

Palmetto Middle School



2016-17 Schoolwide Improvement Plan

Palmetto Middle School

7351 SW 128TH ST, Miami, FL 33156

<http://pms.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	No	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Palmetto 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.

The mission of Palmetto Middle School is for students to reach their full potential. Palmetto Middle School provides students the opportunity to acquire high school credits by offering Physical Science, Biology, Algebra I, Geometry, Spanish, and French. Palmetto Middle School also provides opportunities for students to achieve beyond the classroom by offering a plethora of clubs, sports, and enrichment activities before and after school.

b. Provide the school's vision statement.

The vision of Palmetto Middle School is to provide a safe environment to all students by: encouraging educational excellence, recognizing individual achievements, promoting a climate of mutual respect, celebrating multi-cultural diversity and enabling every student to feel emotionally and socially secure.

2. School Environment

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

Every quarter, students read novels that focus on Native American, African-American, Hispanic, and Jewish culture in language arts. In social studies, students have the opportunity to do research on their family's culture, create a timeline, and present about their family background to the class. Palmetto Middle School also provides opportunities for students to take Foreign Language classes in Spanish and French and learn about food, customs, music and culture of various Latin American countries. During African-American and Hispanic Heritage month, history facts are given during the morning announcements. Palmetto Middle School offers opportunities for students and teachers to build relationships by offering various clubs, sports, and activities. The ESOL students participate in the annual ESOL Thanksgiving Festival, which includes food from each student's country and provide students with the opportunity to experience the culture and customs of the United States.

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

The students at Palmetto Middle have partnered with the Sandy Hook Foundation to promote inclusion of all students and to create a welcoming environment for all students to learn and flourish. Students participate in the "Start With Hello" week of events that encourage students to think, act, and say positive words to each other and themselves. The students are also participating in the Values Matter campaign during homeroom where they watch videos and discuss the nine core values on citizenship, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. The school counselors also present anti-bullying lessons during the social studies time and facilitate a week of anti-bullying events. Students read novels during the first nine weeks of school with a bullying theme and discuss how to handle bullies and how bullying can have a negative impact on individuals. Teachers teach tolerance across the curriculum through character education. Additionally, teachers stand at their doors in between classes to minimize disruptive behavior in the hallways and greet students upon entry to create a welcoming environment for all students.

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

The administration holds a student orientation for each grade level at the beginning of every school year to review the school's discipline plan. Students that violate school rules are sent to the School Center for Student Instruction (S.C.S.I). The school also has an Alternative to Suspension plan in place to provide more intense intervention for students who are in need of additional support. Additionally, team leaders schedule parent conferences for students who consistently display inappropriate behavior. Administration also reviews the school's Progressive Discipline Plan with faculty and staff member during the Opening of School meeting. During department meetings, teachers also share best practices on how to minimize disruptive behaviors in the classroom.

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.

Palmetto Middle School has a mentoring program that identifies students who are in need of social-emotional support throughout the school year. The mentor supports the student emotionally and assists them with developing proper decision-making skills. . The student is also assigned a counselor that is responsible for reviewing the student's academic performance, attendance, and other risk-factors in order to provide the guidance and support that will mitigate any potential problems. Additionally, students that need extra emotional support are assigned a Listener through the Listener's Program and referred to agencies for family support. The school counselors provide Bullying and Violence Prevention lessons during homeroom in order to help students understand the concept of personal responsibility. They also provide individual counseling sessions to help students deal with crisis, transitional issues and personal and family concerns. In addition, the counselors facilitate mediation between students to reinforce positive interpersonal skills.

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.

The Leadership Team identifies students that have been retained in previous years and failed in language arts and/or math at the beginning of the school and monitor them bi-weekly. The failure list is analyzed bi-weekly to provide assistance to students who scored below grade level in reading and math on the statewide assessment, in danger of failing the nine weeks or for the school year, have a low attendance rate, and a high number of days in indoor and/or outdoor suspension.

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	0	1	1	0	0	0	0	2	
One or more suspensions	0	0	0	0	0	0	6	8	3	0	0	0	0	17	
Course failure in ELA or Math	0	0	0	0	0	0	4	10	11	0	0	0	0	25	
Level 1 on statewide assessment	0	0	0	0	0	0	100	153	150	0	0	0	0	403	

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	64	88	99	0	0	0	0	251

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

Students that are in need of academic support and/or have a low attendance rate will be referred to the RTI team and are monitored by the Attendance Review Committee (ARC). Students scoring below grade level on the statewide assessment are grouped together during the 50-minute literacy block to receive intense academic support and intervention. High School students offer tutoring services in math for students after school on Thursday's on a weekly basis. Additionally, students use supplemental programs such as, Edgenuity, Reflex Math, and i-Ready to improve academic weaknesses. Teachers are also available on Friday mornings between 8:30 a.m. and 9:00 a.m. to provide additional assistance and tutoring. Students receiving two or more behavioral referrals will be provided with weekly counseling, parental assistance, and a behavior improvement plan.

