

Aventura City Of Excellence School



2014-15 School Improvement Plan

Aventura City Of Excellence School

3333 NE 188TH ST, Aventura, FL 33180

<http://www.aventuracharter.org>

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

16%

Alternative/ESE Center

No

Charter School

Yes

Minority

43%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

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

At Aventura City of Excellence School we believe that we have a responsibility to create a school climate that enables every individual to feel cared for, respected and to act as contributing members of the school culture. All students can learn and will be encouraged to strive for academic excellence and personal growth that will enable them to be productive and active members of society. In the practical application of this philosophy, opportunities shall be provided to:

1. Develop in each student and professional staff member a sense of self-worth and a positive self-concept
2. Imbue such character traits as honesty, integrity, compassion, respect, cooperation, humility, happiness and responsibility toward each other, our community and our world
3. Develop in each student an understanding of and responsibility for making positive personal and social choices
4. Improve upon the quality of instruction and curriculum by increasing the effectiveness of teachers and their teaching through ongoing professional development
5. Provide each student with experiences to develop an awareness of good health habits and attitudes for living by encouraging each student to perceive learning as a life-long continuing process from pre-school through adulthood
6. Encourage, through educational reporting, city and district officials, the citizens of Aventura, and the professional staff to support quality education in the school
7. Use assessment data to identify and track student achievement and learning goals
8. Develop school programs based on "best practices" to promote learning gains
9. Develop strong parent-teacher-student relationships
10. Provide a strong accountability system that will hold everyone at the schoolhouse responsible for maximizing learning opportunities
11. Provide a low student-teacher ratio in order to enhance the development of the individual strengths of each student
12. Provide additional staff members for enrichment and remediation services
13. Develop in each student the ability to think critically, make inferences, apply knowledge to new settings and use these skills to make wise choices

Provide the school's vision statement

Our vision is to join with our community to become the premier charter school in the nation where academic excellence coexists with the promotion of social responsibility grounded in an atmosphere of human dignity.

School Environment

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

The school provides teacher's with information related to student's cultural background. The school encourages teachers to highlight all student's culture through a relevant and varied curriculum whereby students see themselves, their customs and their beliefs as an integral part of the explicit school curriculum. This process builds trust and communication between teachers and students allowing relationships to flourish.

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

The school implements a system wide character education program titled "Words Count." This program teaches students, employees, parents and community members basic tenants of respect and caring for others and provides actions stakeholders can take if they feel something is not what it should be. The program focuses on creating "upstanders" as opposed to bystanders.

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 follows all the guidelines and procedures as they are outlined in the Miami-Dade County Public School Student Code of Conduct.

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

The school trains teachers on various social and emotional issues facing students and has an effective referral system for efficient and meaningful response to problems faced by the student body. Counseling is provided to various groups of students including the ESE population.

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

Early warning indicators at our school include the following: poor attendance, behavior that violates school /district rules, low and/or failing academic performance in core classes, level 1 and level 2 on benchmark assessments/other standardized tests. Regarding attendance concerns, we track students with excessive absences and tardies. Consequences such as detentions are issued after 6 unexcused tardies. Parents are required to meet with administration when absences begin to impact students' academic performance. The district discipline matrix is used to issues appropriate consequences for students who violate school/district rules. Low performing students (classroom and standardized tests) are provided with a variety of supporting resources such as intensive courses, pull-out instruction, counseling, and parental conferencing.

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
	K	1	2	3	4	5	6	7	8		
Attendance below 90 percent	3	3	2	1	2	2	4	8	4	29	
One or more suspensions	0	0	0	0	0	0	1	0	0	1	
Course failure in ELA or Math	0	1	0	1	2	2	10	5	15	36	
Level 1 on statewide assessment	0	0	0	3	3	4	5	0	7	22	

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

Indicator	Grade Level								Total
	1	3	4	5	6	7	8		
Students exhibiting two or more indicators	1	1	2	2	4	2	3	15	

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

As mentioned in section I. A. 3.a, we employ a variety of strategies to intervene when a student is struggling academically as identified by the early warning system indicators. These strategies include but are not limited to our Kaleidoscope and Read 180 programs, which provides level 1 and level 2 readers with an intensive/small classroom environment. One on one and small group pull-out instruction is also provided for students who need additional support in both math and ELA. Moreover, academic counseling is made available by our guidance counselor and academic dean. Both parents and students are encourage to attend these counseling sessions, which often include some or all of the students teachers. Behavior is tracked in the Student Information System and we employ an automated attendance communication system to inform parents of student absences. Together these interventions provide our students with a well-rounded and student center experience.

