

Sports Leadership And Management Charter School Middle School



2017-18 Schoolwide Improvement Plan

Sports Leadership And Management Charter School Middle School

604 NW 12 AVE, Miami, FL 33136

www.slammiami.com

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

N/A

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 Sports Leadership And Management Charter School 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 SLAM Charter Middle School is to provide an innovative and in-depth secondary educational program that produces college-bound students through emphasis on sports-related majors and post-secondary preparation.

b. Provide the school's vision statement.

The school philosophy is the mechanism through which the mission will be achieved. In order to produce college bound and career-oriented graduates, the school believes it must provide Rigor, Relevance, and Relationships in the educational program.

2. School Environment

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

SLAM establishes an environment which brings the cultures of the student and teachers together establishing a relationship, in turn, creating a family environment . SLAM offers students a high level of academic achievement while providing a safe and nurturing environment. Students go through a process of articulation with the counselor where they can choose their educational path, academy, accommodate their learning needs (ESE and ESOL) and attain all their educational aspirations. Parent academies, student orientations, community involvement sessions and student peers help with the process of team building within the school. Constant communication between the stakeholders is essential to the success of the student. Collaborated events between the school and home are established to support parental engagement with the school. These events include but are not limited to: EESAC meetings, Back to School Night, Parent/Teacher Conferences, financial aid workshop and Student Parent Association (SPA) meetings.

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

An environment of safety and respect is created at SLAM by having the administrative team, teachers and security being visible and circulating throughout the school on a daily basis. A safe and respected learning environment which is conducive to learning is provided to all the students. The the administrative team, faculty and staff put a strong emphasis on respect to self and others which is evident when walking the halls of SLAM. Daily walk-throughs are done throughout the day by the administrative team. The principal makes every effort to walk the halls every morning to greet students and staff, visits the cafeteria and be visible at dismissal. Security is present throughout the day, having a set posted on all the floors and the cafeteria. The After School Care Program offers students the opportunity to receive help with homework and engage in fun and exciting activities while giving parents the confidence that their child is being looked after in a safe environment. Furthermore, there are after school organized sports and tutoring classes.

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.

Optimal instructional time is essential to student success. Teachers at SLAM implement bell-to-bell instruction on a daily basis in order to have high academic achievement. Daily walk-throughs by the administration team are conducted in order to ensure adequate use of instructional time. Instructional resources, teacher editions, computers, Promethean boards, science labs and supplemental resources enhance the structure of the classroom. There is an array of software technology throughout all grade levels and subjects in the school and a substantial amount of student-computer work stations in order for the students to receive the highest level of education with the needed resources. Teachers use a variety of teaching methods to target the individual needs of the students within the classroom. Differentiated instruction, small groups, peer teaching, high level learning is evident in all classrooms. The Multi-Tiered System of Supports (MTSS) /Response to Instruction/ Intervention (RtI) approach as a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

The SLAM Code of Excellence is a school-wide plan which clearly outlines student expectations. Appropriate behavior is recognized and consequences are given for breaking the code. SLAM uses the Code of Student Conduct published and distributed by the Miami- Dade County Public School Board, in order to ensure a safe and orderly learning environment. In order to provide the safest learning environment for our students, SLAM has established a Progressive Disciplinary Plan and establishes a climate of student behavior that is socially acceptable and conducive to the learning and teaching process. The rigorous academics, structured discipline program, and organized athletic program provides all the students at SLAM with all the necessary tools to advance in their educational path.

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.

SLAM believes that engaging families and communities contributes to greater academic achievement and to the improvement of the school. The social-emotional issues of the students are met through different programs provided to the students. These programs help with providing knowledge and in-depth understanding of daily stresses, challenges, sudden tragedies, crisis intervention and transitional issues. Student services personnel helps provide individual and group counseling. Presentations and whole group discussions utilizing the comprehensive curriculum are provided to the students to inform them on bullying, Aids Awareness, sexting and youth-related dilemmas. Follow up between the school counselor and the parents are made to ensure the student's needs are being met. Outside agencies maybe recommended for continuing support and evaluation. The school's leadership team, the general education teacher, special education teacher and the school counselor monitor student achievement, collect data quarterly, conduct data chats and communicate with the stakeholders in order to be abreast of the student's progression and achievement. SLAM provides a wide variety of clubs, activities and sports in an effort to entice as many students as possible to participate in co-curricular and extra-curricular activities such as DECA, Student Government, National Honor Society, Science Club, Anime Club, Art Club, Chess Club, Comics Club, Environmental Club, iTech Club, Future Business Leaders of America, Film & Music Club, Glee Club, History Club, and Key Club. These provide students with an outlet for self expression and social-emotional development. SLAM, in order to ensure that all the social-emotional needs of the students are being met, provide activities that support student achievement, greater family involvement and increase the partnership with the community.

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%: Attendance Bulletins are reviewed and teacher attendance referrals are addressed for students incurring an excess of absences; 3 unexcused absences or more. Conferences with students and/or parents take place to develop monitoring plans. Administrative follow-through with monitoring plans to ensure fidelity.
2. One or more Suspension: Students and parents are informed of behavioral expectations and consequences as outlined in the Student Code of Conduct. Parents will receive academic progress reports. Teachers and administration will communicate with parents regarding student progress of academic and behavioral goals.
3. Course Failure in English Language Arts/Math: Parent communication is ongoing throughout the school year via progress reports, telephone calls and/or parent conferences and meetings.
4. Level 1 on Statewide Assessment in English Language Arts or Math: School-wide data is reviewed and students are targeted for remediation. An individualized approach using testing data and subjective measures are utilized to provide students the ability succeed within their strengths and reinforce their academic weaknesses.

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	13	14	17	0	0	0	0	44
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	11	23	10	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	0	0	0	36	49	52	0	0	0	0	137
Failed 2 or more courses	0	0	0	0	0	0	10	27	18	0	0	0	0	55

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	10	27	18	0	0	0	0	55

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

SLAM has implemented several instructional techniques for students exhibiting two or more early warning indicators and needing academic assistance. All students who scored a Level 1 or 2 on the English Language Arts Florida Standards Assessment and/or End of Course Exams are enrolled in an intensive reading and/or math course respectively. In addition, these students are required to attend after school tutorial programs twice per week to target academic deficiencies. Pull-Out tutoring and push in tutoring is also offered to students who are on the cusp between two levels.

Pull Out Tutoring Students participating in this tutoring model will be exposed to various interventions:

- Students will be identified using statewide data.
- Groups are composed of 4-5 students that will meet at a minimum of 45 minutes twice a week throughout the school year.
- Students will be pulled out from their elective period. (School periods are 90 minutes and therefore impacting only ½ of the instructional period).
- Students will be engaged using scripted lesson plans that emphasize on the students educational gaps.
- Subsequent educational effects need to be assessed on a regular basis to determine progress.

The Guidance Counselor and an administrator meet with the students in an effort to determine the cause(s) behind the indicators as well as to discuss potential solutions that will benefit the student the most. The parent conferences are held to involve the parent in the student's academic improvement. Additionally, If the student is an athlete or participates in a club/activity, the coach or club sponsor is also involved in the intervention. Every effort is made to show the student that he/she has allies who are interested in seeing him/her succeed and achieve academically. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

The RtI Leadership team will provide information regarding new school-wide initiatives to promote student achievement and monitor the fidelity of the delivery of interventions. The Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the 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. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Data will be utilized to create, monitor, and adjust the school's academic goals through data gathering and analysis. The team will assess, analyze and adjust plans as necessary to meet student needs and maintain fidelity with the School Improvement Plan. Individuals from the RtI Leadership team will consistently communicate efforts with ESSAC to develop, update and maintain the School Improvement Plan.

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

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 (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to

implement the SIP strategies are closely examined, planned, and monitored on Tier 1 worksheets completed three times per year. The 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.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/464891>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

SLAM integrates national Common Core Standards and sports-related themes into a core curriculum of Mathematics, Language Arts, Science and Social Studies, SLAM prepares students for careers in Sports Medicine, Business, Marketing, Health, and Communications through electives coursework in the following career academies: Sports Medicine, Digital Television & Sports Media Production and Sports Marketing, Entertainment, & Management. SLAM provides students with unique access to career mentors, athletes as role models, and executive internships through educational partnerships with local and national sports franchises. By fostering these and other long-term relationships, students at SLAM benefit from real world learning experiences within all facets of the sports industry. SLAM has formed partnerships with both private and government owned agencies. Sustaining the partnerships requires constant communication with the partners, updating contacts, inviting local and national speakers, opening all lines of communication. Through the Academies offered at SLAM, Sports Broadcasting, Sports Marketing, & Sports Medicine, SLAM has been able to establish key partnerships. The community is engaged in the school and the success of the student through the involvement of the stakeholders in the planning and implementation of the school's mission and vision. SLAM offers an extensive athletic program, academic program and social clubs in order to meet the diverse needs of the student body population. The schools have established partnerships with Major League Baseball, Professional Golfers' Association of America, NBA Cares, NASCAR and the Florida Marlins infusing academics with career orientation.

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
Jimenez, Francisco	Principal
Breto, Rey	Assistant Principal
Delgado, Emily	School Counselor
Montelongo, Danny	Teacher, K-12
Fernandez, Patricia	Administrative Support
Frawley, Jeff	School Counselor
Arauz, Beatriz	Instructional Coach
Fuson, Katie	Teacher, K-12
Gomez, Andrea	Administrative Support
Abascal, Mercedes	Assistant Principal
Veciana, Carlos	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.