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?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Palmetto Middle School has an annual articulation and Curriculum Fair with the feeder elementary schools and potential students to inform parents about our curriculum programs, sports, activities, and provide a smooth transition from elementary to middle school. The school also conducts an annual Open House night where students and parents are invited to tour the school, meet and establish relationships with teachers, and learn about the various educational programs available at the school. Palmetto Middle School also has the "Lancer for a Day" annual event where students from the feeder elementary school to tour the school and receive information about the advance classes, elective class, clubs, sports, and activities. The administration works closely with Parent, Teacher, & Student Administration (PTSA) to communicate pertinent information at the monthly board meetings, along with the school's vision and mission for each school year. PTSA sends out e-mail blasts to all the parents about school activities and curriculum. Parents can also access pertinent information about the Florida State Standards, events, and programs on the school's website and receive push notifications directly on the Palmetto Middle School App. The iPREP program also hosts a Family Night event where the math teachers inform parents on how they can assist their child at home and the technology resources available to students. Many teachers also use Edmodo, Class Jump, and the school's website to post homework and other important information pertaining to their class. Connect Ed messages are utilized weekly to keep parents up to date on current school activities, student attendance, and academics.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The administration works with the PTSA throughout the year to build Dade partners from local communities. The partnerships provide instructional resources to support student achievement, resources for teachers, and supplies for students on free and reduced lunch.

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
Gonzalez, Jesus	Principal
Hayes, Tiffany	Assistant Principal

b. Duties

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

Jesus Gonzalez, Principal, establishes a common vision that addresses the school's needs through the implementation of appropriate intervention, instructional support, professional development, and progress monitoring to increase student achievement. Mr. Gonzalez also communicates with parents regarding the school's Response to Intervention (RTI) plan and school improvement programs.

Tiffany Kinchens, Assistant Principal of Curriculum, will be working extensively with the RTI Leadership Team to develop a means to assess the effectiveness of the current strategies, develop intervention programs, conduct monthly meetings to analyze data, assist the principal with progress monitoring, and provide the appropriate professional development activities. Ms. Kinchens will assist with the school-wide screening process in order to provide early intervention services for children to be considered "at risk" and monitor the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Randall Cromer, Assistant Principal, will be working with the RTI Leadership Team to ensure implementation of strategies, monitor the fidelity of the intervention programs, and provide professional development activities.

Colleen Bello, Mathematics teacher and Department Chair, will analyze the effectiveness of the strategies used in the Mathematics department, provide guidance in developing professional development activities using measurable evidence-based curriculum strategies, and facilitate data collection for the Mathematics department.

Warren Martin, Social Studies Department Chair, will assist the administrative team with implementing reading and writing strategies through social studies.

Terri Ortiz, Science Department Chair, will assist the administrative team with implementing interdisciplinary strategies in the area of Science, provide guidance and facilitate the discussion of best practices with the teachers in the Science Department, and promote STEM activities throughout the school.

Graciela Figueiras, Language Arts Teacher and Department Chair, is a National Board Certified Teacher and will be assisting the administrative team with implementing intervention strategies through the Language Arts department and Writing Across the Curriculum. Additionally, Mrs. Figueiras will be assisting the administrative team with the implementation of the i-Ready program. Mrs. Figueiras will also provide expertise in assisting the ESOL students by collaborating with general education teachers and monitoring student progress. Additionally, Mrs. Figueiras will also be responsible for delivering Tier 1, Tier 2, and Tier 3 interventions during the 20 minute Literacy Block.

Luis Diaz, the Student Center for Special Instruction instructor, will provide expertise and develop strategies to address individual student academic, emotional, and behavioral needs.

Mrs. Lisa Smith-Burns will serve as Test Chair and will be responsible for generating reports from the G2D and i-Ready platforms that will be used for data analysis at team, department, and RTI meetings.

Vivian Taylor is the school's Professional Development Liaison and will be responsible for organizing the professional development sessions throughout the school year.

Ms. Veronica DaSilva, Gifted Chairperson, will monitor the gifted programs implementation at Palmetto Middle school, collaborate with the gifted teachers to develop strategies and programs that meet the needs of the gifted students, and ensure the gifted population maintains a high level of academic achievement.

Susie Blancaneaux, SPED teacher, Department Chair, and SST Coordinator will provide expertise in assisting the SPED students, by collaborating with general education teachers develop strategies to address the needs of SPED students, and assist the administrative team in meeting AMO targets with our SPED population. Mrs. Blancaneaux will also be responsible for identifying students in need of ESE services who did not show progress with Tier 3 intervention.

Helena Castillo, Foreign Language Teacher, will be responsible for monitoring student progress through the downloading reports from electronic gradebook and work with the counselors Ivette Toledo and Karen Beasley-Brown by referring struggling students to the RTI Leadership Team for intervention.

Team Leaders Frankie Hurlburt and Michael Hoadley will work cooperatively with counselors, teachers, and parents to progress monitor student grades and attendance. The Team Leaders will coordinate conferences to address academic performance and attendance for students who display early warning signs.

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 RTI team will meet once a month and will focus on data analysis from the i-Ready assessment, school-wide mini assessments, and Benchmark Assessments. Based on the data, the team will identify students for Tier 2 and Tier 3 intervention that are performing below mastery. Professional development will be provided for teachers whose students are performing below mastery. Tier 3 students will be reviewed for academic success across the curriculum and behavior issues. The RTI Leadership Team will review parent contact notes, teacher anecdotal notes, and successful strategies for motivation. The team will also collaborate on effective instructional strategies and restructure ineffective strategies. During weekly grade level meetings, teachers will recommend struggling

students for Tier 2 intervention to the RTI team.

Palmetto Middle School receives a Title III Grant every year to provide ESOL students with after-school tutoring in Math, Science, Reading, and Language Arts.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jesus Gonzalez	Principal
Frankie Hurlburt	Teacher
Lisa Smith-Burns	Teacher
Gloria Hagen	Teacher
Veronica Da Silva	Teacher
Michael Hoadley	Teacher
Olga Diaz	Education Support Employee
Linda Dwyer	Parent
Jodi Mazer	Parent
Martha DeZayas	Parent
Katie Abbott	Parent
Ainsley Dixon	Parent
Johnathan Hammel	Business/Community
Gina Vinueza	Parent
Krishna Chandra-Das	Teacher
Erin Kobetz	Parent

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 progress of the School Improvement Plan was discussed at every EESAC meeting and recommendations were made to add or modify strategies. In the beginning of the 2016-2017 school year, the EESAC members analyzed assessment results to determine the effectiveness of the goals and strategies in the SIP from the previous school year.

b. Development of this school improvement plan

The administration and teachers provided the Education Excellence School Advisory Council with student data, information about the Florida Standards Assessment, and indicated the financial need for the upcoming school year. Feedback was solicited from the members of SAC on how to effectively allocate funds for the use of technology and staff development for the 2016-2017 school year.

