

Miami-Dade County Public Schools

Southwood Middle School



2017-18 Schoolwide Improvement Plan

Southwood Middle School

16301 SW 80TH AVE, Palmetto Bay, FL 33157

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	41
Appendix 2: Professional Development and Technical Assistance Outlines	44
Professional Development Opportunities	44
Technical Assistance Items	47
Appendix 3: Budget to Support Goals	49

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Southwood Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Southwood Middle School strives to form a partnership with society in order to build a community of learners who are well prepared to meet the challenges of a technologically advanced work force. In order to do so, the school offers its diverse population an intellectually stimulating curriculum in a culturally rich and accepting environment. Ultimately, students will develop a sense of respect for the individual rights of others while developing their own sense of self. Southwood Middle School is committed to prepare our students to become productive, responsible, and self-reliant citizens ready to meet the challenges of tomorrow's technological and multi-cultural society.

EXCELLENCE

We pursue the highest standards in academic achievement and organizational performance.

INTEGRITY

We build positive relationships through honesty, respect, and compassion which enhance the self-esteem, safety, and well-being of our students, families, and staff.

EQUITY

We foster an environment which serves all students and aspires to eliminate the achievement gap.

CITIZENSHIP

We honor the diversity of our community, by working as a team, to ensure the educational success of all our students and recognize that our obligation goes beyond our professional responsibilities to promote democratic principles.

PHILOSOPHY AND GOALS

All students can find success as they embark on their educational journey at Southwood Middle School. An education at Southwood Middle will create the foundation to ensure that all students meet high standards. Every child, regardless of background and inability, can acquire the knowledge and skills necessary to succeed in an ever changing and multi-cultural world.

b. Provide the school's vision statement.

The basic philosophy of Southwood Middle School is to strive for the following:

- To redefine teaching philosophies so that students are prepared to become viable members of the workforce in an ever-changing global economy.
- To instill the philosophy of preparing students for post-secondary education and the workforce regardless of background, culture, or educational experience.
- To motivate each student to demonstrate maximum potential regardless of background, culture, or educational experience.
- To collaborate with representatives of business and industry to enhance our curriculum and provide students with career opportunities in the work force.
- To accept and promote change, establish high standards, and encourage staff, students, parents, and representatives of the community to engage in an on-going dialogue of promoting excellence.
- To implement the Superintendent's priority strategies through the school-wide planning and instructional focus.
- To nurture, support, and teach the whole child so that each learner can achieve success and positive self-esteem.

In summary, Southwood offers an instructional program to service all students in the core academic courses in Regular, Advanced/Honors, Gifted, and Special Education. At Southwood we foster an environment where students prepare to be successful in post secondary education.

2. School Environment

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

During the Summer months, our principal offers an opportunity to any student who chooses to meet and share any areas of concern that they may have. The students gets an opportunity to discuss their own academic goals as well. Here at Southwood Middle School we also begin our year inviting new students and their families to visit and participate in a New Student Orientation Program. During the program, we review our school's mission and vision and our annual theme. We establish relationships and introduce students to the staff and teachers.

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

At Southwood we promote character education and have an active anti-bullying orientation for all sixth grade students. On a daily basis we promote and acknowledge students who display positive behaviors, through the use of daily "Shout-Outs". Southwood provides opportunities for every student to become a responsible thinking citizen, and encourages each student to make good choices daily. Our school operates on the principles of honesty, respect, integrity and community. This year we will continue the "Values Matter" district initiative school wide.

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.

Our staff develops interactive lessons, engaging students, by utilizing technology and social media. Through the use of our progressive school-wide discipline plan and Student Code of Conduct, students are held to a higher standard and clear behavioral expectations are promoted in all classrooms and student agendas. Our student service department has identified at-risk students in an effort to support and ensure academic, social, and behavioral success for all. This year, the student services department will conduct in class instruction for Values Matter Miami.

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.

Our counselors, teachers, and administrators support our at-risk students through the utilization of mentoring programs, progress reports, peer-mediations, individual and group counseling sessions, student orientations, anti-bullying presentations, and parent conferences. Additionally, our counselors collaborate, on a daily basis, with teachers and administration regarding student progress. Our goals is to ensure that our student's social-emotional needs at met.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Southwood's Early Warning Indicators are:

A variety of warning systems are established at Southwood Middle School to address students in each of the grade levels that may be demonstrating signs of failure. On a daily basis, an attendance bulletin is completed and shared with the teachers that allows for daily monitoring. Our Social Worker also monitors and addresses students with excessive absences via home visits and

phone calls to the homes. Teachers are also encouraged to refer students to the Administration that acquire excessive absences or tardies. Academically, students scoring level 1 in English Language Arts are placed in Tier 2 interventions which can include pull-outs additional tutoring and intensive reading courses added to their schedules. The School Support Team (SST) will provide Tier 3 interventions to any students who do not demonstrate progress via the Tier 2 intervention.

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	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	3	0	2	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	35	17	23	0	0	0	0	75
Level 1 on statewide assessment	0	0	0	0	0	0	78	79	93	0	0	0	0	250

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	106	105	115	0	0	0	0	326

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

Southwood utilizes the following strategies to improve the academic performance of our identified at-risk students:

- * Progress reports
- * Attendance Contracts
- * Parent Conferences/Communication
- * Individual and group counseling sessions
- * Mentoring program
- * Student data chats
- * Tutoring services
- * Computer labs
- * Differentiated Instruction practices
- * Infusing technology into the curriculum - supplemental/remedial programs
- * iReady
- * Intensive Reading

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Our goal for the 2017-2018 school year is to increase the percentage of parent involvement in ELA, MAFS, EOC, and Statewide Science Assessment parent nights and parent workshops from 15% to 20%, an increase of 5 percentage points as documented by parent participation surveys and parent sign-in logs.

Anticipated barriers include parents' differing schedules making it difficult for them to attend workshops; limited awareness of school sponsored parent peer groups and trainings; unable to find transportation to school at night, and limited parent involvement.

In conjunction with the PTSA, advertise and encourage parents to participate in monthly parent peer group meetings that offer training to parents, information regarding school policies, school data, and school curriculum.

