

Miami-Dade County Public Schools

Jorge Mas Canosa Middle School



2017-18 Schoolwide Improvement Plan

Jorge Mas Canosa Middle School

15735 SW 144TH ST, Miami, FL 33196

<http://jmcmiddle.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)

Middle School
6-8

2016-17 Title I School

Yes

2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)

82%

Primary Service Type (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate (Reported as Non-white on Survey 2)

95%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	B

**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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Jorge Mas Canosa 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.

The mission of Jorge Mas Canosa Middle School is to provide a rigorous international education that challenges our students to become globally literate by inspiring them to achieve their maximum potential while meeting their personal, social, and cognitive needs.

b. Provide the school's vision statement.

To provide an environment conducive to developing global literacy..

2. School Environment

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

Jorge Mas Canosa Middle School is located in a city filled with great diversity of nationalities and cultures, for this reason, it is imperative that we foster a climate of tolerance and respect. One of the ways this is achieved is by teaching and celebrating the achievements and contributions of various groups such as Hispanics, Women, and African Americans, to name a few. In addition, core values, such as citizenship, cooperation, pursuit of excellence and responsibility are also infused through the implementation of Values Matter Campaign lessons. The faculty of Jorge Mas Canosa Middle School also recognizes that building and improving students' relationships with teachers has positive and long-lasting implications for students' academic as well as social development. Teachers strive to create a learning environment that is not only conducive to learning but also where students can connect with the teacher and each other. The teachers foster an environment that promotes open communication, support, guidance, fairness, tolerance, and understanding. Teachers, counselors and administrators take the time to get to know the individual child and their families. Communication is facilitated through Parent-Teacher conferences, which are offered three times per week in addition to communicating via letters, Connect-Ed messages, and emails in both English and Spanish. Social networking media such as the school's website page, Facebook and Twitter, is also used to post policies, celebrate students successes, and informing parents of upcoming events. Jorge Mas Canosa Middle School believes in open lines of communication between school and home.

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

Jorge Mas Canosa Middle School has seven security monitors who supervise students before, during and after school to ensure that students are safe. In addition, each of the three floors in the main building where the classrooms are located, has one assistant principal as well as two security monitors who constantly supervise and monitor each floor. During the change of classes, each teacher stands at their doorway in order to assist in keeping hallways clear and safe. Additionally, the school's campus and hallways are fitted with security cameras. The school is also assigned a School Resource Officer, who patrols the school grounds and assists with the implementation of the Youth Crime Watch program as well as provides anti-bullying lessons to our student body. Additionally, school police has a metal detection team that periodically visits the school to conduct random searches.

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.

Jorge Mas Canosa Middle School adheres and complies with the district's Student Code of Conduct for Secondary Students. In addition, we have a schoolwide progressive Discipline Plan which is presented to all teachers, students, and parents. During the first week of school, and later throughout the year, grade level discipline assemblies are held to communicate proper behavior, expectations, rules, and consequences to all students. Our school has implemented a weekly after school detention hall that serves as an alternative to indoor suspension. In addition, in lieu of outdoor suspension, students are recommended to attend local Student Success Centers where they receive counseling and complete any missing instructional assignments. During school hours, we have a SCSI instructor who supervises the students which are placed on indoor suspension. In addition, counselors provide targeted students with counseling and mediation sessions in order to minimize incidents relating to misbehavior. Jorge Mas Canosa Middle also, has a full time Emotional Behavioral Disorder Clinician who works directly with students in the EBD program. During the 2017-18 school year, an Art Therapist has been assigned to work with selected students in the EBD and ASD units.

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.

Jorge Mas Canosa Middle School has established a support network to address students' emotional and social needs. Teachers and administrators are observant of students and refer any concerns to the assigned counselor who immediately gets involved to provide assistance and guidance. Teachers and counselors constantly strive to communicate and connect with students on a more personal level in order to get to know each student. Maintaining an approachable attitude with students is critical to ensuring that they feel safe and supported. Teachers, counselors and administrators continually share information via parent teacher conferences and or Team Meetings about students. By doing so, we can support the work students are doing in their classes and even learn from each other, as to what strategies work best for each student. Counselors identify and provide regular support to students who may be struggling with personal or family issues and provide these families with government and community resources. Besides offering anti-bullying campaigns and lessons, we also implement a Values Matter curriculum which teaches students to be empathetic, caring and respectful with each other. By teaching and modeling social and emotional skills and providing a safe learning environment, we can attain positive results from our students.

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.

