

Shenandoah Middle School



2014-15 School Improvement Plan

Shenandoah Middle School

1950 SW 19TH ST, Miami, FL 33145

<http://shenandoahmiddle.dadeschools.net/>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

92%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

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

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

Shenandoah Middle School Museums Magnet implements instructional strategies, founded in the humanities, which allows students to develop flexible and rigorous thinking skills based on individual experiences and interactions with object-based learning resources.

Provide the school's vision statement

By creating environments that promote meaningful explorations and discovery, Shenandoah Middle School Museums Magnet facilitates engaging instruction which instills a joy of learning and deep understanding of subjects. Our goal is to enable all students to be lifelong learners, productive workers, responsible citizens and thoughtful participants in their families and global community. The Museums Magnet Program cultivates and secures a new learning environment by creating environments that promote meaningful exploration and discovery. We facilitate engaging instruction which creates a joy of learning and deep understanding of subjects therefore fostering a new generation of museum goers.

Genuine enthusiasm for academic study, understanding and achievement is cherished at Shenandoah Middle. We strive to instill this passion in our students by paving a concrete academic foundation, setting high educational goals and celebrating their intellectual journey.

School Environment

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

At Shenandoah Middle School, the teachers, counselors, and all support staff use various techniques to ensure the relationships between them and the students are that of supportive and welcoming. The school uses the Grade Level Team Leaders to contact and conduct parent, student, and teacher conferences twice a week on a weekly basis. These conferences give the teachers the ability to learn the student backgrounds to improve the student learning environment. The teachers can also communicate their concerns as well as success with the students to the parents. The Team Leaders are also able to explore activities and events that will bring together all the student population to keep the learning environment not only safe but energetic, lively, fun, and productive.

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

At Shenandoah Middle School, we pride ourselves in providing a safe leaning environment. In order to provide this safe learning environment we begin with a School-Wide Positive Behavior Support (PBS) system. In collaboration with the progressive Discipline Plan, the PBS system is based off of five expectations which are posted throughout the school and addressed with all students in an effort to create good citizens/students. These PBS expectations are, BE Present, Be Punctual, Be Productive, Be Attentive, and Be Positive. Students are to follow these expectations, which are then rewards up with PBS incentives such as tangible items from the PBS store such as school supplies, tickets to local sporting events, passes to school events, as well as other rewards.

Shenandoah Middle school also creates a safe and respectful learning environment by have teachers, staff, and support personnel readily available and visible. Security guards are present and visible throughout the school building and in assigned locations to have maximum coverage and maintain the safe learning environment. Teachers are encouraged to be visible and in the hallways,

outside of their doors when they are not teaching such as in change of class periods, before schools, and after school in order to add more adult supervision. And finally Administrators are constantly roaming the school building address any concerns or problems that may arise as well as securing all points of entry.

To follow up with the PBS system as well as the constant supervision of the students, Shenandoah Middle School implements a progressive behavior plan. This progressive discipline plan has various components such as minor incidents like uniform violations and tardiness, to more severe violations such as disruptive and defiant behaviors. Although the repercussions for the two components are not identical, they both have steps that include warning, parent contact, counseling services, parent conferences, detentions, in school suspension, and at the very extreme measure outdoor suspension.

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

Shenandoah Middle School uses a combination of positive rewards as well as reprimands for actions that are otherwise disruptive or a distraction to the learning environment. The Positive Behavior Support (PBS) system provides steps to reward the students at an individual as well as a school wide level in order to minimize the distraction and the Progressive Discipline plan is used to outline the steps that are taken when a disruption and/or distraction has occurred.

The PBS system at Shenandoah provides a PBS store where students can buy school supplies and other items using a school currency which they can earn through following the PBS Expectations. The PBS plan also calls for school wide incentives such as a result of good school wide attendance, increases in testing scores, and various other criteria. However, the PBS system works with all staff and faculty members participating in initiatives in all classes such as Bell to Bell instruction with a provided framework of gradual release, differentiated instruction, as well as other policies that do not provide students down time away from their studies to cause a distraction.

