

Academir Charter School Middle



2014-15 School Improvement Plan

Academir Charter School Middle

10601 SW 48TH ST, Miami, FL 33165

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

67%

Alternative/ESE Center

No

Charter School

Yes

Minority

96%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

AcadeMir Charter School Middle (6-8), promotes students' self-motivation to be successful in all subject areas, especially in science, mathematics, reading and technology, by progressively building on their individual talents and abilities. In order to foster students' life-long learning and allow them to reach their full potential as productive, responsible members of today's global and highly technological society, a nurturing, educational environment and the implementation of research- proven educational models will be utilized. These models focus on problem solving, collaboration, and communication through the integration of technology.

Provide the school's vision statement

AcadeMir Charter School Middle (6-8) provides a strong and multifaceted educational foundation for students of all races, backgrounds and abilities that foster their personal growth and intellectual development in order to enable them to make life choices and pursue career paths that will contribute to the advancement of humanity.

Students will experience a cross-curricula instructional approach using the new Florida Language Arts and Math Standards as well as the Next Generation Sunshine State Standards and benchmarks. Improving Student Achievement will serve as the school's "mantra" and improvement will be facilitated and measured through a systematic and comprehensive organizational approach to leadership and management using the Florida Continuous Improvement Model (FCIM).

School Environment

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

The purpose of Academir Charter School Middle is to prepare students to reach their maximum potential in all subjects, with special emphasis on mathematics, science, and reading. Their culture and diverse backgrounds are taken into account to build upon their knowledge, and the unique individualized needs of each student. Teachers and students build a positive nurturing relationship based on trust.

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

ACSM's approach to classroom management will be a consistent behavior management system that will maximize instruction and learning. ACSM uses a proactive and positive approach to classroom management. ACSM implements the 3R's Club - Respect, Responsibility and Readiness to Learn as a guideline for all students for the expected behavior at school. All students are treated with dignity and respect. Students are taught the skills and behaviors necessary for success. Staff members encourage motivation through positive interactions and building relationships with students.

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

The school's discipline plan allows teachers to establish major goals (instructional and behavioral) that students accomplish by the end of the academic year. The plan describes basic attitudes, traits and behaviors that will help students succeed in the classroom and throughout their lives. High positive expectations will be expected from all students. ACSM will build positive relationships with the students' families by making initial contact with them at the beginning of the school year, and maintain regular contact throughout the school year, to ensure behavioral and academic success.

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

ACSM ensures that the social and emotional needs of all students are being met through the process of self-reflection, utilization of data, structuring for success, and collaboration. If student behavior is irresponsible, the school staff will reflect on what they can do to help the student. Objective information about behavior is important in planning and making decisions about behavior. The setting is organized to promote successful behavior from all students. Faculty and staff share the responsibility of ensuring that all students follow the school's discipline plan. A policy is in place for disseminating critical information regarding the students well-being and safety.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Academir Charter School Middle considers regular school attendance an integral part of a student's education. Absences are excused only for personal illness, medical appointment, immediate death in the family, and religious holiday. A note explaining the reason for the absence is due upon the student's return. Excused notes returned to school three days or more after the absence will not be accepted, and the absence will remain as unexcused. Students who have two unexcused absences within one month will not be included in the monthly 3R's club. Parent meetings are held monthly with students who have 5 or more unexcused absences. Before and after school tutoring programs are implemented for reading and math Level 1 students that have been identified. A set intervention time is provided for all identified Level 1 students in both reading and math.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level		Total
	6	7	
Attendance below 90 percent	4	4	8
One or more suspensions	0	0	
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

A letter sent out to the parents of those students who have excessive absences on a monthly basis. The school conducts monthly parent meetings with students who have 5 or more unexcused absences. Students who have good attendance are recognized on a monthly basis. A discipline plan is followed to ensure students' inappropriate behavior is discouraged and rectified prior to resulting in suspension.

The bottom 30% of the student population is addressed academically through the implementation of remedial instruction to minimize the achievement gap. The students requiring intervention are provided with a minimum of 30 minutes of remedial instruction with school-based support staff in the areas of reading and/or math. Before and after school tutoring programs are established to minimize the achievement gap. Student data is collected and used to guide instruction and make sound instructional decisions that foster academic growth and success.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

All parents will participate in at least one parental activity during the school year.

