza-PBS Coach/Team Leader
Beverly Downing-Team Leader
Fanny Brennan-Team Leader
Wanda Sims-EESAC Chair

The MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS and the SIP, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Assistant Principals: Ensure commitment to the MTSS and SIP process and allocate resources for

teachers and students. Additionally, assistant principals monitor the levels of support from core to intensive practices and interventions, as well as, make recommendations for professional development to support the MTSS and SIP implementation. Review student data and progress for all students, including target groups and individual students.

General Education Teachers: Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. ESE teachers review intensive instructional and/or behavioral interventions with the goal of increasing individual student's rate of progress academically and/or behaviorally.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Counselors will monitor students' rate of progress academically and/or behaviorally.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy or summer school). Support services are provided to the students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify

appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant
Citrus Grove Middle 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, and Migrant Education Program.

Title I, Part D
Citrus Grove Middle and the district receive funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II
Citrus Grove Middle and the district use supplemental funds for improving basic education as follows:
• Training to certify qualified mentors through the Mentoring and Instruction for New Teachers (MINT) Program.
• Training for add-on endorsement programs, such as Reading, Gifted & ELL.
• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional
• Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III
At Citrus Grove Middle, Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to provide pull-out ELL tutoring. Services are provided to parents of ELL student via parent outreach activities (workshops offered in native language). Citrus Grove Middle and the district provide support such as education materials and personnel to improve the education of immigrant and English Language Learners.

Title VI, Part B - NA

Title X- Homeless
At Citrus Grove Middle, homeless assistance is provided by 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.

Supplemental Academic Instruction (SAI)
Citrus Grove Middle will receive funding from Supplemental Academic Instruction (SAI) as part of its
Florida Education Finance
Program (FEFP) allocation
Violence Prevention Programs
Citrus Grove Middle offers a peer mediation program spearheaded by the School Counseling team. In
addition, the use of a "Bully Box" assists with the anonymous reporting of students that may be
engaging in aggressive behaviors. The Counselors focus on counseling students to solve problems
related to drugs and alcohol, stress, suicide, isolation, family violence and other crises.

Nutrition Programs
1. Citrus Grove Middle 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 Wellness Policy.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Cory Rodriguez	Principal
Frank Valle	Education Support Employee
Edilio Hernandez	Teacher
Carolina Zaragoza	Teacher
Nancy Boroto	Parent
Claude Delorme	Business/Community
Wanda Sims	Teacher
Marla Zapata	Business/Community
Madeia Shariff	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

The School Advisory Committee reviewed the School Improvement Plan's goals and actions,
allocated funds to various instruction programs for instructional materials and student incentives.

b. Development of this school improvement plan

The School Advisory Committee collaborates in an effort to collectively make decisions that are
geared to enhance and maximize student instruction.

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

The school's School Advisory Committee budget is presented by the administration and the
committee reviews proposals submitted by school personnel, and the committee determines and
approves how the funds will be utilized.

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

$2,999 were allocated to the principal for utilization of incentives for 20 Saturday Success Academy's; Approximately $1367.60 for Robotics; $800 was approved for band instrument repairs and music notation software;

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
Cedeno, Pedro	Principal
Apolinar, Kelly	Assistant Principal
McCloud, Tracy	Assistant Principal
Fajardo, Alexis	Teacher, K-12
Cunningham, David	Teacher, ESE
Garces, Kristine	Instructional Coach
Sharif, Medeia	Other
Oquendo, Lourdes	Teacher, K-12
Poitier-Surin, Shebella	Teacher, ESE
Camacho, Ileana	School Counselor

b. Duties

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

The Literacy Leadership Team's initiatives for the 2016-2017 school year are to implement school-wide initiatives as follows:

• Ensuring the use of effective instructional strategies across the curriculum that infuse different levels of complexity to meet the needs of the diverse learners.
• Professional Development activities across the curriculum to work on a greater infusion of vocabulary development throughout our grade levels.
• Implementation of the Florida Administrative Reading Walk Through (RWT) tool in order view indicators of effective classroom reading instruction through brief classroom visits.
•Development of Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.
•Encourage and emphasize the development of lessons that provide students with opportunities for research and incorporate writing throughout.

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.

* Common planning built into master schedule
* Wednesday morning parent meetings
* Bi-monthly department meetings
* Sharing of best practices during faculty meetings
* Teacher incentives (i.e. Miami Marlins)
* Lesson Studies
* Grade Level Team meetings
* Peer Mentoring and Peer Observations
* Leadership Team meetings
* PLC

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

* Networking with colleagues
* Observing student teachers
* Recruiting teachers from other schools that are seeking relocation
* Teacher Match
* Partnership with local universities and colleges

*Responsible: Administrative Team (Dr. Rodriguez, Principal; Dr. McCloud and Ms. Apolinar, Assistant Principals)

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

Citrus Grove Middle has been selected to participate as a treatment school in the i3 Scaled Up Grant. The grant identifies mentor teachers and provides training and support for those teachers. Mentor teachers will receive a minimum of 45 hours of direct professional support by NTC per school. Mentor teachers will receive a stipend as well as 35 MPP.

