

Miami-Dade County Public Schools

Bob Graham Education Center



2017-18 Schoolwide Improvement Plan

Bob Graham Education Center

15901 NW 79TH AVE, Miami Lakes, FL 33016

<http://bgec.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)
Combination School PK-8	No	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	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 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	8
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	18
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	24

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 Bob Graham Education Center

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.

The Bob Graham Education Center's Learning Community strives to provide the means for all of its students to meet with success both educationally and in all of life's endeavors.

b. Provide the school's vision statement.

Bob Graham Education Center will educate its students so that they will achieve at least a year's academic growth along with empowering them to become lifelong learners and contributors to a global society.

2. School Environment

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

Each year, Bob Graham Education Center's randomly selected teachers, parents, and students participate in the District's School Climate Survey. The purpose of this survey is to gather information and educational perspectives from certain stakeholders. Results are viewed and a considerable amount of effort is applied to make changes to the school.

The school provides various activities to teach the students about cultures and to build relationships with teachers by participating in a Hispanic Heritage parade, learning about Jewish studies through the Holocaust curriculum, and providing the student body with important details about famous African Americans during Black History month.

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

Bob Graham Education's teachers and students follow the Code of Ethics and Student Code of Conduct. It is upheld on a daily basis. It is the student's responsibility to review the Code of Student Conduct with their parents. When a student breaks a rule, the administration follows the disciplinary procedures and punishes the student according to the level of the infraction. It has helped our school in making our students accountable for their actions. Their behavior has improved and all stakeholders are aware of the District's and school's policies.

Bob Graham Education Center provides our student body with morning supervision. The students report to their designated grade level areas after eating breakfast. The same is done in the afternoon after dismissal. All teachers report to a post to supervise the students on their way home. Both campuses only have one entry point and exit. All other doors are locked and remain closed throughout the school day. .

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.

Bob Graham Education created a schoolwide behavioral plan a few years ago. It has become a way of our students to become accountable for their actions. It has also afforded our parents an

opportunity to have better communication with our teachers. The discipline plan is delineated on a letter sent home at the beginning of the year. Both the student and parent must sign it. Once a student begins to receive infractions, the parent must sign next to the consequence that has been delivered to the student.

At the beginning of every school year, each administrator meets with their respective grade levels and reviews the school's rules and regulations. Consequences are discussed and the students receive a copy of the discipline plan.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The student services team consists of two school counselors and one TRUST counselor. All counselors visit the classrooms and implement lessons on social, emotional, academic, and health. Students and parents are provided the opportunity to meet and discuss issues with counselors as needed. Student services announcements are made daily through the close circuit television system to make students aware of important character building topics. Also, in order to enhance our program, counselors utilize community agencies to visit the school and discuss important and relevant topics with the students. The student services team supports administration, staff, and parents in supporting students social emotional growth.

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.

- 1) Attendance below 90 percent
- 2) One or more suspensions
- 3) Course failure in ELA or Math
- 4) Level 1 on statewide assessment
- 5) Students exhibiting two or more indicators

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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	1	5	4	12	4	5	3	3	5	0	0	0	0	42
Level 1 on statewide assessment	0	4	8	25	40	46	34	41	57	0	0	0	0	255

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	1	5	10	8	44	44	47	53	52	0	0	0	0	264

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

The school provides many interventions to our students population. In addition to the intervention done in the classroom, our identified ELL students receive after school tutoring for approximately 15 weeks before state assessments to ensure success. Many teachers provide free tutoring before and after school to low performing students in the areas of reading, math, writing, and science.

The school provides attendance services for those students with a large amount of unexcused absences. The counselor, administrator, and social worker work with each individual family and provide them with counseling and refer them to outside services if needed. If a student has 15 or more unexcused absences, the attendance team convenes a truancy meeting with the parent and submits the packet to Attendance Services.

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

The school provides parents many opportunities to build relationships with the staff. The staff offers parent workshops in many academic areas. The parents are offered opportunities to attend presentations and exhibits from many of our academic programs. The school also informs parents of school news via many mediums, including the school's website, Connect-Ed, and the monthly calendar.

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.

We are fortunate to have many Dade Partners. Our Dade Partners assist us in providing our less fortunate families with needed items, as well as, incentives for our families and staff members. Our business partners come to our EESAC meetings and help us by bridging the gap between the school and various businesses.