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

ACSM regularly schedules EESAC meetings, parent workshop, open house, special events, and coffee talks with the principal. These meetings are held to support help with the development of their child's progress. Local community partnerships are used to influence the academic growth and achievement of all students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Claro, Carolina	Principal
Rossie, Carlos	Instructional Coach

Duties

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

Principal (Administrators) Carolina Claro : Provides a common vision for the use of data-driven decision-making. Communicates with parents and staff about the early intervention programs. Ensures implementation of Rtl model.

Instructional Coach: Carlos Rossie: Provides classroom support and guidance to teachers on the implementation process of SIP. He assists teachers with Tier grouping decisions based on data results. He engages in data chats with all reading teachers to ensure data is driving instructional decisions and monitors program effectiveness by reviewing data results from FAIR, baseline, interim and winter assessments.

General Education Teachers (Reading and Math) (LA/Reading), (Math): Participate in student data collection; provide information and data about core instruction; and maintains communication with staff for input and feedback. Develop intervention strategies for failing students.

Exceptional Student Education Teacher Cynthia Fraga (ESE): Participates in student data collection; provides information and data about core instruction; maintains communication with general education teacher; and collaborates with teachers, counselors, and resource psychologist.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data. Services are provided to ensure students at ACSM requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The school coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. The school schedules meetings and activities through its Title I funding to encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. School administration and teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via school staff, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHEADS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and

neglected and delinquent students.

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

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

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

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
- Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.
- Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
- tutorial programs (K-12)
 - parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
 - professional development on best practices for ESOL and content area teachers
 - coaching and mentoring for ESOL and content area teachers(K-12)
 - reading and supplementary instructional materials(K-12)
 - cultural supplementary instructional materials (K-12)
 - purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
 - Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Azalia Fajardo-Perez	Parent
Alexander Casas	Business/Community
Juan Perez	Student
Raimy Stempien	Teacher
Carolina Claro	Principal
	Student

Duties

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

Evaluation of last year's school improvement plan

Members of the SAC have reviewed the school's improvement plan and how to address any areas in need of improvement.

Development of this school improvement plan

The EESAC is the sole body responsible for final decision-making at the school relating to implementation of the provision of the state system of improvement and accountability.

The EESAC's additional responsibilities include the following:

1. To assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP).

Preparation of the school's annual budget and plan

The governing board and the EESAC of ACSM has proposed and approved the school's annual operating budget and plan.

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

The SAC will utilize its projected funds to increase student achievement through student incentives and the purchase of technology.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Claro, Carolina	Principal
Rossie, Carlos	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Use data constantly available to LLT and teachers to evaluate ALL students and find ways to constantly improve their literacy.

- All teachers will set up word walls in their room to enhance the print-rich environment for the students for each subject area.
- The LLT will also create five words of the week that will be used school wide and each word will reflect a word used in the four core subject areas and one elective.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

All teachers have common planning time to discuss across grade levels student academic data and growth. Next steps to achieving academic growth is discussed within the learning team meetings that are held on a monthly basis. The learning team meetings focus on strategically planning the discussion of implementing the Florida Standards through the incorporation of best practices and academic rigor.

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

1. Provide continuous support within the classrooms by providing professional developments on RTI, differentiated instruction, and classroom management.
2. Will provide opportunities for teachers in order to allow ownership of school projects such as Black History month and Hispanic Heritage events.
3. Conduct faculty meetings to discuss and plan effectively for an increase in academic development.
4. Teachers will participate in on-going professional development.
5. Provide teachers with a comprehensive benefits package at no cost to employee.
6. Provide teachers with a comprehensive bonus incentive program to supplement base salary. This program will include but will not be limited to performance and attendance.

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

All 1st-3rd year teachers will be paired with a mentor. Due to the fact that we are a new school will many new faculty members we are using mentors from our sister school AcadeMir Charter School West.

1. Mr. Ulloa will be paired with Ms. Gutierrez a veteran LA and Reading Teacher
2. Mr. Bunch will be paired with Mr. Hernandez a veteran teacher who has taught SS.
3. Ms. Keller will be paired with Ms. Garcia who is a veteran science teacher.

