

Hammocks Middle School



2016-17 Schoolwide Improvement Plan

Hammocks Middle School

9889 HAMMOCKS BLVD, Miami, FL 33196

<http://hammocks.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Hammocks 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.

Through a cross curricular, interdisciplinary approach, students will be given the necessary tools and nurturing so they may produce individualized growth and ultimately reach their highest potential.

b. Provide the school's vision statement.

The Hammocks Middle School community will develop students into confident, well balanced and independent young people who will strive toward high academic standards.

2. School Environment

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

A school's culture and climate can have a large impact on student academic success, discipline and behavior. At Hammocks Middle School respect is at the forefront of how we learn about students' cultures and how we build relationships between teachers and students. Orientations are given for each grade level outlining school procedures so that all students are aware of the programs and policies in place to assist them whenever needed. The theme of our Pre-Law Magnet program along with participation in clubs, activities and sporting events teach students responsibility and civic duty. Students will participate in Hispanic Heritage Month, Black History Month, ESE Week, HELLO Week, Values Matter and other student centered activities which highlight and promote cultural differences among students. Contests and incentives will be offered for students participation. Students will participate in our incentive program using Olympic Dollars to highlight our 2016 School Theme "Go For The Gold". Based on good behavior, teachers and staff award students with Olympic Dollars. The Olympic Dollars can be used to participate in our quarterly incentive activities.

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

Hammocks Middle School creates an environment where students feel safe and respected at all times. Students feel safe when they are treated with respect, are treated fairly and equitably, and feel that their school is safe and orderly. We have rules and procedures in place for all parts of the school day. Students are given the schools rules and guidelines at our annual Orientation. These rules and guidelines are put into practice each and every day. Security staff are in the hallways at all times, before, during and after school to allow students to feel safe and secure. Counselors, administrators, and teachers are available to speak to students to develop bonds and positive relationships. Our Cane Connection mentoring program will connect staff members with students to provide them with support, counsel and friendship. Students know they can seek help from supportive staff members for any reason. During homeroom, students will participate in our anti-bullying program to promote awareness, including how to report bullying and strategies to use in order to prevent bullying at school. Activities will include lessons from the Bullying and Violence Prevention Curriculum Manual. The District Values Matter Program will be integrated in all school activities through the quarterly themed activities. We strive to create high expectations and rigorous academic opportunities to challenge our students to reach their goals. All students work towards contributing to our school community.

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.

Behavioral expectations are established for all stakeholders at Hammocks Middle School. Our expectations encourage a respectful environment which create a safe and support community within our school. A progressive discipline plan has been established to best meet the needs of students and staff at Hammocks Middle School. Teachers must provide opportunities for the student to improve behavior. Additionally, the parent must be informed of the child's classroom discipline issues. In an effort to minimize the amount of valuable class time lost, teachers, administrators and staff will address incidents following the Miami-Dade County Student Code of Conduct.

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.

In order to embrace the diverse needs of our school's students and to support a positive school culture, the following strategies and activities are implemented by the faculty and staff at Hammocks Middle School:

Do the Right Thing Participation (DTRT):

The purpose of DTRT is to recognize and reward student behavior, accomplishments and good deeds. Once a month, a student will be nominated for the DTRT program.

SPOT Success through MDCPS Employee Portal:

A vital part of our incentive program for reinforcing good behavior will be the use of the SPOT Success program. This program will be available to teachers in order to notify students that they have made strides in improving behavior and/or academics.

Anti-Bullying Program:

During a faculty meeting, the staff will participate in a Bullying and Harassment Policy training and will continue to be updated regarding issues related to bullying throughout the year. Additionally, our school liaison will distribute to staff members the "Anti-Bullying Action Steps for Schools and Educators."

Student of the Month Program:

Teachers from each subject area/grade level will nominate students monthly, who have shown improvement. The students will be recognized and receive incentives.

Cane Connection:

Staff members will mentor identified students with support, counsel and friendship. The mentors will encourage the students to develop to their fullest potential.

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.