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

The administration and EESAC members presented the monetary needs of the school that would positively affect student achievement..

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

Advancement in Technology \$2,000
Community Outreach Projects \$500

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
Gonzalez, Jesus	Principal
Hayes, Tiffany	Assistant Principal

b. Duties

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

The major initiatives of the LLT this year are to focus on reading and writing strategies across the curriculum and provide continuous professional development on effective teaching strategies and differentiated instruction as it relates to the Florida State Standards. There will be an increase use of i-Ready Reading program and topic assessments to monitor the progress of FSA Level 1 and 2 students and the lowest 25%. Additionally, to increase the use of writing across the curriculum, teachers will receive professional development on evidence-based and analytical writing in the content area.

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.

Teachers are provided time to partake in grade level collaborative planning on Wednesdays from 8:30 AM - 9:00 AM and cross-curricular planning once a month. Non-opt teacher planning days and early release days are also used for teacher professional development and collaboration in order to share best practices and increase student achievement.

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

The administrative team will provide monthly professional development opportunities to teachers that are not highly qualified and assist them with locating the necessary training and resources to become certified-in-field. Teachers will also be assigned a mentor teacher within their department who can guide them towards becoming highly qualified in their field and model best practices.

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

The administrative team will provide monthly professional development to teachers that have been teaching between 1-3 years on effective teaching strategies. Teachers that have been teaching less than 3 years will also have a highly effective mentor teacher assigned to them.

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.

Each department uses a grade level planning sheet and instructional focus calendar that indicates the Florida State Standards, grade level/course topics, and resources being used from the District's pacing guides or other resources. The department chair submits the completed forms to administration on a bi-weekly basis for review and feedback. Supplemental materials are reviewed by the department for alignment to the standards and are shared with colleagues.

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.

After each topic assessment or i-Ready Diagnostic Assessment, the teacher will analyze the student data to provide feedback to students and target skill deficiencies. The teacher will also place struggling students into small groups where they are given intense intervention. Proficient or advanced students are given higher order thinking activities to apply new skills in a real-world context. Supplemental computer programs are also used to reteach deficient skills and reinforce areas of proficiency.

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: Before School Program

Minutes added to school year: 1,170

Science teachers will work with students in the Mad Scientist, SECME, and Green Team club before and after school to provide scientific enrichment activities. These enrichment activities will infuse technology into science, conduct scientific experiments, develop projects to be entered into the Fairchild Challenge competition, as well as produce a variety of writing experiences and opportunities.

Strategy Rationale

Students need increased exposure to more challenging and real-world problem solving activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Jesus, jglez1@dadeschools.net

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

The science department and administration will analyze the data collected from mini-benchmark assessments, student lab reports, interim assessments, End of Course exam, and FCAT 2.0 Science test to progress monitor student performance.

Strategy: Before School Program

Minutes added to school year: 540

Teachers will take part in grade level collaboration and cross-curricular planning once a month before school.

Strategy Rationale

Teachers have limited time to take part in effective grade level and cross-curricular planning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Jesus, jglez1@dadeschools.net

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

The grade level forms and sign-in sheets will be collected after each planning meeting. The administration will conduct weekly walk-throughs to determine its effectiveness.

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.

An annual vertical articulation is done with the lead teachers and assistant principals from the feeder elementary and high schools. The topics that are discussed at the articulation are course selection and requirements, extracurricular activities, and suggested summer reading and math activities. Additionally, Palmetto Middle School holds a "Lance for a Day" tour for potential incoming 6th graders and a New Student Orientation the week prior to the first day of school.

b. College and Career Readiness

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

In every sixth grade US History, seventh grade Civics, and eighth grade US History class, the Social Studies teachers work with the Business Education teacher to help students participate in a career-planning unit and develop career goals with a plan of action.

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

The Business Technology instructor incorporates a career planning unit for students in grades 6-8. Students take a self-assessment survey, research on a career of interest, and create reports and PowerPoint presentations on how science, math, and social studies are relevant to their chosen career. The school will also host an annual career fair in order to expose students to various professional and technical careers.

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

Within the next three years, students will be placed in a vocational class for increased exposure to career and college readiness information. Students will have opportunities to see the relevance of reading, science, writing, social studies, and math by participating in lessons that infuse these essential skills.

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

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.** Increase support to parents and build positive relationships to improve student achievement.
- G2.** To increase student achievement by improving core instruction in areas.
- G3.** Increase student achievement by providing support and intervention for students displaying Early Warning Signs.
- G4.** Increase opportunities for students to participate in STEM and/or CTE initiatives and programs to be college and career ready.

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. Increase support to parents and build positive relationships to improve student achievement. 1a

G088212

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Parents have limited knowledge about the Florida Standards and student progression plan.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Teacher Student Association (PTSA)
- Counselors
- Parent Academy

Plan to Monitor Progress Toward G1. 8

Review parent surveys to to determine effectiveness of the resources and presentations.