Administrators: Francisco Jimenez, Principal, Mercedes Abascal, Assistant Principal, Rey Breto, Vice Principal provide support and have a common vision. They will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide and facilitate for professional development opportunities, observe and assess school staff and communicate with stakeholders' plans and activities regarding RTI.

Instructional Coaches:

Catherin Fuson and Elizabeth Thompson, Reading Coach/Department Chair, Daniel Montelongo and Beatriz Arauz Coach/Math Department Chair, Olga Braceras, Science Coach/Department Chair, and Carlos Veciana, Coach/Social Studies Department Chair will provide guidance on 6-12 reading, math, science and social studies plans; facilitate and support data collection activities; FAIR; Reading Plus; iLit, iReady Baselines, District Baselines and Interims, Mathletics; assist in data analysis; provide professional development and technical assistance to teachers regarding data-driven instructional planning. In addition, instructional coaches assist teachers with lesson planning, lesson execution, and bi-weekly assessments that are all aligned to the Florida State Standards and/or Benchmarks. Through coaching cycles, instructional coaches work hand-in-hand with their teachers and model research-based instructional strategies to develop rigorous lessons reflective of the Gradual Release Model (GRM) of Instruction. Instructional coaches hone in the various components of the instructional framework in effort to prepare targeted school-wide professional development. Instructional coaches also oversee and coordinate all the intervention programs. They utilize student data to help determine students who are at high risk, then Identify interventions that will best meet the needs of students based on the data, look for patterns within the data that will assist in targeting and pinpointing specific deficiencies, and track student attendance for those who are at most at-risk.

School Counselors:

Emily Delgado, Guidance Counselor and Jeff Frawley, CAP Advisor, provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

SPED Program Specialist:

Ana Mas, Staffing Specialist, accumulates and analyzes student data while collaborating with regular education teachers and providing additional support through regular consultations. She continuously ensures that IEPs, EPs and 504s are created and implemented.

ESOL Chairperson:

Evelyn Falcon, ESOL Coordinator, articulates the vision for a developmentally appropriate program that builds from basic literacy skills to high school-level competency. Our coordinator addresses communication and cultural issues with international students and their parents. She is responsible for ensuring that teachers within the department are given access to tools and resources that enable each student to be optimally challenged, thoroughly engaged, and appropriately supported in the process of learning.

Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. Rtl leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review the consensus, infrastructure, and implementation of each building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- Member of advisory group

3. Community stakeholders Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Rtl uses increasingly intense instruction dependent on each tier and appropriate interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

- 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.

- The third level of support consists of intensive instructional and/or behavioral interventions, provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned?

(Response to Intervention problem solving process and monitoring progress of interventions)

- How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use 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.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

Title I, Part A:

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). 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. SLAM provides services to ensure all students requiring additional remediation are assisted through before school and after school tutoring and pull out intervention. The Reading Coach will develop, lead and evaluate the reading program; model instructional lessons, and conduct data chats with teachers. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches 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; assists with whole school screening programs that provide early intervention services for children 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. Other components that are integrated into the school-wide program

include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs students.

Title I, Part C:

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs to conduct a comprehensive needs assessment of migrant students and ensure that the unique needs of migrant students are met.

Title I, Part D:

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II:

The District uses supplemental funds for improving basic information as follows:

1. Training for add-on endorsement programs, such as Reading, Gifted, ESOL Training and substitute release time for these training sessions.
2. Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation.

Title III:

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

1. Parent outreach activities
2. Professional development on best practices for ESOL and content area teachers
3. Coaching and mentoring for ESOL and content area teachers Reading and supplementary instructional materials.
4. Achieve 3000, after-school tutoring and pull-out intervention sessions

Title X-Homeless:

All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Supplemental Academic Instruction:

Several extended learning opportunities exist for the SLAM students. These include but are not limited to:

1. Target tutoring delivered as a pull-out program for students needing assistance in the subject areas of reading and mathematics
2. Saturday tutoring offered for 6 weeks prior to testing month
3. EOC tutoring is provided for all students registered in a course which requires an End Of Year Course assessment.
4. After-school tutoring will also be offered to the students by the faculty for Level 1s & 2s..

These opportunities for improvement are available to students in all grades. Opportunities for enrichment are also available for all students at SLAM. The curriculum is developed to allow students opportunities to partake in Honors and Pre-Advanced Placement level courses and dual enrollment. Another essential component of the curriculum is the school's affiliation with the DECA Program and industry certification. This program offers the students an opportunity to engage in the school's

challenging curriculum with electives in the areas of business, management and marketing. These courses are offered sequentially in grades 9-11 and lead towards a paid internship during the 12th grade year. Additionally, sports, clubs and activities have been set up to allow the students to develop socially and engage in community awareness. This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs:

The school offers a non-violence and anti-drug program to students; which incorporates field trips, community service and counseling. The City of Miami Police Department has established a presence and rapport with the students at SLAM Charter High School in an effort to intervene and inform the students about violence prevention. The school also implements MDCPS's Policy Against Bullying and Harassment.

Nutrition Programs:

SLAM, in an effort to meet its stakeholders' needs, will incorporate a vast number of programs. One such program is the National School Lunch Program (NSLP). The NSLP is a federally assisted meal program which provide nutritionally balanced, low-cost or free lunches to students each school day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely.

- 1) The school adheres to and implements the nutritional 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, follows the Healthy Food and Beverages Guidelines as adopted in the District's Wellness Policy.

Housing Programs;

N/A

Head Start:

N/A

Career and Technical Education:

SLAM is affiliated with the DECA program and has been infused into its curriculum. The DECA Marketing curriculum at is one the largest in the state. The students compete in local, state and national competitions. Scholarships are offered to our students through the DECA affiliation. The three Academies, Sports Marketing, Spports Leadership and Sports Medicine not only prepare our students for higher education, but in conjunction with our internship and school to work program, it will expose our students to On The Job Training (OJT)/CDE while in high school. In addition to the DECA program, SLAM offers its students the opportunity to be industry certified in the following areas. In the Sports Marketing track the students are given the opportunity to be industry certified in Dream Weaver, Photoshop and MOS. In Informational Technology, the students are the given the opportunity to be certified in Dream Weaver and MOS. In Sports Broadcasting, the students are given the opportunity to be industry certified in ADOBE and Premier Pro. In the Health Track, the students are given the opportunity to be industry certified in Certified Medical Assistant (CMA).

Job Training:

Students will be able to participate in On-the-Job training program/CDE once they are in high school. Students are required to have a training plan, dress for success, opportunity to expand their resume, learn job skills, use an official time card and gather employability and leadership skills. These students will be supervised by a teacher who will provided feedback and evaluations.

Other:

- Involve parents in the planning and implementation of the Title I program and extend an open

invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

- Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact ; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
- Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
- Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
- Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.
- Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.
- Additional academic and support services will be provided to students and families of the Migrant population as applicable.
- School Improve Grant Fund/School Improvement Grant Initiative: The school receives funding under the School Improve Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Emily Delgado	Education Support Employee
Millie Sanchez	Business/Community
Rey Breto	Principal
Patricia Fernandez	Teacher
Leony Smith	Education Support Employee
Jeff Frawley	Education Support Employee
Alex Tamargo	Parent
Miranda Fernandez-Breto	Parent
Francisco Jimenez	Principal
Sandra Herrera	Parent
Amaris Alvarez	Student
Miranda Fernandez-Breto	Student
Rene Ruiz	Business/Community
Mercedes Abascal	Teacher
Reinaldo Breto	Teacher
Henry Laurido	Business/Community
Ana Mas	Education Support Employee

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) met to review and analyze the 2015-2016 school data. The areas of strength and student growth for the year are discussed as well as the areas in need of improvement. The areas of improvement in Reading, Mathematics, Social Studies and Science are identified as well as strategies to increase achievement are also discussed. In addition, the EESAC discussed the necessary resources needed to increase student learning gains in all grade levels. The team identifies the lowest 25% in each grade level and discusses additional interventions needed for student achievement. The committee met on 7/14/17 and on 09/29/17 to review and develop the 2017-2018 School Improvement Plan.

b. Development of this school improvement plan

In order to ensure that our vision and purpose remain current and aligned with the school's expectations for student learning and school effectiveness, we review our SIP at least four times a year with the school's Educational Excellence School Advisory Council (EESAC), with the Literacy Leadership Team, and with the faculty. The EESAC is comprised of students, parents, teachers, community representatives and school administrators. The ESSAC assists the development, editing and implementation of the School Improvement Plan, their input is invaluable in the development, implementation and evaluation of the plan throughout the year. The various department chairpersons, instructional coaches and administrators sit on the school's Literacy Leadership Team. The EESAC reviews and approves the SIP at the beginning of the year, and at conclusion of each nine weeks the committee analyzes the effectiveness of the school improvement strategies and evaluates summative

data to drive instruction. The preparation and development of the 2017-2018 School Improvement Plan was conducted during the EESAC meeting dated September 29, 2017.

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

The budget is presented and discussed with the EESAC members for approval during the meeting. Questions and suggestions are solicited. Agenda items and minutes are posted. The budget items are discussed and additional resources are used for incentives.

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

The funds were allocated to Reading and Math Programs, Textbooks and other research based text. The budget was \$5 per student (615) totaling \$3,075.