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
Martinez Lopez, Yecenia	Principal
Hernandez, Elizabeth	Assistant Principal
Jackimczuk, James	Assistant Principal
Mesa, Jesus	Assistant Principal
Riveron, Annette	Assistant Principal
Lisowski, Laura	Teacher, K-12
Nagy-Cabarcas, Maria	Teacher, K-12
Lopez, Felicia	Teacher, K-12
Fernandez, Telma	Teacher, K-12
Castellanos, Joel	School Counselor
Najara, Sara	School Counselor

b. Duties

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

The administrators at Bob Graham Education Center work together to ensure the success of all students. They oversee the tutorial programs, SPED department, all bilingual programs, as well as discipline at all levels. They schedule monthly leadership meetings to discuss findings from grade level meetings, district meetings, walkthroughs and any new data from new assessments recently administered.

The teachers that serve as liaisons assist the administration in ensuring rigor and intervention efforts are being done with fidelity. The liaisons provide teachers with monthly professional developments to disseminate the information from district meetings and to introduce new methods of instruction.

The counselors assist the leadership team with interventions, lessons, and student and family counseling. They help with the RtI process, ELL meetings, and data disaggregation.

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. The members include the assistant principals, ESE chairperson, counselors, school psychologists, subject area liaisons, speech pathologist, and social worker.

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. These members include the assistant principals, counselors, and school psychologist.

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 Leadership Team monitors academic and behavioral data to evaluate progress towards student outcomes. The Leadership Team does the following on a monthly basis:

1. Holds regular team meetings where problem solving is the sole focus;
2. Uses the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success;
3. Determines how we will know if students have made expected levels of progress towards proficiency(What progress will show a positive response?);
4. Responds when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively;
6. Gathers and analyzes data to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment;
7. Ensures that students in need of intervention are actually receiving appropriate supplemental intervention.

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Additional personnel that provide support to the school are the school psychologist and the speech and language pathologist.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (Grades 3-8)
- Parent Outreach activities
- Field trips for immigrant students (CANA)
- Reading and supplementary instructional materials
- Hardware and software for the development of language and literacy skills

Title X- Homeless

At Bob Graham Education Center, the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The school is eligible to receive services and will do so upon identification, enrollment, and classification of a student as homeless. Our school counselor, who is our Homeless Liaison, provides training for the school registrar on the procedures for enrolling homeless students. Project Upstart provides a homeless sensitivity, awareness campaign to the school and students are referred as needed. The school is provided a video and curriculum manual, and a contest is sponsored by the Homeless Trust, a community organization. The school counselor, continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Bob Graham Education Center is aware of the federal regulations regarding services that are available for children of migrant families. At this time we have no migrant students.

Violence Prevention Programs

The school offers a non-violence, anti-drug curricular program to students as part of the district Safe and Drug Free Schools Initiative. The Safe and Drug-Free Schools program addresses violence and drug prevention and intervention services for students through curriculum implemented by the

counselors. Training and technical assistance for administrators and the counselors is also a component of the program.

Nutrition Programs

Bob Graham Education Center adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The school Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Yecenia Martinez-Lopez	Principal
Audrey Carballo	Teacher
Lusila Garcia	Teacher
Katrina Herrero	Teacher
Annie Tannehill	Parent
John Brady	Teacher
Pamela Bloodworth	Parent
Claudia Luces	Parent
Yanet Estelles	Parent
Roxanna Rodriguez	Teacher
Stephanie Padron	Teacher
Gita Rikye	Parent
Marcela Kozupytsya	Business/Community
Alyssa Lopez	Student
Tia Daniels	Education Support Employee
Ildiko Barsony	Business/Community
Manny Cid	Business/Community

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 EESAC committee reviewed last year's SIP at the last meeting of the year. The committee also discussed the new changes and the recommendations the staff had previously made at the faculty meeting.

b. Development of this school improvement plan

The EESAC assisted in the development of the school improvement plan by meeting and reviewing the barriers and strategies. Modifications were made according to data and the needs of the school.

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

EESAC reviews the budget and allocates a certain amount of money to the school. The funds provide the students with supplemental tutoring.

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

The EESAC funds were used for tutoring. The amount of funds used was \$7,379.26.

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
Hernandez, Elizabeth	Assistant Principal
Riveron, Annette	Assistant Principal
Dieppa, Marilyn	Teacher, K-12
Hernandez, Melissa	Teacher, K-12
Jui, Laura	Teacher, K-12
Lisowski, Laura	Teacher, K-12
Lopez, Felicia	Teacher, K-12
Martinez Lopez, Yecenia	Principal
Nagy-Cabarcas, Maria	Teacher, K-12
Fernandez, Telma	Teacher, K-12

b. Duties

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

The Principal and Literacy Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student work samples will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. The reading liaison, administration, and grade level chairpersons will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The reading liaison will also help with the process of grading, recording, and charting student scores.