The Principal and PTSA Administrative Liaison will review sign-in sheets to determine the number of parents attending school activities to reflect increased parent participation and track parent participation of students within our lowest quartile in Reading and Math.

It is also the PTSA's goal to increase teacher, student and parent participation in school events and fundraisers.

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.

Southwood has established an educational partnership with the Village of Palmetto Bay and our Community Dade Partners who cohesively work hand-in-hand with our staff in an effort to increase student achievement. At Southwood, we offer various opportunities for Dade Partners to educate our students on career opportunities and encourage post-secondary education and job awareness. Many of our families who have businesses donate their time and services and have become Dade Partners. To keep parents and community members informed, we use social media (Twitter) on a regular basis in addition to our ConnectEd system. Additionally, at our EESAC meetings, school improvement projects are planned and discussed.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Garcia, Raul	Principal
Ramirez, Rita	Teacher, K-12
Velez, Nancy	Teacher, K-12
Williams, Calondria	Assistant Principal
Belisle, Jacqueline	Teacher, K-12
Cameron, Nicholas	Teacher, K-12
Jaile, Kristen	Teacher, K-12
Alves-dasilva, Claudia	Teacher, K-12
Cruz, Suzette	Teacher, K-12
Alvarez, Daniel	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.

Principal:

The Principal provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS (Multi-Tier Systems of Support); conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principals:

The Assistant Principals assist in the implementation of the Principal's vision to use data-based decision making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.

Curriculum Leadership Team:

Principal, Assistant Principals, Magnet Lead teacher, Reading Specialist, Department Chairpersons, SPED Chair, Gifted Teacher, Student Service Personnel, School Psychologist, and Speech and Language Pathologist provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 intervention; and integrate Tier 1 materials/intervention with Tier 2/3 activities.

Professional Development Liaison:

Department Chairs provide professional development and technical assistance to teachers regarding data-based instructional planning.

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

The MTSS Leadership Team meets with the Principal and Educational Excellence School Advisory Council (EESAC) to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets;

academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures.

The MTSS Leadership team will gather and review data during their biweekly meetings to determine professional development for faculty; communicate with staff for input, feedback as well as evaluate daily instruction and data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, or at risk for not meeting grade level expectations. The team will collaborate regularly and assist in determining the validity and effectiveness of program delivery.

Southwood Middle School is not a Title I school. However, our student service department works eagerly to assist and provide resources for all students, including homeless students with special needs (immunization, clothing, federal lunch programs, performance attire, wavering of fees etc).

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Raul Garcia	Principal
Nicholas Cameron	Teacher
Ana Lilavois	Parent
Panga Thompson	Teacher
Heather Almaguer	Parent
David Smits	Parent
Sue DeFerrari	Parent
Brigette Triana	Parent
Sophia Duplessis	Teacher
Jennifer Berse	Teacher
Cindy Medina	Parent
Michael Deutsch	Teacher
Fatima Chaiken	Parent
Cynthia Barnum	Teacher
Ruby Queirolo	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC committee supports Southwood's educational programs in an effort to increase student achievement. The SAC funds were distributed by the committee to support the activities bus, literacy instructional materials, student agenda books.

b. Development of this school improvement plan

The SAC committee meets monthly to discuss the instructional focus of the school in an effort to assist with increasing student achievement. The SAC committee received presentations regarding the faculties feedback and recommendations, on the action plans, as it related to this year's School Improvement Plan. The SAC committee held constructive conversations about the academic programs , initiatives, and resources during the-2016-2017 school year. Ultimately, the SAC committee agrees with the instructional focus of the school, the creative utilization of our current resources, and the impact that the SAC committee has on increasing student achievement at Southwood Middle School.

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

The SAC committee funds proposals, which are presented by school staff, in an effort to increase literacy and support educational programs for all students.

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

The SAC committee's focus is to assist the school with increasing student achievement. The SAC committee agreed to fund the following proposals: student agenda books in the amount of \$3,559.03 and activity buses in the amount of \$3500.00 which impacts all students and assists with computer lab access for all students. Furthermore, the SAC committee contributes to literacy instructional materials and resources in the amount of \$192.00.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Garcia, Raul	Principal
Ramirez, Rita	Teacher, K-12
Velez, Nancy	Teacher, K-12
Belisle, Jacqueline	Teacher, K-12
Cameron, Nicholas	Teacher, K-12
Jaile, Kristen	Teacher, K-12
Cruz, Suzette	Teacher, K-12
Alves-dasilva, Claudia	Teacher, K-12
Alvarez, Daniel	Assistant Principal
Williams, Calondria	Assistant Principal

b. Duties

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

The Principal, the department chairs and the LLT will consider student assessment data, classroom observational data, professional development, and School Improvement Plan, when planning professional development for the school. The Principal and department chairs will meet regularly to collaborate about the needs of teachers and students. During these meetings the department chairs will advise the Principal regarding professional development planned based on follow up visits from classroom observations. The Principal will also update the chairpersons about district and state reading requirements that could impact reading instruction at the school. A school-wide cross-curricular initiative by the Social Studies and Language Arts departments in an effort to align the content pacing guides through inter-content area lessons. Additionally, the Principal and the department chairs will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

Class visitations by administrators are geared toward improving the quality of conversations with teachers about teaching and learning and the development of a common language around instruction.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Southwood Middle School promotes collaborative planning and sharing of best practices during professional development days, department meetings, Professional Learning Communities, teacher planning days. At Southwood we highly encourage cross-curricular planning and thematic units to support infusion of Florida Standards across the curriculum.

The Leadership Council meets monthly to plan effective strategies and rigorous activities. Here at Southwood Middle School, we strive to develop a team atmosphere in which teachers and administrators examine instructional practice, as well as lessons that are data driven and differentiated to meet the needs of all learners.

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

Southwood Middle School has an active Beginning Teachers Program in place to provide new teachers and new staff members to the building with the assistance and support necessary for their success. This includes monthly meetings with the Curriculum Leadership Team and content area meetings. All support personnel and department chairs are available for assistance at any time.