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
Breto, Rey	Assistant Principal
Abascal, Mercedes	Assistant Principal
Arauz, Beatriz	Instructional Coach
Gomez, Andrea	Administrative Support
Montelongo, Danny	Administrative Support
Veciana, Carlos	Other
Lozano, Edel	Other
Fernandez, Patricia	Other
Frawley, Jeff	SAC Member
Delgado, Emily	School Counselor
Fuson, Katie	Instructional Coach
Jimenez, Francisco	Principal

b. Duties

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

The major initiative for the LLT this year will be:

- Provide an array of literacy opportunities and resources for teachers to incorporate with students across all subject areas.
- Infuse Reading across the curriculum by ensuring that all teachers are supplementing their instruction with reading strategies via differentiated instruction.

- Assist instructional staff in data collection ,analysis and appropriate use of FAIR and Interim data to guide instruction.
- Development of new Instructional Focus Calendars based on the Florida Standard Assessments (FSA)
- Monitor the fidelity of the delivery of instruction and intervention.
- Enhance the use of literacy best practices across all core subject areas including but not limited to Reading , Language Arts, Writing, Social Studies and Mathematics.
- Implementation of writing across disciplines
- Implement Differentiated Instruction for all disciplines by utilizing data to drive instruction and group students according to data.
- Providing mentoring, lesson studies, and model classrooms for novice or struggling teachers
- Develop and implement instructional routines which use complex text and incorporate text dependent questions.
- Multi-disciplinary teams will develop lessons that provide students with opportunities for research and to incorporate writing throughout.
- Implement higher order thinking skills.
- Monthly Professional Development is offered to promote reading and writing across curriculum
- Ensuring that students are familiar with their data and their areas of strengths and those areas in need of further development.
- Provide levels of support and interventions to students based on data.
- All teachers will set up active word walls in their room to enhance the print-rich environment for the students for each subject area.
- The monthly vocabulary calendar will be used with ten words per month that will be used school wide and each word will reflect a word used in the four core subject areas and one elective.
- Summer literacy plan/project, Access to the Virtual Library, Book Fair, College FAIR

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.

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining high-quality teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support and promote literacy, preschool transition and college and career readiness. SLAM fosters positive working relationships between teachers by providing forums to participate in Professional Learning Communities (PLC), monthly department meetings, vertical planning, common planning and faculty meetings. These meetings provide opportunities for teachers to collaborate, share best practices, ideas, use the skill and knowledge learned to build a bridge for curricula and coach each other with best practices in the shift of the instruction. During these meetings, teachers plan across all content areas and build links between student performance, analyze data, and unpack each Florida Standard or benchmark. All team members work collectively towards a common goal.

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

The school employs instructional staff that meets State and Federal requirements. All staff members are required to hold a bachelor's degree or higher in their field and have State Certification for the required position. Each teacher and administrator must be highly qualified and meet the rules and requirements of the Florida Department of Education. All teachers have Bachelor's degrees and many have advanced degrees including Master's degrees, Specialist degrees and Endorsements. SLAM establishes and implements processes to recruit, employ, retain, mentor and evaluate qualified professional and support staff to fulfill assigned roles and responsibilities:

RECRUITMENT PROCESS

- Employs teachers to match the criteria needed, offers comparable salaries to other local districts, and uses equivalent pay scales based on years of experience and degrees earned;
- Locates qualified candidates on sites such as Teachers-Teachers.com and Teachers.net;
- Advertises on local web-based newspapers;
- Partners with the Spanish Ministry of Education to assist with the hiring of highly qualified dual language educators; and
- Recruits international teachers through Education Partner International LLC;

EMPLOYMENT PROCESS

- Resumes are reviewed and applicants are qualified according to job description, state certification, federal guidelines and other criteria;
- Candidates are contacted for an initial interview;
- The initial interview may consist of a panel made up of a designated administrator, subject department chair, and a support staff member (e.g. reading coach, math coach, etc.);
- On successful completion of an initial interview, select candidates meet with the principal for a second interview;
- Principals may not employ an individual who is not qualified for certification or does not meet highly qualified status if another applicant has applied who meets the requirement; and
- The school agrees to fingerprint all employees as required by Section 1012.32, F.S., all employees agree to background checks, and drug-screening.

RETAINMENT PROCESS

- Offers annual salaries in line with other local districts, a 401-K Plan which offers matching funds, tuition reimbursement, and a full medical package that includes medical, vision and dental benefits;
- Offers paid life insurance and disability plan;
- Provides teachers the ability to receive and accrue sick days;
- Offers educational assistance/tuition reimbursement which encourages personal development through formal education so employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs with the School.
- Boosts teach morale through positive feedback, staff gatherings and social events, and a "Teacher Appreciation Week";
- Encourages optional professional development opportunities.
- Conducts walk-throughs, Midyear Reviews, Yearly Observations, and Summative Evaluations, conducted to assist the teacher with their professional growth.

MENTORING PROCESS

- Beginning/New Teacher Orientation is held before the commencement of each school year; Mentors and Mentees are paired
 - All faculty and staff, as part of the continuous improvement process, are offered professional growth opportunities to further enhance their individual professionalism.
- Ongoing in-house professional development opportunities focusing on best practices for all teachers.

DEVELOPMENT OF STAFF

- Faculty members will complete an Individual Professional Development Plan (IPDP) as a means to

document and identify areas for person targeted professional growth, including the identification of strategies for obtaining specified goals, and a time frame in which it can occur.

- Staff will participate in school-initiated and other relevant and necessary workshops for professional development, and with the intent of consistent and continuous improvement to educators as professionals;
- Teachers will meet with administrators periodically to interpret data from district and/or state assessments. Quantitative and qualitative data will be used to help plan and improve classroom instructions by targeting students' weak areas;
- Faculty meetings will be held monthly by school administrators to discuss day-to-day school activities in order to facilitate support, and encourage communication;
- Department meetings will be held monthly to discuss any concerns within the department, and to keep abreast of current trends in the particular subject area;

EVALUATION OF FACULTY

- The administrative team will each conduct a walk-throughs daily to provide feedback on objective, setting, grade level appropriateness of lessons, use of higher-order questioning, appropriate use of resources; on-task behavior, as well as classroom management;
- Each teacher will be formally observed a minimum of once in the school year using the Instructional Performance Evaluation and Growth System (IPEGS) which focuses on 8 Standards: (1)Learner Progress, (2)Knowledge of Learners, (3)Instructional Planning, (4)Instructional Delivery, (5)Assessment, (6)Communication, (7)Professionalism, and (8)Learning Environment. Number of observations will be based on number of years of teaching experience.

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

The Mentoring Program at SLAM was created to improve the quality of teachers in their educational profession. Strengthening the leadership skills of veteran teachers can in turn build the effectiveness of the new teachers; most importantly, improving the overall learning experience for the students. Mentors and mentees will meet together, in a confidential setting, to explore new ideas, collaborate together and Team Build. The job of a mentor is to provide support, feedback and advice. The mentor will make the transition into SLAM as smooth as possible for the mentee. Bi-weeking meetings and classroom observations are scheduled. Mentees will keep a communications log and meet with Lead mentor on a quarterly basis. Our comprehensive mentoring program involves both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement. Administrators provide teachers with the resources and time necessary for mentoring teams to meet and observe each other's techniques, model best practices and discuss improvements to classroom instructional practices.

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.

SLAM uses state and district approved texts and materials for classroom instruction. To ensure fidelity of these instructional programs, the school utilizes grade/subject level pacing guides and instructional focus calendars all aligned to the Florida Standards. Additionally, professional development is constantly occurring through the professional learning communities and CPALMS; teachers are prepared and supported as they align their assessments and lessons with Florida State Standards and develop ongoing focus calendars. Furthermore, new instructional materials and

resources have been bought this year to align with the new Florida Standard Assessments. The departments meet to plan and share best practices. Lesson plans are then created and submitted to department heads for review. A common board configuration is required of each teacher outlining the Florida Standards objectives, agenda, essential questions, and home learning for each class. The leadership team members observe and verify the fidelity of curriculum implementation through co-teaching, modeling and mentoring. To ensure teachers are on task and effective, various processes are implemented such as IPEGS conducted at least once a year, classroom walk-throughs conducted daily, student performance data and the Individualized Professional Development Plan (IPDP). The plan assists individuals in targeting their professional growth to the school's improvement plan goals in subjects such as reading, math, and writing, as well as in areas linked to STEM, student performance, individual learning goals, professional development activities or performance outcomes.

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.

Data is collected and disaggregated throughout the school based on Baselines, Interims, School-generated Bench-marking Assessments, state-wide and end-of-year assessments in reading, writing, Algebra I, Geometry, Biology and US History assessments. The school also uses an electronic data base which is stored on the network share drive allowing teachers access on an individual student basis. The student progress is closely monitored. Learning gains by each benchmark are analyzed and strategies are put in place to meet the needs of the students. Teachers are then able to gauge student performance and weakness by individual data, classroom data, and grade level data utilizing an in-house data program. This data is compiled, analyzed, and shared with the teachers in order to give them a better picture of their students' needs and deficiencies. Subject area and grade level data chats are conducted with each individual teacher which allows them to focus and plan a prescribed intervention strategy for targeted students and class needs. In addition, the school's reading coach and math interventionist intervene with pull out groups and small groups by areas of weakness and deficiency. Teachers will gather their data and then meet with their individual students to conduct data chats as well. It is essential that each student understands and knows their data performance on a quarterly basis and view their mastered benchmarks for each interim and mini assessment. Teachers keep copies of all the data in their classroom Tools for Success Binder. Planning with the end in mind, the instructional team utilizes pacing guides, instructional focus calendars, and the unpacking of the Florida Standards/Benchmark strategy, to target individual student needs. In addition, the school's instructional routines set the purpose for explicit instruction, bell to bell instruction and the Gradual Release of Responsibility Model. This instructional framework creates the pathway to whole group instruction followed by small-group exploration, practice, extension, and assessment. The school-wide intervention/enrichment plan mirrors and addresses the needs of the struggling students as well as challenges those students who are more proficient. These school-wide strategies utilize higher order skills that enhance instruction and promote critical, independent and creative thinking, for a deeper understanding of content.