In addition, the LLT will be incorporating Writing and Science portfolios to improve scores. The LLT will determine the ten basic writing skills that all student need to know in fourth grade. Each month the teachers will focus on one of the ten and keep a writing portfolio for each student. The LLT will also determine Science labs that the students should be engaged in to maximize the Science curriculum. Teachers will keep a Science journal logging the labs.

To promote literacy at Bob Graham Education center, the school strives to keep our students motivated with reading. The media center opens early in the morning and does not close until thirty minutes after dismissal. There is constant book circulation and the class with the highest circulation wins a monthly incentive. The Primary Learning Center has a mobile library to provide students an opportunity to exchange books on a biweekly basis. We initiated Born to Read, a program that provides a free Scholastic book to all kindergarten through second grade students on their birthdays.

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.

Bob Graham Education Center's PTA is very involved in the decision process at the school. Our parents attend EESAC meetings, school events, and have constant communication with teachers. Parents are invited to various forums to give their opinions and ideas.

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

The administration will ensure:

1. New teacher orientation at school site.
2. Regularly scheduled meetings with administration.
3. Partnering new teachers with mentors
4. Obtain referrals from present staff members.

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

Bob Graham Education Center assists new teachers by coordinating professional development within the professional learning communities and pairing a seasoned teacher with a new teacher. New teachers participate in our district's MINT program.

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.

To ensure that all core instructional programs and materials align to Florida's standards, all teachers follow the District's pacing guides. The faculty at Bob Graham Education Center also use certain District assessments and item specifications to guide instruction. The administration completes walk-throughs, informal and formal observations, and meets with corresponding grade levels during their weekly meetings.

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.

Administration provides all teachers the needed data to begin differentiated instruction the first week of school. After the teachers have administered their own diagnostic tests, they combine state exam results with theirs to create differentiated instructional groups. The reading series used by the district has activities for differentiated instruction. The teachers also use the Wonderworks series for interventions.

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: 1,440

Bob Graham Education Center provides reading tutoring for ELL students in grades 3 through 8. This affords ELL students the opportunity to close the achievement gap on the FSA.

Strategy Rationale

The ELL students have historically not reached high standards on the FSA assessment. The teachers strive to continue to narrowing the gap between ELL and non ELL students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hernandez, Elizabeth , ecrespo@dadeschools.net

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

ELL students' data is collected and analyzed after every I-Ready assessment. ELL teachers also provide weekly assessments to these students to determine the effectiveness of the after school tutoring.

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.

Bob Graham Education Center provides parent orientations during spring and summer for incoming kindergarten students. Parents are given readiness checklists and strategies to prepare their children for the transition into kindergarten. Also, parents are surveyed to solicit input on the effectiveness of spring orientations.

The eighth grade students are provided opportunities to visit neighboring high schools in order to

expose them to vast array of educational options and programs. The middle school counselor meets with all the eighth graders to articulate for their future high school selection.

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.

We plan and execute Career Day to expose our students to a multitude of careers.

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

The school offers Algebra I, Geometry, and Physical Science classes to assist students in preparing for high school level math and science courses. The school also provides an academy in civil services. Students in the academy take law studies in their seventh and eighth grade year. This academy affords student the opportunity to be prepared for a career in law or law enforcement.

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

G1. If rigor is increased in all content areas, then student achievement will improve. 1a

G096803

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	66.0
FSA Mathematics Achievement	68.0
Statewide Science Assessment Achievement	62.0

Targeted Barriers to Achieving the Goal 3

- Provide more exposure to rigorous questioning and higher order thinking skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel, IReady, Tutoring, Pacing Guides, Item Specifications, PTSA (parental involvement and support), Educational Websites (BrainPop, IXL, GIZMOS, Discovery, NBC Learn), Bell to Bell Instruction, Model Classrooms, parent workshops, teacher led professional developments, research based instruction and interventions, such as, Wonderworks, Wonders, and GO Math.

Plan to Monitor Progress Toward G1. 8

In order to monitor progress, data disaggregation of applicable district assessments and summative assessments including the FSA ELA and Math, FCAT Science, EOCs, and FAA, will be analyzed regularly on an on-going basis.

Person Responsible

Yecenia Martinez Lopez

Schedule

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

Evidence of Completion

Data binders with annotations from district assessments and summative assessments.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. If rigor is increased in all content areas, then student achievement will improve. 1

G096803

G1.B1 Provide more exposure to rigorous questioning and higher order thinking skills. 2

B260403

G1.B1.S1 Increase Rigor and Higher Order Thinking Skills 4

S275807

Strategy Rationale

Data from Power BI indicates a need for increased rigor and higher order thinking skills.