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?

No

PIP Link

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

Description

The school employs multiple methods to build positive relationships with families including the use of technology to communicate important events and both academically and developmental based workshops for parents. Parent workshops occur both at night and during school hours and topics range from STEAM projects to parenting skills. Parents are informed of how students articulate from one grade to the other via night meetings and letters home. Student progress is communicated through real time access to grade book, interim progress reports, progress monitoring reports and report cards.

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

The school maintains partnerships with several organizations within the community ranging from the Aventura Arts and Cultural Center to the Aventura Marketing Council. These partnerships support student achievement by allowing students to showcase their talents in the public arena and by providing multiple opportunities for exposure to cultural events.

The school also nurtures a long standing relationship with the community in terms of garnering support for fundraising that provides capital to purchase various curriculum resources that enhance student success.

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
Baggs, Donna	Instructional Coach
Lee, Leslie	Assistant Principal
Brill (formerly Monroy), Lisa	Teacher, ESE
Campbell-Ingellis, Jody	Teacher, K-12
Cavagnero, John	Teacher, K-12
Clark, Angel	Teacher, K-12
DiGeronimo, Cristina	Teacher, K-12
Dusch, Thomas	Instructional Coach
Greenfield, David	Dean
Griffin, Kristine	Dean
Rausch (formerly Ramunno), Heather	Teacher, K-12
Schaffer, Susan	Guidance Counselor
Suso, Michele	Teacher, K-12
Zachar, Sara	Teacher, K-12

Duties

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

Assistant Principal of Curriculum-Leslie Lee: Ensures administration of quarterly Think Gate baseline, interim and post assessments and disaggregates data to analyze growth of individual students and identify data trends.

Science Teacher-Michele Suso/ELA Specialist-Lisa Brill and Thomas Dusch/Math Specialists-Donna Baggs and John Cavagnero: Develops, leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum and intervention programs.

Dean of Student-Kristine Griffin: Participates in student data collection and coordinates all ESE compliance.

School Counselor-Susan Schaffer and Academic Dean David Greenfeild: Ensures BRTI procedures are planned, implemented, data collected and problem solving model is followed.Implements a system of tracking and counseling EWS students.

Lead teachers representing K -2-Sara Zachar, Kathrine Schwartz, Heather Rausch, and lead teachers representing 3-5-Jody Campbell, Angel Clark, Cristina DiGeronimo: Provide information related to core instructional programs and identifies areas for growth within grade level team.

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 school-based leadership team composed of various stakeholders at the school level such as administrators, teachers and specialists utilizes the Problem-Solving model to meet the academic and behavioral needs of all students and to set Tier 1 goals.

The team monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by analyzing all available data and making recommendations for changes or improvements. Resources are then allocated to improve areas of weakness.

Tier 2 support provides supplemental interventions to students who are not achieving the desired standards through the core curriculum alone. These students need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to chart and graph all ongoing progress monitoring data for individuals in Tier 2, review the effectiveness of interventions for groups of students, and consider students for movement to Tier 3.

Data meetings are held monthly and include the school leadership team and all teachers. The instructional coaches are then responsible for providing resources needed to ensure all students are having their needs met. Resources include computer based curricular programs, modeling of instructional strategies and paper based curricular materials that go above and beyond the scope of the text based curriculum.

School Advisory Council (SAC)**Membership**

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

Name	Stakeholder Group
Julie R. Alm	Principal
Philip Lakofsky	Teacher
Janira Arias	Teacher
Beth Greenberg	Teacher
Veronica Medrano	Teacher
Andreas Bechrakis	Teacher
Kelli Bassan	Teacher
Kristine Griffin	Education Support Employee
Anita Silber	Parent
Rachel Friedland	Parent
Marina Blachman	Parent
Elizabeth Mitrani	Parent
Shai Zachar	Student
Gary Pyott	Business/Community
Eric Soroka	Business/Community
Frida Lapidot	Parent
Jean McDowell	Parent
Mayyar Barazi	Student
Roham Barazi	Education Support Employee

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

The SAC met to monitor progress and evaluate the success of last year's school improvement plan. There was a presentation of the goals and how the school performed towards meeting the proficiency goals. As all goals were met it was determined that the school improvement plan was effective.