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: 28,800

After school tutoring begins in September and ends in May. This program is offered as a remediation tutoring in Reading, Math and Science on Monday through Thursday for 60 minutes per day.

Strategy Rationale

All students will benefit from the before and tutoring programs offered at SLAM. The after school tutoring program remediates all students not meeting high standards in Math, Reading and Science.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Abascal, Mercedes, mabascal@slammiami.com

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

Data is collected from interim assessments in the fall and winter and FSA/FCAT and EOC results in the spring of each school year. During faculty and EESAC meetings the data is analyzed and strategies are discussed as to their effectiveness.

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.

A New Student Orientation is held prior to the beginning of the school year to inform students and parents about policies and procedures. In addition, counselors familiarize students with academic requirements and expectations for grade level advancement/graduation. Grade level meetings are held toward the beginning of each school year to discuss the FCAT and/or FSA data, Baseline Data and Interim Data with students so that they understand where they are as a class. Graduation requirements for their cohort are discussed and they are aware of what they are working to achieve. Students also complete Choices, where they can complete their High School Plan. In addition, the Guidance Counselor hosts another grade level meeting just before subject selection cards are distributed to all students. During this meeting, he goes over the graduation requirements again and discusses what they should be focusing on for next year. Students then meet with the Guidance Counselor on an individual basis if they are unclear about their path for the following school year or have any other questions regarding their academic plan. Another tool which provides students an easy transition to the high school is our school website. It has also served as a powerful recruitment tool in that both perspective students and teachers can attain insight on the school, its teachers and its educational philosophy. For outgoing students, before they leave, they are given a copy of their student history by subject area. They are advised on their academic status, informed on the correct

number of courses they need to complete, credits and substantial college and career readiness information to transition into their graduation high school cohort year.

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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.

Not Applicable

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improving core instruction in all content areas will improve student achievement and engagement.
- G2.** The goal is to monitor Early Warning Systems for attendance, suspension and course failure in order to provide them with support and interventions that will increase their academic achievement.

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. Improving core instruction in all content areas will improve student achievement and engagement. 1a

G096976

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	71.0
Math Gains	71.0
FCAT 2.0 Science Proficiency	60.0
Algebra I EOC Pass Rate	85.0
Math Lowest 25% Gains	60.0
ELA/Reading Lowest 25% Gains	83.0
FSA ELA Achievement	60.0
Middle School Participation in EOC and Industry Certifications	78.0
FSA Mathematics Achievement	60.0
Bio I EOC Pass	70.0
FAA Writing Proficiency	42.0
FCAT 2.0 Science Proficiency	50.0
AMO Reading - All Students	
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Students need additional scaffolding of the ELA Florida Standards in connection to the performance task. Students are provided limited evidence of strategic and probing questions that promote student understanding and allow teachers to assess student mastery of content. Students are provided limited opportunities to explain their reasoning and provide textual evidence that supports oral and written responses.
- Students have difficulty drawing conclusions and making inferences during in class Science lab activities.
- Students lack the mathematical foundation to developing higher order thinking skills to meet cognitive demands of the Florida Mathematics Standards
- Students need additional assistance in citing textual evidence and using multiple sources while reading historical documents in Social Studies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly qualified personnel, professional development opportunities, research-based instructional strategies, instructional focus calendars flexible master schedules, research-based curriculum, professional learning communities, funding, instructional coaches, school wide leadership initiative, community partners, and school culture.
- English Language Arts (ELA) Curriculum; Springboard; Wordly Wise; iLit45; iLitELL; NoRedInk, iReady, Achieve 3000; Supplemental Instructional Guide (SIG); iSPECS Planning Tool; Collaborative Planning. LAFS Standards; Item Specs Math: Pearson EnVision; Supplemental Instructional Guides, iReady, District Pacing Guides; Item Specifications;

Plan to Monitor Progress Toward G1. 8

Collection of data on student performance to assess their growth across all content areas.

Person Responsible

Francisco Jimenez

Schedule

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

Evidence of Completion

Administrators will monitor student growth on standards/benchmark assessments across the curriculum and provide teachers will additional resources and instructional strategies to target student weaknesses.

G2. The goal is to monitor Early Warning Systems for attendance, suspension and course failure in order to provide them with support and interventions that will increase their academic achievement. 1a

G096977

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0
Level 1 - All Grades	24.0
2+ Course Failures - Middle Grades	17.0
Students exhibiting two or more EWS indicators (Total)	12.0

Targeted Barriers to Achieving the Goal 3

- Behavior management strategies have not been utilized consistently in order to decrease referrals and suspensions.
- Lack of parental awareness about district and school attendance policies as well as the effect attendance has on academic success.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Contact and Communication Logs-Staff maintains logs of all contact made with parents regarding their child or other school matters. Teachers will meet with parents to discuss academic success and behaviors in the classrooms.
- Counselor/ Academic Advisement reviews Credit History Reports, GPA, EOC scores, AP Scores and meets with the students individually.
- After School Tutoring, Interventions and Saturday Tutoring

Plan to Monitor Progress Toward G2. 8

The data that will be collected is attendance records, behavioral logs, meeting logs, counseling logs referrals, tutorial attendance and assessment scores.

Person Responsible

Rey Breto

Schedule

Quarterly, from 8/22/2017 to 6/8/2018

Evidence of Completion

The evidence that will be collected to show progress towards meeting our goal is attendance records, behavioral logs, meeting logs, counseling logs referrals, tutorial attendance and assessment scores.

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. Improving core instruction in all content areas will improve student achievement and engagement. **1**

 G096976

G1.B1 Students need additional scaffolding of the ELA Florida Standards in connection to the performance task. Students are provided limited evidence of strategic and probing questions that promote student understanding and allow teachers to assess student mastery of content. Students are provided limited opportunities to explain their reasoning and provide textual evidence that supports oral and written responses. **2**

 B260881

G1.B1.S1 Provide Professional development and common planning opportunities on backwards planning and unpacking of of the Florida Standards in English Language Arts **4**

 S276255

Strategy Rationale

Teachers need assistance with understanding the prerequisites/scaffolding of each ELA Florida Standard in effort to deliver effective instruction. In an effort to eliminate the specified barrier, the iSPECS tool and collaborative planning document will be utilized during common planning. These resources will ensure that students are consistently provided the necessary prerequisites skills to attain a deeper understanding of each performance task.

Action Step 1 **5**

Professional Development on Instructional Best Practices and Resources of the ELA/Florida Standards

Person Responsible

Mercedes Abascal

Schedule

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

Evidence of Completion

Agenda, Sign-in Sheet, PD Follow-Up Activity

Action Step 2 5

Bi-Weekly Common Planning-Unpacking, Backwards Planning and Scaffolding of the ELA/Florida Standards

Person Responsible

Katie Fuson

Schedule

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

Evidence of Completion

Lesson plans, student work folders, classroom observations are reflective of lessons aligned to the instructional focus calendar and iSPECS Planning Tool

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

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations and district mandated interim assessments to determine effectiveness of the strategy

Person Responsible

Francisco Jimenez

Schedule

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

Evidence of Completion

Agenda and meeting minutes from the RtI and MTSS Curriculum Council meetings; email correspondence with teachers referencing findings; and initials / notes on lesson plans, student work folders, and teacher observations

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

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district mandated interim assessments to determine effectiveness of the strategy.

Person Responsible

Francisco Jimenez

Schedule

Monthly, from 8/21/2017 to 6/9/2018

Evidence of Completion

Results of classroom-based formative and summative assessments; IPEGS Teacher Observations; results of district mandated interim assessments; and Rtl / MTSS Curriculum Council Agenda and Meeting Minutes.

G1.B1.S2 Supplemental Materials/Resources such as No Red Ink, Various Literature Novels, Achieve the Core, Collections, SAT/ACT Prep., iReady, Wordly Wise workbooks and the iLit45 and iLitELL will be utilized as differentiated instruction activities to increase academic achievement in writing for the English Language Arts course. 4

S276256

Strategy Rationale

To provide additional support for teachers and students in order to increase performance on the English Language Arts portion of the Florida Standards Assessment.

Action Step 1 5

Supplemental Resources and Materials will be utilized as a differentiated instruction activity to increase academic achievement in all students. Intensive Reading and Developmental Classes will be using the iLit45 & iLitELL Comprehensive Reading Program. Language Art will be using SpringBoard. Monitor the fidelity to all ELA/Reading Programs and Curriculum.

Person Responsible

Katie Fuson

Schedule

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

Evidence of Completion

Student progress will be assessed by using data aggregated from mini assessments on a monthly basis in order to ensure that adequate progress is being made. Daily observations by the leadership team and bi-weekly lesson plans.

Action Step 2 5

Continue to support the implementation of the SpringBoard curriculum by assisting teachers in the pacing of instruction as they move through the units of study. Provide Coaching Cycles to increase effective instructional delivery.