Person Responsible

Jesus Gonzalez

Schedule

Quarterly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Parent surveys

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

G088213

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - American Indian	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
CELLA Listening/Speaking Proficiency	64.0
CELLA Reading Proficiency	29.0
ELA/Reading Gains	81.0
ELA/Reading Lowest 25% Gains	71.0
FSA ELA Achievement	88.0
AMO Math - All Students	
AMO Math - Asian	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
FSA Mathematics Achievement	79.0
Algebra I EOC Pass Rate	97.0
Geometry EOC Pass Rate	100.0
Math Gains	79.0
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	66.0
Bio I EOC Pass	100.0
CELLA Writing Proficiency	29.0

Targeted Barriers to Achieving the Goal 3

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Resources Available to Help Reduce or Eliminate the Barriers 2

- The District provides the following supplemental programs for free: Edcite.com, CPALMS, teachingchannel.org, Discovery Education, EDMODO, Collections ELA series, Classzone Resources, i-Ready, Imagine Learning, Inside Reading program, iCivics, Carnegie Learning, Gizmos, exemplar lessons and detailed pacing guides on the Learning Village.

Plan to Monitor Progress Toward G2. 8

Administration will review sign-in sheets, handouts, and agendas.

Person Responsible

Jesus Gonzalez

Schedule

Biweekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Completed Grade Level Planning Sheet, lesson plans, and evidence of deep questioning during lesson delivery.

G3. Increase student achievement by providing support and intervention for students displaying Early Warning Signs. 1a

G088214

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 06	7.0
Attendance Below 90% Grade 07	9.0
Attendance Below 90% Grade 08	9.0
1+ Suspensions Grade 07	
1+ Suspensions Grade 06	
1+ Suspensions Grade 08	
2+ Course Failures - Middle Grades	1.0
Course Failures ELA	1.0
Course Failures Mathematics	2.0
Level 1 - All Grades	14.0
Level 1 - Grade 06	11.0
Level 1 - Grade 07	11.0
Level 1 - Grade 08	16.0
Retained Students	0.0

Targeted Barriers to Achieving the Goal 3

- There is limited parental involvement from parents of students that display Early Warning Signs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District suspension and attendance reports, failure list from gradebook, and results of statewide assessment.

Plan to Monitor Progress Toward G3. 8

District and school assessment reports will be collected throughout the year to monitor progress towards goal.

Person Responsible

Jesus Gonzalez

Schedule

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

Evidence of Completion

District and school assessment reports.

G4. Increase opportunities for students to participate in STEM and/or CTE initiatives and programs to be college and career ready. 1a

G088215

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	99.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited training on adding rigorous problem –solving activities to lessons and incorporating the Florida State Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The District provides the following supplemental programs for free: Science Fair competitions, Technology competitions, SECME, and Robotics competitions. Teachers also have access to CPALMS and iCPALMS, essential labs and formative assessments in the pacing guide on the Learning Village.

Plan to Monitor Progress Toward G4. 8

Review student placement and results from District competitions

Person Responsible

Jesus Gonzalez

Schedule

Quarterly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Competition results, certificates, and awards.

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. Increase support to parents and build positive relationships to improve student achievement. **1**

 **G088212**

G1.B1 Parents have limited knowledge about the Florida Standards and student progression plan. **2**

 **B234567**

G1.B1.S1 Utilize resources from the district and state to inform and educate parents at PTSA and EESAC meetings about the current ELA and Math Standards, the FSA & EOC Assessments, and the District's Student Progression Plan. **4**

 **S247288**

Strategy Rationale

Parents have limited knowledge about the new Florida State Standards, Assessment and Student Progression Plan.

Action Step 1 **5**

Provide parents with curriculum resources and materials to prepare students for the Florida Standards Assessment and End of Course Exam.

Person Responsible

Tiffany Hayes

Schedule

Annually, from 11/1/2016 to 4/1/2017

Evidence of Completion

PTSA Meeting Agendas School APP Flyers Parent Resource Packets iPrep Math Meeting Agenda/Sign-In Sheet English/Language Arts Night Agenda

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

Attend monthly PSTA and EESAC meetings to give updated information and resources that are aligned to the standards and prepare students for the next grade level and/or acceleration.

Person Responsible

Jesus Gonzalez

Schedule

Monthly, from 10/10/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets and agendas

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

Facilitate question and answer sessions regarding Florida State Standards and Student Progression Plan for parents.

Person Responsible

Tiffany Hayes


Schedule

Quarterly, from 10/10/2016 to 3/31/2017

Evidence of Completion

Sign-in sheets, agendas and handouts

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

 G088213

G2.B1 **2**

 B234568

G2.B1.S1 Utilize effective planning protocols and implementation of questioning strategies to encourage more rigorous related interactions with text by explicitly teaching students to independently form higher order thinking questions during instruction. Explicitly teach how to plan, analyze, interpret, compare, evaluate, and draw conclusions multiple sources to demonstrate mastery using clear and relevant evidence that encompasses problem solving skills. **4**

 S247289

Strategy Rationale

Students need assistance with developing critical thinking skills in order to develop the ability to analyze literary pieces, solve complex math problems, and develop the ability to synthesize multi-tiered scientific investigations.

Action Step 1 **5**

Conduct professional development about effective planning that facilitates the development of rigorous instructional strategies that encompass deep questioning techniques and application of the Florida State Standards and the Cambridge program.

Person Responsible

Jesus Gonzalez

Schedule

On 6/9/2017

Evidence of Completion

Sign-in Sheets, handouts, and agendas

Action Step 2 5

During collaborative planning sessions in course-alike teams, teachers will utilize and complete the Grade Level Planning Sheet to facilitate lesson development that includes deep questioning and application of the Florida State Standards while sharing best practices that correlate to benchmarks delineated on an Instructional Focus calendar.