Development of this school improvement plan

The SAC meets to develop goals, barriers and strategies that may be included in the school improvement plan. They will approve, provide feedback and assist in monitoring the implementation of the SIP.

Preparation of the school's annual budget and plan

A meeting was held to review the budget and make suggestions for how to allocate the funds. The SAC approves the schools annual budget. They will assist in fundraising through the book fair, fall bazaar and fall and spring fundraiser.

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

To provide additional technology and instructional resources.
 STAR-Utilized in grades 1-5 and administered 4 times a year-\$799.00
 Success Maker- Utilized by Tier 2 and 3 students-\$7950.00

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
Alm, Julie	Principal
Lee, Leslie	Assistant Principal
Brill (formerly Monroy), Lisa	Instructional Coach
Dusch, Thomas	Instructional Coach
Chiodi, Loredana	Teacher, K-12
Griffin, Kristine	Dean

Duties

Describe how the LLT promotes literacy within the school

The major initiatives this year will be to document the use of STAR data in differentiating reading instruction in the classroom and to use the prescribed intervention resources and strategies aligned to the STAR assessment in instruction. Data chats based on the results of the assessments will be facilitated by Julie Alm and Leslie Lee

The instructional specialist Lisa Brill and Thomas Dusch will model Florida Standards lessons that

will prepare students for success on FSA.

Loredana Chiodi will supervise the middle school team to ensure implementation of the Florida Standards.

Struggling readers will utilize the Success Maker program to strengthen skill weaknesses which will be monitored by Kristine Griffin.

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

ACES provides teachers with a week of team building and in-service activities at the beginning of each year. Early release and teacher planning days are used for professional development activities that are collaborative and build working relationships. Each grade level is provided a common planning time to plan instructional activities.

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

1. Implement "Professional Advancement of New Educators" Program to provide support to teachers new to school-Assistant Principal of Operations
2. Design individualized professional growth plans for staff demonstrating deficiencies-Assistant Principal of Curriculum
3. Provide stipends to lead teachers at each grade/ department/ supplement for Masters and Specialist degreed staff/ Competitive salaries/ Monetary awards for service years to ACES-Principal
4. Provide leadership opportunities and opportunities for advancement to staff-Principal
5. Advertise positions on Teachers-Teachers.com-Assistant Principal of Curriculum

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

Mr. Paz will be in charge of our teacher mentoring program. Mr. Paz is a certified Clinical Educator and a certified Clinical Education Trainer. This year we currently have no first year teachers on staff. However, below is a list of activities typically planned for mentoring.

September – Parent Conferencing: "Giving A Heads Up"

October – SST (Student Support Team) procedures: How do I know who I should or should not refer?

November – Classroom Management Plans – Sharing Best Practices "What works for you?"

December – Professional Development – ESOL Endorsements, Gifted

Endorsements, General Knowledge Exams, Subject Area Exams, Professional Educator's Exams.

Where are you in the process? What could we do to help?

January - Test Preparation – An Overview.

February – Thinking Outside the Box – Ensuring Higher Order Teaching.

March – "March to March" – Keeping our momentum!

April - Promotion/Retention Policies

May - P.A.N.E. "Graduation"

Reflecting on your year at ACES

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

ACES has stayed current with all curriculum standards set forth by the state. We have sent representatives to all training sessions provided by Public Consulting Group related to Florida Standards. Our curriculum support specialists attend all district training as related to the Florida Standards.

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 analyze multiple sources of data to determine individuals student skill weaknesses and strengths on a continual basis. In the classroom after direct instruction on the skill of the day the teacher then provides opportunities for students to work with the teacher and various other activities to either strengthen a weak skill or enhance a skill at a higher level that was originally a strength.

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: Weekend Program

Minutes added to school year: 2,400

Saturday School- Provided to on-level students in reading to push their potential from being proficient to above proficient. Offered for 10 Saturdays for 4 hours a Saturday.

Saturday School- Provided to below-level students in math to push their potential to become proficient. Offered for 10 Saturdays for 4 hours a Saturday.