Person Responsible

Katie Fuson

Schedule

Weekly, from 9/1/2017 to 6/7/2018

Evidence of Completion

Lesson plans, student work folders, classroom observations are reflective of academic writing

Action Step 3 **5**

Continue to Support the implementaion of the iLit45 and iLitELL Comprehensive Reading Program

Person Responsible

Mercedes Abascal

Schedule

Daily, from 8/22/2017 to 6/8/2018

Evidence of Completion

Lesson Plans/Teacher Observations/Student Work

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

Classroom walkthroughs, student performance, evidence of Differentiated Instruction in lesson plans and evidence of student progress on benchmark assessments will be utilized to monitor the increase in student achievement across the curriculum.

Person Responsible

Mercedes Abascal

Schedule

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

Evidence of Completion

Student progress will be assessed by using data aggregated from standards assessments on a monthly basis in order to ensure that adequate progress is being made.

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

Student performance will be analyzed on a monthly basis.

Person Responsible

Mercedes Abascal

Schedule

Daily, from 8/22/2017 to 6/1/2018

Evidence of Completion

Student performance from standards/benchmark assessments as well as data aggregated from all supplemental ELA/Reading programs will be utilized to monitor the effectiveness of Differentiated Instruction in content area.

G1.B1.S3 Provide Professional Development and Common Planning Opportunities on the Gradual Release of Responsibility Instructional Model 4

S276257

Strategy Rationale

In an effort to provide explicit instruction, this instructional framework fosters the opportunity of higher order skills that enhance instruction and promote critical, independent and creative thinking, for a deeper understanding of content.

Action Step 1 5

Provide Professional Development and Common Planning Opportunities on the Gradual Release of Responsibility Instructional Model

Person Responsible

Mercedes Abascal

Schedule

Annually, from 8/24/2017 to 6/7/2018

Evidence of Completion

Lesson plans, rosters, student work folders, classroom observations are reflective of the GRM

Action Step 2 5

Plan with ELA/Reading and ESOL teachers to develop rigorous lessons reflective of the Gradual Release Model (GRM) of Instruction

Person Responsible

Mercedes Abascal

Schedule

Biweekly, from 8/24/2017 to 6/8/2018

Evidence of Completion

Lesson plans, student work folders, classroom observations, coaching logs are reflective of the GRM

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

Conduct weekly classroom walkthroughs to monitor the effective implementation of the GRM.

Person Responsible

Mercedes Abascal

Schedule

Weekly, from 8/22/2017 to 6/7/2018

Evidence of Completion

Lesson plans, student work folders, classroom observations are reflective of lessons aligned to the instructional focus calendar

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

Conduct professional development, coaching cycles, common planning sessions on the backwards planning model. Monitor student work samples and data reports and apply the coaching cycle based on the needs of teachers and their assessment results

Person Responsible

Mercedes Abascal

Schedule

Daily, from 8/22/2017 to 6/8/2018

Evidence of Completion

Professional Development Agenda / Roster / Student Work/ Lesson Plans

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

Use an effective data system to track student progress and effectiveness of the coaching cycle with the implementation of the GRM Instructional model for the teachers who received support.

Person Responsible

Mercedes Abascal

Schedule

Biweekly, from 8/22/2017 to 6/7/2018

Evidence of Completion

Lesson plans, Teacher Observations.Student work

G1.B1.S4 Teachers will engage students in a variety of activity structures that promote student accountable talk. They will additionally use multiple levels of questioning to engender student understanding comprehension and analytical interpretations. 4

S276258

Strategy Rationale

In an effort to eliminate the specified barrier, teachers will work together to develop strategies to promote student accountable talk as well as plan for text-dependent and probing questions that will help assess student content mastery across all content areas.

Action Step 1 5

Identify teachers in need of coaching support in the area of probing for student understanding; provide opportunities to observe model classrooms that effectively scaffold the reading process and promote student-accountable talk

Person Responsible

Mercedes Abascal

Schedule

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

Evidence of Completion

Coaching logs, Agendas, Meeting Notes, Daily Walkthroughs

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

Consistently share best practices related to noted barriers during common planning and department meetings

Person Responsible

Katie Fuson

Schedule

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

Evidence of Completion

Walk-Through Notes and Lesson Plans, Coaching Cycle/Calendar

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

Monitor the implementation of lessons that probe for student understanding and scaffold the reading process.

Person Responsible

Mercedes Abascal


Schedule

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

Evidence of Completion

The barrier will be overcome when student work and lesson plans reflect evidence of comprehension strategies and analytical interpretation during classroom observations. (Walk-Through Notes and Lesson Plans, student work folders Coaching Cycle/Calendar)

G1.B2 Students have difficulty drawing conclusions and making inferences during in class Science lab activities. 2

 B260882

G1.B2.S1 Schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide support for students. 4

 S276259

Strategy Rationale

This strategy will eliminate the difficulty students face when drawing conclusions and making inferences during Science labs.

Action Step 1 5

Science teachers will offer after school and Saturday workshops to allow extra time for students to complete laboratory investigations.

Person Responsible

Francisco Jimenez

Schedule

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

Evidence of Completion

Student work and site generated assessment; technology and lab reports

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

Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district mandated interim assessments to determine effectiveness of the strategy

Person Responsible

Francisco Jimenez

Schedule

Monthly, from 8/21/2017 to 6/9/2018

Evidence of Completion

Agenda and meeting minutes from the Rtl and MTSS Curriculum Council meetings; email correspondence with teachers referencing findings; and initials / notes on lesson plans.

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

The Leadership Team will review the lesson plans, including formative and summative assessments.

Person Responsible

Mercedes Abascal

Schedule

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

Evidence of Completion

Results of classroom-based formative and summative assessments; IPEGS Teacher Observations; results of district mandated interim assessments; and Rtl / MTSS Curriculum Council Agenda and Meeting Minutes.

G1.B2.S2 Tap students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, and allow students to become independent learners in science instruction through the gradual release responsibility model. 4

 S276260

Strategy Rationale

This will allow teachers to Plan collaboratively in order to create activities to differentiate, remediate, and enrich using technology resources

Action Step 1 5

Participate in Content and Pacing professional development sessions by content area (Physical Science, Biology, Chemistry, Physics).

Person Responsible

Francisco Jimenez

Schedule

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

Evidence of Completion

Professional development sign-in and completion of follow-up.

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

Mini PD sessions to Biology teachers that integrate topics addressed during Professional Development

Person Responsible

Mercedes Abascal

Schedule

Biweekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Lesson Plans/Student Work/Observations

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

Monitor the effectiveness of the strategy by using an in-house data system to track student progress

Person Responsible

Francisco Jimenez


Schedule

Monthly, from 9/5/2017 to 6/8/2018

Evidence of Completion

Student bi-weekly assessments/student work/teacher observation

G1.B3 Students lack the mathematical foundation to developing higher order thinking skills to meet cognitive demands of the Florida Mathematics Standards 2

 B260883

G1.B3.S1 Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks. 4

 S276261

Strategy Rationale

In an effort to minimize this barrier, the Gradual Release of Responsibility Model encourages students to become autonomous thinkers. It provides opportunities for students to engage in accountable talk, promote critical thinking , independent and creative thinking, and a deeper understanding of content.

Action Step 1 5

Provide Professional Development and Common Planning Opportunities on the Gradual Release of Responsibility Instructional Model

Person Responsible

Danny Montelongo

Schedule

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

Evidence of Completion

Agendas, Coaching Logs, Meeting Notes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Conduct professional development, coaching cycles, lesson planning on student accountable talk and higher-order questioning strategies. Monitor student data reports and apply coaching cycle based on the needs of teachers and their assessment results. .

Person Responsible

Danny Montelongo

Schedule

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

Evidence of Completion

Professional development agenda, Sign-In Sheet / Rosters, Formative: District Interim Assessment

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Daily classroom walk-through to ensure that the core content is being taught with fidelity and that differentiated instruction activities include the writing and citing of sources in the Social Studies curriculum.

Person Responsible

Mercedes Abascal

Schedule

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

Evidence of Completion

Student engagement, differentiated instruction group activities and classroom walk-through logs.

G1.B3.S2 Conduct professional development, coaching cycles, common planning sessions on the development of strategies to promote student accountable talk as well as plan for text-dependent and probing questions that will help assess student content mastery. Monitor student work samples and data reports and apply the coaching cycle based on the needs of teachers and their assessment results. 4

 S276262

Strategy Rationale

The barrier will be overcome when student work and lesson plans reflect evidence of comprehension strategies and analytical interpretation during classroom observations. (Walk-Through Notes and Lesson Plans, student work folders Coaching Cycle/Calendar)

Action Step 1 5

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of lessons that probe for student understanding.

Person Responsible

Danny Montelongo

Schedule

Biweekly, from 8/21/2017 to 10/18/2017

Evidence of Completion

Coaching Logs, Agendas, Meeting Notes

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Monitor the implementation of lessons that probe for student understanding and scaffolding of MAFS

Person Responsible

Danny Montelongo

Schedule

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

Evidence of Completion

(Walk-Through Notes and Lesson Plans, student work folders Coaching Cycle/Calendar)

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Consistently share best practices related to noted barriers during common planning and department meetings

Person Responsible

Danny Montelongo


Schedule

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

Evidence of Completion

Coaching logs and meeting notes

G1.B4 Students need additional assistance in citing textual evidence and using multiple sources while reading historical documents in Social Studies. **2**

 B260884

G1.B4.S1 Students will site sources after reading informational texts through the social studies core curriculum and additional newspaper and current event articles. **4**

 S276263

Strategy Rationale

Strategy rationale is to support mastery of standards through the core curriculum instruction and programs such as Connect Ed and US Test Prep.