Person Responsible

Jesus Gonzalez

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Grade Level Planning sheet, evidence of deep questioning during lesson delivery, lesson plans, and instructional focus calendars.

Action Step 3 5

Utilize data from i-Ready and topic assessments to drive collaborative planning and modify instruction.

Person Responsible

Jesus Gonzalez

Schedule

Monthly, from 9/26/2016 to 5/31/2017

Evidence of Completion

i-Ready Diagnostic and Topic Assessment Data, Grade Level Planning Form, Lesson Plans, Data chat forms, and Feedback logs.

Action Step 4 5

Engage in on-going monitoring, feedback and support to ensure the effective implementation of rigorous instructional strategies that encompasses deep questioning and application of the Florida State Standards.

Person Responsible

Jesus Gonzalez

Schedule

Biweekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Interim Assessments, Grade Level Planning Form, Lesson Plans, and Administrative walk-through notes.

Action Step 5 5

Increase exposure to more real-world science content and problem-solving.

Person Responsible

Tiffany Hayes

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Forsensic Science projects, Lesson Plans, and Grade Level Planning forms.

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

Administration will be responsible for reviewing department planning sheets or lesson plans on a weekly basis and conducting weekly walkthroughs.

Person Responsible

Jesus Gonzalez

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Review lesson plans or department planning sheets on a bi-weekly basis.

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

Review the results of student work samples, i-Ready Diagnostic and Topic Assessment Data.

Person Responsible

Jesus Gonzalez

Schedule

Weekly, from 9/26/2016 to 6/9/2017


Evidence of Completion

Interim Assessments will be analyzed along with student work samples to determine effectiveness.


G3. Increase student achievement by providing support and intervention for students displaying Early Warning Signs. 1

 G088214

G3.B1 There is limited parental involvement from parents of students that display Early Warning Signs. 2

 B234569

G3.B1.S1 Utilize data from district reports and school reports to target students with a low attendance rate. 4

 S247290

Strategy Rationale

Students that have a low attendance rate are in need of emotional support.

Action Step 1 5

Introduce attendance goals to teachers at the Opening of School meeting.

Person Responsible

Jesus Gonzalez

Schedule

On 8/26/2016

Evidence of Completion

Sign-in Sheets and agendas

Action Step 2 5

Provide teachers with daily attendance report.

Person Responsible

Jesus Gonzalez

Schedule

Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion

Daily attendance report.

Action Step 3 5

Team Leaders will utilize school reports to target students with excessive absences and schedule parent conferences.

Person Responsible

Jesus Gonzalez

Schedule

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

Evidence of Completion

Notes and summary sheet of parent conferences.

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

Review attendance reports, send attendance letter home, confer an attendance review committee meeting, and request home visits by the School Social Worker.

Person Responsible

Tiffany Hayes

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

SCM reports, home visit logs, attendance review committee meeting notes.

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

The assistant principal will review district reports to ensure parents of students with excessive absences have been contacted.

Person Responsible

Tiffany Hayes

Schedule

Quarterly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Copy of Student Case Management form.

G3.B1.S2 Utilize data from district and school reports to target students with two or more behavioral referrals. 4

 S247291

Strategy Rationale

Students that have two or more behavioral referrals are in need of academic and emotional support.

Action Step 1 5

Introduce school-wide discipline plan to the teachers during the Opening of School Meeting.

Person Responsible

Tiffany Hayes

Schedule

On 8/22/2016

Evidence of Completion

Sign-in sheets, handouts, and agendas

Action Step 2 5

Provide teachers with a copy of the School-wide Discipline Plan

Person Responsible

Tiffany Hayes

Schedule

On 8/26/2016

Evidence of Completion

Agendas, Sign-in sheet

Action Step 3 5

Utilize data from the school and district suspension report to provide intervention for students with two or more behavioral referrals.

Person Responsible

Tiffany Hayes

Schedule

Quarterly, from 8/19/2016 to 6/2/2017

Evidence of Completion

District and school suspension reports and copies of Student Case Management Forms

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration will review district and school suspension reports.

Person Responsible

Jesus Gonzalez

Schedule

Biweekly, from 9/12/2016 to 6/5/2017

Evidence of Completion

District and school suspension reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

The school counselors will meet with students that have two or more behavioral referrals to offer emotional support and guidance.

Person Responsible

Tiffany Hayes

Schedule

Biweekly, from 9/5/2016 to 5/29/2017

Evidence of Completion

Counselors' log and Student Case Management Form

G3.B1.S3 Utilize data from district, state, and school reports to target students that scored below proficiency on the statewide assessment. 4

S247292

Strategy Rationale

Students that scored below proficiency on the statewide assessment are in need of intervention and academic support.

Action Step 1 5

Review statewide assessment data from 2015-2016 school year.

Person Responsible

Tiffany Hayes

Schedule

On 10/28/2016

Evidence of Completion

Data debriefing protocol sheets

Action Step 2 5

Provide teachers with professional development on effective instructional strategies for students who scored below proficiency on the statewide assessment.

Person Responsible

Tiffany Hayes

Schedule

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

Evidence of Completion

Sign-in Sheets, handouts, PowerPoint Presentation print-out.

Action Step 3 5

Utilize data from the District Assessments to drive instruction to increase student achievement in students that scored below proficiency on the statewide assessment.

Person Responsible

Tiffany Hayes

Schedule

Weekly, from 9/30/2016 to 6/9/2017

Evidence of Completion

Data debriefing protocol forms

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Conduct classroom walk-throughs and give constructive feedback to teachers.