Attendance - Students who miss more than 10% of instructional time
Behavior - Students who have referrals that lead to suspension
Performance - 6th grade students scoring at (FSA) Level 1 in either ELA or Math
Performance - 7th grade students scoring at (FSA) Level 1 in either ELA or Math
Performance - 8th grade students scoring at (FSA) Level 1 in either ELA or Math
Performance - 6th grade students who fail either ELA or Math
Performance - 7th grade students who fail either ELA or Math
Performance - 8th grade students who fail either ELA or Math
Performance - 6th grade students who fail 2 or more of any course
Performance - 7th grade students who fail 2 or more of any course
Performance - 8th grade students who fail 2 or more of any course

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	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	38	10	9	0	0	0	0	57	
Level 1 on statewide assessment	0	0	0	0	0	0	141	162	176	0	0	0	0	479	

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	155	198	206	0	0	0	0	559	

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

In an effort to improve academic performance of students identified in the early warning system, we are implementing the following programs and/or strategies:

- After school and Saturday tutorial programs in the areas of ELA, Mathematics, Science, Algebra and Civics
- After school ESOL Title III tutoring program from October through April in areas of ELA, Math, and Science
- Intensive Mathematics classes for Level 1 and Level 2 students
- Implementation of Scholastic Read180 Program for students needing assistance with phonics and decoding.
- Improvement of student behavior through the implementation of an incentive program, reviewing of Zero Tolerance Policies through grade level assemblies, implementing alternatives to suspensions such as an after school detention hall and improving methods and procedures for school suspensions by utilizing the Districts Student Success Center policies which offer a counseling component.
- Increasing literacy through the implementation of several school-wide research and evidence-based reading initiatives and programs, such as iReady, Imagine Learning, and Teen Biz.
- Increase parental involvement by building an active and strong PTSA, providing staff training on ways to maintain positive communication with parents, and providing various parent workshops on topics such as study habits, homework skills, communication skills, and available academic resources.
- Provide parents with a copy of the school's Discipline and Attendance Policy requirements via our school's website and disseminating this information during our Open House

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

Jorge Mas Canosa Middle School continually strives to involve parents and families in the process of their child's academics through various avenues. The ConnectED system is utilized as a means to communicate and inform parents of upcoming and important events. Parents also have access to their child's academic progress via the student portal. Parent PIN information can be accessed by visiting our Parent Resource Center in our Student Services Office. An annual Open House is held for parents to get acquainted with their child's teachers in addition to receiving information regarding the course syllabus and expectations for the school year. A monthly "Coffee with the Principal" is held to discuss and address issues and concerns that parents and other stakeholders may have regarding the overall progress of the school. Parents are also invited to attend Parent, TEAM and Individual Educational Plan (IEP) Meetings that address their child's academic, emotional, and social growth.

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.

Jorge Mas Canosa Middle School works to build strong school-community partnerships in order to meet mutual goals. By integrating available resources and collaborating with the local community, a positive impact is made on "at risk factors" and improving student achievement. This administration or other school representatives visit targeted neighboring businesses in our community and present our school's vision, mission, initiatives, successes, and needs. We also discuss ways in which the partnership can be beneficial to both parties. Throughout the school year, local businesses are invited to our school's functions including EESAC and PTO meetings as well as other activities including the monthly "Coffee with the Principal" meeting. Currently, some of our partners have rented out space on our school's fences to advertise their businesses using large banners. Some of our partners include Publix, MasTec, and Dental Center of South Florida.

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
Falconjr, Elio	Principal
Delgado, Ivette	Instructional Coach
Puentes, Richard	Teacher, K-12
San, Michelle	Teacher, K-12
Martin, Iris	Teacher, K-12
Fonseca, Danilda	School Counselor
Whitehead, Ora	Assistant Principal
Rodriguez-Cibran, Mavel	Assistant Principal
Griffith, James	Assistant Principal
Kekich, Nicole	Teacher, K-12
De La Osa, Laura	Teacher, K-12
Ortiz, karen	Teacher, K-12

b. Duties

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

Tier 1 (Leadership Team)

Elio Falcon,Jr., 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:

Ora Whitehead, Assistant Principal

James Griffith, Assistant Principal

Mavel Rodriguez-Cibran, Assistant Principal

The 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 Members

Ivette Delgado, Reading Coach

Richard Puentes, Language Arts Dept. Chair

Laura De La Osa, ESOL Department Chairperson

Michelle San, Math Dept. Chair

Iris Martin, Science Dept. Chair

Lisa Kupski, Social Studies Dept. Chair

Karen Ortiz, SPED Department

Dianilda Fonseca, Student Services Dept. Chair, Guidance Counselor

Curriculum Team

Provides information about core instruction; participates in student data collection; deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 intervention; and integrate Tier 1 materials/intervention and integrate Tier 1 materials/intervention with Tier 2/3 activities.