Action Step 1 **5**

Review and analyze student performance on weekly assessments of sited sources gathered from informational articles.

Person Responsible

Carlos Veciana

Schedule

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

Evidence of Completion

Data Chats & Meeting Notes

Action Step 2 **5**

Consistently share best practices related to noted barriers during common planning and department meetings

Person Responsible

Carlos Veciana

Schedule

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

Evidence of Completion

Coaching Logs, Daily Walkthroughs, Meeting Notes

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Leadership team will conduct daily classroom walkthroughs to ensure that the core content is being taught with fidelity and that differentiated instruction activities include the writing and citing of sources in the Social Studies curriculum.

Person Responsible

Mercedes Abascal

Schedule

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

Evidence of Completion

Classroom Walk-through, Small group targeted instruction and DI Groups.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Leadership team will conduct daily classroom walk-through to ensure that the core content is being taught with fidelity and that differentiated instruction activities include the writing and citing of sources in the Social Studies curriculum.

Person Responsible

Mercedes Abascal

Schedule

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

Evidence of Completion

Student engagement, differentiated instruction group activities and classroom walk-through logs

G1.B4.S2 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

S276264

Strategy Rationale

This will allow teachers to Plan collaboratively in order to create activities to differentiate, remediate, and enrich using technology resources

Action Step 1 5

Provide Coaching Cycles with all Teachers within the department on a needs assessment basis

Person Responsible

Carlos Veciana

Schedule

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

Evidence of Completion

Coaching Logs, Daily walk-throughs, department meeting notes

Action Step 2 5

Horizontal Planning with the ELA Department

Person Responsible

Katie Fuson

Schedule

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

Evidence of Completion

Agendas, meeting notes, lesson plans, data chats

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Weekly Administrative and Leadership Team Walk-through, Student Engagement and Teacher Reflection Feedback

Person Responsible

Mercedes Abascal

Schedule

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

Evidence of Completion

Weekly debriefs with administrative team, formative assessments and bi-weekly assessments

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Monitor Lesson Plans, Student Work Folders, and Academic Progress

Person Responsible

Mercedes Abascal

Schedule

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

Evidence of Completion

Progress monitor assessments on a bi-weekly basis

G2. The goal is to monitor Early Warning Systems for attendance, suspension and course failure in order to provide them with support and interventions that will increase their academic achievement. **1**

 G096977

G2.B1 Behavior management strategies have not been utilized consistently in order to decrease referrals and suspensions. **2**

 B260886

G2.B1.S1 Provide workshops and educate students and parents on the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team. **4**

 S276265

Strategy Rationale

Once the parents and students are informed and educated on our behavior policies and procedures students, will not be absent.

Action Step 1 **5**

The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Person Responsible

Danny Montelongo

Schedule

Daily, from 8/22/2017 to 6/8/2018

Evidence of Completion

Counseling logs

Action Step 2 **5**

Parental Workshops Focusing on Truancy and Behavior

Person Responsible

Danny Montelongo

Schedule

Every 6 Weeks, from 8/21/2017 to 6/7/2018

Evidence of Completion

Agendas, logs, and presentations

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

Peer Mediation teams will be developed as means of assisting with conflict resolution and monthly meetings with the MTSS/ RTI teams will be conducted to discuss the progress of these students.

Person Responsible

Rey Breto

Schedule

Daily, from 8/22/2017 to 6/8/2018

Evidence of Completion

Counseling logs, agendas, and sign in sheets.

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

The Leadership Team will conduct Monthly meetings with the MTSS/ RTI teams to discuss the progress of these students.

Person Responsible

Rey Breto

Schedule

Monthly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Counseling logs and sign in sheets.

G2.B2 Lack of parental awareness about district and school attendance policies as well as the effect attendance has on academic success. 2

B260887

G2.B2.S1 Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored. Students will be enrolled into course recovery classes. 4

S276266

Strategy Rationale

We must identify the students areas of need and set up an individual plan for them to succeed in the content of the subject. Addressing students needs will achieve success.

Action Step 1 5

Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored.

Person Responsible

Danny Montelongo

Schedule

On 6/8/2018

Evidence of Completion

Monitoring of student progress.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Observations, Classroom walk-throughs will monitor the participation in the tutorials.

Person Responsible

Danny Montelongo

Schedule

Monthly, from 8/22/2017 to 6/7/2018

Evidence of Completion

Classroom Walk-through logs, data chats, and teacher conferences will be utilized to monitor fidelity as well.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitoring student progress, observations and classroom walk-throughs will monitor effectiveness of the tutorials.

Person Responsible

Rey Breto


Schedule

Quarterly, from 8/22/2017 to 6/7/2018

Evidence of Completion

Student attendance in the tutorial programs and scores on the assessments will ensure effectiveness.
















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.B3.S2.A1  A371989	Maintain and monitor a solid and effective data system to track student progress and effectiveness...	Montelongo, Danny	8/21/2017	Coaching Logs, Agendas, Meeting Notes	10/18/2017 biweekly
G1.B1.S2.MA1  M400132	Student performance will be analyzed on a monthly basis.	Abascal, Mercedes	8/22/2017	Student performance from standards/ benchmark assessments as well as data aggregated from all supplemental ELA/Reading programs will be utilized to monitor the effectiveness of Differentiated Instruction in content area.	6/1/2018 daily
G1.MA1  M400151	Collection of data on student performance to assess their growth across all content areas.	Jimenez, Francisco	8/21/2017	Administrators will monitor student growth on standards/benchmark assessments across the curriculum and provide teachers will additional resources and instructional strategies to target student weaknesses.	6/7/2018 monthly
G1.B1.S1.MA1  M400131	Leadership Team and teachers will analyze the results of classroom-based formative and summative...	Jimenez, Francisco	8/21/2017	Agenda and meeting minutes from the RtI and MTSS Curriculum Council meetings; email correspondence with teachers referencing findings; and initials / notes on lesson plans, student work folders, and teacher observations	6/7/2018 weekly
G1.B1.S1.A1  A371978	Professional Development on Instructional Best Practices and Resources of the ELA/Florida Standards	Abascal, Mercedes	8/21/2017	Agenda, Sign-in Sheet, PD Follow-Up Activity	6/7/2018 monthly
G1.B3.S1.MA1  M400143	Daily classroom walk-through to ensure that the core content is being taught with fidelity and that...	Abascal, Mercedes	8/21/2017	Student engagement, differentiated instruction group activities and classroom walk-through logs.	6/7/2018 weekly
G1.B4.S1.MA1  M400148	Leadership team will conduct daily classroom walkthroughs to ensure that the core content is being...	Abascal, Mercedes	8/21/2017	Classroom Walk-through, Small group targeted instruction and DI Groups.	6/7/2018 weekly
G2.B1.S1.A2  A371995	Parental Workshops Focusing on Truancy and Behavior	Montelongo, Danny	8/21/2017	Agendas, logs, and presentations	6/7/2018 every-6-weeks
G2.B2.S1.MA1  M400154	Monitoring student progress, observations and classroom walk-throughs will monitor effectiveness of...	Breto, Rey	8/22/2017	Student attendance in the tutorial programs and scores on the assessments will ensure effectiveness.	6/7/2018 quarterly
G2.B2.S1.MA1  M400155	Observations, Classroom walk-throughs will monitor the participation in the tutorials.	Montelongo, Danny	8/22/2017	Classroom Walk-through logs, data chats, and teacher conferences will be utilized to monitor fidelity as well.	6/7/2018 monthly
G1.B1.S2.A2  A371981	Continue to support the implementation of the SpringBoard curriculum by assisting teachers in the...	Fuson, Katie	9/1/2017	Lesson plans, student work folders, classroom observations are reflective of academic writing	6/7/2018 weekly
G1.B2.S2.MA1  M400142	Mini PD sessions to Biology teachers that integrate topics addressed during Professional Development	Abascal, Mercedes	9/5/2017	Lesson Plans/Student Work/ Observations	6/7/2018 biweekly
G1.B2.S2.A1  A371987	Participate in Content and Pacing professional development sessions by content area (Physical...	Jimenez, Francisco	8/21/2017	Professional development sign-in and completion of follow-up.	6/7/2018 monthly
G1.B1.S3.MA1  M400134	Use an effective data system to track student progress and effectiveness of the coaching cycle...	Abascal, Mercedes	8/22/2017	Lesson plans, Teacher Observations. Student work	6/7/2018 biweekly
G1.B1.S3.MA1  M400135	Conduct weekly classroom walkthroughs to monitor the effective implementation of the GRM.	Abascal, Mercedes	8/22/2017	Lesson plans, student work folders, classroom observations are reflective of lessons aligned to the instructional focus calendar	6/7/2018 weekly