At Hammocks Middle School our goal is to develop students who are college-and career-ready. Students are identified by school counselors and social workers, after reviewing EWS data, as being at risk for dropping out of high school. Interventions for students to succeed are implemented to focus on positive behavior and progress which include incentives and rewards. Students who are identified are given appropriate interventions to assist them to stay on course. At risk students are supported

through counseling sessions and their academic and behavioral progress is monitored throughout the year using various tools. As the year progresses student interventions are monitored to see if they are progressing in a positive direction. Interventions for all students include participation in extra curricular activities and positive discipline programs. Those students who are targeted as being at risk have interventions which include mentoring and tutoring program which help to build specific skills such as anger management skills, communication skills and problem solving skills. Other interventions can include Behavior Intervention Plans and recommendation for alternative school programs.

EWS indicators help to identify struggling students in order to provide appropriate support and intervention in a timely manner. The indicators used to identify EWS in students include:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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	11	17	18	0	0	0	0	46
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	11	11	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	0	0	0	130	215	234	0	0	0	0	579
	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	82	148	161	0	0	0	0	391

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

Utilizing the resources listed below our goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support:

1. Student grades will be monitored by the counselors and teachers for academic success through Interim Progress Reports and Report Card grades.
2. Teachers will notify counselors to assist in speaking to students who are in danger of failing a subject.
3. Faculty members will be asked to take part in our Cane Connection, a mentoring program to provide support for students who exhibit at least 3 indicators.
4. Students will ask for assistance if needed and will utilize programs such as Homework Help after

school for help with their homework.

5. Contact with the parent will be made after a student misses three days of school to assess the reason for the absences.

6. Administration will contact parents of students who have excessive absences to determine intervention strategies.

7. Students who are absent will bring notes to school for excused absences.

8. Review the Student Code of Conduct with faculty and staff for understanding of steps involved in student behavior issues.

9. Teachers will refer students for inappropriate behavior based on the Student Code of Conduct and progressive discipline procedures.

10. Students will follow the Student Code of Conduct and understand that infractions can result in disciplinary actions.

11. Students will be rewarded with Dino Dollars for good behavior, to use at the semi-annual school store event and other incentive activities.

12. Students will be chosen to take part in our Volunteer Mentor program with our school volunteer, Mr. Fernandez.

13. Spot Success awards will be given to students from faculty members to show rewards for improved behavior and academic success.

14. Our school social worker will address the needs of specific students to discuss ways to improve behavior and academic success.

15. Credit Recovery as an elective through Edgenuity E2020 will be utilized to assist students who have failed 1 or 2 subjects to allow them to pass to the next grade level.

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/315962>.

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.

In 2013, Hammocks Academy of Legal Studies (HALS) was recognized with the 2013 Magnet Schools of Distinction. The Magnet Schools of Merit Award recognizes member magnet schools/programs that demonstrate a high commitment to academic standards, curriculum innovation, desegregation/diversity efforts, specialized teaching staffs, and parent and community involvement. Hammocks Middle School was also awarded the 2015 Five Star School Award which we have received three years in a row. We have applied for the 2016 Five Star School Award and await decision soon. The Five Star School Award was created by the Commissioner's Community Involvement Council and is presented annually to those schools that have shown evidence of exemplary community involvement. In order to earn Five Star

School recognition, a school must show documentation that it has achieved 100% of the established criteria in the categories of:

- Business partnerships,
- Family Involvement,
- Volunteerism,
- Student Community Service, and
- School Advisory Councils.

Hammocks Academy of Legal Studies (HALS) plans to continue making its mark in the community. The plans for the next three (3) years are:

1. Actively foster partnerships with the local legal and law enforcement agencies to provide learning opportunities for our students.
2. Create opportunities for students to participate in community involvement activities.
3. Continue to increase our enrollment in our magnet program.
4. Connect with neighboring businesses to create partnerships to support our school program such as Hammocks Middle School Night at our local McDonald's restaurant, Hammocks Middle School Literacy Night and promoting our connections to our local Winn Dixie Supermarket to highlight student art work and to celebrate Teacher Appreciation Week.