The Administrative Team provides guidance on decision making items relative to school and district wide initiatives that foster increased rigor and student achievement.

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically to review consensus, infrastructure, and implementation of building level MTSS. Department Chairpersons in turn disseminate and collect information and data which is evaluated using the 8-step problem solving model.

The Student Services department monitors and works closely with students to provide academic advisement necessary to make the connection between school, college readiness and the global workforce.

Parents, community members, and school personnel review and provide the necessary feedback through monthly EESAC meetings which helps the school implement policy and make decisions which impacts the School Improvement Plan.

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.

At Jorge Mas Canosa Middle School, the MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the eight step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success
3. Determining how we will know if students have made expected levels of progress towards proficiency by gathering ongoing progress monitoring (OPM) data for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM
4. Taking action when grades, subject areas, classes, or individual students have not shown a positive response by identifying areas of weakness and providing intervention and remediation to increase student achievement
5. Responding when students have improved, or have met proficiency by raising goals or providing enrichment
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention; gathering ongoing progress monitoring (OPM) data for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM

Tier 2

The second level of support consists of supplemental instruction and interventions provided in

addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly in order to:

1. Review OPM data for intervention groups to evaluate group and individual student response
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention according to SST guidelines

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

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

Tier 3 SST

Selected members (including teachers, counselors, administrators) of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. These members meet a minimum of two times per week to conduct conferences whereby they discuss individual student progress, strategies to be implemented from home, and goal setting plan of action for home and school.

TITLE I, PART A

At Jorge Mas Canosa Middle School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches and Department Chairs develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the

parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

TITLE I, PART C-MIGRANT

Jorge Mas Canosa Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

TITLE I, Part D

Jorge Mas Canosa receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

TITLE II

Jorge Mas Canosa uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC)
- development and facilitation, as well as Lesson Study Group implementation and protocols

TITLE III

Jorge Mas Canosa utilizes Title III funds to supplement and enhance the programs for English Language Learners (ELL):

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2017-18 school year and should the District approve the application(s).

TITLE VI-PART B, NA

TITLE X - HOMELESS

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

SUPPLEMENTAL ACADEMIC INSTRUCTION (SAI)

Jorge Mas Canosa Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

VIOLENCE PREVENTION PROGRAM

At Jorge Mas Canosa the Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Training and technical assistance for our teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

DISTRICT POLICY AGAINST BULLYING AND HARRASSMENT

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

At Jorge Mas Canosa Middle School this policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

Administrators and counselors begin any investigation of bullying or harassment within 24 hours of an initial report.

All Staff, Students, and Parents/Volunteers will receive training on an annual basis.

We will implement 5 curriculum lessons on Bullying and Violence Prevention per grade level 6 through 8.

NUTRITION PROGRAMS

1) Jorge Mas Canosa Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks at Jorge Mas Canosa, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

HOUSING PROGRAMS - N/A

HEAD START - N/A

ADULT EDUCATION - N/A

CAREER AND TECHNICAL EDUCATION

Jorge Mas Canosa Middle School has established an Instructional Technology Academy. By promoting Career Pathways and Programs of Study students will be able to complete an academy program and have a better understanding and appreciation of the posts-secondary opportunities available to them, and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Students will gain an understanding of business and industry workforce requirements by acquiring Instructional Technology Certification.

JOB TRAINING - N/A

OTHER

HIV/AIDS CURRICULUM: AIDS Get the Facts!

Jorge Mas Canosa teachers implement the AIDS: GET the Facts! curriculum providing a series of general objectives, lessons, activities and resources in HIV/AIDS instruction in grades 6-8.

HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.

HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at Jorge Mas Canosa via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Elio Falcon	Principal
Gloria Mantecon	Education Support Employee
Melina Castillo-Monroy	Teacher
Alina Floyd	Teacher
Jillian Martinez	Education Support Employee
Michelle Perez	Parent
Lia Penniston	Teacher
Mirlynez Iglesias-Mendez	Teacher
Mia Santana	Parent
Maria Delgadillo	Parent
Jennifer Romero	Parent
Elisa Dean	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 SAC analyzes student data to evaluate the effectiveness of strategies implemented through the school improvement plan. This data is also used to make recommendations on areas of student achievement to be targeted for the current and following school year. In addition, the information gathered from student data is utilized to make recommendations on how funds will be utilized to implement educational programs and purchase resources that will directly support student learning.

b. Development of this school improvement plan

The SAC is involved in determining and approving the educational programs that will be implemented during each school year. The SAC works with all stakeholders in developing, implementing, and monitoring the strategies and activities that will increase the academic and social environment of the school. The SAC utilizes current student data to recommend revisions to the strategies and activities on the school improvement plan.