Person Responsible

Tiffany Hayes

Schedule

Biweekly, from 9/26/2016 to 5/19/2017

Evidence of Completion

Administrator notes, district assessment data, and department meeting logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Review Grade Level Planning Form to ensure individualized intervention is documented for students scoring below proficiency on the statewide assessment.

Person Responsible

Tiffany Hayes


Schedule

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

Evidence of Completion

Grade Level Planning Forms

G4. Increase opportunities for students to participate in STEM and/or CTE initiatives and programs to be college and career ready. **1**

 G088215

G4.B1 Teachers have limited training on adding rigorous problem –solving activities to lessons and incorporating the Florida State Standards. **2**

 B234570

G4.B1.S1 Utilize effective planning protocols and implementation of problem solving strategies to encourage more rigorous related interactions with text by explicitly teaching students to independently form higher order thinking questions while participating in STEM activities. **4**

 S247293

Strategy Rationale

Teachers have limited time to engage in effective planning to expose students to higher order thinking questions while reading.

Action Step 1 **5**

Introduce goal to increase student participation in STEM/CTE activities.

Person Responsible

Tiffany Hayes

Schedule

Monthly, from 8/18/2016 to 8/26/2016

Evidence of Completion

Sign-in Sheets, handouts, and agendas

Action Step 2 **5**

Provide teachers with professional development on how to involve students in various District STEM competitions.

Person Responsible

Tiffany Hayes

Schedule

Quarterly, from 8/26/2016 to 5/31/2017

Evidence of Completion

Sign-in Sheets, handouts, PowerPoint, and agendas

Action Step 3 5

During cross-curricular planning sessions with the science and technology teachers, the teachers will plan to incorporate problem solving skills in the following competitions: Science Fair, Science Brain Bowl, SECME, Robotics, Mousetrap, Bridge Competition, Bottle Rocket, and Future City.

Person Responsible

Jesus Gonzalez

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Placement results of competition.

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

Conduct weekly collaborative planning meeting visitations.

Person Responsible

Tiffany Hayes

Schedule

Weekly, from 9/12/2016 to 5/30/2017

Evidence of Completion

Agendas, sign-in sheets, department meeting forms

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

Engage in on-going monitoring and support of student participation in district competitions.

Person Responsible

Tiffany Hayes

Schedule

Quarterly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Placement results from District competitions.