All teachers will meet with their mentors weekly; mentors will also work closely with teachers during teacher planning days. Areas to be covered during mentoring time will be:

1. Lesson planning
2. Classroom management
3. Rigorous lessons
4. Time management

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

ACWM has purchased State adopted texts in the subjects of English language arts, mathematics, and science. In addition, extensive professional development directly aligned Florida Standards best practices is being provided to our teachers.

Instructional Strategies

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

Teachers plan on a weekly basis using baseline, interim and any other relevant data to ensure that the needs of all learners are met. Differentiated instruction is utilized on a daily basis aligned with

standard of student progress. Tutoring is also provided to those students requiring additional intervention in core subjects.

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: Extended School Day

Minutes added to school year: 9,000

ACSM has lengthened the school day by 50 minutes. The school day begins at 8:00 am and ends at 3:30 pm. We have an 8 period block schedule that includes a period of study hall where remedial work as well as enrichment are provided for the students.

Strategy Rationale

Additional tutoring and intervention is provided to struggling students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Claro, Carolina, calfonsoclaro@gmail.com

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

Student assessment scores on monthly, interim, FLA and FCAT 2.0 are utilized to monitor the effectiveness of the instructional program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Open house and orientation meetings for incoming 6th graders; high school fairs to inform 8th grade students and parents on available programs for high school.

College and Career Readiness

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

The school promotes academic and career planning by having the principal and homeroom teachers mentor students in academic and career planning areas. Teachers work directly with parents and students to detail specific ways to increase academic performance and expose students to possible career choices. The principal works directly with 8th grade students and parents to help determine possible high school choices that will specifically meet the academic and career planning needs of each student.

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

In order to help students see the relationships between subjects and relevance to their future ACSM will infuse real world of work projects into each subjects curriculum. In addition elective offerings will include courses such as broadcasting, robotics, critical and creative thinking, and dance to expose students to possible career options in the future.

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

ACSM will utilize the following strategies to improve students readiness for public postsecondary level:

Increase the number of opportunities for students to be exposed to career choices

Provide students with local high school college fair opportunities

Allow students to select real world projects tie to core curriculum that will allow them to be exposed to career choices within said subject areas.

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

ACSM will analyze available data from the FLDOE on the High School Feedback Report to inform decisions by the stakeholders in how to improve future high school students' outcomes.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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


Strategic Goals Summary

- G1.** Student academic performance will increase in Mathematics, Science, Civics, and Language Arts when teachers effectively use the Florida Standards while using an explicit instructional model within their core instruction (reading, math, and science).
- G2.** Student academic achievement will increase when early warning systems on attendance, course failure, and student behavior are monitored and supported.
- G3.** Students will increase Science score proficiency through the use of hands on learning across our STEM courses.
- G4.** Student engagement will improve based on our initiative in increasing parental involvement, and in turn, decrease school disciplinary referrals.

Strategic Goals Detail

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

G1. Student academic performance will increase in Mathematics, Science, Civics, and Language Arts when teachers effectively use the Florida Standards while using an explicit instructional model within their core instruction (reading, math, and science). 1a

 G036370

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0
FCAT 2.0 Science Proficiency	75.0
Geometry EOC Pass Rate	70.0

Resources Available to Support the Goal 2

- Discovery Education
- IXL Math
- Reading Plux
- Florida Standards Aligned Textbooks
- Instructional Curriculum Support Coach
- Supplemental Tutoring Program

Targeted Barriers to Achieving the Goal 3

- Staff is in need of additional support with the development of the Florida Standards and curriculum alignment.

Plan to Monitor Progress Toward G1. 8

Incremental increases in student scores

Person Responsible

Carolina Claro

Schedule

Monthly, from 9/5/2014 to 5/15/2015

Evidence of Completion

Formative: Baseline, Fall and Winter Interim assessments, monthly benchmark assessments, post-tests Summative: 2015 FSA assessments; EOC's

G2. Student academic achievement will increase when early warning systems on attendance, course failure, and student behavior are monitored and supported. 1a

G036371

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	80.0

Resources Available to Support the Goal 2

- multiple student data points, classroom attendance reports, teacher anecdotal evidence, instructional support staff, attendance records, discipline referrals, parent conference records

Targeted Barriers to Achieving the Goal 3

- Students not demonstrating significant academic progress, demonstrate risk for course failure, and behavioral concerns quarterly.