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

The SAC analyzes student data to evaluate the effectiveness of strategies implemented through the school improvement plan. Student data is used to make recommendations on how funds will be utilized to implement educational programs and purchase resources that will directly impact student achievement.

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

The Jorge Mas Canosa Middle School SAC received a total of \$9,239.00 during the 2016-17 school year. These funds were utilized to implement and support educational programs and purchase resources that directly support student learning and attendance. The funds were specifically used to purchase replacement equipment for the band classes, Brain Pop Software, FCCLA conference/ fieldtrip competitions and refillable science kits to be utilized in all grade levels .

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
Falconjr, Elio	Principal
Whitehead, Ora	Assistant Principal
Puentes, Richard	Teacher, K-12
Martin, Iris	Teacher, K-12
Fonseca, Danilda	School Counselor
Delgado, Ivette	Instructional Coach
Griffith, James	Assistant Principal
Kekich, Nicole	Teacher, K-12
Rodriguez-Cibran, Mavel	Assistant Principal

b. Duties

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

Jorge Mas Canosa Middle School will have literacy initiatives in place this school year. These initiatives will include:

- Integrating technology through the use of all computer-based programs available to students.
- Increasing the usage of the iReady program through Language Arts classes and Homeroom.
- Implementing interdisciplinary projects including current events, advanced book studies, and real life classroom integration, including literacy across the curriculum.
- Developing Lesson Studies and Lesson Plans that focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.
- Multi-disciplinary teams and core content areas will develop lessons that provide students with opportunities for research and incorporate evidence based writing throughout.

Media Specialist selects books to promote on a monthly basis that are featured on the morning announcement.

Media Specialist implements various book contests throughout the year to promote a love of reading.

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.

Jorge Mas Canosa Middle School fosters a positive working environment while promoting collaboration and collegiality among our teachers. To foster collaboration between teachers, our school holds bi-weekly departmental meetings. During these meetings teachers not only receive curriculum updates, information and resources, but they also share best practices and plan together. On a biweekly basis, each department also meets by grade level, lead by collaboration peer teachers, which allows for more content specific planning and sharing of strategies and best practices. Each member takes turns presenting to other grade level colleagues. They share successful teaching strategies in addition to modeling lessons. They brainstorm and hold meaningful dialogue on how best to present and teach complex concepts. Best practices will be celebrated by sharing pictures and stories of outstanding events and class activities through social media venues such as the school's Twitter and Facebook accounts. In addition, our school's Team Leader Coordinator and Activities Coordinator will announce activities that promote enjoyable faculty interactions outside the work environment, with the purpose of building healthy connections between all staff.

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

Jorge Mas Canosa Middle School's Teacher Mentoring Program follows the policies and procedures set forth by the district. All new teachers are scheduled to attend a series of district and on-site orientation programs to familiarize them with Miami-Dade County Public School's policies regarding students and expectations for teachers. New teachers participate in a three year comprehensive induction program that provides much needed support which is crucial for their success. This mentoring and Induction for New Teachers (MINT) is designed to support new teachers, to create an awareness of professional responsibilities and ultimately, positively affect student learning.

Teachers who are teaching out of field are considered non highly qualified. Non-highly qualified teachers will receive written notification from Human Resources which dictates a timeline for compliance with the highly-qualified teacher requirement. Administration at JMC will advise staff of the availability of sessions, and schedule the tutorial sessions which are offered twice a year.

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

Through this program each beginning teacher is paired with an experienced teacher in the same content area. In addition to providing support to beginning teachers, the induction program provides opportunities for mentors and teachers to reflect upon practice in order to improve the quality of education, thus elevating the teaching profession and fostering a collaborative learning community for all educators. New teachers and teachers new to the school, are assigned a mentor/buddy to assist with acclimation to the profession and/or school, and curriculum planning assistance. Furthermore, new teachers are encouraged and given the opportunity to periodically meet with mentor and "buddy" teachers in order to provide additional support and foster an environment of collegiality. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom. The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed.

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.

Jorge Mas Canosa Middle Schools exclusively utilizes instructional materials in all core instructional areas that have been approved and adopted by the state of Florida in order to support the implementation of the Florida State Standards. All obsolete/out of adoption textbooks are taken off our school's textbook inventory. These adjustments are made through the Student Textbook Automated Inventory Reporting System (STAIRS). Teachers access curriculum resources and interactive tools through CPALMS which is an online toolbox of information to help educators throughout Florida implement the Florida Standards. In addition, our teachers may access, through their M-DCPS employee portal, resources such as the Learning Village, as well as resources through the various district offices (Language Arts/Reading, Science, Mathematics, Social Studies, and Bilingual/ESOL). Teachers also implement the use of the District Pacing Guides. Any supplemental resources and materials that are used to support core instruction are research and evidence based.

