Miami-Dade County Public Schools

Carol City Middle School

2016-17 Schoolwide Improvement Plan

Carol City Middle School

3737 NW 188TH ST, Miami Gardens, FL 33055

http://carolcitymiddle.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	99%

School Grades History

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

*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 Carol City 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.

Carol City Middle School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teacher, and community stakeholders become actively involved in our students' learning.

b. Provide the school's vision statement.

Carol City Middle School's vision is to provide a stimulating learning environment with a technological orientation across the curriculum, which maximizes individual potential and ensures that students of all ability levels are well equipped to meet the challenges of education, work and life.

2. School Environment

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

The school learns about students' cultures by school climate surveys, outside referrals, social and print media, Positive Behavior Support (PBS) reports, Accreditation reports and assessment data. The school builds relationships between teachers and students by ensuring that the learning environment is safe, respectful, nurturing and engaging. Students are encouraged to be accountable and active participants in their education.

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

Students and staff participate in PBS (positive behavior support) program. School-wide expectations are set through the positive behavior support program focused on a set of core values aligned with community. The purpose of the PBS is to highlight "good" behavior versus negative consequences for "bad" behavior. The school creates an environment where students feel safe and respected by implementing a zero tolerance policy for violence, bullying and disruptive behaviors. The school ensures that consequences are fair and swift based on the district's Code of Student Conduct. Students are encouraged to report any negative behaviors to school officials. There are systems in place for students to communicate with school officials confidentially and/or anonymously. The students services department counsels and provides mediation to eliminate conflict.

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.

A school-wide discipline plan and behavioral expectations have been collaboratively outlined for each grade-level. Incentive-based rewards programs, including Plascotrac (HERO), have been implemented to promote the recognition of positive student behavior. Behavior systems are discussed on a weekly basis during team and staff meetings. By analyzing school data and identifying problem areas, the PBS team provides interventions to promote school pride and acknowledge students who

are exhibiting expected behaviors. The staff receives training on the PBS system at the beginning of the year and ongoing support is provided through Professional Development, Team Meetings, and Faculty Meetings throughout the year.

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.

Carol City Middle School has counseling staff that provides wrap-around services for all students. The counselor, EBD clinician, and social worker at the school implement the district's curriculum that addresses the social-emotional needs of all students at the school. The support services team also provides responsive services through counseling based on referrals by administration, instructional staff, students and parents. Mediation and mentor services are also offered at the school to develop problem solving and decision making skills. Carol City Middle also allows space for St. Thomas University to provide additional supportive services to targeted, at-risk students.

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

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

Early Warning Systems indicators used and reviewed at Carol City Middle School are follows:

1. Assessment data
2. Attendance and grades.
3. Behavior
4. Alternative to Suspension - 6th grade (21) 7th grade (29) 8th (32)

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	6	13	18	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	4	1	7	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	0	0	0	58	100	90	0	0	0	0	248
	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	44	96	85	0	0	0	0	225

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

Carol City Middle School will implement several intervention opportunities to improve students academic performance during the 2016-2017 school year. The intervention programs will target

students identified as "off task" and enroll them in the reading or math intervention program offered during the school day, afterschool, or Saturday school.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/336455.

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.

N/A

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
Medina, Maria	Principal
Gaines, Rhonda	Assistant Principal
Negron, Derek	Assistant Principal
Gaskin, Lashawn	Instructional Coach
Richards, Argentha	Instructional Coach
Johnson, Ransom	Instructional Coach
Collins, Aquinas	Attendance/Social Work

b. Duties

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

Principal: Provides a vision and mission based on District and School needs and ensures that the instructional programs at the school are aligned to the purpose and goals.

Assistant Principal: Monitor instructional staff's implementation of interventions, administration of assessments, and alignment of professional development to ensure fidelity to the instructional plans.

Core Teachers: Provides instruction, strategies; primary interventions and collaborates
with other faculty members to ensure that the goals are being met within their departments.

Reading Coaches: Provides guidance on the current LAFS, research-based
strategies, assists in data collection and analysis, provides professional development on differentiated instruction and how to use data to guide classroom instruction.

Test Chairperson: Develops a data warehouse to include FSA scores, attendance information, topic assessments, suspensions / expulsions, assists in the data collection and analysis, and
provides technical assistance.