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
Leal, Deborah	Principal
Bonilla, Nicolina	Assistant Principal
Lawrence, Angela	Teacher, K-12
Llano-Scherker, Beatriz	Teacher, K-12
Maximilien, Jovana	Teacher, K-12
Ortiz, Paola	Teacher, K-12
Perez, Kerra	School Counselor
Bogie, Chad	Teacher, K-12
Martinez, Ivette	Assistant Principal
Karina, Moncada	Teacher, K-12
Sandoval, Gabriela	Teacher, K-12
Cox, Jonelle	Teacher, K-12
Kirkland, Steven	Teacher, K-12
Iglesias, Yanitza	Teacher, K-12
Lengomin, David	Teacher, K-12
Garcia, Beatriz	Teacher, K-12

b. Duties

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

Tier 1 (Leadership Team)

- Deborah Leal, Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provides a common direction for the use of data driven instruction and decision making. Conveys to the parents the MTSS/ RtI plans and activities the school will be providing to effectively enhance student achievement.
- Nicolina Bonilla and Ivette Martinez Assistant Principal(s): Ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, supports the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with teachers and parents regarding school-based MTSS plans and activities.
- Beatriz Llano-Scherker, Paola Ortiz, Angela Lawrence, Chad Bogie, Yanitza Iglesias, Gabriela Sandoval, Jonelle Cox, Jovana Maximilien, Karina Moncada, General Education Teachers and Kerra Perez, Guidance Counselor: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
- Karina Moncada, Exceptional Student Education (ESE) teacher: Collaborates with general education teachers to plan activities and to cogitate project based learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the 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 Hammocks Middle School 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. Holding regular team meetings where problem solving is the sole focus.
2. Using the eight step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction).
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. 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. 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. Tier 2 problem solving meetings occur regularly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

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

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided at Hammocks Middle School Prelaw Magnet to ensure students requiring additional remediation are assisted as needed. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to Hammocks Middle School students. Our reading department develops, leads, and evaluates core content standards and programs. The teachers identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs, while working with district personnel to identify appropriate, evidence-based intervention strategies. Ms. Beatriz Llano-Scherker, our Language Arts Department Chairperson, will assist with school-wide screening programs such as iReady Diagnostic and Progress Monitoring, which provide early intervening services for "at risk" students; she will assist in the design and implementation of progress monitoring, data collection, and data analysis and will participate in the design and delivery of professional development. Ms. Kerra Perez will provide support for assessment and implementation monitoring. Other components that are integrated into the Hammocks school-wide program include an extensive Parental Program: Title 1 Chess with SCSI Instructor Mr. Reed, a school website to increase parental awareness and involvement, as well as unique support services to special-need populations such as homeless, migrant, neglected and/or delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

Services at Hammocks Middle School are coordinated with district drop-out prevention programs. The District receives funds to support the Educational Alternative Outreach program at our school.

Title II

The District uses supplemental funds for improving basic education at Hammocks Middle School Prelaw Magnet, 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 our Professional Development Liaisons (PDL) Ms. Beatriz Llano-Scherker, focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson

Study Group implementation and protocols

Title III

Services at Hammocks Middle School Prelaw Magnet are provided through the District for educational materials and ELL district support services. These services aid in the development of the education of immigrant students and English Language Learners (ELL). The school uses Title III funds to implement and/or provide tutorial programs, such as HLAP (with our paraprofessional) and reading and supplementary instructional materials.

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children at Hammocks Middle School Prelaw Magnet by collaborating with parents, schools, and the community. When a student is identified as "homeless" certain services will be retained for the child. These are facilitated through the child's family, school guidance counselor(s) and social worker.

Supplemental Academic Instruction (SAI)- N/A

Violence Prevention Programs

Hammocks Middle School Prelaw Magnet offers counseling through our Student Services department focusing on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crises. Our school social worker, Ms. Perea-Soler, will provide supplemental services to students and their families as needed.

Nutrition Programs

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

Housing Programs - N/A

Head Start- N/A

Adult Education-N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students at Hammocks Middle School Prelaw Magnet will complete academic program and will have a better understanding and appreciation of the post-secondary opportunities available to them, while acquiring the necessary skills to advance in said opportunities.

Articulation agreements at Hammocks Middle School Prelaw Magnet allow students to earn college and post-secondary technical credits in high school. These agreements will provide more opportunities for students to complete 2- and 4-year post-secondary degrees.

Hammocks Middle School Prelaw Magnet students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications. Readiness for post-secondary will strengthen with the integration of technical, academic and career components, as well as a coherent sequence of courses.

Job Training-N/A

Other

Parental

Hammocks Middle School Prelaw Magnet will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents about available programs, their rights and other referral services.