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.

The teachers of Jorge Mas Canosa Middle School systematically collect and analyze various types of data to guide a range of decisions to help improve student achievement. Data is used to make decisions, such as screening students for placement, using progress monitoring or formative assessments to determine curricular changes, and interpreting performance data to identify areas of weakness to be targeted and focused on. Teachers use Gateway2Data, an online platform which allows them to create assessments and analyze the results immediately. The real time data allows teachers to analyze student performance and make necessary adjustments to differentiate instruction in order to meet individual student needs and thus increase student achievement. Teachers also utilize iREADY through the Reading/Language Arts and Mathematics classrooms as a means of monitoring student progress. Data chats are conducted quarterly with all teachers in order to reflect and receive feedback on what is working, and what can be improved to help students learn.

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: 4,320

*Computer Labs and Media Center will be available to students after school in order for them to engage in individualized web-based programs targeted towards improving achievement in Civics, Math, and Science.

*Title III ELL Tutoring will be offered to eligible students.

Strategy Rationale

Due to the data driven implementation of effective instructional/tutorial programs and initiatives, the students of Jorge Mas Canosa Middle School will experience an increase in their academic performance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Falconjr, Elio, pr6771@dadeschools.net

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

The Leadership Team will gather data quarterly from iReady, PowerBI and Gateway2Data reports. Data will be analyzed and interpreted in order to identify areas of strengths and weaknesses and determine the effectiveness of the after school programs. In addition, student data chats will be conducted in all core subject areas.

Strategy: Weekend Program

Minutes added to school year: 2,160

Saturday Academy will be offered prior to FSA/EOC Testing to enhance test-taking skills and review tested benchmarks in Math, Algebra I, Geometry, Civics and Science.

Strategy Rationale

Due to the data driven implementation of effective instructional/tutorial programs and initiatives, the students of Jorge Mas Canosa Middle School will experience an increase in their academic performance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Falconjr, Elio, pr6771@dadeschools.net

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

Data from iReady, teacher made assessments, and PowerBi will be analyzed and interpreted by the Leadership Team in order to identify areas of strengths and weaknesses and determine the effectiveness of the Saturday Academy.

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.

Before the beginning of each academic school year, Jorge Mas Canosa Middle School holds a New Student/Parent Orientation, specifically targeting incoming 6th graders and their parents. For the convenience of all parents, two sessions are held; one in the morning and another in the afternoon. During these informative sessions, the leadership team speaks about all aspects of our school, including curriculum, expectations, Cambridge Magnet, bell schedule, uniform policy, discipline policy, extracurricular activities including sports, and clubs. We also present an informative PowerPoint presentation that highlights the programs and faculty at our school. The presentation is followed by an question/answer session, and then parents and students are given guided tours of our campus. Our 8th grade students participate in a magnet fair night held at our school during which they have the opportunity to learn about the various magnets and academies offered by neighboring high schools. In addition, field trips are organized so our 8th graders can visit feeder pattern high schools. This allows our students to visit the high school that they will be articulated to in order to gain insight as to what they can expect once they leave middle school.

b. College and Career Readiness

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

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.

NA

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.

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

 G096972

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Insufficient use of differentiated Instruction that targets individual student needs.
- Need to increase the use of research-based Reading, Writing, Science, Civics, and Mathematics strategies, along with emphasis on digital convergence tools, to enhance instruction and build literacy in all core curriculum areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- INSIDE
- Classroom libraries
- CPALMS
- Technology resources embedded in the new curriculum
- Computers in the classroom
- Reading Coach
- District Pacing Guides
- Assessments: Scholastic READ180, INSIDE Assessments, Oral Reading Fluency probes
- M-DCPS Learning Village
- Gizmos
- Carnegie Learning
- Reflex
- Edgenuity
- Manipulatives
- Brain Pop
- Discovery Education
- Lab equipment
- NBC Learn
- Science, Social Studies, and Math State-adopted textbooks
- CNN Student News
- iReady
- Learning Village
- Discovery Learning

Plan to Monitor Progress Toward G1. 8

Following the FCIM process, review and disaggregate assessment data from iREADY, Scholastic READ180, Florida Standards Assessments, or EOCs to ensure progress is being made and adjust instruction as needed. Instructional adjustments will also be addressed during Leadership Team meetings as a result of quarterly data chats.