Plan to Monitor Progress Toward G2. 8

Attendance reports will be monitored for improved attendance rates.

Person Responsible

Carolina Claro

Schedule

Monthly, from 11/7/2014 to 5/29/2015

Evidence of Completion

Attendance records, behavior referral tracking.

G3. Students will increase Science score proficiency through the use of hands on learning across our STEM courses. 1a

Targets Supported

1b

G049473

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal

2

- Robotics materials; Science labs materials

Targeted Barriers to Achieving the Goal

3

- limited exposure to hands-on learning

Plan to Monitor Progress Toward G3.

8

Administration will monitor fidelity implementation of program

Person Responsible

Carolina Claro


Schedule

Monthly, from 10/31/2014 to 5/29/2015

Evidence of Completion

lesson plans, walkthroughs

G4. Student engagement will improve based on our initiative in increasing parental involvement, and in turn, decrease school disciplinary referrals. 1a

 G049498

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	70.0

Resources Available to Support the Goal 2

- Blackboard Connect; Newsletters; School Website; Special Events, Parent workshops, school website, open house.

Targeted Barriers to Achieving the Goal 3

- Parental involvement is low due to parents working extended hours past the academic day requirements.

Plan to Monitor Progress Toward G4. 8

Behavioral referrals will decrease

Person Responsible

Carolina Claro

Schedule

Monthly, from 11/3/2014 to 11/3/2014

Evidence of Completion

Behavioral referrals to administration will drop.

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. Student academic performance will increase in Mathematics, Science, Civics, and Language Arts when teachers effectively use the Florida Standards while using an explicit instructional model within their core instruction (reading, math, and science). **1**

 **G036370**

G1.B1 Staff is in need of additional support with the development of the Florida Standards and curriculum alignment. **2**

 **B087104**

G1.B1.S1 Teachers will use common planning to break down student data and to better understand the Florida Standards to align their explicit instructions for the benefit of the student. **4**

 **S097819**

Strategy Rationale

Teachers require additional exposure to the Florida Standards as well as exposure to best practices in explicit instruction. This in turn will assist our students to receive the best quality education possible.

Action Step 1 **5**

Instructional support staff will common plan with teachers

Person Responsible

Carlos Rossie

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Minutes of common planning. Focused lesson plans.

Action Step 2 5

Lesson Plans will be aligned to FL Standards.

Person Responsible

Carlos Rossie

Schedule

Weekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Lesson plans and the integration of the standards.

Action Step 3 5

Additional staff will support and collaborate in the development and effective use of common planning time.

Person Responsible

Carolina Claro

Schedule

Biweekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

.Common planning time agenda minutes and curriculum coach's log

Action Step 4 5

Administration will participate in common planning.

Person Responsible

Carolina Claro

Schedule

Weekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Classroom walkthrough notes

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

The effective use of common planning time.

Person Responsible

Carolina Claro

Schedule

Weekly, from 9/12/2014 to 6/4/2015

Evidence of Completion

Agenda, planning time minutes, lesson plans, informal observations of the use of explicit instruction during classroom lessons.

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

Student academic performance data.

Person Responsible

Carlos Rossie


Schedule

Monthly, from 9/19/2014 to 4/30/2015


Evidence of Completion

Formative: District baseline, Fall, and Winter Interim Assessments, teacher generated classroom assessments, reports from Discovery Education assessments, and IXL
Summative: FSA assessments; EOC's

G2. Student academic achievement will increase when early warning systems on attendance, course failure, and student behavior are monitored and supported. **1**

 G036371

G2.B1 Students not demonstrating significant academic progress, demonstrate risk for course failure, and behavioral concerns quarterly. **2**

 B087105

G2.B1.S2 Monthly attendance review committee meetings to identify students with 3 or more unexcused absences and hold parent meetings. **4**

 S138695

Strategy Rationale

In order to prevent academic decline, students with excessive absences must be identified and targeted for intervention.

Action Step 1 **5**

Obtain attendance reports and meet with the attendance review committee to identify at-risk students.