Hammocks Middle School Prelaw Magnet will increase parental engagement/involvement by developing the Title I School-Parent Compact (with on-going parental input) and the Title I Parental Involvement Plan (PIP). Parental awareness and involvement will also be increased through the scheduling of the Title I Annual Meeting and the continued use of the school website. Furthermore, other documents/activities necessary to comply with dissemination and reporting requirements, will also be implemented in order to increase parental awareness and involvement.

Hammocks Middle School Prelaw Magnet will conduct an informal parent survey to determine the specific needs of our parents. Parents workshops, Parent Academy Courses, etc., will be planned (with flexible times to accommodate parent schedules) as part of our goal to empower parents and build capacity for involvement.

We will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month, as documentation of compliance with NCLB Section 1118. Additionally, the MDCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The survey results are to be used to assist with revising our Title I parental documents for the approaching school year.

Confidential, "as-needed" services will be provided to any students in the school in homeless situations, as applicable by our counselors and social worker.

Additional academic and support services will be provided to students and families of the Migrant population, as applicable by our counselors and social worker.

School Improve Grant Fund/School Improvement Grant Initiative

Hammocks Middle School Prelaw Magnet receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions (such as extended day/remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, and Project CRISS).

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ana Shaw	Teacher
Jermaine Brogdon	Teacher
Deborah Leal	Principal
Maria Donate	Education Support Employee
Kerra Perez	Teacher
Loraine Noreiga	Parent
Jonelle Cox	Teacher
Honey Guardado	Teacher
Diana Rosa	Parent
Carmen Diaz	Parent
Yanitza Iglesias	Teacher
Mabel Gonzalez	Parent
Ivette Martinez	Teacher
Ivonne Chevet	Parent
Caridad Pinto	Education Support Employee
Arturo Sanchez	Teacher
Virginia Cruz	Parent
Yaneth Mago	Parent
Kaitylin Betancourt	Parent
Aaliyah Saintil	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 purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

b. Development of this school improvement plan

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

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

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

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

SAC receives funds to be used at the discretion of the School Advisory Committee. A portion of the money should be used for implementing the school improvement plan. A portion of the funds, \$2999.00, is used for small funds purchases through the schools internal funds account and is

allotted for student learning incentives. The remainder of the funds can be used amongst the departments for learning incentives.

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

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Leal, Deborah	Principal
Bonilla, Nicolina	Assistant Principal
Bogie, Chad	Teacher, K-12
Lawrence, Angela	Teacher, K-12
Llano-Scherker, Beatriz	Teacher, K-12
Ortiz, Paola	Teacher, K-12
Perez, Kerra	School Counselor
Sandoval, Gabriela	Teacher, K-12
Karina, Moncada	Teacher, K-12
Martinez, Ivette	Assistant Principal
Kirkland, Steven	Teacher, K-12
Maximilien, Jovana	Teacher, K-12
Iglesias, Yanitza	Teacher, K-12
Cox, Jonelle	Teacher, K-12

b. Duties

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

The major initiatives of the LLT team at Hammocks Middle School are aligned to the District's Comprehensive Research-based Reading Plan:

- To increase the usage of the i-Ready program.
- To increase student achievement on the 2017 FSA ELA Reading and Writing test by analyzing data to provide resources/strategies needed for areas of improvement.
- To provide professional development based on teacher and student need.
- Promote the use of web based literacy tools such as online research tools, online books, and fluency building websites for ESL learners.
- Promote the use of vocabulary development across the curriculum.
- Building student motivations.
- Promote literacy through activities focused on the Pre-Law Magnet curriculum.
- Promote rigorous instruction throughout the curriculum.
- Promote Reading through the annual Book Fair.
- Promote Literacy through the annual Hammocks Middle School Literacy Night.

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.

Our faculty and staff share a commitment to values and beliefs evidenced by a clear a Vision and Mission Statement focused on student learning. Our faculty is committed to providing all of our students with a quality education which includes a commitment to instructional practices that include student engagement, a focus on depth of understanding and the application of knowledge and skills. Professional Development (PD) opportunities for teachers are encouraged to help support school purpose and instruction. Teachers who attend special PD courses return to school and share the information within their departments.