Professional Development – A survey will assist the PD in designing the professional development workshops needed for all teachers.

Soliciting referrals from current employees and parents.

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

Teacher Buddy System – all teachers will be given the opportunity to observe expert teachers in action.

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.

Southwood teachers align their instructional delivery to infuse the Florida Standards by following the District's Pacing Guides, administering the Mid Year Assessments, CPALMS, Department of Education Websites and participating in Professional Learning Communities.

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.

Southwood staff utilizes data to drive instruction. Data chats are held throughout the year, teacher to student and administration to teacher, in an effort to track student achievement. Department chairs disaggregate data based on grade levels. Strengths and areas of improvement are noted and instructional remediation and/or enrichment supplemental materials are provided to students. Administration facilitates the tracking of our lowest quartile following every interim and iReady assessment. This data is utilized to ensure that all students are mentored. Southwood's instructional focus is to target regression through the use of differentiated instruction.

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: 1,200

After- School accessibility of computer labs for all students

Strategy Rationale

Offering volunteer tutorials after school provides student the individual help they may need to obtain and stay on track. This leads to achieving academic success.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Sign in sheets - computer lab

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Southwood collaborates with feeder pattern schools and ensures a seamless articulation process for all incoming and outgoing students. In December, Southwood hosts " Superstar For a Day". This allows incoming fifth grade students the opportunity to visit the school. During the tour, students are exposed to all of our extra-curricular opportunities (Magnet strands, clubs, and sports). We also host a Magnet Fair where High Schools have an opportunity to present their programs to our eighth grade students.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

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.
- G2.** If monitoring early warning signs is implemented with fidelity, then students' academic and behavioral success at school will increase.
- G3.** If parental and community involvement guides our curriculum, programs, and activities, then students will maintain academic and social/emotional success.

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

G096719

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - Asian	
AMO Math - ELL	
AMO Math - SWD	

Targeted Barriers to Achieving the Goal 3

- Lack of foundational skills
- Student/Parent Accountability

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Resources - Computer Labs, Textbooks, Teacher Pedagogy, CNN news for kids, You Tube for the Arts, Current Visual and Performing Arts Articles, and District's supplemental computer programs such as Reading Plus.
- Math Resources - Computer Labs, Textbooks, and District's supplemental computer programs such as Reflex Math, Khan Academy, Edgenuity, Algebra Nation, McGraw Hill, and Gizmos.
- Science Resources - Student Worktext and remediation materials, District's supplemental computer programs such as Gizmos and Edgenuity.
- Social Sciences Resources - Student Agendas, Student Service Department, Edgenuity, On-line Textbook, Additional technology in every classroom.

Plan to Monitor Progress Toward G1. 8

Conduct on-going review of students' progress through data analysis of the following assessments: Diagnostic Assessment, mini assessments.

Person Responsible

Raul Garcia

Schedule

On 3/23/2018

Evidence of Completion

- Mini-Assessments • Classroom Walkthroughs • Data Chats/Logs • 2017 FSA Mathematics Gains
- Data Disaggregation • Florida Standards Assessment • End of Course Assessments • Statewide Science Assessment(8th grade only)

G2. If monitoring early warning signs is implemented with fidelity, then students' academic and behavioral success at school will increase. 1a

G096720

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	6.0
Attendance Below 90% Grade 06	4.0
Attendance Below 90% Grade 07	7.0
Attendance Below 90% Grade 08	6.0
Students exhibiting two or more EWS indicators (Total)	3.0
One or More Suspensions	8.0
Students exhibiting two or more EWS indicators (Total)	1.0
Retained Students	10.0

Targeted Barriers to Achieving the Goal 3

- Lack of Parental Support

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student Orientations, Parent Workshops, 2015-2016 Districts attendance and tardies data analysis, Student Code of Student Conduct, Attendance Policy, Student Agendas, Connect Ed calls, Constant Contact through the PTSA, and the Attendance Review Committee.

Plan to Monitor Progress Toward G2. 8

Monitor the attendance bulletin, academic progress, and referral database.

Person Responsible

Raul Garcia

Schedule

Weekly, from 8/21/2017 to 3/30/2018

Evidence of Completion

- Behavioral Intervention Reports • Connect Ed message system reports • Daily Attendance Bulletins • Referral Database • Interim Assessments • Student authentic work samples based on progress monitoring of skills • Collaboration in the department meetings • Sharing of best practices
- Monitoring the student's progress in the classroom through informal and formal assessments • Student data chat • Teacher Data/Chat Logs • Classroom Walkthroughs

G3. If parental and community involvement guides our curriculum, programs, and activities, then students will maintain academic and social/emotional success. 1a

G096721

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	1.0

Targeted Barriers to Achieving the Goal 3

- Parents' differing schedules making it difficult to for them to attend workshops.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent involvement membership and data, Constant Contact, Connect Ed calls, Teacher Parent Conference Logs, Volunteer Breakfast, and the parent volunteer log.

Plan to Monitor Progress Toward G3. 8

Review sign-in sheets to determine the number of parents attending school activities to reflect increased parent participation and track parent participation of students within our lowest quartile in Reading and Math.

Person Responsible

Raul Garcia

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Constant Contact emails, sign in sheets, emails, flyers, school master calendar, and Connect-ed calls.