Person Responsible

Elio Falconjr

Schedule

Quarterly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Data reports from iREADY, PowerBi, Gateway2Data (G2D) , Florida Standards Assessments and EOCs.

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

 G096972

G1.B1 Insufficient use of differentiated Instruction that targets individual student needs. 2

 B260876

G1.B1.S1 Increase the use of differentiated instruction in core content classes. 4

 S276248

Strategy Rationale

To meet the diverse needs of all learners and to increase overall student progress and achievement.

Action Step 1 5

Provide a professional development opportunity for core content teachers on strategies to utilize in implementation of Differentiated Instruction (DI) into their lessons.

Person Responsible

Ivette Delgado

Schedule

On 10/2/2017

Evidence of Completion

Agenda, course materials, sign in sheets

Action Step 2 5

Classroom teachers will review and analyze current data to modify groupings.

Person Responsible

Ora Whitehead

Schedule

Quarterly, from 10/27/2017 to 6/7/2018

Evidence of Completion

Computer Assisted Reports (iReady, PowerBi, Scholastic READ180, Carnegie etc.) and teacher groupings.

Action Step 3 5

Provide opportunities for teachers to attend professional development on the usage of CAP Reports (Scholastic READ180, iReady, Carnegie).

Person Responsible

Ora Whitehead

Schedule

Quarterly, from 10/27/2017 to 6/7/2018

Evidence of Completion

Evidence of attendance and registration for PD's.

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

Leadership team will review progress monitoring data for student improvement.

Person Responsible

Ora Whitehead

Schedule

Weekly, from 10/9/2017 to 6/7/2018

Evidence of Completion

Lesson plans, OPM Data.

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

Data analysis of Computer Assisted Reports with administrative team, Reading Coach and department heads.

Person Responsible

Elio Falconjr


Schedule

Quarterly, from 10/20/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, CAP reports to include iReady, Edgenutiy, Reflex and Carnegie results, Scholastic READ180, FSA/EOC results, PowerBi data will be utilized to assess the progress of students.

G1.B2 Need to increase the use of research-based Reading, Writing, Science, Civics, and Mathematics strategies, along with emphasis on digital convergence tools, to enhance instruction and build literacy in all core curriculum areas. **2**

 B260877

G1.B2.S1 Content area teachers will incorporate essential questions to focus and target instruction relative to the requirements of the Florida State Standards Assessments and End of Course exams. **4**

 S276249

Strategy Rationale

Through the implementation of this strategy in the content areas, students will receive daily opportunities to practice reflecting on the necessary skills to master the curriculum requirements of the Florida State Standards.

Action Step 1 **5**

Teachers will collaborate in departmental meetings to develop essential questions by content area.

Person Responsible

Elio Falconjr

Schedule

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

Evidence of Completion

Essential questions posted by teachers on board or in lesson plans during classroom walk throughs.

Action Step 2 **5**

Model the use of essential questions during department meetings for each content area

Person Responsible

Ivette Delgado

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Departmental meeting agendas, sign in sheets

Action Step 3 5

Utilize the essential questions, specifically in English Language Arts, Science and Social Studies classes to create topics for students to generate written responses as a means of practicing writing strategies.

Person Responsible

Ivette Delgado

Schedule

Biweekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Walkthrough discussions, engagement of students, lesson plans, and written responses.

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

Administrative walk-throughs and formal/informal observations, lesson plans, will be discussed with teachers in order to monitor the use of essential questions that can be adjusted accordingly to guide purposeful learning.

Person Responsible

Elio Falconjr

Schedule

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

Evidence of Completion

Essential questions, lesson plans, student work samples. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during Leadership Team meetings.

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

Administrative walk-throughs, formal and informal observations,

Person Responsible

Elio Falconjr

Schedule

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

Evidence of Completion

Formative: Student folders, informal observations, student authentic classroom projects and collaboration. Summative: Florida State Standards Assessment and End of Course Exams.

G1.B2.S2 Teachers will provide opportunities for students to use computers and tablets to facilitate learning through the use of digital sources and web-based programs, as well as incorporate virtual field trips, primary and secondary sources, and facilitate the acquisition and mastery of grade level content while building literacy skills. 4

 S276250

Strategy Rationale

Through the implementation of this strategy, students will be exposed to a multitude of content specific web-based resources, programs, and sites to support and reinforce classroom instruction and writing across all content areas.

Action Step 1 5

Teachers will have more opportunities to infuse technology to facilitate learning through the use of classroom computers and assigned lap carts and labs.

Person Responsible

Elio Falconjr

Schedule

Weekly, from 10/2/2017 to 2/16/2018

Evidence of Completion

Assigned lab cart schedule, Lesson plans, computer lab sign-up sheet, program usage reports

Action Step 2 5

Teachers will incorporate digital media that includes multiple sources into lesson planning.