Person Responsible

Carolina Claro

Schedule

Monthly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Attendance committee logs, notes and attendance reports.

Action Step 2 **5**

Meet with parents and students to ensure that students improve their attendance.

Person Responsible

Carlos Rossie

Schedule

Monthly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Attendance records, parent meeting logs

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

Administration will meet with attendance committee to review overall progress.

Person Responsible

Carolina Claro

Schedule

Monthly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Meeting logs, attendance reports, improved attendance

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

Review of attendance improvement logs

Person Responsible

Carolina Claro

Schedule

Monthly, from 11/3/2014 to 5/22/2015

Evidence of Completion

Attendance reports; data on improved attendance

G2.B1.S3 School-wide positive behavior support plan and prevention of course failure will be implemented and disseminated to parents through Blackboard Connect-ed calls, school website, and emails/letters to parents. Students who follow school behavior and discipline plan will be eligible to participate in monthly 3R's Club (Respect, Responsible, and Ready to Learn). 4

 S138699

Strategy Rationale

Schools with a comprehensive behavior support plan demonstrate greater learning gains across content areas on student assessments.

Action Step 1 5

Explain to faculty, staff, parents and students how the school will implement the 3R's Club (Respect, Responsible, Ready to Learn) and how it relates to student behavior and academir course completion.

Person Responsible

Carlos Rossie

Schedule

On 8/14/2014

Evidence of Completion

3R's Club guidelines, student/parent handbook, parent letter informing parents of 3R's guidelines, academic course advisement with students

Action Step 2 5

Implement a school-wide discipline plan where students are rewarded for following the school's rules and procedures on a frequent basis.

Person Responsible

Carolina Claro

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Conduct grades, grades, teacher discipline reports, Do the Right Thing student nomination, student monthly membership in 3R's

Action Step 3 5

Student incentives and recognition into the 3R's Club for all students who have excellent behavior, effort and academic improvement and achievement

Person Responsible

Carolina Claro

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

3R's Club membership; student recognition list; teacher reports and observations

Action Step 4 5

Refer students with severe behavior issues or who are identified for being academically at risk for interventions as appropriate through the MTSS model.

Person Responsible

Carolina Claro


Schedule

Monthly, from 9/22/2014 to 6/4/2015


Evidence of Completion

Review monthly SCMS reports.

G3. Students will increase Science score proficiency through the use of hands on learning across our STEM courses. 1

 G049473

G3.B1 limited exposure to hands-on learning 2

 B123782

G3.B1.S1 School will purchase hands-on materials and STEM-aligned robotics materials. 4

 S135633

Strategy Rationale

Student use of hands-on learning will increase exposure to STEM goals and curriculum.

Action Step 1 5

Incorporate academic calendar to include robotics program.

Person Responsible

Carlos Rossie

Schedule

On 10/6/2014

Evidence of Completion

Student schedules and student-created products.

Action Step 2 5

Students will be encouraged to enter science competitions with robotics program.

Person Responsible

Carlos Rossie

Schedule

Annually, from 10/15/2014 to 5/29/2015

Evidence of Completion

Student participation in science competitions.

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

Administration will review lesson plans and ensure usage of hands on activities

Person Responsible

Carolina Claro

Schedule

Monthly, from 10/31/2014 to 5/29/2015

Evidence of Completion

Lesson plans, walkthroughs

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

Administration will monitor fidelity of program implementation

Person Responsible

Carolina Claro

Schedule

Monthly, from 10/31/2014 to 5/29/2015


Evidence of Completion

lesson plans, walkthroughs

G4. Student engagement will improve based on our initiative in increasing parental involvement, and in turn, decrease school disciplinary referrals. **1**

 G049498

G4.B1 Parental involvement is low due to parents working extended hours past the academic day requirements. **2**

 B123984

G4.B1.S1 Engage parents in school based activities and a variety of special school events to increase parental involvement. **4**

 S135854

Strategy Rationale

Parents work extended hours, and require guidance on how to assist their children with activities that promote academic success.

Action Step 1 **5**

Develop a parental engagement needs survey assessments for all parents

Person Responsible

Carolina Claro

Schedule

Semiannually, from 10/17/2014 to 5/29/2015

Evidence of Completion

Needs assessment final survey

Action Step 2 **5**

Create a calendar of events for parents

Person Responsible

Carolina Claro

Schedule

Semiannually, from 10/27/2014 to 5/31/2015

Evidence of Completion

Completed calendar of events.