Student Services Personnel: Provides emotional, behavioral, and academic strategies for teachers to implement with Tier I, Tier 2, and Tier 3 students. Progress monitoring will be occurring and positive interventions will be applied for individual students.

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.

The MTSS/RtI Leadership Team will meet bi-weekly to engage in the following activities: Review school-wide
data and link to instructional decisions; review progress monitoring data at grade level and classroom level
to identify students who are meeting /exceeding or at risk with regards to specific benchmark standards.
The team will also collaborate regularly to problem solve, share best practices, evaluate school improvement
implementations, and make decisions based on the data collected. The team will also facilitate the process of
building consensus, increasing infrastructure and making decisions about implementation.

Services are provided to ensure students requiring additional remediation are assisted through after-school
programs or summer school. The district coordinates with Title II and Title III in ensuring staff development
needs are provided. Support services are provided to secondary students. 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; assists 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. Other components that are integrated into the
school-wide program include an extensive Parental Program; Title CHESS (as appropriate); and
special support services to special needs populations such as homeless, migrant, and neglected and
delinquent students.

The school provides services and support to migrant students and parents. The District Migrant liaison
coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant
students to ensure that the unique needs of migrant students are met.
The district receives funds to support the Educational Alternative Outreach program. Services are coordinated
with district Drop-out Prevention programs.

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school
focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study
Group implementation and protocols.

School provides common planning for teachers by department as part of the instructional
improvement of teachers.

Title III
Funds provided through Title III allow the school to provide professional development on best practices to
ESOL teachers.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for
students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and
appropriate education. The Homeless Assistance Program seeks to ensure a successful educational
experience for homeless children by collaborating with parents,schools, and the community.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Maria Medina	Principal
Wendy Bourgault	Business/Community
Terrance Gibson	Parent
Shawntavia Wright-Johnson	Teacher
Terrika Gibson	Student
Desiree Culpepper	Teacher
Maurice Bellamy	Education Support Employee
Derek Negron	Education Support Employee
Rhonda Gaines	Education Support Employee
Awntonio Rolle	Education Support Employee
Latravia Ferguson	Teacher
Barbara Lewis	Teacher
Argentha Richards	Teacher
Aquinas Collins	Education Support Employee
Bridgette Mills	Teacher
Ashley Bright	Parent
Daleisha O'Garro	Student
Terry Stubbs	Education Support Employee

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 reviewed effectiveness of last year's School Improvement Plan by comparing proficiency percentages to goals set for the current school year.

b. Development of this school improvement plan

The EESAC is an intergral part of the development of the school improvement plan. Several members of the SAC are a part of the team that develops,writes and assist with the implementation of the school improvement plan. Ideas are solicited from all members of the team and the ideas are brought before the staff and are further discussed.

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

The EESAC committee played an active role in the preparation of the schools annual budget by reviewing, providing recommendations, and approving the final product. All parties were asked to submit proposals and present the committee for SAC approval.

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

The EESAC has provided $1,250 for the benefit of teachers use in the classroom. Teachers have been given the opportunity to provide a proposal for review at the January EESAC meeting for review, discussion and approval.

Additionally, $1,999 has been allocated for use by the school to conduct their annual Promotional Ceremony and purchase student awards to be given for student achievement during the 2016-2017 school year.

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
Gaines, Rhonda	Assistant Principal
Mills, Bridgette	Teacher, K-12
Nesmith, Pamela	Teacher, K-12
Medina, Maria	Principal
Gaskin, Lashawn	Instructional Coach
Richards, Argentha	Instructional Coach

b. Duties

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

The Literacy Leadership team will utilize data to create, monitor, and adjust both academic and behavioral
goals. Individuals from the Literacy Leadership team will continuously communicate efforts with EESAC to
develop the School Improvement Plan and assist in maintaining a school wide Literacy Plan with fidelity.

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.