Action Step 1 5

Provide professional development on rigor, higher order thinking questions, and data usage during the professional development days.

Person Responsible

Annette Riveron

Schedule

Monthly, from 8/14/2017 to 10/27/2017

Evidence of Completion

Sign-in sheets; Agenda; Handouts

Action Step 2 5

Provide on-going professional development on rigor and unwrapping the standard to create higher order thinking questions to maximize student achievement.

Person Responsible

Telma Fernandez

Schedule

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

Evidence of Completion

Sign-in sheets; Agenda; Lesson Plans

Action Step 3 5

Teachers will implement lessons utilizing higher order thinking and questioning strategies.

Person Responsible

Telma Fernandez

Schedule

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

Evidence of Completion

Lesson Plans , Classroom Walk-throughs, Student Work

Action Step 4 5

Provide follow up and support (feedback) on the implementation on higher order questioning and rigorous lessons.

Person Responsible

Elizabeth Hernandez

Schedule

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

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Debriefing

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

In order to monitor the fidelity of implementation, administration will complete weekly walk-throughs and review lesson plans to ensure implementation.

Person Responsible

Yecenia Martinez Lopez

Schedule

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

Evidence of Completion

Administrative walk-through notes and debriefing logs

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

In order to monitor the effectiveness of implementation, students will be able to complete higher order thinking activities independently and student proficiency will increase on teacher generated and applicable district assessments.

Person Responsible

Yecenia Martinez Lopez

Schedule

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

Evidence of Completion

Administrative walk-through notes, debriefing logs, and formative assessment results.

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.S1.A1 A370723	Provide professional development on rigor, higher order thinking questions, and data usage during...	Riveron, Annette	8/14/2017	Sign-in sheets; Agenda; Handouts	10/27/2017 monthly
G1.MA1 M399071	In order to monitor progress, data disaggregation of applicable district assessments and summative...	Martinez Lopez, Yecenia	8/21/2017	Data binders with annotations from district assessments and summative assessments.	6/7/2018 weekly
G1.B1.S1.MA1 M399069	In order to monitor the effectiveness of implementation, students will be able to complete higher...	Martinez Lopez, Yecenia	8/21/2017	Administrative walk-through notes, debriefing logs, and formative assessment results.	6/7/2018 weekly
G1.B1.S1.MA1 M399070	In order to monitor the fidelity of implementation, administration will complete weekly...	Martinez Lopez, Yecenia	8/21/2017	Administrative walk-through notes and debriefing logs	6/7/2018 weekly
G1.B1.S1.A2 A370724	Provide on-going professional development on rigor and unwrapping the standard to create higher...	Fernandez, Telma	8/21/2017	Sign-in sheets; Agenda; Lesson Plans	6/7/2018 monthly
G1.B1.S1.A3 A370725	Teachers will implement lessons utilizing higher order thinking and questioning strategies.	Fernandez, Telma	8/21/2017	Lesson Plans , Classroom Walk-throughs, Student Work	6/7/2018 daily
G1.B1.S1.A4 A370726	Provide follow up and support (feedback) on the implementation on higher order questioning and...	Hernandez, Elizabeth	8/21/2017	Classroom Walkthroughs, Lesson Plans, Debriefing	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 rigor is increased in all content areas, then student achievement will improve.

G1.B1 Provide more exposure to rigorous questioning and higher order thinking skills.

G1.B1.S1 Increase Rigor and Higher Order Thinking Skills

PD Opportunity 1

Provide professional development on rigor, higher order thinking questions, and data usage during the professional development days.

Facilitator

Telma Fernandez, Laura Lisowski, James Jackimczuk

Participants

Reading and Math teachers

Schedule

Monthly, from 8/14/2017 to 10/27/2017

PD Opportunity 2

Provide on-going professional development on rigor and unwrapping the standard to create higher order thinking questions to maximize student achievement.

Facilitator

Telma Fernandez and Laura Lisowski

Participants

Reading and Math teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development on rigor, higher order thinking questions, and data usage during the professional development days.	\$0.00
2	G1.B1.S1.A2	Provide on-going professional development on rigor and unwrapping the standard to create higher order thinking questions to maximize student achievement.	\$0.00
3	G1.B1.S1.A3	Teachers will implement lessons utilizing higher order thinking and questioning strategies.	\$0.00
4	G1.B1.S1.A4	Provide follow up and support (feedback) on the implementation on higher order questioning and rigorous lessons.	\$0.00
Total:			\$0.00