Strategy Rationale

Since our current ELA structure during the school day provides support to struggling readers our Saturday program provides support to on level learners in reading in order to help move them from proficient to above level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Saturday school data includes SAT-10 and FCAT scores as well as a pre and posttest within the program. The program then looks at the current year scores as compared with students who did not participate to determine if the participating students did better.

Strategy: Extended School Day

Minutes added to school year: 1,500

Before School Math Tutoring- Offered by National Junior Honor Society for any students desiring assistance in math. Offered two days a week throughout the entire year.

Strategy Rationale

Students sometimes learn better from a peer or mentor so the program lets students interact in a positive educational experience.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected from sign in sheets and grade reports to compare grades of students who attended to those who did not.

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

We recruit within our community by having a strong academic program while also addressing the social and emotional needs of our students. Each year we have over a thousand parents on our waiting list after the lottery is conducting. This is a result of the experienced and dedicated staff who impress our students and parents who in turn spread the word within the community that ACES is a school you want your children to attend.

Our school utilizes our website to communicate our lottery procedures and curriculum offerings. We also have a sibling and military preference for admitting students.

We hold several events to smooth the transition from early childhood programs to local elementary school programs. Each year we have a meet and greet in the week prior to the opening of school that includes an orientation for new parents and students. Parents and students then meet their teachers in the classroom. We host a Kindergarten Kickoff breakfast where kindergarten students arrive with their parents at 10:00 AM on the first day of school and the entire kindergarten faculty is introduced and the students are transitioned from the parents to the teacher in the cafeteria. We also have a traditional open house in the first month of school.

Outgoing students and parents meet several times with the staff of our feeder pattern high school to communicate the opportunities and expectations of 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

Our school has a variety of advanced offerings to help students on a path to college and career. We offer high school level honors algebra, geometry, and biology. We also offer high school Spanish one and two. We host a career day that increases student awareness of various career opportunities.

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will achieve proficiency on all areas of the Florida Standards Assessment through a school wide focus on implementing and reinforcing the use of academic vocabulary in every class.
- G2.** Absences, tardiness and class failures, which are indicators of probability of graduation, will decrease over the course of the year.
- G3.** Students will become STEM literate through the incorporation of two major STEM projects in multiple subjects throughout the school year.
- G4.** Parent involvement in the academic success of their child will increase.

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. Students will achieve proficiency on all areas of the Florida Standards Assessment through a school wide focus on implementing and reinforcing the use of academic vocabulary in every class. 1a

G036414

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	100.0
AMO Math - All Students	90.0
AMO Math - African American	71.0
AMO Math - ED	83.0
AMO Math - ELL	83.0
AMO Math - Hispanic	89.0
AMO Math - SWD	76.0
AMO Math - White	91.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0
Math Gains	84.0
Math Lowest 25% Gains	84.0
AMO Reading - All Students	90.0
AMO Reading - African American	75.0
AMO Reading - ED	83.0
AMO Reading - ELL	71.0
AMO Reading - Hispanic	89.0
AMO Reading - SWD	70.0
AMO Reading - White	91.0
CELLA Listening/Speaking Proficiency	78.0
CELLA Reading Proficiency	57.0
ELA/Reading Gains	83.0
ELA/Reading Lowest 25% Gains	97.0
Bio I EOC Pass	100.0
FCAT 2.0 Science Proficiency	78.0
CELLA Writing Proficiency	60.0
Teachers with advanced degrees	41.0
Teacher attendance rate	92.0
Certified in Field	93.0
Effective+ Teachers (Performance Rating)	89.0
Developing Teachers (Performance Rating)	9.0
Effective Teachers (Performance Rating)	41.0
ESOL Endorsed	35.0
Highly Qualified Teachers	93.0
Unsatisfactory Teachers (Performance Rating)	1.0
% National Board Certified	0.0
Reading Endorsed	5.0

Resources Available to Support the Goal 2

- Resources available to help reach this goal include but are not limited to administrative personnel, literacy team members, teachers, and the media specialist, as well as, literacy curricula and programs such as Wonders, STAR, Reading Plus, Success Maker, CCSS units and Instructional Focus Calendars.

Targeted Barriers to Achieving the Goal 3

- All teachers within the building are not used to being responsible for teaching academic vocabulary and incorporating it explicitly into their lesson plans.