The following strategies are implemented at Carol City Middle School to promote collaborative working relationship between teachers:

*Designated times on the Master Schedule for Common Planning
*Data Chats with administration and teachers
*Peer Observations
*Collaborative Planning with the Instructional Coach

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

1. To retain and develop highly effective teachers we must offer professional development on effective teaching strategies and strengthen teaching skills and utilize best practices.
2. Weekly PLC's to assist teachers with remaining current with new teaching strategies, data disaggregation, and maintain a positive school culture.
3. Provide professional development to assist teachers with techniques that will help them to become effective practitioners. Professional Development to build content knowledge and capacity with FSA Standards.
4. Participate in District Hiring Fairs and working closely with Human Capital allows the school to recruit the best candidates.

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

Carol City Middle Schools teacher mentoring program was designed to assist first year teachers in all aspects of teaching in the twenty first century. The District also provides opportunities for teacher mentoring through the MINT program discussed on page 10.

Our pairing rationale is for the instructional coaches and teachers that have shown academic performance be pair with the first year teachers. Mentoring activities include lesson planning, peer observation and meeting opportunities to discuss academic/teaching strategies.

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.

All instructional staff attend and participate in a weekly common planning. During these sessions, core instructional staff work with the Instructional Coaches and develop lessons plans with the use of the District Pacing Guides, Item Specification and the use of District adopted materials.

The Instructional Coaches unpack the Florida Standards and create learning targets and objectives aligned to the items specified.

Additionally, teachers review student performance data on Topic Assessments and iReady data to develop differentiated instruction activities that will remediate deficiencies.

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.

Our school uses iREADY as an instructional program to assist student in attaining the proficiency or advanced level on state assessments. Additionally, we use District Topic Assessment in Math, Science and Civics to monitor student achievement.

Our teachers have received Professional Development on the use of iREADY data as well as in

specific departments use topic assessments to differentiate instruction. Teachers are instructed to group their students using this data and scaffold instruction based on their students individual needs. For example, in literacy (reading department) teachers use i-Ready data to develop intervention groups and intervention materials from the program bank.

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:

Staff will serve as the teachers and facilitators for project based learning activities through the All Star afterschool program at Carol City Middle School . Students that participate, on a volunteer bases, with receive an evidence-based curriculum used to enrich students in the areas of reading and/or math.

Additionally, ELL students will be provided with after school tutoring with emphasis on the building of language, reading and mathematical skills.

Strategy Rationale

Students will receive instruction in Math and Reading utilizing an evidence-based MAFs and LAFs computer-based curriculum in order to increase level of proficiency. In addition, students will be able to participate in enrichment activities not offered during the normal school day, such as arts and crafts.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gaines, Rhonda, rgaines@dadeschools.net

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

Students will take both formal and informal exams to measure their academic progress. The data will be analyzed to determine the effectiveness of the materials used and modifications needed to the plan.

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.

The sixth grade students all participate in the 6th grade Foundations curriculum. The curriculum is also supported with a mentor to provide self-esteem and middle school transition assistance.

The eighth grade students participate in articulation at the school site and students engage in articulation with the feeder patter school sites. All students participate in Progress Report and Report Card Conferences at the end of each nine weeks with our college partner St. Thomas University. This allows for students to develop academic goals that will ensure transition into the next grade.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

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

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"? 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.   If core instruction is improved in all content areas, then student achievement will increase.

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. If core instruction is improved in all content areas, then student achievement will increase. 1a

🔑 G088075

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	35.0
Civics EOC Pass	41.0
Algebra I EOC Pass Rate	70.0
Math Lowest 25% Gains	44.0
ELA/Reading Lowest 25% Gains	58.0
FSA Mathematics Achievement	25.0
FSA ELA Achievement	25.0
ELA/Reading Gains	48.0
Math Gains	41.0

Targeted Barriers to Achieving the Goal 3

- Limited integration of instructional strategies that engage students in disciplinary habits of thinking.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CSS/District Support

- Lesson Studies

- Content Specific PD's

- PD's on instructionnal approaches using Digital tools and resources

Plan to Monitor Progress Toward G1. 8

The data that will be monitored is District Topic Assessment in Civics, Science and Mathematics and in ELA/Reading we will monitor iReady, Read 180 and System 44 data.

Person Responsible
Maria Medina

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

Evidence of Completion
We will collect weekly reports from iReady showing usage and student completion of lessons. We will collect the topic assessment data and use during rotations as a secondary benchmark.