The Progressive Discipline plan provides students with clear procedures and protocols for all disruptions and distractions in the school setting. Prior to the opening of school, all teachers are briefed via training with all the procedures that need to take place in the classroom setting when a disruption or distraction occurs. At this time the teachers were also provided with materials to document the steps as well and provided with materials needed to implement the school wide discipline plan. During the first week of school, the students are also provided with an orientation which outlines all the actions which are considered to be a distraction as well as the procedures that are used in the school wide progressive discipline plan. This progressive discipline plan has various components such as minor incidents like uniform violations and tardiness, to more severe violations such as disruptive and defiant behaviors. Although the repercussions for the two components are not identical, they both have steps that include warnings, parent contact, counseling services, grade level team leader interventions, parent conferences, detentions, in school suspension, and at the very extreme measure and last resort outdoor suspension.

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

At Shenandoah Middle School the safety and needs of the students is always a top priority. The emotional needs of all students are met as we have two counselors including a Trust counselor. The counselors provide an open door policy where all students have the availability of seeing the counselor as needed. We also provide students with counselor request forms where the students can request the services of the counselors. The counselors provide regular schedule counseling services to students who are designated to need the support as well. Shenandoah Middle also provides a peer mentoring program where the students in the National Junior Honors society and the Student Government provide tutoring and peer interaction.

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

Shenandoah Middle School's Early Warning Indicator system is composed of various components that tie into the Positive Behavior Support plan and the Progressive Discipline Plan. The EWI system is carried out by the grade level team lead teachers as they gather the data and then address the concerns. The EWI system is composed of students who have 15 or more absences, excused or unexcused, students with multiple in school or out of school suspensions, and students who are identified to be in the lowest 25% in academic achievement on the statewide standardized assessments. The grade level team leaders, once attaining the data, compose lists per their grade level and begin contacting the parents of those students. Parent, teacher, and student conferences are scheduled along with conferences that are requested by parents and teachers for students that may or may not be on the EWI list. Once the parent conference has taken place, the teachers and parents discuss an action plan for the student which is followed up by the grade level team leader and the counselors.

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	8	
Attendance below 90 percent	48	33	45	126
One or more suspensions	46	49	74	169
Course failure in ELA or Math	63	62	48	173
Level 1 on statewide assessment	248	223	250	721

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

At Shenandoah Middle, the students who are listed as having two or more indicators of the Early Warning Indicators lists are provided with various strategies for assistance. The Grade Level Team Leaders schedule and conduct the parent conferences and then the students are listed and provided bi-weekly counseling with the counselors. The counselors ensure that the students are following through and are on the appropriate path for improvement and success. The students are also provided with information regarding tutoring that may be taking place in the school or with neighboring community partners. Home visits are also periodically made by counselors and administrators to ensure that the students are aware that they are being provided with all the support possible to make them successful.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193542>.

Description

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

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

Our partners in education program is the springboard to build and sustain partnerships with the local community. Through these partnerships, Shenandoah Middle School is able to secure and utilize resources to support the school and student achievement. Our partners include Jungle Island, Publix, Winn-Dixie, VALIC, and Subway.

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
Miret, Humberto	Principal
Gonzalez, Mariana	Assistant Principal
De la Osa, Paulo	Assistant Principal
Herrera, Teresita	Teacher, K-12
Jimenez, Maria	Teacher, K-12
Kirby, Esther	Teacher, K-12
Leon, Vivian	Teacher, K-12
Perez, Robert	Teacher, K-12
Pena, Jose	Teacher, K-12
Rodriguez, Juan Carlos	Teacher, K-12

Duties

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

Shenandoah Middle School's principal, Mr Miret, is an instructional leader who sustains a shared vision for the students' academic achievement. He ensures rigorous, standards-based instruction. He supports continuous professional development opportunities for all teachers. Mr. Miret also oversees

school-wide safety and efficient operations. He is in constant communication and collaboration with the surrounding community and its' stakeholders.