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

 G096719

G1.B1 Lack of foundational skills 2

 B260151

G1.B1.S1 Literacy - Data Guided Instruction 4

 S275597

Strategy Rationale

Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

Action Step 1 5

Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices

Person Responsible

Rita Ramirez

Schedule

On 2/15/2018

Evidence of Completion

Sign in sheets, agendas, training materials, and handouts

Action Step 2 5

Conduct Professional Learning Communities (PLCs) to utilize technology and implement ELA standards across the curriculum

Person Responsible

Suzette Cruz

Schedule

Weekly, from 9/25/2017 to 5/17/2018

Evidence of Completion

Master Plan Point Sign In sheets, Resources, Agendas, and Exit Slips

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

Reinforcing reading skills and the ELA Standards, using literary and informational texts across the curriculum with effectiveness and fidelity

Person Responsible

Suzette Cruz

Schedule

On 11/10/2017

Evidence of Completion

Data Chat Logs, Curriculum Council agenda and minutes, Department Meetings agendas and minutes, Walkthroughs, and Student Work Samples

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

Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources

Person Responsible

Raul Garcia

Schedule

On 11/10/2017

Evidence of Completion

• Baseline Assessments • Interim Assessments • Mini-Assessments • Classroom Walkthroughs • Data Chats/Logs • 2017 FSA Reading/Math Learning Gains iReady Diagnostic

G1.B1.S2 Writing - Academic Writing 4

 S275598

Strategy Rationale

Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Action Step 1 5

Implement school-wide (across the curriculum) writing plan

Person Responsible

Suzette Cruz

Schedule

Weekly, from 10/2/2017 to 3/21/2018

Evidence of Completion

Student Writing Samples, Walkthroughs, Writing Displays

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

Reinforcing evidence-based writing, using visual and performing arts articles, plays, historical pieces in art, music, and dance

Person Responsible

Schedule

On 10/2/2017

Evidence of Completion

Student Writing Samples, Walkthroughs, Writing Displays

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

Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources

Person Responsible

Calondria Williams

Schedule

On 11/10/2017

Evidence of Completion

Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books

G1.B1.S3 Math - Implementing Problem Solving Protocols 4

 S275599

Strategy Rationale

Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem-solving protocol.

Action Step 1 5

Conduct a Professional Development, on Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share content based shared practices.

Person Responsible

Rita Ramirez

Schedule

On 5/17/2018

Evidence of Completion

Sign in Sheets, Agendas, Training materials, and Handouts

Action Step 2 5

Utilizing Khan Academy Resources to target remediation for all students specifically the following subgroups: Black, Hispanics, Asian, ELL and SWD

Person Responsible

Daniel Alvarez

Schedule

Daily, from 8/21/2017 to 5/25/2018

Evidence of Completion

Khan Academy Reports

Action Step 3 5

Utilization of cooperative learning groups, emphasis on self analysis, and diagnosis in errors and processes

Person Responsible

Daniel Alvarez

Schedule

Daily, from 8/21/2017 to 12/21/2017

Evidence of Completion

Student Work Samples, Lesson Plans, Walkthroughs

Action Step 4 5

Utilization of inquiry-based instruction/discovery to enrich and prepare students for Algebra and Geometry End-of-Course Exams

Person Responsible

Daniel Alvarez

Schedule

Daily, from 8/21/2017 to 12/21/2017

Evidence of Completion

Interactive Notebooks, Projects, Lesson Plans

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

Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources

Person Responsible

Daniel Alvarez

Schedule

On 11/30/2017

Evidence of Completion

Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books

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

Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources

Person Responsible

Raul Garcia

Schedule

On 11/30/2017

Evidence of Completion

Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books

G1.B1.S4 Science - Inquiry-based, Hands-on Activities 4 S275600**Strategy Rationale**

Implement activities that provide a basis for observations, data collection, reflection, and analysis of events and phenomena that allow students to generate authentic questions and conclusions from their experiences.

Action Step 1 5

Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices

Person Responsible

Rita Ramirez

Schedule

On 10/2/2017

Evidence of Completion

Sign in Sheets, Agenda, Training, materials, and handouts

Action Step 2 5

Provide Physical Science students a copy of the Comprehensive Science 3 worktext to utilize as a home supplemental resource to target assessed benchmarks.

Person Responsible

Rita Ramirez

Schedule

Daily, from 8/21/2017 to 4/27/2018

Evidence of Completion

Sign-out textbook log

Action Step 3 5

Utilizing technology to address at-risk benchmarks across the grade levels using Edgenuity.

Person Responsible

Daniel Alvarez

Schedule

Daily, from 8/21/2017 to 4/27/2018

Evidence of Completion

Edgenuity reports

Action Step 4 5

Early bird tutoring of assessed Science benchmarks

Person Responsible

Rita Ramirez

Schedule

Weekly, from 8/21/2017 to 2/16/2018

Evidence of Completion

Tutoring logs

Action Step 5 5

Utilization of inquiry-based instruction/discovery and Project Based Learning to enrich and prepare students for the Statewide Science Assessment and Biology End-of-Course Exam

Person Responsible

Rita Ramirez

Schedule

Daily, from 8/21/2017 to 2/16/2018

Evidence of Completion

Interactive Notebooks, Projects, Essential Lab reports, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Utilizing Student HOT Science slips to engage students in Higher-Order-Thinking and Problem Solving

Person Responsible

Rita Ramirez

Schedule

Daily, from 8/21/2017 to 11/30/2017

Evidence of Completion

Student HOT Science Slips, Lesson Plans, Student Portfolios, Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources

Person Responsible

Daniel Alvarez

Schedule

On 11/30/2017


Evidence of Completion

Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books

G1.B2 Student/Parent Accountability 2

 B260152

G1.B2.S1 Social Sciences - Effective Planning and Instructional Delivery 4

 S275601

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices.

Person Responsible

Rita Ramirez

Schedule

On 2/15/2018

Evidence of Completion

Sign in Sheets, Agenda, Training materials, and handouts

Action Step 2 5

Utilization of Discovery and Project Based Learning, through the utilization of Civics tablets, to enrich and prepare students for the Civics End-of-Course Exam

Person Responsible

Jacqueline Belisle

Schedule

Daily, from 8/21/2017 to 2/28/2018

Evidence of Completion

Utilization of Tablets, Walkthroughs, Projects

Action Step 3 5

Increasing parent communication regarding curriculum standards and student academic progress

Person Responsible

Jacqueline Belisle

Schedule

Daily, from 8/21/2017 to 2/28/2018

Evidence of Completion

Gradebook Comments, Student Agenda Books, Websites. Edgenuity.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Develop interactive lesson, utilizing technology, to motivate student participation

Person Responsible

Jacqueline Belisle

Schedule

Daily, from 8/21/2017 to 11/2/2017

Evidence of Completion

Lesson plans, student accountability talk, Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Conduct individual data chats with teachers to monitor student academic progress and fidelity of strategies and resources

Person Responsible

Calondria Williams

Schedule

On 11/2/2017

Evidence of Completion

Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books

G2. If monitoring early warning signs is implemented with fidelity, then students' academic and behavioral success at school will increase. 1

 G096720

G2.B1 Lack of Parental Support 2

 B260156

G2.B1.S1 Student/Teacher Attendance Mentoring Program 4

 S275602

Strategy Rationale

Target our at-risk students identified with EWS to participate in a voluntary mentoring program designed to support students at risk and provide assistance and guidance.