Plan to Monitor Progress Toward G1. 8

Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.

Person Responsible

Julie Alm

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Results of the multiple students assessments including the 2015 FSA

G2. Absences, tardiness and class failures, which are indicators of probability of graduation, will decrease over the course of the year. **1a**

G049722

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	95.61
Attendance Below 90%	6.0
Attendance Below 90% Kindergarten	8.0
Attendance Below 90% Grade 01	5.0
Attendance Below 90% Grade 02	5.0
Attendance Below 90% Grade 03	5.0
Attendance Below 90% Grade 04	3.0
Attendance Below 90% Grade 05	5.0
Attendance Below 90% Grade 06	9.0
Attendance Below 90% Grade 07	11.0
Attendance Below 90% Grade 08	7.0
Truancy rate	0.0

Resources Available to Support the Goal **2**

- MTTS/Rtl teams, technology communication tools

Targeted Barriers to Achieving the Goal **3**

- Students who exhibit multiple early warning signs often do so as a result of lack of support in the home environment.

Plan to Monitor Progress Toward G2. **8**

Student tracking logs, counselor/student conference logs and parent conference notes.

Person Responsible

David Greenfield

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Decrease in the number of students exhibiting multiple early warning signs.

G3. Students will become STEM literate through the incorporation of two major STEM projects in multiple subjects throughout the school year. 1a

G049815

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- STEM coordinator, C-Palms, and STEAM elective program

Targeted Barriers to Achieving the Goal 3

- Students have limited opportunities to engage in STEM related experiences throughout the school day.

Plan to Monitor Progress Toward G3. 8

Lesson plans, student work and classroom observations

Person Responsible

Laura VanHelleMont

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

student surveys, project counts, class counts

G4. Parent involvement in the academic success of their child will increase. 1a

G049827

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Words Count program, Cultivating Community Character Education Program and Administration

Targeted Barriers to Achieving the Goal 3

- Parents are not always aware of ways in which they can help their child be successful in school.

Plan to Monitor Progress Toward G4. 8

Parent surveys

Person Responsible

Kristine Griffin

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in sheets from parent events

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. Students will achieve proficiency on all areas of the Florida Standards Assessment through a school wide focus on implementing and reinforcing the use of academic vocabulary in every class. **1**

 G036414

G1.B1 All teachers within the building are not used to being responsible for teaching academic vocabulary and incorporating it explicitly into their lesson plans. **2**

 B124445

G1.B1.S1 Teachers will implement multiple pedagogical methodologies to instruct students in the use of academic vocabulary across all grade levels and all subject areas. **4**

 S136349

Strategy Rationale

Academic vocabulary is a natural fit into all subject areas and grade levels thereby providing a perfect vehicle for the entire school to share responsibility for preparing students for the mastering of the Florida standards.

Action Step 1 **5**

Students will show proficiency in using academic vocabulary in all classes as demonstrated on multiple types of assessments.

Person Responsible

Leslie Lee

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Lesson Plan Review, classroom assessments and administrative observation

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

Following the FCIM model monthly meetings will take place to review data to measure the effectiveness of the strategy and instruction will be adjusted as needed.

Person Responsible

Leslie Lee

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Lesson plans, student work, classroom assessments and benchmark data

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Lisa Brill (fomerly Monroy)


Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Observations and classroom assessments

G1.B1.S2 Teachers will provide opportunities for students to have exposure to academic vocabulary including in text, video and speech. 4

 S136350

Strategy Rationale

Students will be exposed to content on FSA via multiple sources not just text based.

Action Step 1 5

Students will complete projects in multiple formats including use of technology to demonstrate their knowledge of academic vocabulary.

Person Responsible

Leslie Lee

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observations and lesson plan reviews

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

Following the FCIM model monthly meetings will take place to review data to measure the effectiveness of the strategy and instruction will be adjusted as needed.

Person Responsible

Leslie Lee

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Lesson plans, student work, classroom assessments and benchmark data

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Lisa Brill (fomerly Monroy)


Schedule

Monthly, from 8/12/2014 to 6/5/2015


Evidence of Completion

Observations and classroom assessments


G2. Absences, tardiness and class failures, which are indicators of probability of graduation, will decrease over the course of the year. 1

 G049722

G2.B1 Students who exhibit multiple early warning signs often do so as a result of lack of support in the home environment. 2

 B124613

G2.B1.S1 The MTSS/Rtl team will create a system to track and support students who have multiple early warning signs. 4

 S136524

Strategy Rationale

The system will allow the team to identify students to target for improvement.