The Assistant Principal Ms. Gonzalez is an instructional leader who assists and supports all of the principal's initiatives and duties. She is the lead for the following initiatives, among others included in the School's Bulletin: School Improvement Plan, Curriculum Bulletin, 8th Grade Discipline; EESAC, Master Schedule, IPEGS, META, Open House, Schoolwide Literacy, Title I/SES documentation, Parent Academy, Payroll; differentiated accountability, professional development, management, schoolwide testing, and summer school.

The Assistant Principal Mr. De la Osa assists the principal with the following initiatives and duties: ABC(FISH), Athletic Activities/Activities/Fieldtrips; 6th & 7th Grade Discipline; Schoolwide Attendance; Community Liaison/Dade Partners; Technology; Custodial Staff; Free/Reduced Lunch; IPEGS; Media Center; Monthly Staff Recognitions; Physical Plant; Property Control; Saturday School; Security; Staff Yearly Awards; Transportation; United Way campaign among other duties.

The teachers who form part of the committee: Ms. Herrera (Social Sciences & Test Chairperson), Ms. Jimenez (Lead Teacher for Museums Magnet Program), Ms. Kirby (Activities Director), Vivian Leon (Reading Department Chairperson and P.D. Liaison), Robert Perez (SPED Department Chairperson), Jose Pena (C.S.I. Teacher/P.B.S. Program), and Juan Carlos Rodriguez (E.F.L. Department Chairperson) and work closely with the school administrators to plan and implement school-wide and content-area initiatives during the year.

Additionally, our MTSS/Rtl leadership team and the EESAC will discuss, review, and make corrections and publish the School Improvement Plan, and will provide intervention support for teachers and assist in progress monitoring at-risk students. The team will provide targets for academic and social areas that need to be addressed, focusing on the implementation and monitoring of the three-tiered program. The team will also help set SMART goal expectations for instruction (rigor and relevance). Additionally, the MTSS/Rtl leadership team will also be involved with the monitoring of the Action Plans included in the SIP for the subgroups in reading and mathematics, science and writing.

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

Data will be used to guide instructional decisions and system procedures for all students to:

1. adjust the delivery of curriculum and instruction to meet the specific needs of students;
2. adjust the delivery of behavior management system;
3. adjust the allocation of school-based resources;
4. drive decisions regarding targeted professional development; and
5. create student growth trajectories in order to identify and develop interventions.

The data will be collected and analyzed in order to drive instruction. Some of the major data sources used will be as follow:

District Interim Fall Data (grades 6th-8th) Progress Monitoring and Reporting Network (PMRN), District Interim Fall and EOC Assessments, and District Writing pre-tests.

Mid-Year (Progress Monitoring- grades 6th-8th) PMRN, Interim Assessments, Florida Assessments for Instruction in Reading (FAIR), Reading Plus, Accelerated Reader and District Interim Winter Assessments.

End-of-the-Year (Summative): FAIR, Interim Assessments, PMRN, District Writing Post-Tests, and Statewide Assessments.

Behavioral Data Collected throughout the school year:

- Student Case Management System
- Detentions
- Suspensions/expulsions

- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys & Attendance and Referrals to special education programs

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

At Shenandoah Middle School services are provided to ensure students requiring additional remediation are assisted through enrolling students in Intensive Reading, Mathematics, Science, and Writing classes in addition to their core content area classes and during after-school tutorial sessions are available during the year. Support services are provided to students via the student services department who assist with whole-school screening programs that provide early intervention programs for children who are considered "at risk." The Literacy Leadership Team and the RtI Committee develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches following the RTI program prescriptions. The reading contact assists with the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and school-wide literacy implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES; Supplemental Educational Services; and special support services for the special needs populations , such as neglected, delinquent , and academically struggling students.