Action Step 1 5

Utilize motivational incentives for perfect attendance and the reduction of tardiness to school.

Person Responsible

Schedule

Quarterly, from 8/21/2017 to 3/30/2018

Evidence of Completion

Attendance Intervention Report and Attendance Bulletins

Action Step 2 5

Utilize the Connect Ed message system to inform parents of student absences and conduct meetings through the Attendance Review Committee (ARC).

Person Responsible

Schedule

Weekly, from 8/21/2017 to 3/30/2018

Evidence of Completion

Attendance Intervention Report and Attendance Bulletins

Action Step 3 5

Utilize student service department to conduct academic advisement, social-emotional behaviors, and parent communication.

Person Responsible

Schedule

Weekly, from 8/21/2017 to 3/30/2018

Evidence of Completion

Progress reports, Communication Logs, Student Profile List

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

Monitor the student attendance, tardies, suspensions, and academic performance.

Person Responsible

Schedule

Daily, from 8/21/2017 to 3/30/2018

Evidence of Completion

• Attendance Intervention Reports • Connect Ed message system reports • Daily Attendance Bulletins • SCAM reports

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

Monitor the Early Warning Sign Reports.

Person Responsible


Schedule

Biweekly, from 8/21/2017 to 3/30/2018

Evidence of Completion

• Attendance Intervention Reports • Connect Ed message system reports • Daily Attendance Bulletins • Student Profile Lists • Suspension Reports

G2.B1.S2 Academic Progress Monitoring 4

 S275603

Strategy Rationale

Individual conferences with parents and students.

Action Step 1 5

Track the Lowest Quartile throughout the school year.

Person Responsible

Raul Garcia

Schedule

Quarterly, from 8/21/2017 to 3/30/2018

Evidence of Completion

Student academic data through the use of various reports Interim Assessments.

Action Step 2 5

Meet with Department Chairpersons to identify strategies and interventions for all students.

Person Responsible

Calondria Williams

Schedule

Monthly, from 8/21/2017 to 3/30/2018

Evidence of Completion

Agenda, Minutes, open forum, department meeting agendas and minutes.

Action Step 3 5

Use motivational programs to stimulate successful academic progress across the curriculum.

Person Responsible

Calondria Williams

Schedule

Quarterly, from 8/21/2017 to 3/30/2018

Evidence of Completion

Student Report Cards, academic performance lists, sign in sheets for ceremonies, agendas for honor roll assemblies.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Collaboration among student services, teachers, and administration

Person Responsible

Calondria Williams

Schedule

Quarterly, from 8/21/2017 to 3/30/2018

Evidence of Completion

Collect and review academic reports, agendas, minutes, parent sign in sheets.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Collaborate with all parties regarding student's academic progress

Person Responsible

Raul Garcia


Schedule

Quarterly, from 8/21/2017 to 3/30/2018

Evidence of Completion

Academic performance Reports, parent conferences, agendas, minutes, progress reports.

G2.B1.S3 Indoor Social Rehabilitation Program 4

 S275604

Strategy Rationale

Target our at-risk, repeaters, with a social writing program to reflect on identified behaviors.

Action Step 1 5

Encourage participation in the 5000 Role Model Club

Person Responsible

Calondria Williams

Schedule

Monthly, from 8/21/2017 to 1/12/2018

Evidence of Completion

Club membership list and morning announcements.

Action Step 2 5

Utilizing writing in an effort or encourage self-reflection and problem solving strategies

Person Responsible

Calondria Williams

Schedule

Monthly, from 8/21/2017 to 3/30/2018

Evidence of Completion

Writing samples for indoor-suspension and club events.

Action Step 3 5

Collaboration amongst the club sponsor and guidance personnel.

Person Responsible

Calondria Williams

Schedule

Monthly, from 8/21/2017 to 3/30/2018

Evidence of Completion

Presentations, sign in sheets, guidance logs, SCSI logs

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Collaborate to discuss progress and strategy implementation for the program.

Person Responsible

Calondria Williams

Schedule

Monthly, from 8/21/2017 to 11/30/2017

Evidence of Completion

Discussion notes, writing samples, logs, sign in sheets.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Monitoring logs to ensure that we are reducing the amount of repeat offenders.

Person Responsible

Calondria Williams

Schedule

Monthly, from 8/21/2017 to 11/30/2017

Evidence of Completion

Monitor logs, writing samples, presentations, counseling logs, club logs

G3. If parental and community involvement guides our curriculum, programs, and activities, then students will maintain academic and social/emotional success. 1

G096721

G3.B1 Parents' differing schedules making it difficult for them to attend workshops. 2

B260159

G3.B1.S1 Parental Participation 4

S275607

Strategy Rationale

In conjunction with the PTSA, advertise and encourage parents to participate in monthly parent peer group meetings that offer training to parents, information regarding school policies, school data, and school curriculum.

Action Step 1 5

Post activities on the schools' master calendar to invite and advertise all parent workshops and events in a timely fashion.

Person Responsible

Nicholas Cameron

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Master Calendar

Action Step 2 5

Utilize the Parent Connection, and Constant Contact to inform parents of various events.

Person Responsible

Nicholas Cameron

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Sign in sheets, volunteer log

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

Monitor the fidelity and implementation of the identified strategies.

Person Responsible

Raul Garcia

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Connect Ed calls, review of sign in sheets, constant contact emails.

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

Continue to monitor the effectiveness of the identified strategies.