Grade level planning occurs frequently between teachers and within departments which require student collaboration and the development of higher order thinking skills. Our department members meet twice a week on Thursday and Friday to allow for common planning time. Collaborative projects occur naturally through our Pre-law magnet program in language arts and social studies classes as teachers make connections through their core subject areas. Learning communities meet formally and informally on a regular basis, where teachers plan collaboratively across grade levels and subjects.

The school is working to create Professional Learning Communities (PLC) where teachers can work together to bridge gaps in student achievement through work involving research based practices. These groups would create times outside of the school day to work together for student success and teacher professional development.

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

1. Hold regular monthly meetings with early career teachers and teachers new to the school.
2. Mentor Teachers assigned to early career teachers and buddy teachers to teachers new to the school as needed.
3. Schedule regular professional learning period activities focused on development and alignment of instructional activities.
4. Principal solicits referrals from current teaching staff for potential new hires and from Teacher Match.

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

Hammocks Middle School is a selected treatment school for the New Teacher Center Investing in Innovation (NTC i3) Scale Up Grant for the 2016-2017 school year. Teachers within their first and second year of teaching will be identified and paired with a mentor teacher.

The principal will identify Teacher Mentors that:

- Have at least three years of successful teaching experience; as evidenced by an Effective or Highly Effective rating on IPEGS summative evaluation.
- Posses a valid regular teaching certificate.
- Certified at the same grade level or in the same subject area as the new teacher.
- Has a track record of improving student achievement.

The NTC i3 Scale Up grant Mentor Agreement states:

- The mentor agrees to mentor at least one teacher during the 2016-2017 school year for a minimum of 180 minutes a month and in accordance with the mentoring schedule that is agreed upon by both the mentor and mentee.

- The mentor will participate in four two-day mentor training sessions.
- Use of NTC protocol and tool-based processes when meeting with the Mentee.
- The mentor will document through Learning Zone Formative Assessment System Mentor E-Log the support provided to beginning teacher's, following each time that a mentoring session takes place.
- Mentor's understand that they will receive a \$1,000 stipend (per year) for each teacher mentored upon completion of mentor support.

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.

At Hammocks Middle School our core instructional programs and materials are aligned to the Florida's standards. All core teachers utilize the district pacing guides which correlate daily lessons with the Florida Standards in ELA and Mathematics. Teachers utilize CPALMS to access additional resources, lesson plans and materials which match Florida Standards.

Teachers are able to access Training Tests and Test Item Specifications to ensure materials covered in the classroom follow the rigorous guidelines of our new state standards. Best practices and professional development activities are planned for engaging curriculum. The use of the Learning Targets and Essential Questions are part of the focus teachers are using in their classrooms to assist students to understand what they will learn each day to follow the Florida Standards.

b. Instructional Strategies

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

Hammocks Middle School implements a comprehensive assessment system that generates a range of student data and uses the results to guide continuous improvement. Multiple sources of student data are used to monitor student progress and to drive instruction. Programs in place which provide student data include:

i-Ready diagnostic and progress monitoring testing for English Language Arts and Mathematics, Gateway to Data (G2D) Topic and Unit testing for Mathematics, Science and Social Studies. Baseline Assessment data testing through Gateway to Data focused on subject area benchmarks, BBA scores in Science, Carnegie Learning scores for iPREP, FCAT 2.0 Test results, Edgenuity reports, ELL 6 semesters or more, SPED Individualized Educational Plan strategies, Attendance and Suspension reports, At Risk Student reports, Early Warning signs and Student Grade reports. Collaboration between all stakeholders to use data to drive instruction is evident in the focus of our Professional Development goals, as shown in our SIP, for the school purpose and direction. Learning communities meet weekly to discuss student achievement based on results of reports to help drive instruction for student improvement. Data chats and debriefing of all progress monitoring, unit and topic testing will continue within core subject areas to help improve student success on future assessments.

Practices in place to assist our teachers in providing appropriate instruction for all students include: copies of Individualized Educational Plan (IEP) for all special needs students, ELL student levels and ELL tutoring for core subject areas provided throughout the day, and Behavior Improvement Plans for students who require support in classroom behavior.