Title I, Part C- Migrant

At Shenandoah Middle School, parents are provided with ongoing trainings resources via the school's Parent Resource Center. This program provides parents with available programs, services, and resources, in the form of workshops and Parent Academy courses at flexible times that accommodate our parents' schedules, in the hope that this will empower parents and increase their involvement with their child's education. It also informs parents of their rights under the Title I No Child Left Behind Act and other referral programs. The school also works to increase parental involvement and engagement through developing our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Annual Parent Meeting and providing parents with other documents/activities necessary in order to comply with dissemination and reporting requirements.

Title I, Part D

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.

Shenandoah Middle School provides new teachers with qualified mentors. Our school also provides teachers with professional development course availability information for those teachers requiring a subject endorsement via the Professional Development (P.D.) Liaison. Additionally, the P.D. Liaison assists teachers with identifying appropriate certification and re-certification courses.

Title II

The Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students at Shenandoah Middle School by providing funds to implement and/or provide:

- Tutorial programs (6th-8th grades);
- Parent Outreach Programs (6th-8th grades);

- Hardware and Software for the development of language and literacy skills in reading, mathematics, and science purchased to be used by ELL and immigrant students (6th-8th, RFP Process); and
- Instructional Materials

Title III

At the present time, Shenandoah Middle School does not serve any homeless children. In the event that we identify a student or students in this situation, the school's Trust Counselor will work closely with the family, community, and district services to provide resources (clothing, school supplies, Social services referrals) for the student(s) that are available as a part of the Project Upstart Homeless Children and Youth in Transition program.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Shenandoah Middle School offers a comprehensive non-violence and anti-drug program to students. The programs and activities that will continue to be offered are as follows: Substance and Abuse Prevention workshops for all 6th graders; Red Ribbon Week school-wide program and activities; School-wide Anti-Bullying workshops (classroom workshops and visitations); Blue Ribbon Week (violence prevention week); International Peace Day; and the Gang Resistance Education and Training.

Violence Prevention Programs

- 1) Shenandoah Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Walk-Fit Program (promotes diet and exercise awareness).

Nutrition Programs

- 1) Shenandoah Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Walk-Fit Program (promotes diet and exercise awareness).

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students at Shenandoah Middle School will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Our school sponsors the Future Business Leaders of America (FBLA) club, and also provides students with an opportunity to enroll in business and technology courses that are designed to prepare students for secondary school work experiences. We also have a partnership with Mercy Hospital, where students work as volunteers during the summer. Additionally, our school has an FCCLA program that exposes students to the culinary arts field, the Fairchild Challenge program that exposes students to eco-fields, and a Museum Magnet program that exposes students to the Arts fields.

Job Training

N/A
 Other

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Humberto J. Miret	Principal
Miriam Wedderburn, U.T.D. Representative	Teacher
Maria Jimenez (EESAC Chairperson)	Teacher
Frank Ventura	Teacher
Teresita Herrera	Teacher
Juan C. Rodriguez	Teacher
Vivian Leon	Teacher
Sonia Pestana	Teacher
Alex Bello	Education Support Employee
Ariadna Bermudez	Parent
Jennifer Bermudez	Parent
Samantha Solis	Parent
Vilma Martinez	Parent
Omayra Crespo	Parent
Amanda Echevarria	Student
Rocio Vicentela	Student
Sarah Dominguez	Student
Lina Sierra	Business/Community
Mike Murias	Business/Community
Gabriel Oxios	Business/Community

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 committee distributed the End-of-the-Year review forms to all departments and asked the department chairpersons to distribute the forms to all their teachers and conduct a meeting so that all the teachers can review the SIP goals, strategies, and resources and have an opportunity to provide feedback on the given review form. The department chairpersons then gathered all of the feedback and summarized the information that was then turned in to the SAC as recommendations for the 2014-15 School Improvement Plan. The School Improvement Plan End-of-the-Year Review was presented in the May 16, 2014 SAC meeting, when feedback from all of the departments was presented and discussed. The recommendations from all departments were noted for the 2014-15 SIP.