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.

* Utilization of common board configurations (objectives, essential questions, agenda, etc.)
* Pacing guides
* Common planning
* Lesson planning
* Support from instructional coaches (common planning and coaching cycles)
* Administrative focused walkthroughs and debriefings with teachers
* Instructional support from ETO/District
* Weekly Leadership Meetings
* In-school professional development opportunities (i.e. early release, PD Days, CP)
* Data chats (administration, coaches, teachers, students)

b. Instructional Strategies

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

* Teachers utilize Gateway to Data (GTD).
* Student data is disaggregated by teachers to tier students and create groups based on strengths and weaknesses. Information is used to provide students with differentiated instruction, and opportunities for additional support for core subjects through interventions and/or Saturday Academy, or through extended learning/enrichment opportunities.
* Data is used to develop action plans for teachers to enhance teacher capacity and learning outcomes

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

Our Middle School Enrichment program is offered daily for two hours after school.

Strategy Rationale

This program assists students in Reading and Mathematics for additional support towards student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cedeno, Pedro, pr6091@dadeschools.net

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

Data is collected on an ongoing basis of student in the program to monitor their academic growth

Strategy: Weekend Program

Minutes added to school year: 0

Saturday Academy provides students with enrichment in all core subjects such as reading, mathematics, civics, science and writing.

Strategy Rationale

To provide support to our lowest 45 percentile.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cedeno, Pedro, pr6091@dadeschools.net

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

Data is collected on an ongoing basis of student in the program to monitor their academic growth.

Strategy: Before School Program

Minutes added to school year: 0

Tutoring is offered twice a week for all ELL students in the areas of Math and Reading.

Strategy Rationale

This supports students in reading and mathematics.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cedeno, Pedro, pr6091@dadeschools.net

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

Data is collected on an ongoing basis of student in the program to monitor their academic growth

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.

* Grade level orientations
* Vertical teams within grade levels
* Articulation within the feeder pattern and within the 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.

Through our Career and Technical Education courses (i.e, Computer Application in Business, Fundamental of Web and Software Development, Introduction to Finance, and Foundations of Robotics) our students are exposed to various career and technology pathways.

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

Within our CTE courses students are working towards industry certification in Autodesk and QuickBooks.

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

This year our school received the bronze level designation for a STEM school. Currently we are infusing Code.org through science and math.

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.

n/a

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.

n/a

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by integrating instructional strategies at various levels of complexity to meet the needs of all learners.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To increase student achievement by integrating instructional strategies at various levels of complexity to meet the needs of all learners. 1a

🔍 G088037

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	28.0
FSA Mathematics Achievement	35.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent evidence of data analysis utilized to develop activities at various levels of complexity that address the needs of the diverse learners.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Assessment data (iReady, MyOn Reader, Achieve 3000, Systems 44, Carnegie, Imagine Learning, Edgenuity, district assessments)

- District support personnel (IS and CSS)

- Professional development

- Saturday School, Interventionist, and ELL tutoring)

Plan to Monitor Progress Toward G1. 8

Student academic data (District assessments, Topic and Unit assessments, informal assessments, interim data, data chats with teachers and students and classroom walkthroughs).

Person Responsible
Pedro Cedeno

Schedule
Monthly, from 8/22/2016 to 1/20/2017

Evidence of Completion
Student data, culminating activities, lesson plans, and classrooms walkthroughs

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. To increase student achievement by integrating instructional strategies at various levels of complexity to meet the needs of all learners. [1]

🔍 G088037

G1.B1 Inconsistent evidence of data analysis utilized to develop activities at various levels of complexity that address the needs of the diverse learners. [2]

🔍 B234062

G1.B1.S1 During common common planning utilize data (ALD, items Specs) to create complex activities that build on the different needs of the learners. [4]

🔍 S246864

Strategy Rationale

In order for teachers to develop lessons with culminating activities and daily end products that align to the standards and learning target while scaffolding instruction.

Action Step 1 [5]

During Common Planning, across all core subjects, we will assist teachers to unwrap the benchmarks/standards to create lessons that scaffold instruction to address specific areas of need.

Person Responsible

Pedro Cedeno

Schedule

Weekly, from 8/22/2016 to 1/20/2017

Evidence of Completion

The evidence collected will include lesson plans with evidence of scaffold activities aligned to the standard. Further, walk through observation where the teacher demonstrates utilization of the framework of effective instruction.

Action Step 2 `5`

Develop context based questions and activities that are aligned to the benchmark/standard that promote higher order thinking and student collaboration (e.g. students engaged in context based dialogue that promotes creativity and ownership).