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					
G3.B1.S2.A1 A321947	Introduce school-wide discipline plan to the teachers during the Opening of School Meeting.	Hayes, Tiffany	8/18/2016	Sign-in sheets, handouts, and agendas	8/22/2016 one-time
G3.B1.S1.A1 A321944	Introduce attendance goals to teachers at the Opening of School meeting.	Gonzalez, Jesus	8/18/2016	Sign-in Sheets and agendas	8/26/2016 one-time
G4.B1.S1.A1 A321953	Introduce goal to increase student participation in STEM/CTE activities.	Hayes, Tiffany	8/18/2016	Sign-in Sheets, handouts, and agendas	8/26/2016 monthly
G3.B1.S2.A2 A321948	Provide teachers with a copy of the School-wide Discipline Plan	Hayes, Tiffany	8/22/2016	Agendas, Sign-in sheet	8/26/2016 one-time
G3.B1.S3.A1 A321950	Review statewide assessment data from 2015-2016 school year.	Hayes, Tiffany	10/10/2016	Data debriefing protocol sheets	10/28/2016 one-time
G1.B1.S1.MA1 M335061	Facilitate question and answer sessions regarding Florida State Standards and Student Progression...	Hayes, Tiffany	10/10/2016	Sign-in sheets, agendas and handouts	3/31/2017 quarterly
G1.B1.S1.A1 A321938	Provide parents with curriculum resources and materials to prepare students for the Florida...	Hayes, Tiffany	11/1/2016	PTSA Meeting Agendas School APP Flyers Parent Resource Packets iPrep Math Meeting Agenda/Sign-In Sheet English/Language Arts Night Agenda	4/1/2017 annually
G3.B1.S3.MA1 M335072	Conduct classroom walk-throughs and give constructive feedback to teachers.	Hayes, Tiffany	9/26/2016	Administrator notes, district assessment data, and department meeting logs	5/19/2017 biweekly
G4.MA1 M335076	Review student placement and results from District competitions	Gonzalez, Jesus	9/5/2016	Competition results, certificates, and awards.	5/26/2017 quarterly
G2.B1.S1.A2 A321940	During collaborative planning sessions in course-alike teams, teachers will utilize and complete...	Gonzalez, Jesus	10/3/2016	Grade Level Planning sheet, evidence of deep questioning during lesson delivery, lesson plans, and instructional focus calendars.	5/26/2017 weekly
G4.B1.S1.MA1 M335074	Engage in on-going monitoring and support of student participation in district competitions.	Hayes, Tiffany	8/29/2016	Placement results from District competitions.	5/26/2017 quarterly
G4.B1.S1.A3 A321955	During cross-curricular planning sessions with the science and technology teachers, the teachers...	Gonzalez, Jesus	10/3/2016	Placement results of competition.	5/26/2017 weekly
G3.B1.S2.MA1 M335069	The school counselors will meet with students that have two or more behavioral referrals to offer...	Hayes, Tiffany	9/5/2016	Counselors' log and Student Case Management Form	5/29/2017 biweekly
G4.B1.S1.MA1 M335075	Conduct weekly collaborative planning meeting visitations.	Hayes, Tiffany	9/12/2016	Agendas, sign-in sheets, department meeting forms	5/30/2017 weekly
G1.MA1 M335063	Review parent surveys to to determine effectiveness of the resources and presentations.	Gonzalez, Jesus	9/26/2016	Parent surveys	5/31/2017 quarterly
G1.B1.S1.MA1 M335062	Attend monthly PSTA and EESAC meetings to give updated information and resources that are aligned...	Gonzalez, Jesus	10/10/2016	Sign-in sheets and agendas	5/31/2017 monthly
G2.B1.S1.A3 A321941	Utilize data from i-Ready and topic assessments to drive collaborative planning and modify...	Gonzalez, Jesus	9/26/2016	i-Ready Diagnostic and Topic Assessment Data, Grade Level Planning Form, Lesson Plans, Data chat forms, and Feedback logs.	5/31/2017 monthly
G3.B1.S1.MA1 M335068	Review attendance reports, send attendance letter home, confer an attendance review committee...	Hayes, Tiffany	8/29/2016	SCM reports, home visit logs, attendance review committee meeting notes.	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A2 A321954	Provide teachers with professional development on how to involve students in various District STEM...	Hayes, Tiffany	8/26/2016	Sign-in Sheets, handouts, PowerPoint, and agendas	5/31/2017 quarterly
G2.MA1 M335066	Administration will review sign-in sheets, handouts, and agendas.	Gonzalez, Jesus	9/26/2016	Completed Grade Level Planning Sheet, lesson plans, and evidence of deep questioning during lesson delivery.	6/2/2017 biweekly
G3.MA1 M335073	District and school assessment reports will be collected throughout the year to monitor progress...	Gonzalez, Jesus	8/22/2016	District and school assessment reports.	6/2/2017 monthly
G2.B1.S1.MA1 M335065	Administration will be responsible for reviewing department planning sheets or lesson plans on a...	Gonzalez, Jesus	9/26/2016	Review lesson plans or department planning sheets on a bi-weekly basis.	6/2/2017 weekly
G2.B1.S1.A4 A321942	Engage in on-going monitoring, feedback and support to ensure the effective implementation of...	Gonzalez, Jesus	10/3/2016	Interim Assessments, Grade Level Planning Form, Lesson Plans, and Administrative walk-through notes.	6/2/2017 biweekly
G2.B1.S1.A5 A321943	Increase exposure to more real-world science content and problem-solving.	Hayes, Tiffany	9/5/2016	Forsensic Science projects, Lesson Plans, and Grade Level Planning forms.	6/2/2017 weekly
G3.B1.S2.A3 A321949	Utilize data from the school and district suspension report to provide intervention for students...	Hayes, Tiffany	8/19/2016	District and school suspension reports and copies of Student Case Management Forms	6/2/2017 quarterly
G3.B1.S3.MA1 M335071	Review Grade Level Planning Form to ensure individualized intervention is documented for students...	Hayes, Tiffany	9/6/2016	Grade Level Planning Forms	6/2/2017 weekly
G3.B1.S2.MA1 M335070	Administration will review district and school suspension reports.	Gonzalez, Jesus	9/12/2016	District and school suspension reports	6/5/2017 biweekly
G3.B1.S1.MA1 M335067	The assistant principal will review district reports to ensure parents of students with excessive...	Hayes, Tiffany	8/29/2016	Copy of Student Case Management form.	6/8/2017 quarterly
G2.B1.S1.MA1 M335064	Review the results of student work samples, i-Ready Diagnostic and Topic Assessment Data.	Gonzalez, Jesus	9/26/2016	Interim Assessments will be analyzed along with student work samples to determine effectiveness.	6/9/2017 weekly
G2.B1.S1.A1 A321939	Conduct professional development about effective planning that facilitates the development of...	Gonzalez, Jesus	10/3/2016	Sign-in Sheets, handouts, and agendas	6/9/2017 one-time
G3.B1.S1.A2 A321945	Provide teachers with daily attendance report.	Gonzalez, Jesus	8/22/2016	Daily attendance report.	6/9/2017 daily
G3.B1.S1.A3 A321946	Team Leaders will utilize school reports to target students with excessive absences and schedule...	Gonzalez, Jesus	9/5/2016	Notes and summary sheet of parent conferences.	6/9/2017 weekly
G3.B1.S3.A2 A321951	Provide teachers with professional development on effective instructional strategies for students...	Hayes, Tiffany	9/5/2016	Sign-in Sheets, handouts, PowerPoint Presentation print-out.	6/9/2017 weekly
G3.B1.S3.A3 A321952	Utilize data from the District Assessments to drive instruction to increase student achievement in...	Hayes, Tiffany	9/30/2016	Data debriefing protocol forms	6/9/2017 weekly

V. Professional Development Opportunities

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

G2. To increase student achievement by improving core instruction in areas.

G2.B1

G2.B1.S1 Utilize effective planning protocols and implementation of questioning strategies to encourage more rigorous related interactions with text by explicitly teaching students to independently form higher order thinking questions during instruction. Explicitly teach how to plan, analyze, interpret, compare, evaluate, and draw conclusions multiple sources to demonstrate mastery using clear and relevant evidence that encompasses problem solving skills.

PD Opportunity 1

Conduct professional development about effective planning that facilitates the development of rigorous instructional strategies that encompass deep questioning techniques and application of the Florida State Standards and the Cambridge program.

Facilitator

Jesus Gonzalez, Principal; Tiffany Kinchens, Assistant Principal; Graciela Figueiras, Department Chair; Colleen Bello, Math Department Chair; Warren Martin, Social Studies Department Chair; Teri Ortiz, Science Department Chair

Participants

All teachers

Schedule

On 6/9/2017

G3. Increase student achievement by providing support and intervention for students displaying Early Warning Signs.

G3.B1 There is limited parental involvement from parents of students that display Early Warning Signs.