Action Step 1 5

Students will come to school as a result of the MTSS/Rtl team meeting monthly to track attendance and academic progress identified as exhibiting multiple early warning signs.

Person Responsible

David Greenfield

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Early warning signs tracking document

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

The team will meet and use the FCIM model to determine the intervention and monitoring system.

Person Responsible

David Greenfield

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data from the early warning sign tracking document

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

Meet to analyze data and adjust interventions where appropriate

Person Responsible

David Greenfield


Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Early warning signs data tracking document

G2.B1.S2 Guidance counselor will meet with students failing multiple courses on a regular basis to implement a program to motivate students. 4

 S136533

Strategy Rationale

Students who exhibit multiple early warning signs are not always intrinsically motivated and may need external motivation to be successful.

Action Step 1 5

Students failing multiple courses will participate in a motivational program.

Person Responsible

Susan Schaffer

Schedule

On 10/24/2014

Evidence of Completion

Presentation of the program

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

The leadership team will meet and use the FCIM model to determine the validity of the intervention and monitoring program.

Person Responsible

David Greenfield

Schedule

On 10/31/2014

Evidence of Completion

Student/counselor meeting logs.

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

The team will meet and use the FCIM model to analyze data and adjust interventions where appropriate.

Person Responsible

Julie Alm


Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Decrease in the number of students failing multiple courses


G3. Students will become STEM literate through the incorporation of two major STEM projects in multiple subjects throughout the school year. 1

 G049815

G3.B1 Students have limited opportunities to engage in STEM related experiences throughout the school day. 2

 B124718

G3.B1.S1 Teachers will use a problem solving method instructional strategy to provide more STEM related activities integrated into the core subjects. 4

 S136628

Strategy Rationale

The more exposure students have to STEM related activities the more literate they will become.

Action Step 1 5

Students will complete least two STEM related projects in the core subjects per year.

Person Responsible

Michele Suso

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans and observations

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

Use the FCIM model in team planning meetings to brainstorm STEM projects

Person Responsible

Michele Suso

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Team planning notes

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

Classroom observations and lesson plan reviews

Person Responsible

Julie Alm


Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student projects and assessments

G3.B1.S2 A STEM elective that provides hands on activities will be offered at the middle school level. 4

 S136633

Strategy Rationale

Concentrated exposure to STEM activities generates student interest and literacy.

Action Step 1 5

Students will register for STEM elective

Person Responsible

Laura VanHellemont

Schedule

Annually, from 5/28/2014 to 6/5/2015

Evidence of Completion

Student course schedules

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Classroom observation and lesson plan reviews

Person Responsible

Leslie Lee

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans and students projects

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Inventory of student interest in class

Person Responsible

Laura VanHellemont

Schedule

On 5/22/2015

Evidence of Completion

Number of students who take elective in 2015-2016

G4. Parent involvement in the academic success of their child will increase. 1

G049827

G4.B1 Parents are not always aware of ways in which they can help their child be successful in school. 2

B124749

G4.B1.S1 Provide a variety of school based events that involve parents working with their child for a successful school experience. 4

S136721

Strategy Rationale

If parents learn ways to support their child academically they will implement those strategies.

Action Step 1 5

Offer multiple parent events throughout the school year.

Person Responsible

Kristine Griffin

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in sheets from parent workshops

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

Using the FCIM model the team will brainstorm and select relevant topics for parent events

Person Responsible

Kristine Griffin

Schedule

On 6/5/2015

Evidence of Completion

List of Events

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

The team will meet and use the FCIM model to determine the if the program needs adjustment or if parents are attending the events.

Person Responsible

Kristine Griffin

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent surveys

G4.B1.S2 Communicate and market events more effectively 4

 S136745

Strategy Rationale

Parents often are not proactive about contacting the school about event information so better communication and marketing will ensure better turn out.

Action Step 1 5

School events will be publicized through a variety of media including connect ed phone messages, e-mail blasts, and website calendars.