Development of this school improvement plan

The emphasis of the SAC Committee is on monitoring student academic progress (using various data measures) to ensure that the SIP strategies are aligned to students' needs; and conduct monthly Monitoring of school-wide literacy, mathematics, and science programs, also reviewing and evaluating the RtI processes at the school site. The District School Improvement Office personnel also met with all of the department chairpersons and the Leadership Team in order to assist the school team to develop an initial Action Plan that would form the basis of the 2014-15 SIP.

Preparation of the school's annual budget and plan

In the spring of the 2013-14 school year, the projected school budget for the 2014-15 school year was shared with the SAC and input was sought. During the October 9th, 2014 EESAC meeting, the updated budget information was shared and the SAC determined allocations for technology and reading resources for the Media Center.

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

The school improvement funds are projected to be used to upgrade the media center's collection. The allocated amount of \$5825 will be applied towards technology needs and age-appropriate books that will help motivate our students academically while instilling an interest in reading for pleasure. The goal is to increase student achievement in reading comprehension thus impacting their overall learning acquisition through literacy.

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
Miret, Humberto	Principal
Gonzalez, Mariana	Assistant Principal
De la Osa, Paulo	Assistant Principal
Alvarez, Beatriz	Teacher, K-12
Bismarck , Jacqueline	Teacher, K-12
Herrera, Teresita	Teacher, K-12
Jimenez, Maria	Teacher, K-12
Jolicoeur, Cindy	Teacher, K-12
Leon, Vivian	Teacher, K-12
Pena, Jose	Teacher, K-12
Perez, Robert	Teacher, K-12
Tellez, Michelle	Teacher, K-12
Ventura, Frank	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

What will be the major initiatives of the LLT this year?

During the 2014-15 school year, in-house professional development will continue to focus on school-wide literacy practices, that include but are not limited to the Project CRISS program, that are specifically designed to assist content area teachers with incorporating research-based and content-appropriate literacy strategies that promote student reading and writing achievement per the 2014-15 District's Comprehensive Research-Based Reading Plans. Each department chairperson will conduct professional development to provide teachers with content-specific literacy strategies and resources to improve student performance. Additionally, teachers will be provided training on the Gradual Release Model to improve the instructional cycle in the classrooms.

The following school-wide initiatives will be included in the Literacy Leadership Team's Action Plans for the 2014-15 school year. They are:

1. Provide core area teachers with professional development on the Florida Standards and corresponding Project CRISS instructional strategies as they apply to their respective content areas; and offer professional development on Project CRISS and the Gradual Release Model; and
2. Develop a schoolwide Action Plan to increase students' time spent on reading independently using the Accelerated Reader program.

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

In order to provide teachers with opportunities for collaborative planning, all departments meet on a bi-weekly basis to engage in common planning and professional development activities. Also, teachers are also provided time to plan and engage in professional development during select Faculty meetings. Additionally, teachers support each other via the use of planned Team Meetings with parents on a weekly basis, while also being able to understand student learning and/or behavioral issues as a result of this collaborative problem-solving approach.

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

1. Soliciting referrals from current employer: Principal
2. Attendance at education and general career fair: Principal; Assistant Principal for Curriculum
3. Recognize high-performing teachers via a school-wide program: Principal; Assistant Principal for Curriculum
4. Provide high-performing teachers with leadership opportunities at the school site. Principal; Assistant Principal for Curriculum

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

Cindy Jolicoeur Science Certification Support new and teachers in need of assistance with the incorporation of science strategies;

Frank Ventura Language Arts Certification Support new and teachers in need of assistance with the incorporation of reading strategies

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

The Principal and the Literacy Leadership Team will promote literacy across the content areas by providing teachers with professional development on research-based literacy strategies, and the implementation of the Florida Standards across the curriculum. The school will utilize the District Pacing Guides as the basis of all lesson planning in the core areas, while aligning the instructional activities to ensure that all of the standards are covered. Teachers will also be provided Project CRISS resources and mini-lessons to assist them with integrating the strategies that facilitate the tasks included in the Florida Standards. Additionally, core department chairpersons will offer their teachers professional development on effective instructional strategies and resources to improve the level of implementation of the new standards in the classroom.