Person Responsible

Raul Garcia

Schedule

Weekly, from 8/21/2017 to 6/7/2018
















Evidence of Completion

Constant Contact, review of sign in sheets, parent membership, school master calendar, and Connect-ed calls.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S2.MA1 M398587	Reinforcing evidence-based writing, using visual and performing arts articles, plays, historical...		10/2/2017	Student Writing Samples, Walkthroughs, Writing Displays	10/2/2017 one-time
G1.B1.S4.A1 A370206	Conduct a Professional Development, on the Early Release Day, highlighting best practices using...	Ramirez, Rita	10/2/2017	Sign in Sheets, Agenda, Training, materials, and handouts	10/2/2017 one-time
G1.B2.S1.MA1 M398592	Conduct individual data chats with teachers to monitor student academic progress and fidelity of...	Williams, Calondria	8/21/2017	Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books	11/2/2017 one-time
G1.B2.S1.MA1 M398593	Develop interactive lesson, utilizing technology, to motivate student participation	Belisle, Jacqueline	8/21/2017	Lesson plans, student accountability talk, Walkthroughs	11/2/2017 daily
G1.B1.S1.MA1 M398584	Conduct individual data chats with teachers to monitor student academic progress and fidelity of...	Garcia, Raul	9/1/2017	• Baseline Assessments • Interim Assessments • Mini-Assessments • Classroom Walkthroughs • Data Chats/ Logs • 2017 FSA Reading/Math Learning Gains iReady Diagnostic	11/10/2017 one-time
G1.B1.S1.MA1 M398585	Reinforcing reading skills and the ELA Standards, using literary and informational texts across the...	Cruz, Suzette	8/21/2017	Data Chat Logs, Curriculum Council agenda and minutes, Department Meetings agendas and minutes, Walkthroughs, and Student Work Samples	11/10/2017 one-time
G1.B1.S2.MA1 M398586	Conduct individual data chats with teachers to monitor student academic progress and fidelity of...	Williams, Calondria	8/21/2017	Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books	11/10/2017 one-time
G1.B1.S3.MA1 M398588	Conduct individual data chats with teachers to monitor student academic progress and fidelity of...	Garcia, Raul	8/21/2017	Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books	11/30/2017 one-time
G1.B1.S3.MA1 M398589	Conduct individual data chats with teachers to monitor student academic progress and fidelity of...	Alvarez, Daniel	8/21/2017	Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books	11/30/2017 one-time
G2.B1.S3.MA1 M398599	Monitoring logs to ensure that we are reducing the amount of repeat offenders.	Williams, Calondria	8/21/2017	Monitor logs, writing samples, presentations, counseling logs, club logs	11/30/2017 monthly
G2.B1.S3.MA1 M398600	Collaborate to discuss progress and strategy implementation for the program.	Williams, Calondria	8/21/2017	Discussion notes, writing samples, logs, sign in sheets.	11/30/2017 monthly
G1.B1.S4.MA1 M398590	Conduct individual data chats with teachers to monitor student academic progress and fidelity of...	Alvarez, Daniel	8/21/2017	Data Chat Logs, Charts, Walkthroughs, and Student Agenda Books	11/30/2017 one-time
G1.B1.S4.MA1 M398591	Utilizing Student HOT Science slips to engage students in Higher-Order-Thinking and Problem...	Ramirez, Rita	8/21/2017	Student HOT Science Slips, Lesson Plans, Student Portfolios, Walkthroughs	11/30/2017 daily
G1.B1.S3.A3 A370204	Utilization of cooperative learning groups, emphasis on self analysis, and diagnosis in errors and...	Alvarez, Daniel	8/21/2017	Student Work Samples, Lesson Plans, Walkthroughs	12/21/2017 daily
G1.B1.S3.A4 A370205	Utilization of inquiry-based instruction/ discovery to enrich and prepare students for Algebra and...	Alvarez, Daniel	8/21/2017	Interactive Notebooks, Projects, Lesson Plans	12/21/2017 daily
G2.B1.S3.A1 A370220	Encourage participation in the 5000 Role Model Club	Williams, Calondria	8/21/2017	Club membership list and morning announcements.	1/12/2018 monthly
G1.B1.S1.A1 A370199	Conduct a Professional Development, on the Early Release Day, highlighting best practices using...	Ramirez, Rita	2/15/2018	Sign in sheets, agendas, training materials, and handouts	2/15/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1 A370211	Conduct a Professional Development, on the Early Release Day, highlighting best practices using...	Ramirez, Rita	2/15/2018	Sign in Sheets, Agenda, Training materials, and handouts	2/15/2018 one-time
G1.B1.S4.A4 A370209	Early bird tutoring of assessed Science benchmarks	Ramirez, Rita	8/21/2017	Tutoring logs	2/16/2018 weekly
G1.B1.S4.A5 A370210	Utilization of inquiry-based instruction/ discovery and Project Based Learning to enrich and prepare...	Ramirez, Rita	8/21/2017	Interactive Notebooks, Projects, Essential Lab reports, Lesson Plans	2/16/2018 daily
G1.B2.S1.A2 A370212	Utilization of Discovery and Project Based Learning, through the utilization of Civics tablets, to...	Belisle, Jacqueline	8/21/2017	Utilization of Tablets, Walkthroughs, Projects	2/28/2018 daily
G1.B2.S1.A3 A370213	Increasing parent communication regarding curriculum standards and student academic progress	Belisle, Jacqueline	8/21/2017	Gradebook Comments, Student Agenda Books, Websites. Edgenuity.	2/28/2018 daily
G1.B1.S2.A1 A370201	Implement school-wide (across the curriculum) writing plan	Cruz, Suzette	10/2/2017	Student Writing Samples, Walkthroughs, Writing Displays	3/21/2018 weekly