In order to sustain our areas of strength we are focused on data driven decision making throughout the curriculum to drive instruction. All students are provided with challenging and equitable learning opportunities to develop the skills necessary in all areas of their learning. Students with Disabilities (SWD), English Language Learners (ELL) and students within various subgroups have equivalent learning expectations and experiences which prepare them for the next level. School goals for achievement and instruction are attained through the analysis of student data from Interim Assessments and other teacher created tests, which help to align and adjust curriculum as needed following the continuous improvement process.

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

The school has adopted a Reading and Writing Across the curriculum initiative. The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Usage of content area textbooks in order to improve reading application and vocabulary. Subject-specific vocabulary, dense information, and unfamiliar concepts, will be used to include understanding that reading is a process and utilizes appropriate reading strategies before, during, and after reading. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective reading strategies. After school tutoring opportunities will be made available through our Homework Help program offered Monday through Thursday in Computer Lab 604. All subject areas will be addressed. Students identified as needing assistance will be encouraged to attend with parental notification. Attendance and progress will be monitored. Technology programs such as Reflex Math, Gizmos, Edgenuity, i-Ready, Imagine Learning and Achieve 3000 will be utilized to guide instruction for students. Extended Enrichment will be provided for students through the Fairchild Challenge, Dream in Green and Full Steam Ahead programs

Strategy Rationale

Students will be able to access technology and teacher assistance as needed in our Homework Help program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Martinez, Ivette, imarti@dadeschools.net

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

Data is collected through the school year. Students are administered the Baseline, Fall Interim, Winter Interim and FSA or EOC assessments. This data is collected and analyzed in order to drive instruction and make adjustments to teaching. Informal data is also collected using teacher made assessments administered to students on a weekly basis.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At Hammocks Middle School the strategies we employ to assist students in transition from one school level to another are as follows:

1. Incoming sixth graders attend our Hurricane for a Day event which allows the incoming fifth graders to come to the middle school to get a view of what to expect. They walk into classes, see students at lunchtime, attend an activity in the auditorium and visit several of our core and elective classes.
2. Hammocks Middle School actively attends all elementary school Magnet Fairs within our feeder pattern and beyond to disseminate information about our program and to recruit students.
3. We have one building that is primarily used for the incoming 6th grade class which separates our younger students from our older class to assist with a smoother transition to middle school.
4. Grade Level Orientations are held at the beginning of the school year to review rules and procedures and to highlight our special programs. Each orientation is geared towards the grade level of student, highlighting either their last year here and how to move towards getting ready for high school or to let the students know what to expect in three years at our school.
5. High School Magnet Fairs are held on site to allow our eighth graders to have an understanding of the programs available to them for high school.
6. College and Career Readiness Activities are done with all eighth grade students to help them become aware of College and Career Readiness and options for their future.
7. Articulation for grade 8 are done at the school in the second semester to prepare the students to pick courses for their 9th grade year.
8. Articulations for grade 6 are done at the elementary schools in the second semester to prepare those students for courses at the middle school level.

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.

Student services personnel will meet with students in order to advise them in course selection which aligns with the student's interest and postsecondary plans. College and Career Readiness Activities are done with all eighth grade students to help them become aware of College and Career Readiness and options for their future. We host a High School Magnet Fair during the school day to ensure our eighth graders are exposed to the many opportunities. Our Pre-Law Magnet program connects with the district court system and private law firms which allow for student field trips to the Miami Dade County Court System and our Law Day which brings individuals who work in the law field into our school to speak with our students about careers available in Law.

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

Hammocks Middle School offers a Pre-Law magnet program, Hammocks Academy of Law (HALS), as a pathways to specialized high schools and beyond. The program offers opportunities designed to meet the interests of any student interested in the law field.

The HALS magnet program offers a specialized connection though language arts and social studies classes to integrate the themes of justice, ethics, and conflict resolution into the core curriculum by providing students opportunities to experience a cross curricular examination of these concepts through collaborative, inquiry-based learning.

The new Florida Standards infuse rigor, sets high expectations, and expands access and opportunity

for all students. The standards provides relevant activities designed to engage students in problem solving, academic discourse and critical analysis.

College and Career Readiness Activities are done with all eighth grade students to help them become aware of College and Career Readiness and options for their future.

Students will also be given the opportunity to participate in high level mathematics, and science to receive high school credits while still in middle school to gain the competitive edge needed to succeed.