Person Responsible

Kristine Griffin

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Monitor various media to ensure posting of events

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Calendaring of events on website

Person Responsible

Kristine Griffin

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Monitoring of website

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Parents will be polled about their awareness of parent events hosted by the school

Person Responsible

Kristine Griffin

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parent Surveys

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	Students will show proficiency in using academic vocabulary in all classes as demonstrated on multiple types of assessments.	Lee, Leslie	8/12/2014	Lesson Plan Review, classroom assessments and administrative observation	6/5/2015 weekly
G1.B1.S2.A1	Students will complete projects in multiple formats including use of technology to demonstrate their knowledge of academic vocabulary.	Lee, Leslie	8/18/2014	Observations and lesson plan reviews	6/5/2015 monthly
G2.B1.S1.A1	Students will come to school as a result of the MTSS/RtI team meeting monthly to track attendance and academic progress identified as exhibiting multiple early warning signs.	Greenfield, David	8/18/2014	Early warning signs tracking document	6/5/2015 monthly
G2.B1.S2.A1	Students failing multiple courses will participate in a motivational program.	Schaffer, Susan	8/18/2014	Presentation of the program	10/24/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Students will complete least two STEM related projects in the core subjects per year.	Suso, Michele	8/18/2014	Lesson plans and observations	6/5/2015 semiannually
G3.B1.S2.A1	Students will register for STEM elective	VanHelleMont, Laura	5/28/2014	Student course schedules	6/5/2015 annually
G4.B1.S1.A1	Offer multiple parent events throughout the school year.	Griffin, Kristine	8/18/2014	Sign in sheets from parent workshops	6/5/2015 every-2-months
G4.B1.S2.A1	School events will be publicized through a variety of media including connect ed phone messages, e-mail blasts, and website calendars.	Griffin, Kristine	8/18/2014	Monitor various media to ensure posting of events	6/5/2015 monthly
G1.MA1	Following the FCIM model, monthly assessment data reports will be review and instruction will be adjusted as needed.	Alm, Julie	8/12/2014	Results of the multiple students assessments including the 2015 FSA	6/5/2015 monthly
G1.B1.S1.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Brill (fomerly Monroy), Lisa	8/12/2014	Observations and classroom assessments	6/5/2015 monthly
G1.B1.S1.MA1	Following the FCIM model monthly meetings will take place to review data to measure the effectiveness of the strategy and instruction will be adjusted as needed.	Lee, Leslie	8/12/2014	Lesson plans, student work, classroom assessments and benchmark data	6/5/2015 monthly
G1.B1.S2.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Brill (fomerly Monroy), Lisa	8/12/2014	Observations and classroom assessments	6/5/2015 monthly
G1.B1.S2.MA1	Following the FCIM model monthly meetings will take place to review data to measure the effectiveness of the strategy and instruction will be adjusted as needed.	Lee, Leslie	8/12/2014	Lesson plans, student work, classroom assessments and benchmark data	6/5/2015 monthly
G2.MA1	Student tracking logs, counselor/ student conference logs and parent conference notes.	Greenfield, David	8/18/2014	Decrease in the number of students exhibiting multiple early warning signs.	6/5/2015 monthly
G2.B1.S1.MA1	Meet to analyze data and adjust interventions where appropriate	Greenfield, David	8/18/2014	Early warning signs data tracking document	6/5/2015 monthly
G2.B1.S1.MA1	The team will meet and use the FCIM model to determine the intervention and monitoring system.	Greenfield, David	8/18/2014	Data from the early warning sign tracking document	6/5/2015 monthly
G2.B1.S2.MA1	The team will meet and use the FCIM model to analyze data and adjust interventions where appropriate.	Alm, Julie	8/18/2014	Decrease in the number of students failing multiple courses	6/5/2015 monthly
G2.B1.S2.MA1	The leadership team will meet and use the FCIM model to determine the validity of the intervention and monitoring program.	Greenfield, David	10/24/2014	Student/counselor meeting logs.	10/31/2014 one-time
G3.MA1	Lesson plans, student work and classroom observations	VanHelleMont, Laura	8/18/2014	student surveys, project counts, class counts	6/5/2015 monthly
G3.B1.S1.MA1	Classroom observations and lesson plan reviews	Alm, Julie	8/18/2014	Student projects and assessments	6/5/2015 semiannually
G3.B1.S1.MA1	Use the FCIM model in team planning meetings to brainstorm STEM projects	Suso, Michele	8/18/2014	Team planning notes	6/5/2015 quarterly
G3.B1.S2.MA1	Inventory of student interest in class	VanHelleMont, Laura	5/18/2015	Number of students who take elective in 2015-2016	5/22/2015 one-time
G3.B1.S2.MA1	Classroom observation and lesson plan reviews	Lee, Leslie	8/18/2014	Lesson plans and students projects	6/5/2015 monthly
G4.MA1	Parent surveys	Griffin, Kristine	8/18/2014	Sign in sheets from parent events	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	The team will meet and use the FCIM model to determine the if the program needs adjustment or if parents are attending the events.	Griffin, Kristine	8/18/2014	Parent surveys	6/5/2015 every-2-months
G4.B1.S1.MA1	Using the FCIM model the team will brainstorm and select relevant topics for parent events	Griffin, Kristine	8/18/2014	List of Events	6/5/2015 one-time
G4.B1.S2.MA1	Parents will be polled about their awareness of parent events hosted by the school	Griffin, Kristine	8/18/2014	Parent Surveys	6/5/2015 monthly
G4.B1.S2.MA1	Calendaring of events on website	Griffin, Kristine	8/18/2014	Monitoring of website	6/5/2015 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. Students will achieve proficiency on all areas of the Florida Standards Assessment through a school wide focus on implementing and reinforcing the use of academic vocabulary in every class.