Action Step 3 5

Communicate with parents on schedule of events.

Person Responsible

Carolina Claro

Schedule

On 11/3/2014

Evidence of Completion

Send a newsletter of how parents can be involved and parental school based activities.

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

Administration will take parental attendance on current activities.

Person Responsible

Carolina Claro

Schedule

Monthly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Parent attendance logs

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

Administration and school based support staff will call parents and send reminders

Person Responsible

Carolina Claro

Schedule

Monthly, from 11/4/2014 to 5/29/2015

Evidence of Completion

Newsletters and logs of parental involvement.

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

Administration will monitor parental attendance logs at the specials events.

Person Responsible

Schedule

Monthly, from 11/4/2014 to 5/29/2015

Evidence of Completion

Parental attendance logs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Instructional support staff will common plan with teachers	Rossie, Carlos	9/8/2014	Minutes of common planning. Focused lesson plans.	5/29/2015 weekly
G3.B1.S1.A1	Incorporate academic calendar to include robotics program.	Rossie, Carlos	9/23/2014	Student schedules and student-created products.	10/6/2014 one-time
G4.B1.S1.A1	Develop a parental engagement needs survey assessments for all parents	Claro, Carolina	10/17/2014	Needs assessment final survey	5/29/2015 semiannually
G2.B1.S2.A1	Obtain attendance reports and meet with the attendance review committee to identify at-risk students.	Claro, Carolina	10/27/2014	Attendance committee logs, notes and attendance reports.	5/29/2015 monthly
G2.B1.S3.A1	Explain to faculty, staff, parents and students how the school will implement the 3R's Club (Respect, Responsible, Ready to Learn) and how it relates to student behavior and academir course completion.	Rossie, Carlos	8/14/2014	3R's Club guidelines, student/parent handbook, parent letter informing parents of 3R's guidelines, academic course advisement with students	8/14/2014 one-time
G1.B1.S1.A2	Lesson Plans will be aligned to FL Standards.	Rossie, Carlos	9/19/2014	Lesson plans and the integration of the standards.	5/29/2015 weekly
G3.B1.S1.A2	Students will be encouraged to enter science competitions with robotics program.	Rossie, Carlos	10/15/2014	Student participation in science competitions.	5/29/2015 annually
G4.B1.S1.A2	Create a calendar of events for parents	Claro, Carolina	10/27/2014	Completed calendar of events.	5/31/2015 semiannually
G2.B1.S2.A2	Meet with parents and students to ensure that students improve their attendance.	Rossie, Carlos	10/27/2014	Attendance records, parent meeting logs	5/29/2015 monthly
G2.B1.S3.A2	Implement a school-wide discipline plan where students are rewarded for following the school's rules and procedures on a frequent basis.	Claro, Carolina	8/18/2014	Conduct grades, grades, teacher discipline reports, Do the Right Thing student nomination, student monthly membership in 3R's	6/4/2015 monthly
G1.B1.S1.A3	Additional staff will support and collaborate in the development and effective use of common planning time.	Claro, Carolina	9/8/2014	.Common planning time agenda minutes and curriculum coach's log	6/4/2015 biweekly
G4.B1.S1.A3	Communicate with parents on schedule of events.	Claro, Carolina	11/3/2014	Send a newsletter of how parents can be involved and parental school based activities.	11/3/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.A3	Student incentives and recognition into the 3R's Club for all students who have excellent behavior, effort and academic improvement and achievement	Claro, Carolina	8/18/2014	3R's Club membership; student recognition list; teacher reports and observations	6/4/2015 monthly
G1.B1.S1.A4	Administration will participate in common planning.	Claro, Carolina	9/19/2014	Classroom walkthrough notes	5/29/2015 weekly
G2.B1.S3.A4	Refer students with severe behavior issues or who are identified for being academically at risk for interventions as appropriate through the MTSS model.	Claro, Carolina	9/22/2014	Review monthly SCMS reports.	6/4/2015 monthly
G1.MA1	Incremental increases in student scores	Claro, Carolina	9/5/2014	Formative: Baseline, Fall and Winter Interim assessments, monthly benchmark assessments, post-tests Summative: 2015 FSA assessments; EOC's	5/15/2015 monthly
G1.B1.S1.MA1	Student academic performance data.	Rossie, Carlos	9/19/2014	Formative: District baseline, Fall, and Winter Interim Assessments, teacher generated classroom assessments, reports from Discovery Education assessments, and IXL Summative: FSA assessments; EOC's	4/30/2015 monthly
G1.B1.S1.MA1	The effective use of common planning time.	Claro, Carolina	9/12/2014	Agenda, planning time minutes, lesson plans, informal observations of the use of explicit instruction during classroom lessons.	6/4/2015 weekly
G2.MA1	Attendance reports will be monitored for improved attendance rates.	Claro, Carolina	11/7/2014	Attendance records, behavior referral tracking.	5/29/2015 monthly
G2.B1.S2.MA1	Review of attendance improvement logs	Claro, Carolina	11/3/2014	Attendance reports; data on improved attendance	5/22/2015 monthly
G2.B1.S2.MA1	Administration will meet with attendance committee to review overall progress.	Claro, Carolina	10/27/2014	Meeting logs, attendance reports, improved attendance	5/29/2015 monthly
G3.MA1	Administration will monitor fidelity implementation of program	Claro, Carolina	10/31/2014	lesson plans, walkthroughs	5/29/2015 monthly
G3.B1.S1.MA1	Administration will monitor fidelity of program implementation	Claro, Carolina	10/31/2014	lesson plans, walkthroughs	5/29/2015 monthly
G3.B1.S1.MA1	Administration will review lesson plans and ensure usage of hands on activities	Claro, Carolina	10/31/2014	Lesson plans, walkthroughs	5/29/2015 monthly
G4.MA1	Behavioral referrals will decrease	Claro, Carolina	11/3/2014	Behavioral referrals to administration will drop.	11/3/2014 monthly
G4.B1.S1.MA1	Administration will monitor parental attendance logs at the specials events.		11/4/2014	Parental attendance logs	5/29/2015 monthly
G4.B1.S1.MA1	Administration will take parental attendance on current activities.	Claro, Carolina	11/3/2014	Parent attendance logs	5/29/2015 monthly
G4.B1.S1.MA2	Administration and school based support staff will call parents and send reminders	Claro, Carolina	11/4/2014	Newsletters and logs of parental involvement.	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student academic performance will increase in Mathematics, Science, Civics, and Language Arts when teachers effectively use the Florida Standards while using an explicit instructional model within their core instruction (reading, math, and science).