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

Hammocks Middle School will implement strategies provided by administrators, student services and faculty. In addition, Hammocks Middle School will maintain a collaborative relationship with our feeder pattern high school and law related programs through our Pre-Law Magnet program to provide students with opportunities to guide them to secondary options. Hammocks Middle School Pre-Law Magnet has invited high schools, universities and professionals in the law field to speak with students. We also provide a Law Day where professionals in the Law field attend and provide valuable feedback to our students.

New to the 2016-2017 school year Hammocks Middle School has also implemented a new elective for 7th and 8th grade students who express an interest towards future careers in the areas Science, Technology and Mathematics (STEM), the elective is called Full Steam Ahead and covers all areas of preparation towards SECME projects and implements digital learning for the students enrolled.

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

n/a

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

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 increased in all content areas then student achievement will improve. 1a

G088124

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	86.0
AMO Math - All Students	77.0
FSA Mathematics Achievement	51.0
Math Gains	69.0
Math Lowest 25% Gains	71.0
Algebra I EOC Pass Rate	85.0
Geometry EOC Pass Rate	100.0
FSA ELA Achievement	61.0
ELA/Reading Gains	74.0
ELA/Reading Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	53.0
Bio I EOC Pass	69.0
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	

Targeted Barriers to Achieving the Goal 3

- Limited integration of Higher Order Thinking questions and analytical student responses across all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- i-Ready for Reading and Math, Exemplar Lessons, Task Cards, Reflex Math, Mathia, Edgenuity, Khan Academy, Algebra Nation, Boot Camp, Learn Zillion, Time for Kids, National Geographic, CPalms, Achieve 3000, Promethean Boards, Title I School, NBC Learn, Discovery Education, Fairchild Challenge, BrainPop, Gizmos, Law Day, Clubs and Sports Program, Imagine Learning, Computer Labs, Carnegie Learning for iPrep, Laptops in iPrep, Civics Tablets, Pre-Law Magnet, Edmodo, Edgenuity, Advanced Academics, Homework Help, Career Exploration, Mock Trials, Guest Speaker Program, Justice Building Visit, Speech and Debate Competitions, Dream in Green, scientific calculators

Plan to Monitor Progress Toward G1. 8

Data from iReady Diagnostic testing and Progress Monitoring in Reading, Unit and Topic Assessments in Science, Social Studies and Mathematics will be utilized to monitor effective instruction.

Person Responsible

Deborah Leal

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Data reports will be reviewed to determine if progress is being made towards our goal. Lesson Plans will be reviewed and discussed.

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. 1

 G088124

G1.B1 Limited integration of Higher Order Thinking questions and analytical student responses across all content areas. 2

 B234341

G1.B1.S1 Provide Professional Development opportunities across all content areas on the development and integration of Higher Order Thinking questioning strategies. Conduct internal teacher-teacher classroom visits and identify mentor teachers exhibiting effective planning for analytical level questions and answer techniques that enhance use of higher level questioning. 4

 S247106

Strategy Rationale

Lack of planning for integration of Higher Order Thinking skills for both instructional delivery and student responses across all content areas is a concern. The integration of Higher Order Thinking skills will increase student achievement by developing critical thinking students that use increasingly complex, grade-level appropriate tasks.

Action Step 1 5

Provide Professional Development for teachers of Higher Order Thinking questions across all content areas. Teachers will Lesson Plan and implement Analytical questions (as well as the answers) of varying complexity, and require students to respond to them during instruction.

Person Responsible

Ivette Martinez

Schedule

On 10/12/2016

Evidence of Completion

Sign-in sheets, Agenda, PD Deliverables, Framework, Lesson Plans

Action Step 2 5

Provide Professional Development Opportunities for teachers to learn how to expose and frequently use Florida Standards Assessment (FSA) style analytical, text dependent questions. Teachers will also provide active teaching on the technical tools required for test-taking success on the Florida Standards Assessment.

Person Responsible

Ivette Martinez

Schedule

On 6/2/2017

Evidence of Completion

Lesson plans, Classroom visitation logs, Student data and Assessment samples

Action Step 3 5

Provide opportunity, access and professional development for all staff to reach Digital Citizenship. Practice and usage of digital tools for technology assisted classroom learning.

Person Responsible

Ivette Martinez

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Application usage, Data reports, lesson plans, digital surveys

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

Conduct coaching cycles based on teacher need. Teachers in need of additional support will visit observational classrooms.