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Sports Leadership And Management Charter School Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.A1 A371983	Provide Professional Development and Common Planning Opportunities on the Gradual Release of...	Abascal, Mercedes	8/24/2017	Lesson plans, rosters, student work folders, classroom observations are reflective of the GRM	6/7/2018 annually
G1.B1.S4.MA1 M400137	Monitor the implementation of lessons that probe for student understanding and scaffold the...	Abascal, Mercedes	8/21/2017	The barrier will be overcome when student work and lesson plans reflect evidence of comprehension strategies and analytical interpretation during classroom observations. (Walk-Through Notes and Lesson Plans, student work folders Coaching Cycle/Calendar)	6/7/2018 weekly
G1.B1.S4.MA1 M400138	Consistently share best practices related to noted barriers during common planning and department...	Fuson, Katie	8/21/2017	Walk-Through Notes and Lesson Plans, Coaching Cycle/Calendar	6/7/2018 biweekly
G1.B1.S4.A1 A371985	Identify teachers in need of coaching support in the area of probing for student understanding;...	Abascal, Mercedes	8/21/2017	Coaching logs, Agendas, Meeting Notes, Daily Walkthroughs	6/7/2018 biweekly
G2.MA1 M400156	The data that will be collected is attendance records, behavioral logs, meeting logs, counseling...	Breto, Rey	8/22/2017	The evidence that will be collected to show progress towards meeting our goal is attendance records, behavioral logs, meeting logs, counseling logs referrals, tutorial attendance and assessment scores.	6/8/2018 quarterly
G1.B1.S1.A2 A371979	Bi-Weekly Common Planning-Unpacking, Backwards Planning and Scaffolding of the ELA/Florida Standards	Fuson, Katie	8/21/2017	Lesson plans, student work folders, classroom observations are reflective of lessons aligned to the instructional focus calendar and iSPECS Planning Tool	6/8/2018 biweekly
G1.B2.S1.MA1 M400139	The Leadership Team will review the lesson plans, including formative and summative assessments.	Abascal, Mercedes	8/21/2017	Results of classroom-based formative and summative assessments; IPEGS Teacher Observations; results of district mandated interim assessments; and RtI / MTSS Curriculum Council Agenda and Meeting Minutes.	6/8/2018 monthly
G1.B2.S1.A1 A371986	Science teachers will offer after school and Saturday workshops to allow extra time for students to...	Jimenez, Francisco	8/21/2017	Student work and site generated assessment; technology and lab reports	6/8/2018 biweekly
G1.B3.S1.MA1 M400144	Conduct professional development, coaching cycles, lesson planning on student accountable talk and...	Montelongo, Danny	8/21/2017	Professional development agenda, Sign-In Sheet / Rosters, Formative: District Interim Assessment	6/8/2018 daily
G1.B3.S1.A1 A371988	Provide Professional Development and Common Planning Opportunities on the Gradual Release of...	Montelongo, Danny	8/21/2017	Agendas, Coaching Logs, Meeting Notes	6/8/2018 weekly
G1.B4.S1.MA1 M400147	Leadership team will conduct daily classroom walk-through to ensure that the core content is being...	Abascal, Mercedes	8/21/2017	Student engagement, differentiated instruction group activities and classroom walk-through logs	6/8/2018 monthly
G1.B4.S1.A1 A371990	Review and analyze student performance on weekly assessments of cited sources gathered from...	Veciana, Carlos	8/21/2017	Data Chats & Meeting Notes	6/8/2018 weekly
G1.B4.S1.A2 A371991	Consistently share best practices related to noted barriers during common planning and department...	Veciana, Carlos	8/21/2017	Coaching Logs, Daily Walkthroughs, Meeting Notes	6/8/2018 weekly
G2.B1.S1.MA1 M400152	The Leadership Team will conduct Monthly meetings with the MTSS/ RTI teams to discuss the progress...	Breto, Rey	8/22/2017	Counseling logs and sign in sheets.	6/8/2018 monthly
G2.B1.S1.MA1 M400153	Peer Mediation teams will be developed as means of assisting with conflict resolution and monthly...	Breto, Rey	8/22/2017	Counseling logs, agendas, and sign in sheets.	6/8/2018 daily
G2.B1.S1.A1 A371994	The MTSS/RTI team will monitor students who received two or more behavioral referrals providing...	Montelongo, Danny	8/22/2017	Counseling logs	6/8/2018 daily

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Sports Leadership And Management Charter School Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1  A371996	Tutorials programs will be established to address students' areas of need. Participation in these...	Montelongo, Danny	8/22/2017	Monitoring of student progress.	6/8/2018 one-time
G1.B1.S2.MA1  M400133	Classroom walkthroughs, student performance, evidence of Differentiated Instruction in lesson plans...	Abascal, Mercedes	8/21/2017	Student progress will be assessed by using data aggregated from standards assessments on a monthly basis in order to ensure that adequate progress is being made.	6/8/2018 daily
G1.B1.S2.A1  A371980	Supplemental Resources and Materials will be utilized as a differentiated instruction activity to...	Fuson, Katie	8/21/2017	Student progress will be assessed by using data aggregated from mini assessments on a monthly basis in order to ensure that adequate progress is being made. Daily observations by the leadership team and bi-weekly lesson plans.	6/8/2018 daily
G1.B1.S2.A3  A371982	Continue to Support the implementaion of the iLit45 and iLitELL Comprehensive Reading Program	Abascal, Mercedes	8/22/2017	Lesson Plans/Teacher Observations/ Student Work	6/8/2018 daily
G1.B2.S2.MA1  M400141	Monitor the effectiveness of the strategy by using an in-house data system to track student...	Jimenez, Francisco	9/5/2017	Student bi-weekly assessments/ student work/teacher observation	6/8/2018 monthly
G1.B3.S2.MA1  M400145	Consistently share best practices related to noted barriers during common planning and department...	Montelongo, Danny	8/21/2017	Coaching logs and meeting notes	6/8/2018 biweekly
G1.B3.S2.MA1  M400146	Monitor the implementation of lessons that probe for student understanding and scaffolding of MAFS	Montelongo, Danny	8/21/2017	(Walk-Through Notes and Lesson Plans, student work folders Coaching Cycle/Calendar)	6/8/2018 weekly
G1.B4.S2.MA1  M400149	Monitor Lesson Plans, Student Work Folders, and Academic Progress	Abascal, Mercedes	8/21/2017	Progress monitor assessments on a bi-weekly basis	6/8/2018 biweekly
G1.B4.S2.MA1  M400150	Weekly Administrative and Leadership Team Walk-through, Student Engagement and Teacher Reflection...	Abascal, Mercedes	8/21/2017	Weekly debriefs with administrative team, formative assessments and bi-weekly assessments	6/8/2018 weekly
G1.B4.S2.A1  A371992	Provide Coaching Cycles with all Teachers within the department on a needs assessment basis	Veciana, Carlos	8/21/2017	Coaching Logs, Daily walk-throughs, department meeting notes	6/8/2018 biweekly
G1.B4.S2.A2  A371993	Horizontal Planning with the ELA Department	Fuson, Katie	8/21/2017	Agendas, meeting notes, lesson plans, data chats	6/8/2018 monthly
G1.B1.S3.MA3  M400136	Conduct professional development, coaching cycles, common planning sessions on the backwards...	Abascal, Mercedes	8/22/2017	Professional Development Agenda / Roster / Student Work/ Lesson Plans	6/8/2018 daily
G1.B1.S3.A2  A371984	Plan with ELA/Reading and ESOL teachers to develop rigorous lessons reflective of the Gradual...	Abascal, Mercedes	8/24/2017	Lesson plans, student work folders, classroom observations, coaching logs are reflective of the GRM	6/8/2018 biweekly
G1.B1.S1.MA1  M400130	Leadership Team and teachers will analyze the results of classroom-based formative and summative...	Jimenez, Francisco	8/21/2017	Results of classroom-based formative and summative assessments; IPEGS Teacher Observations; results of district mandated interim assessments; and RtI / MTSS Curriculum Council Agenda and Meeting Minutes.	6/9/2018 monthly
G1.B2.S1.MA1  M400140	Leadership Team and teachers will analyze the results of classroom-based formative and summative...	Jimenez, Francisco	8/21/2017	Agenda and meeting minutes from the RtI and MTSS Curriculum Council meetings; email correspondence with teachers referencing findings; and initials / notes on lesson plans.	6/9/2018 monthly

V. Professional Development Opportunities

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

G1. Improving core instruction in all content areas will improve student achievement and engagement.

G1.B1 Students need additional scaffolding of the ELA Florida Standards in connection to the performance task. Students are provided limited evidence of strategic and probing questions that promote student understanding and allow teachers to assess student mastery of content. Students are provided limited opportunities to explain their reasoning and provide textual evidence that supports oral and written responses.

G1.B1.S1 Provide Professional development and common planning opportunities on backwards planning and unpacking of of the Florida Standards in English Language Arts

PD Opportunity 1

Professional Development on Instructional Best Practices and Resources of the ELA/Florida Standards

Facilitator

Mercedes Abascal

Participants

Teachers and Administrators

Schedule

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

G1.B1.S2 Supplemental Materials/Resources such No Red Ink, Various Literature Novels, Achieve the Core, Collections, SAT/ACT Prep., iReady, Wordly Wise workbooks and the iLit45 and iLitELL will be utilized as differentiated instruction activities to increase academic achievement in writing for the English Language Arts course.

PD Opportunity 1

Continue to support the implementation of the SpringBoard curriculum by assisting teachers in the pacing of instruction as they move through the units of study. Provide Coaching Cycles to increase effective instructional delivery.