Person Responsible

Pedro Cedeno

Schedule

Semiannually, from 8/22/2016 to 1/20/2017

Evidence of Completion

High yield instructional and content specific strategies (e.g. probing questions, scaffolding instruction), student engaged in content based discourse while teacher serves as a facilitator. In addition, there will evidence of student driven instruction versus teacher driven instruction.

Action Step 3 `5`

Utilize research based programs that monitor student progress and identify areas of strength and weaknesses - iREADY , MyOn Reader, Carnegie Mathia, Imagine Learning, GIZMOs, Edgenuity.

Person Responsible

Pedro Cedeno

Schedule

Monthly, from 8/22/2016 to 1/20/2017

Evidence of Completion

Data reports

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

Lesson plan reviews, classroom walk through and observations

Person Responsible

Pedro Cedeno

Schedule

Weekly, from 8/22/2016 to 1/20/2017

Evidence of Completion

Alignment to the learning targets and the standards through student work products.

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

Collaborative feedback from administration, instructional coaches and teachers.

Person Responsible

Pedro Cedeno

Schedule

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

Evidence of Completion

Student data

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 🔍 M334056	Student academic data (District assessments, Topic and Unit assessments, informal assessments,...	Cedeno, Pedro	8/22/2016	Student data, culminating activities, lesson plans, and classrooms walkthroughs	1/20/2017 monthly
G1.B1.S1.MA1 🔍 M334055	Lesson plan reviews, classroom walk through and observations	Cedeno, Pedro	8/22/2016	Alignment to the learning targets and the standards through student work products.	1/20/2017 weekly
G1.B1.S1.A1 🔍 A320817	During Common Planning, across all core subjects, we will assist teachers to unwrap the...	Cedeno, Pedro	8/22/2016	The evidence collected will include lesson plans with evidence of scaffold activities aligned to the standard. Further, walk through observation where the teacher demonstrates utilization of the framework of effective instruction.	1/20/2017 weekly
G1.B1.S1.A2 🔍 A320818	Develop context based questions and activities that are aligned to the benchmark/standard that...	Cedeno, Pedro	8/22/2016	High yield instructional and content specific strategies (e.g. probing questions, scaffolding instruction), student engaged in content based discourse while teacher serves as a facilitator. In addition, there will evidence of student driven instruction versus teacher driven instruction.	1/20/2017 semiannually
G1.B1.S1.A3 🔍 A320819	Utilize research based programs that monitor student progress and identify areas of strength and...	Cedeno, Pedro	8/22/2016	Data reports	1/20/2017 monthly
G1.B1.S1.MA1 🔍 M334054	Collaborative feedback from administration, instructional coaches and teachers.	Cedeno, Pedro	8/29/2016	Student data	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. To increase student achievement by integrating instructional strategies at various levels of complexity to meet the needs of all learners.

G1.B1 Inconsistent evidence of data analysis utilized to develop activities at various levels of complexity that address the needs of the diverse learners.

G1.B1.S1 During common common planning utilize data (ALD, items Specs) to create complex activities that build on the different needs of the learners.

PD Opportunity 1

During Common Planning, across all core subjects, we will assist teachers to unwrap the benchmarks/standards to create lessons that scaffold instruction to address specific areas of need.

Facilitator

Instructional coaches and administrators.

Participants

Core subject area instructors

Schedule

Weekly, from 8/22/2016 to 1/20/2017

PD Opportunity 2

Develop context based questions and activities that are aligned to the benchmark/standard that promote higher order thinking and student collaboration (e.g. students engaged in context based dialogue that promotes creativity and ownership).

Facilitator

Instructional Coaches and administrators

Participants

Core subject area instructors

Schedule

Semiannually, from 8/22/2016 to 1/20/2017

PD Opportunity 3

Utilize research based programs that monitor student progress and identify areas of strength and weaknesses - iREADY , MyOn Reader, Carnegie Mathia, Imagine Learning, GIZMOs, Edgenuity.

Facilitator

Teachers, instructional Coaches, administrator and support personnel.

Participants

Teachers and staff

Schedule

Monthly, from 8/22/2016 to 1/20/2017

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	During Common Planning, across all core subjects, we will assist teachers to unwrap the benchmarks/standards to create lessons that scaffold instruction to address specific areas of need.	$0.00
2	G1.B1.S1.A2	Develop context based questions and activities that are aligned to the benchmark/standard that promote higher order thinking and student collaboration (e.g. students engaged in context based dialogue that promotes creativity and ownership).	$225.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		$225.00
			Notes: Notes			

3	G1.B1.S1.A3	Utilize research based programs that monitor student progress and identify areas of strength and weaknesses - iREADY , MyOn Reader, Carnegie Mathia, Imagine Learning, GIZMOs, Edgenuity.	$0.00
		Total:	**$225.00**