G1.B1 Staff is in need of additional support with the development of the Florida Standards and curriculum alignment.

G1.B1.S1 Teachers will use common planning to break down student data and to better understand the Florida Standards to align their explicit instructions for the benefit of the student.

PD Opportunity 1

Additional staff will support and collaborate in the development and effective use of common planning time.

Facilitator

Pearson Education Support Staff

Participants

Teachers and paraprofessionals

Schedule

Biweekly, from 9/8/2014 to 6/4/2015

Technical Assistance Items

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

G1. Student academic performance will increase in Mathematics, Science, Civics, and Language Arts when teachers effectively use the Florida Standards while using an explicit instructional model within their core instruction (reading, math, and science).

G1.B1 Staff is in need of additional support with the development of the Florida Standards and curriculum alignment.

G1.B1.S1 Teachers will use common planning to break down student data and to better understand the Florida Standards to align their explicit instructions for the benefit of the student.

PD Opportunity 1

Instructional support staff will common plan with teachers

Facilitator

Curriculum Director

Participants

Science, Math, Civics, and LA teachers.

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 1: Student academic performance will increase in Mathematics, Science, Civics, and Language Arts when teachers effectively use the Florida Standards while using an explicit instructional model within their core instruction (reading, math, and science).	35,000
Grand Total	35,000

Goal 1: Student academic performance will increase in Mathematics, Science, Civics, and Language Arts when teachers effectively use the Florida Standards while using an explicit instructional model within their core instruction (reading, math, and science).

Description	Source	Total
B1.S1.A3 - All initiatives will be funded through FTE	General Fund	35,000
Total Goal 1		35,000