Person Responsible

Elio Falconjr

Schedule

Biweekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, walk throughs , student sample work.

Action Step 3 **5**

Teachers will establish rotational schedules and monitor the usage of student technology through the various software programs.

Person Responsible

Ora Whitehead

Schedule

Biweekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Computer usage reports evidencing minimum number of minutes as established by department and class lab schedule time.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

Lesson Plans, Administrative Walk-throughs, Informal/Formal Observations, computer lab teacher sign-up sheets.

Person Responsible

Ora Whitehead

Schedule

Monthly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Student work samples, Lab sign-up sheets, data from formal and informal assessments, reports from Computer based programs (iReady, Reflex, Carnegie Learning, etc.)

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Monitoring computer lab schedules and teacher lesson plans. In addition, following the FCIM process, review formative assessment data reports from computer-based programs to ensure progress is being made and adjust instruction as needed. Provide time during departmental meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during Leadership Team meetings with information gathered through quarterly data chats.

Person Responsible

Elio Falconjr


Schedule

Quarterly, from 8/28/2017 to 6/7/2018


Evidence of Completion

Computer Assisted Program (CAP) usage reports such as; Gizmos, iReady, Carnegie Learning, Scholastic READ180 as well as student authentic work and Gateway2Data reports.

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  A371955	Provide a professional development opportunity for core content teachers on strategies to utilize...	Delgado, Ivette	10/2/2017	Agenda, course materials, sign in sheets	10/2/2017 one-time
G1.B2.S2.A1  A371961	Teachers will have more opportunities to infuse technology to facilitate learning through the use...	Falconjr, Elio	10/2/2017	Assigned lab cart schedule, Lesson plans, computer lab sign-up sheet, program usage reports	2/16/2018 weekly
G1.B1.S1.MA1  M400112	Data analysis of Computer Assisted Reports with administrative team, Reading Coach and department...	Falconjr, Elio	10/20/2017	Lesson Plans, CAP reports to include iReady, Edgenuity, Reflex and Carnegie results, Scholastic READ180, FSA/EOC results, PowerBi data will be utilized to assess the progress of students.	5/31/2018 quarterly
G1.MA1  M400118	Following the FCIM process, review and disaggregate assessment data from iREADY, Scholastic...	Falconjr, Elio	8/28/2017	Data reports from iREADY, PowerBi, Gateway2Data (G2D) , Florida Standards Assessments and EOCs.	6/7/2018 quarterly
G1.B1.S1.MA1  M400113	Leadership team will review progress monitoring data for student improvement.	Whitehead, Ora	10/9/2017	Lesson plans, OPM Data.	6/7/2018 weekly
G1.B1.S1.A2  A371956	Classroom teachers will review and analyze current data to modify groupings.	Whitehead, Ora	10/27/2017	Computer Assisted Reports (iReady, PowerBi, Scholastic READ180, Carnegie etc.) and teacher groupings.	6/7/2018 quarterly
G1.B1.S1.A3  A371957	Provide opportunities for teachers to attend professional I development on the usage of CAP Reports...	Whitehead, Ora	10/27/2017	Evidence of attendance and registration for PD's.	6/7/2018 quarterly
G1.B2.S1.MA1  M400114	Administrative walk-throughs, formal and informal observations,	Falconjr, Elio	8/21/2017	Formative: Student folders, informal observations, student authentic classroom projects and collaboration. Summative: Florida State Standards Assessment and End of Course Exams.	6/7/2018 weekly
G1.B2.S1.MA1  M400115	Administrative walk-throughs and formal/informal observations, lesson plans, will be discussed with...	Falconjr, Elio	8/21/2017	Essential questions, lesson plans, student work samples. Provide time during department meetings for the sharing of best practices and reflect on additional needs. Instructional adjustments will also be addressed during Leadership Team meetings.	6/7/2018 weekly
G1.B2.S1.A1  A371958	Teachers will collaborate in departmental meetings to develop essential questions by content area.	Falconjr, Elio	8/21/2017	Essential questions posted by teachers on board or in lesson plans during classroom walk throughs.	6/7/2018 biweekly
G1.B2.S1.A2  A371959	Model the use of essential questions during department meetings for each content area	Delgado, Ivette	8/28/2017	Departmental meeting agendas, sign in sheets	6/7/2018 monthly
G1.B2.S1.A3  A371960	Utilize the essential questions, specifically in English Language Arts, Science and Social Studies...	Delgado, Ivette	8/28/2017	Walkthrough discussions, engagement of students, lesson plans, and written responses.	6/7/2018 biweekly
G1.B2.S2.MA1  M400116	Monitoring computer lab schedules and teacher lesson plans. In addition, following the FCIM...	Falconjr, Elio	8/28/2017	Computer Assisted Program (CAP) usage reports such as; Gizmos, iReady, Carnegie Learning, Scholastic READ180 as well as student authentic work and Gateway2Data reports.	6/7/2018 quarterly
G1.B2.S2.MA1  M400117	Lesson Plans, Administrative Walk-throughs, Informal/Formal Observations, computer lab teacher...	Whitehead, Ora	8/28/2017	Student work samples, Lab sign-up sheets, data from formal and informal assessments, reports from Computer based programs (iReady, Reflex, Carnegie Learning, etc.)	6/7/2018 monthly
G1.B2.S2.A2  A371962	Teachers will incorporate digital media that includes multiple sources into lesson planning.	Falconjr, Elio	8/28/2017	Lesson Plans, walk throughs , student sample work.	6/7/2018 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A3  A371963	Teachers will establish rotational schedules and monitor the usage of student technology through...	Whitehead, Ora	8/28/2017	Computer usage reports evidencing minimum number of minutes as established by department and class lab schedule time.	6/7/2018 biweekly