G3.B1.S1 Utilize data from district reports and school reports to target students with a low attendance rate.

PD Opportunity 1

Introduce attendance goals to teachers at the Opening of School meeting.

Facilitator

Jesus Gonzalez, Principal; Tiffany Kinchens, Assistant Principal

Participants

All teachers

Schedule

On 8/26/2016

G3.B1.S2 Utilize data from district and school reports to target students with two or more behavioral referrals.

PD Opportunity 1

Introduce school-wide discipline plan to the teachers during the Opening of School Meeting.

Facilitator

Tiffany Kinchens, Assistant Principal; Randall Cromer, Assistant Principal

Participants

All teachers

Schedule

On 8/22/2016

G3.B1.S3 Utilize data from district, state, and school reports to target students that scored below proficiency on the statewide assessment.

PD Opportunity 1

Review statewide assessment data from 2015-2016 school year.

Facilitator

Tiffany Kinchens, Assistant Principal

Participants

All teachers

Schedule

On 10/28/2016

PD Opportunity 2

Provide teachers with professional development on effective instructional strategies for students who scored below proficiency on the statewide assessment.

Facilitator

Tiffany Kinchens, Assistant Principal; Graciela Figueiras, Language Arts Department Chair; Colleen Bello, Math Department Chair, Teri Ortiz, Science Department Chair; Warren Martin, Social Studies Department Chair; Jackie Barker, Electives Department Chair.

Participants

All teachers

Schedule

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

PD Opportunity 3

Utilize data from the District Assessments to drive instruction to increase student achievement in students that scored below proficiency on the statewide assessment.

Facilitator

Tiffany Kinchens, Assistant Principal; Graciela Figueiras, Language Arts Department Chair; Colleen Bello, Math Department Chair, Teri Ortiz, Science Department Chair; Warren Martin, Social Studies Department Chair; Jackie Barker, Electives Department Chair.

Participants

All teachers

Schedule

Weekly, from 9/30/2016 to 6/9/2017

G4. Increase opportunities for students to participate in STEM and/or CTE initiatives and programs to be college and career ready.

G4.B1 Teachers have limited training on adding rigorous problem –solving activities to lessons and incorporating the Florida State Standards.

G4.B1.S1 Utilize effective planning protocols and implementation of problem solving strategies to encourage more rigorous related interactions with text by explicitly teaching students to independently form higher order thinking questions while participating in STEM activities.

PD Opportunity 1

Introduce goal to increase student participation in STEM/CTE activities.

Facilitator

Teri Ortiz, Department Chair

Participants

Science Teachers

Schedule

Monthly, from 8/18/2016 to 8/26/2016

PD Opportunity 2

Provide teachers with professional development on how to involve students in various District STEM competitions.

Facilitator

Teri Ortiz, Department Chair

Participants

Science Teachers

Schedule

Quarterly, from 8/26/2016 to 5/31/2017

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 parents with curriculum resources and materials to prepare students for the Florida Standards Assessment and End of Course Exam.	\$0.00
2	G2.B1.S1.A1	Conduct professional development about effective planning that facilitates the development of rigorous instructional strategies that encompass deep questioning techniques and application of the Florida State Standards and the Cambridge program.	\$0.00
3	G2.B1.S1.A2	During collaborative planning sessions in course-alike teams, teachers will utilize and complete the Grade Level Planning Sheet to facilitate lesson development that includes deep questioning and application of the Florida State Standards while sharing best practices that correlate to benchmarks delineated on an Instructional Focus calendar.	\$0.00
4	G2.B1.S1.A3	Utilize data from i-Ready and topic assessments to drive collaborative planning and modify instruction.	\$0.00
5	G2.B1.S1.A4	Engage in on-going monitoring, feedback and support to ensure the effective implementation of rigorous instructional strategies that encompasses deep questioning and application of the Florida State Standards.	\$0.00
6	G2.B1.S1.A5	Increase exposure to more real-world science content and problem-solving.	\$0.00
7	G3.B1.S1.A1	Introduce attendance goals to teachers at the Opening of School meeting.	\$0.00
8	G3.B1.S1.A2	Provide teachers with daily attendance report.	\$0.00
9	G3.B1.S1.A3	Team Leaders will utilize school reports to target students with excessive absences and schedule parent conferences.	\$0.00
10	G3.B1.S2.A1	Introduce school-wide discipline plan to the teachers during the Opening of School Meeting.	\$0.00
11	G3.B1.S2.A2	Provide teachers with a copy of the School-wide Discipline Plan	\$0.00
12	G3.B1.S2.A3	Utilize data from the school and district suspension report to provide intervention for students with two or more behavioral referrals.	\$0.00
13	G3.B1.S3.A1	Review statewide assessment data from 2015-2016 school year.	\$0.00
14	G3.B1.S3.A2	Provide teachers with professional development on effective instructional strategies for students who scored below proficiency on the statewide assessment.	\$0.00
15	G3.B1.S3.A3	Utilize data from the District Assessments to drive instruction to increase student achievement in students that scored below proficiency on the statewide assessment.	\$0.00
16	G4.B1.S1.A1	Introduce goal to increase student participation in STEM/CTE activities.	\$0.00
17	G4.B1.S1.A2	Provide teachers with professional development on how to involve students in various District STEM competitions.	\$0.00

18	G4.B1.S1.A3	During cross-curricular planning sessions with the science and technology teachers, the teachers will plan to incorporate problem solving skills in the following competitions: Science Fair, Science Brain Bowl, SECME, Robotics, Mousetrap, Bridge Competition, Bottle Rocket, and Future City.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			\$300.00
			Notes: Competition fees			
Total:						\$300.00