Person Responsible

Ivette Martinez

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, student work, interactive journals and administrative recommendation.

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

Monitor instructional plans and teacher instructional delivery for evidence of the intergration of Higher Order Thinking question strategies.

Person Responsible

Ivette Martinez







Schedule

On 6/2/2017

Evidence of Completion

Administrative walk-through logs, classroom observation logs

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  A321519	Provide Professional Development for teachers of Higher Order Thinking questions across all content...	Martinez, Ivette	10/12/2016	Sign-in sheets, Agenda, PD Deliverables, Framework, Lesson Plans	10/12/2016 one-time
G1.MA1  M334637	Data from iReady Diagnostic testing and Progress Monitoring in Reading, Unit and Topic Assessments...	Leal, Deborah	8/22/2016	Data reports will be reviewed to determine if progress is being made towards our goal. Lesson Plans will be reviewed and discussed.	6/2/2017 quarterly
G1.B1.S1.MA1  M334635	Monitor instructional plans and teacher instructional delivery for evidence of the intergration of...	Martinez, Ivette	8/22/2016	Administrative walk-through logs, classroom observation logs	6/2/2017 one-time
G1.B1.S1.MA1  M334636	Conduct coaching cycles based on teacher need. Teachers in need of additional support will visit...	Martinez, Ivette	8/22/2016	Lesson plans, student work, interactive journals and administrative recommendation.	6/2/2017 daily
G1.B1.S1.A2  A321520	Provide Professional Development Opportunities for teachers to learn how to expose and frequently...	Martinez, Ivette	8/22/2016	Lesson plans, Classroom visitation logs, Student data and Assessment samples	6/2/2017 one-time
G1.B1.S1.A3  A321521	Provide opportunity, access and professional development for all staff to reach Digital...	Martinez, Ivette	8/22/2016	Application usage, Data reports, lesson plans, digital surveys	6/2/2017 daily

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 increased in all content areas then student achievement will improve.

G1.B1 Limited integration of Higher Order Thinking questions and analytical student responses across all content areas.

G1.B1.S1 Provide Professional Development opportunities across all content areas on the development and integration of Higher Order Thinking questioning strategies. Conduct internal teacher-teacher classroom visits and identify mentor teachers exhibiting effective planning for analytical level questions and answer techniques that enhance use of higher level questioning.

PD Opportunity 1

Provide Professional Development for teachers of Higher Order Thinking questions across all content areas. Teachers will Lesson Plan and implement Analytical questions (as well as the answers) of varying complexity, and require students to respond to them during instruction.

Facilitator

Ivette Martinez

Participants

Instructional Staff

Schedule

On 10/12/2016

PD Opportunity 2

Provide Professional Development Opportunities for teachers to learn how to expose and frequently use Florida Standards Assessment (FSA) style analytical, text dependent questions. Teachers will also provide active teaching on the technical tools required for test-taking success on the Florida Standards Assessment.

Facilitator

Department Chairs

Participants

Instructional Staff

Schedule

On 6/2/2017

PD Opportunity 3

Provide opportunity, access and professional development for all staff to reach Digital Citizenship.
Practice and usage of digital tools for technology assisted classroom learning.

Facilitator

Department Chairs

Participants

Instructional Staff

Schedule

Daily, from 8/22/2016 to 6/2/2017

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	Provide Professional Development for teachers of Higher Order Thinking questions across all content areas. Teachers will Lesson Plan and implement Analytical questions (as well as the answers) of varying complexity, and require students to respond to them during instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6221 - Hammocks Middle School			\$0.00
2	G1.B1.S1.A2	Provide Professional Development Opportunities for teachers to learn how to expose and frequently use Florida Standards Assessment (FSA) style analytical, text dependent questions. Teachers will also provide active teaching on the technical tools required for test-taking success on the Florida Standards Assessment.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6221 - Hammocks Middle School			\$0.00
3	G1.B1.S1.A3	Provide opportunity, access and professional development for all staff to reach Digital Citizenship. Practice and usage of digital tools for technology assisted classroom learning.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6221 - Hammocks Middle School			\$2,500.00
			6221 - Hammocks Middle School			\$0.00
Total:						\$2,500.00