G1.MA1 M398594	Conduct on-going review of students' progress through data analysis of the following...	Garcia, Raul	8/21/2017	• Mini-Assessments • Classroom Walkthroughs • Data Chats/Logs • 2017 FSA Mathematics Gains • Data Disaggregation • Florida Standards Assessment • End of Course Assessments • Statewide Science Assessment(8th grade only)	3/23/2018 one-time
G2.MA1 M398605	Monitor the attendance bulletin, academic progress, and referral database.	Garcia, Raul	8/21/2017	• Behavioral Intervention Reports • Connect Ed message system reports • Daily Attendance Bulletins • Referral Database • Interim Assessments • Student authentic work samples based on progress monitoring of skills • Collaboration in the department meetings • Sharing of best practices • Monitoring the student's progress in the classroom through informal and formal assessments • Student data chat • Teacher Data/Chat Logs • Classroom Walkthroughs	3/30/2018 weekly
G2.B1.S1.MA1 M398595	Monitor the Early Warning Sign Reports.		8/21/2017	• Attendance Intervention Reports • Connect Ed message system reports • Daily Attendance Bulletins • Student Profile Lists • Suspension Reports	3/30/2018 biweekly
G2.B1.S1.MA1 M398596	Monitor the student attendance, tardies, suspensions, and academic performance.		8/21/2017	• Attendance Intervention Reports • Connect Ed message system reports • Daily Attendance Bulletins • SCAM reports	3/30/2018 daily
G2.B1.S1.A1 A370214	Utilize motivational incentives for perfect attendance and the reduction of tardiness to school.		8/21/2017	Attendance Intervention Report and Attendance Bulletins	3/30/2018 quarterly
G2.B1.S1.A2 A370215	Utilize the Connect Ed message system to inform parents of student absences and conduct meetings...		8/21/2017	Attendance Intervention Report and Attendance Bulletins	3/30/2018 weekly
G2.B1.S1.A3 A370216	Utilize student service department to conduct academic advisement, social-emotional behaviors, and...		8/21/2017	Progress reports, Communication Logs, Student Profile List	3/30/2018 weekly
G2.B1.S2.MA1 M398597	Collaborate with all parties regarding student's academic progress	Garcia, Raul	8/21/2017	Academic performance Reports, parent conferences, agendas, minutes, progress reports.	3/30/2018 quarterly
G2.B1.S2.MA1 M398598	Collaboration among student services, teachers, and administration	Williams, Calondria	8/21/2017	Collect and review academic reports, agendas, minutes, parent sign in sheets.	3/30/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1  A370217	Track the Lowest Quartile throughout the school year.	Garcia, Raul	8/21/2017	Student academic data through the use of various reports Interim Assessments.	3/30/2018 quarterly
G2.B1.S2.A2  A370218	Meet with Department Chairpersons to identify strategies and interventions for all students.	Williams, Calondria	8/21/2017	Agenda, Minutes, open forum, department meeting agendas and minutes.	3/30/2018 monthly
G2.B1.S2.A3  A370219	Use motivational programs to stimulate successful academic progress across the curriculum.	Williams, Calondria	8/21/2017	Student Report Cards, academic performance lists, sign in sheets for ceremonies, agendas for honor roll assemblies.	3/30/2018 quarterly
G2.B1.S3.A2  A370221	Utilizing writing in an effort or encourage self-reflection and problem solving strategies	Williams, Calondria	8/21/2017	Writing samples for indoor-suspension and club events.	3/30/2018 monthly
G2.B1.S3.A3  A370222	Collaboration amongst the club sponsor and guidance personnel.	Williams, Calondria	8/21/2017	Presentations, sign in sheets, guidance logs, SCSi logs	3/30/2018 monthly
G1.B1.S4.A2  A370207	Provide Physical Science students a copy of the Comprehensive Science 3 worktext to utilize as a...	Ramirez, Rita	8/21/2017	Sign-out textbook log	4/27/2018 daily
G1.B1.S4.A3  A370208	Utilizing technology to address at-risk benchmarks across the grade levels using Edgenuity.	Alvarez, Daniel	8/21/2017	Edgenuity reports	4/27/2018 daily
G1.B1.S1.A2  A370200	Conduct Professional Learning Communities (PLCs) to utilize technology and implement ELA standards...	Cruz, Suzette	9/25/2017	Master Plan Point Sign In sheets, Resources, Agendas, and Exit Slips	5/17/2018 weekly
G1.B1.S3.A1  A370202	Conduct a Professional Development, on Early Release Day, highlighting best practices using...	Ramirez, Rita	10/2/2017	Sign in Sheets, Agendas, Training materials, and Handouts	5/17/2018 one-time
G1.B1.S3.A2  A370203	Utilizing Khan Academy Resources to target remediation for all students specifically the following...	Alvarez, Daniel	8/21/2017	Khan Academy Reports	5/25/2018 daily
G3.MA1  M398608	Review sign-in sheets to determine the number of parents attending school activities to reflect...	Garcia, Raul	8/21/2017	Constant Contact emails, sign in sheets, emails, flyers, school master calendar, and Connect-ed calls.	6/7/2018 monthly
G3.B1.S1.MA1  M398606	Continue to monitor the effectiveness of the identified strategies.	Garcia, Raul	8/21/2017	Constant Contact, review of sign in sheets, parent membership, school master calendar, and Connect-ed calls.	6/7/2018 weekly
G3.B1.S1.MA1  M398607	Monitor the fidelity and implementation of the identified strategies.	Garcia, Raul	8/21/2017	Connect Ed calls, review of sign in sheets, constant contact emails.	6/7/2018 monthly
G3.B1.S1.A1  A370227	Post activities on the schools' master calendar to invite and advertise all parent workshops and...	Cameron, Nicholas	8/21/2017	Master Calendar	6/7/2018 daily
G3.B1.S1.A2  A370228	Utilize the Parent Connection, and Constant Contact to inform parents of various events.	Cameron, Nicholas	8/21/2017	Sign in sheets, volunteer log	6/7/2018 weekly