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 Insufficient use of differentiated Instruction that targets individual student needs.

G1.B1.S1 Increase the use of differentiated instruction in core content classes.

PD Opportunity 1

Provide a professional development opportunity for core content teachers on strategies to utilize in implementation of Differentiated Instruction (DI) into their lessons.

Facilitator

Ivette Delgado

Participants

Core Content Teachers

Schedule

On 10/2/2017

PD Opportunity 2

Provide opportunities for teachers to attend professional development on the usage of CAP Reports (Scholastic READ180, iReady, Carnegie).

Facilitator

Region and or District PD's

Participants

Core Content Teachers

Schedule

Quarterly, from 10/27/2017 to 6/7/2018

G1.B2 Need to increase the use of research-based Reading, Writing, Science, Civics, and Mathematics strategies, along with emphasis on digital convergence tools, to enhance instruction and build literacy in all core curriculum areas.

G1.B2.S1 Content area teachers will incorporate essential questions to focus and target instruction relative to the requirements of the Florida State Standards Assessments and End of Course exams.

PD Opportunity 1

Model the use of essential questions during department meetings for each content area

Facilitator

Ivette Delgado, Reading Coach

Participants

All content area teachers

Schedule

Monthly, from 8/28/2017 to 6/7/2018

VI. Technical Assistance Items

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

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

G1.B2 Need to increase the use of research-based Reading, Writing, Science, Civics, and Mathematics strategies, along with emphasis on digital convergence tools, to enhance instruction and build literacy in all core curriculum areas.

G1.B2.S2 Teachers will provide opportunities for students to use computers and tablets to facilitate learning through the use of digital sources and web-based programs, as well as incorporate virtual field trips, primary and secondary sources, and facilitate the acquisition and mastery of grade level content while building literacy skills.

TA Opportunity 1

Teachers will have more opportunities to infuse technology to facilitate learning through the use of classroom computers and assigned lap carts and labs.

Facilitator

Denise Alcolea, School's Technology Support

Participants

All content area teachers

Schedule

Weekly, from 10/2/2017 to 2/16/2018

VII. Budget

1	G1.B1.S1.A1	Provide a professional development opportunity for core content teachers on strategies to utilize in implementation of Differentiated Instruction (DI) into their lessons.	\$0.00
2	G1.B1.S1.A2	Classroom teachers will review and analyze current data to modify groupings.	\$0.00
3	G1.B1.S1.A3	Provide opportunities for teachers to attend professional I development on the usage of CAP Reports (Scholastic READ180, iReady, Carnegie).	\$0.00
4	G1.B2.S1.A1	Teachers will collaborate in departmental meetings to develop essential questions by content area.	\$0.00
5	G1.B2.S1.A2	Model the use of essential questions during department meetings for each content area	\$0.00
6	G1.B2.S1.A3	Utilize the essential questions, specifically in English Language Arts, Science and Social Studies classes to create topics for students to generate written responses as a means of practicing writing strategies.	\$0.00
7	G1.B2.S2.A1	Teachers will have more opportunities to infuse technology to facilitate learning through the use of classroom computers and assigned lap carts and labs.	\$0.00
8	G1.B2.S2.A2	Teachers will incorporate digital media that includes multiple sources into lesson planning.	\$0.00

9	G1.B2.S2.A3	Teachers will establish rotational schedules and monitor the usage of student technology through the various software programs.	\$0.00
Total:			\$0.00