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. If core instruction is improved in all content areas, then student achievement will increase. 1

🔑 G088075

G1.B1 Limited integration of instructional strategies that engage students in disciplinary habits of thinking. 2

🔑 B234185

G1.B1.S1 Provide the instructor with instructional strategies that will engage students and enhance rigor in classroom. 4

🔑 S246964

Strategy Rationale

Rigor in the classroom will provide the students with high order instruction that will be reflective on the EOC.

Action Step 1 5

The instructor will participate in District Professional Development in the area of engaging the students in disciplinary habits of thinking.

Person Responsible

Rhonda Gaines

Schedule

On 8/31/2016

Evidence of Completion

Professional will bring back strategies that will be evident in the classroom during walkthroughs.

Action Step 2 5

The instructor will receive support from the District CSS.

Person Responsible

Rhonda Gaines

Schedule

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

Evidence of Completion

CSS Log, debriefing with Administrator

Action Step 3 `5`

Administrators will conduct walkthroughs in order to observe strategies in the classroom.

Person Responsible

Maria Medina

Schedule

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

Evidence of Completion

Walkthrough Logs

Action Step 4 `5`

Administrator will determine instructors requiring additional support and provide direct coach with instructor.

Person Responsible

Maria Medina

Schedule

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

Evidence of Completion

Teacher Tier during Leadership meeting

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

Instructor will receive support from the District Curriculum Support Specialist

Person Responsible

Rhonda Gaines

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

CSS will debrief with teacher and the Administrator responsible for Social Sciences.

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

Formal assessments

Person Responsible

Maria Medina

Schedule

Every 3 Weeks, from 8/22/2016 to 5/31/2017

Evidence of Completion

Review of the formal assessments will be conducted. Data will be reviewed with teacher for DI and modifications to the instruction.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1 🔑 A321118	The instructor will participate in District Professional Development in the area of engaging the...	Gaines, Rhonda	8/30/2016	Professional will bring back strategies that will be evident in the classroom during walkthroughs.	8/31/2016 one-time
G1.B1.S1.MA1 🔑 M334298	Formal assessments	Medina, Maria	8/22/2016	Review of the formal assessments will be conducted. Data will be reviewed with teacher for DI and modifications to the instruction.	5/31/2017 every-3-weeks
G1.B1.S1.MA1 🔑 M334299	Instructor will receive support from the District Curriculum Support Specialist	Gaines, Rhonda	8/22/2016	CSS will debrief with teacher and the Administrator responsible for Social Sciences.	5/31/2017 weekly
G1.MA1 🔑 M334304	The data that will be monitored is District Topic Assessment in Civics, Science and Mathematics and...	Medina, Maria	9/6/2016	We will collect weekly reports from iReady showing usage and student completion of lessons. We will collect the topic assessment data and use during rotations as a secondary benchmark.	6/2/2017 weekly
G1.B1.S1.A2 🔑 A321119	The instructor will receive support from the District CSS.	Gaines, Rhonda	9/6/2016	CSS Log, debriefing with Administrator	6/9/2017 biweekly
G1.B1.S1.A3 🔑 A321120	Administrators will conduct walkthroughs in order to observe strategies in the classroom.	Medina, Maria	8/29/2016	Walkthrough Logs	6/9/2017 daily
G1.B1.S1.A4 🔑 A321121	Administrator will determine instructors requiring additional support and provide direct coach with...	Medina, Maria	8/29/2016	Teacher Tier during Leadership meeting	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. If core instruction is improved in all content areas, then student achievement will increase.

G1.B1 Limited integration of instructional strategies that engage students in disciplinary habits of thinking.

G1.B1.S1 Provide the instructor with instructional strategies that will engage students and enhance rigor in classroom.

PD Opportunity 1

The instructor will participate in District Professional Development in the area of engaging the students in disciplinary habits of thinking.

Facilitator

District Office

Participants

Mr. Andres Rivero

Schedule

On 8/31/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The instructor will participate in District Professional Development in the area of engaging the students in disciplinary habits of thinking.	$0.00
2	G1.B1.S1.A2	The instructor will receive support from the District CSS.	$0.00
3	G1.B1.S1.A3	Administrators will conduct walkthroughs in order to observe strategies in the classroom.	$0.00
4	G1.B1.S1.A4	Administrator will determine instructors requiring additional support and provide direct coach with instructor.	$0.00
		Total:	**$0.00**