V. Professional Development Opportunities

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

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

G1.B1 Lack of foundational skills

G1.B1.S1 Literacy - Data Guided Instruction

PD Opportunity 1

Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices

Facilitator

In-house Trainers

Participants

All Teachers

Schedule

On 2/15/2018

PD Opportunity 2

Conduct Professional Learning Communities (PLCs) to utilize technology and implement ELA standards across the curriculum

Facilitator

Professional Development Facilitators

Participants

Reading/Language Arts Teachers

Schedule

Weekly, from 9/25/2017 to 5/17/2018

G1.B1.S2 Writing - Academic Writing

PD Opportunity 1

Implement school-wide (across the curriculum) writing plan

Facilitator

Suzette Cruz and Sophia Duplessis

Participants

All Teachers

Schedule

Weekly, from 10/2/2017 to 3/21/2018

G1.B1.S4 Science - Inquiry-based, Hands-on Activities

PD Opportunity 1

Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices

Facilitator

Rita Ramirez and Andre Hill

Participants

All Teachers

Schedule

On 10/2/2017

G1.B2 Student/Parent Accountability

G1.B2.S1 Social Sciences - Effective Planning and Instructional Delivery

PD Opportunity 1

Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices.

Facilitator

Jacqueline Belisle

Participants

All Teachers

Schedule

On 2/15/2018

VI. Technical Assistance Items

Technical Assistance 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 Lack of foundational skills

G1.B1.S3 Math - Implementing Problem Solving Protocols

TA Opportunity 1

Conduct a Professional Development, on Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share content based shared practices.

Facilitator

Sophia Duplessis and Jacqueline Belisle

Participants

All Teachers

Schedule

On 5/17/2018

G2. If monitoring early warning signs is implemented with fidelity, then students' academic and behavioral success at school will increase.

G2.B1 Lack of Parental Support

G2.B1.S2 Academic Progress Monitoring

TA Opportunity 1

Track the Lowest Quartile throughout the school year.

Facilitator

Participants

Schedule

Quarterly, from 8/21/2017 to 3/30/2018

TA Opportunity 2

Meet with Department Chairpersons to identify strategies and interventions for all students.

Facilitator

Participants

Schedule

Monthly, from 8/21/2017 to 3/30/2018

G2.B1.S3 Indoor Social Rehabilitation Program

TA Opportunity 1

Encourage participation in the 5000 Role Model Club

Facilitator

Participants

Schedule

Monthly, from 8/21/2017 to 1/12/2018

TA Opportunity 2

Utilizing writing in an effort or encourage self-reflection and problem solving strategies

Facilitator

Participants

Schedule

Monthly, from 8/21/2017 to 3/30/2018

G3. If parental and community involvement guides our curriculum, programs, and activities, then students will maintain academic and social/emotional success.

G3.B1 Parents' differing schedules making it difficult for them to attend workshops.

G3.B1.S1 Parental Participation

TA Opportunity 1

Post activities on the schools' master calendar to invite and advertise all parent workshops and events in a timely fashion.

Facilitator

Participants

Schedule

Daily, from 8/21/2017 to 6/7/2018

VII. Budget

1	G1.B1.S1.A1	Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices				\$0.00
2	G1.B1.S1.A2	Conduct Professional Learning Communities (PLCs) to utilize technology and implement ELA standards across the curriculum				\$0.00
3	G1.B1.S2.A1	Implement school-wide (across the curriculum) writing plan				\$0.00
4	G1.B1.S3.A1	Conduct a Professional Development, on Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share content based shared practices.				\$7,280.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Other		\$3,000.00
			Notes: Student Agenda Books			
			District-Wide	Other		\$3,600.00
			Notes: After-School Activity Bus			
			District-Wide	Other		\$680.00
			Notes: Literacy Magazines			
5	G1.B1.S3.A2	Utilizing Khan Academy Resources to target remediation for all students specifically the following subgroups: Black, Hispanics, Asian, ELL and SWD				\$0.00
6	G1.B1.S3.A3	Utilization of cooperative learning groups, emphasis on self analysis, and diagnosis in errors and processes				\$0.00
7	G1.B1.S3.A4	Utilization of inquiry-based instruction/discovery to enrich and prepare students for Algebra and Geometry End-of-Course Exams				\$0.00

8	G1.B1.S4.A1	Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices	\$0.00
9	G1.B1.S4.A2	Provide Physical Science students a copy of the Comprehensive Science 3 worktext to utilize as a home supplemental resource to target assessed benchmarks.	\$0.00
10	G1.B1.S4.A3	Utilizing technology to address at-risk benchmarks across the grade levels using Edgenuity.	\$0.00
11	G1.B1.S4.A4	Early bird tutoring of assessed Science benchmarks	\$0.00
12	G1.B1.S4.A5	Utilization of inquiry-based instruction/discovery and Project Based Learning to enrich and prepare students for the Statewide Science Assessment and Biology End-of-Course Exam	\$0.00
13	G1.B2.S1.A1	Conduct a Professional Development, on the Early Release Day, highlighting best practices using Differentiated Instruction with a focus on fluid groups. Selected staff members will model and share best practices.	\$0.00
14	G1.B2.S1.A2	Utilization of Discovery and Project Based Learning, through the utilization of Civics tablets, to enrich and prepare students for the Civics End-of-Course Exam	\$0.00
15	G1.B2.S1.A3	Increasing parent communication regarding curriculum standards and student academic progress	\$0.00
16	G2.B1.S1.A1	Utilize motivational incentives for perfect attendance and the reduction of tardiness to school.	\$0.00
17	G2.B1.S1.A2	Utilize the Connect Ed message system to inform parents of student absences and conduct meetings through the Attendance Review Committee (ARC).	\$0.00
18	G2.B1.S1.A3	Utilize student service department to conduct academic advisement, social-emotional behaviors, and parent communication.	\$0.00
19	G2.B1.S2.A1	Track the Lowest Quartile throughout the school year.	\$0.00
20	G2.B1.S2.A2	Meet with Department Chairpersons to identify strategies and interventions for all students.	\$0.00
21	G2.B1.S2.A3	Use motivational programs to stimulate successful academic progress across the curriculum.	\$0.00
22	G2.B1.S3.A1	Encourage participation in the 5000 Role Model Club	\$0.00
23	G2.B1.S3.A2	Utilizing writing in an effort or encourage self-reflection and problem solving strategies	\$0.00
24	G2.B1.S3.A3	Collaboration amongst the club sponsor and guidance personnel.	\$0.00
25	G3.B1.S1.A1	Post activities on the schools' master calendar to invite and advertise all parent workshops and events in a timely fashion.	\$0.00
26	G3.B1.S1.A2	Utilize the Parent Connection, and Constant Contact to inform parents of various events.	\$0.00
Total:			\$7,280.00