Facilitator

Mercedes Abascal, Katie Fuson & Elizabeth Thompson

Participants

SLAM ELA Faculty and Administrators

Schedule

Weekly, from 9/1/2017 to 6/7/2018

PD Opportunity 2

Continue to Support the implementaion of the iLit45 and iLitELL Comprehensive Reading Program

Facilitator

Corey Chapman, Pearson, Mercedes Abascal, Katie Fuson & Elizabeth Thompson

Participants

ELA/Reading Teachers

Schedule

Daily, from 8/22/2017 to 6/8/2018

G1.B1.S3 Provide Professional Development and Common Planning Opportunties on the Gradual Release of Responsibility Instructional Model

PD Opportunity 1

Provide Professional Development and Common Planning Opportunties on the Gradual Release of Responsibility Instructional Model

Facilitator

Mercedes Abascal

Participants

SLAM Faculty and Administrators

Schedule

Annually, from 8/24/2017 to 6/7/2018

PD Opportunity 2

Plan with ELA/Reading and ESOL teachers to develop rigorous lessons reflective of the Gradual Release Model (GRM) of Instruction

Facilitator

Mercedes Abascal

Participants

ELA/Reading/ESOL Teachers

Schedule

Biweekly, from 8/24/2017 to 6/8/2018

G1.B1.S4 Teachers will engage students in a variety of activity structures that promote student accountable talk. They will additionally use multiple levels of questioning to engender student understanding comprehension and analytical interpretations.

PD Opportunity 1

Identify teachers in need of coaching support in the area of probing for student understanding; provide opportunities to observe model classrooms that effectively scaffold the reading process and promote student-accountable talk

Facilitator

Katie Fuson

Participants

ELA/Department

Schedule

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

G1.B2 Students have difficulty drawing conclusions and making inferences during in class Science lab activities.

G1.B2.S1 Schedule weekly laboratory experiments for students with appropriate pre-lab and post-lab activities. Students will write lab reports with strong, evidence-supported conclusions. Teachers will provide support for students.

PD Opportunity 1

Science teachers will offer after school and Saturday workshops to allow extra time for students to complete laboratory investigations.

Facilitator

Olga Braceras, Science Department Head

Participants

SLAM Science Teachers

Schedule

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

G1.B2.S2 Tap students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, and allow students to become independent learners in science instruction through the gradual release responsibility model.

PD Opportunity 1

Participate in Content and Pacing professional development sessions by content area (Physical Science, Biology, Chemistry, Physics).

Facilitator

Olga Braceras. Science Department Head

Participants

SLAM Science Teachers & Administration

Schedule

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

G1.B3 Students lack the mathematical foundation to developing higher order thinking skills to meet cognitive demands of the Florida Mathematics Standards

G1.B3.S1 Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks.

PD Opportunity 1

Provide Professional Development and Common Planning Opportunities on the Gradual Release of Responsibility Instructional Model

Facilitator

Beatriz Arauz

Participants

Math Department Admin & Teachers

Schedule

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

G1.B3.S2 Conduct professional development, coaching cycles, common planning sessions on the development of strategies to promote student accountable talk as well as plan for text-dependent and probing questions that will help assess student content mastery. Monitor student work samples and data reports and apply the coaching cycle based on the needs of teachers and their assessment results.

PD Opportunity 1

Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of lessons that probe for student understanding.

Facilitator

Daniel Montelongo

Participants

Mathematics Department

Schedule

Biweekly, from 8/21/2017 to 10/18/2017

G1.B4 Students need additional assistance in citing textual evidence and using multiple sources while reading historical documents in Social Studies.

G1.B4.S1 Students will site sources after reading informational texts through the social studies core curriculum and additional newspaper and current event articles.

PD Opportunity 1

Review and analyze student performance on weekly assessments of sited sources gathered from informational articles.

Facilitator

Carlos Veciana

Participants

SLAM Social Studies Teachers & Administration

Schedule

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

G2. The goal is to monitor Early Warning Systems for attendance, suspension and course failure in order to provide them with support and interventions that will increase their academic achievement.

G2.B1 Behavior management strategies have not been utilized consistently in order to decrease referrals and suspensions.

G2.B1.S1 Provide workshops and educate students and parents on the School's Code of Student Conduct. Students who are deemed as developing a pattern of behavioral referrals will be referred to the MTSS/RTI team.

PD Opportunity 1

The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.

Facilitator

Administrative Team/Teachers and Parents

Participants

Parents, Students and Stakeholders

Schedule

Daily, from 8/22/2017 to 6/8/2018

VI. Technical Assistance Items

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

G1. Improving core instruction in all content areas will improve student achievement and engagement.

G1.B1 Students need additional scaffolding of the ELA Florida Standards in connection to the performance task. Students are provided limited evidence of strategic and probing questions that promote student understanding and allow teachers to assess student mastery of content. Students are provided limited opportunities to explain their reasoning and provide textual evidence that supports oral and written responses.

G1.B1.S1 Provide Professional development and common planning opportunities on backwards planning and unpacking of of the Florida Standards in English Language Arts

TA Opportunity 1

Bi-Weekly Common Planning-Unpacking, Backwards Planning and Scaffolding of the ELA/Florida Standards

Facilitator

Mercedes Abascal

Participants

Teachers and Administrators

Schedule

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

G1.B1.S2 Supplemental Materials/Resources such as No Red Ink, Various Literature Novels, Achieve the Core, Collections, SAT/ACT Prep., iReady, Wordly Wise workbooks and the iLit45 and iLitELL will be utilized as differentiated instruction activities to increase academic achievement in writing for the English Language Arts course.

TA Opportunity 1

Supplemental Resources and Materials will be utilized as a differentiated instruction activity to increase academic achievement in all students. Intensive Reading and Developmental Classes will be using the iLit45 & iLitELL Comprehensive Reading Program. Language Art will be using SpringBoard. Monitor the fidelity to all ELA/Reading Programs and Curriculum.

Facilitator

Mercedes Abascal, Katie Fuson & Elizabeth Thompson

Participants

SLAM Faculty and Administrators

Schedule

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

G1.B4 Students need additional assistance in citing textual evidence and using multiple sources while reading historical documents in Social Studies.

G1.B4.S1 Students will cite sources after reading informational texts through the social studies core curriculum and additional newspaper and current event articles.

TA Opportunity 1

Consistently share best practices related to noted barriers during common planning and department meetings

Facilitator

Carlos Veciana

Participants

Social Studies Department

Schedule

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

G1.B4.S2 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

TA Opportunity 1

Provide Coaching Cycles with all Teachers within the department on a needs assessment basis

Facilitator

Carlos Veciana

Participants

Social Studies Department Teachers

Schedule

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

TA Opportunity 2

Horizontal Planning with the ELA Department

Facilitator

Katie Fuson

Participants

ELA & Social Studies Department

Schedule

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

VII. Budget						
1	G1.B1.S1.A1	Professional Development on Instructional Best Practices and Resources of the ELA/Florida Standards				\$0.00
2	G1.B1.S1.A2	Bi-Weekly Common Planning-Unpacking, Backwards Planning and Scaffolding of the ELA/Florida Standards				\$0.00
3	G1.B1.S2.A1	Supplemental Resources and Materials will be utilized as a differentiated instruction activity to increase academic achievement in all students. Intensive Reading and Developmental Classes will be using the iLit45 & iLitELL Comprehensive Reading Program. Language Art will be using SpringBoard. Monitor the fidelity to all ELA/Reading Programs and Curriculum.				\$14,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$4,500.00
			Notes: Reading Plus			

			District-Wide	Title I, Part A		\$10,000.00
			<i>Notes: Wordly Wise</i>			
4	G1.B1.S2.A2	Continue to support the implementation of the SpringBoard curriculum by assisting teachers in the pacing of instruction as they move through the units of study. Provide Coaching Cycles to increase effective instructional delivery.				\$0.00
5	G1.B1.S2.A3	Continue to Support the implementaion of the iLit45 and iLitELL Comprehensive Reading Program				\$0.00
6	G1.B1.S3.A1	Provide Professional Development and Common Planning Opportunities on the Gradual Release of Responsibility Instructional Model				\$0.00
7	G1.B1.S3.A2	Plan with ELA/Reading and ESOL teachers to develop rigorous lessons reflective of the Gradual Release Model (GRM) of Instruction				\$0.00
8	G1.B1.S4.A1	Identify teachers in need of coaching support in the area of probing for student understanding; provide opportunities to observe model classrooms that effectively scaffold the reading process and promote student-accountable talk				\$0.00
9	G1.B2.S1.A1	Science teachers will offer after school and Saturday workshops to allow extra time for students to complete laboratory investigations.				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	General Fund		\$5,000.00
			<i>Notes: Lab materials to conduct experiments</i>			
			District-Wide	Title I, Part A		\$2,500.00
			<i>Notes: Tutoring Payroll</i>			
10	G1.B2.S2.A1	Participate in Content and Pacing professional development sessions by content area (Physical Science, Biology, Chemistry, Physics).				\$0.00
11	G1.B3.S1.A1	Provide Professional Development and Common Planning Opportunities on the Gradual Release of Responsibility Instructional Model				\$0.00
12	G1.B3.S2.A1	Maintain and monitor a solid and effective data system to track student progress and effectiveness of the coaching cycle with the implementation of lessons that probe for student understanding.				\$0.00
13	G1.B4.S1.A1	Review and analyze student performance on weekly assessments of sited sources gathered from informational articles.				\$0.00
14	G1.B4.S1.A2	Consistently share best practices related to noted barriers during common planning and department meetings				\$0.00
15	G1.B4.S2.A1	Provide Coaching Cycles with all Teachers within the department on a needs assessment basis				\$0.00
16	G1.B4.S2.A2	Horizontal Planning with the ELA Department				\$0.00
17	G2.B1.S1.A1	The MTSS/RTI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement in this process.				\$0.00
18	G2.B1.S1.A2	Parental Workshops Focusing on Truancy and Behavior				\$0.00

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Sports Leadership And Management Charter School Middle School

19	G2.B2.S1.A1	Tutorials programs will be established to address students' areas of need. Participation in these programs will be closely monitored.	\$0.00
Total:			\$22,000.00