G1.B1 All teachers within the building are not used to being responsible for teaching academic vocabulary and incorporating it explicitly into their lesson plans.

G1.B1.S1 Teachers will implement multiple pedagogical methodologies to instruct students in the use of academic vocabulary across all grade levels and all subject areas.

PD Opportunity 1

Students will show proficiency in using academic vocabulary in all classes as demonstrated on multiple types of assessments.

Facilitator

Leslie Lee

Participants

All staff members

Schedule

Weekly, from 8/12/2014 to 6/5/2015

G1.B1.S2 Teachers will provide opportunities for students to have exposure to academic vocabulary including in text, video and speech.

PD Opportunity 1

Students will complete projects in multiple formats including use of technology to demonstrate their knowledge of academic vocabulary.

Facilitator

Content area specialists

Participants

All staff

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G2. Absences, tardiness and class failures, which are indicators of probability of graduation, will decrease over the course of the year.

G2.B1 Students who exhibit multiple early warning signs often do so as a result of lack of support in the home environment.

G2.B1.S1 The MTSS/Rtl team will create a system to track and support students who have multiple early warning signs.

PD Opportunity 1

Students will come to school as a result of the MTSS/Rtl team meeting monthly to track attendance and academic progress identified as exhibiting multiple early warning signs.

Facilitator

Miami Dade County Public Schools

Participants

Student Services Staff

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G2.B1.S2 Guidance counselor will meet with students failing multiple courses on a regular basis to implement a program to motivate students.

PD Opportunity 1

Students failing multiple courses will participate in a motivational program.

Facilitator

Miami Dade County Public Schools

Participants

Student Services Staff

Schedule

On 10/24/2014

G3. Students will become STEM literate through the incorporation of two major STEM projects in multiple subjects throughout the school year.

G3.B1 Students have limited opportunities to engage in STEM related experiences throughout the school day.

G3.B1.S1 Teachers will use a problem solving method instructional strategy to provide more STEM related activities integrated into the core subjects.

PD Opportunity 1

Students will complete least two STEM related projects in the core subjects per year.

Facilitator

Miami Dade County Public Schools

Participants

Teachers in all core academic subjects

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

G3.B1.S2 A STEM elective that provides hands on activities will be offered at the middle school level.

PD Opportunity 1

Students will register for STEM elective

Facilitator

Miami Dade County Public Schools

Participants

STEM elective teacher

Schedule

Annually, from 5/28/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Students will achieve proficiency on all areas of the Florida Standards Assessment through a school wide focus on implementing and reinforcing the use of academic vocabulary in every class.	3,000
Grand Total	3,000

Goal 1: Students will achieve proficiency on all areas of the Florida Standards Assessment through a school wide focus on implementing and reinforcing the use of academic vocabulary in every class.		
Description	Source	Total
B1.S1.A1	School Improvement Funds	3,000
Total Goal 1		3,000