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**

Multiple data sources stemming from District Interim Assessments, FAIR test, CELLA, Core Area Program Assessments, Supplemental Educational Technology programs, EWS data, detentions, suspensions/expulsions; referrals are used to guide instructional decisions and systems procedures for all students, in order to: adjust the delivery of curriculum and instruction to meet the instructional needs of students; adjust the delivery of behavioral management system as needed; adjust the allocation of school-based resources as needed; drive decisions regarding targeted professional development based on the needs assessments; create student growth trajectories in order to determine student learning

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: 960

We will offer a Tutoring Program for the core areas: Reading, Mathematics, and Science utilizing research-based instructional materials to provide students with interventions to address student deficiencies

Strategy Rationale

Students will received additional instruction based on the District Interim and Core Content Area Program assessments in order to provide them with more individualized strategies and resources to assist them in improving their performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pena, Jose, josepena@dadeschools.net

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

Students will follow a program that will include assessments to track student performance.

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

All of the students' assessment measures and students course selection forms, as well as previous teacher recommendations are reviewed to place them in the best matching courses, first taking into consideration their learning needs that are based on their performance on such measures as the following: the 2013-14 FCAT and EOC course results, the FAIR and the fluency probe results for the FCAT Level 1 and 2 students for correct placement in the appropriate reading course.

Additionally, our school participates in articulation meetings with the feeder elementary schools in order to discuss middle school course descriptions and requirements, and review and recommend transitional strategies that will better prepare the 5th grade students who will be attending our school in the 6th grade.

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

Shenandoah Middle School promotes academic and career planning through proactive leadership that engages all stakeholders in the delivery of the academic programs and services to assist students with achieving success in school. We assist students with their individual subject selections based on the students' academic needs and interests and develop the school's course selections based on this criteria. We also meet with the feeder pattern elementary schools to introduce incoming students to our school's curriculum offerings and provide them with individualized support with their course selections.

In order to ensure that our students are thriving academically at our school, our support personnel, that includes the counselors, provide the students who are at risk with individual academic assistance and coping strategies and individual academic plans, when needed as a part of our school's RtI plan. We also provide students with motivational incentives for increases in student performance across the content areas.

Our school also provides parents with continuous workshops designed to assist them with learning about the various instructional resources and support available to promote student achievement and success in school.

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

Shenandoah Middle School through the applied and integrated courses, assists the middle school students prepare for the more rigorous high-school coursework and career readiness by providing students with course curriculum and activities that involve authentic and real-world connections necessary for success in the ever-changing world of work.

Our school provides educational services based on the Florida Standards to students in grades six through eight. Instruction is provided in traditional classroom settings and in enhanced through computer-based activities in language arts, reading, science, and mathematics.

We are also a Museums Magnet School. This program includes partnerships with the Dade Heritage Trust Program, the History Miami Museum, the Lowe Art Museum - University of Miami, the Miami Museum of Science and Planetarium, the Miami Art Museum, the Coral Gables Museum, and the Wolfsonian - FIU that link innovative curriculum to the resources and artifacts of each museum, creating living laboratories. Through ongoing study trips and project-based learning activities, students are provided with unprecedented exposure to the arts, culture, history, language arts, social studies, and science. Museum educators also work in the classrooms alongside teachers and

students to integrate objects from collections that are used in meaningful real-world activities. As a result, students become researchers utilizing primary, secondary, and museum resources. Additionally, the magnet theme is infused into the school's curriculum through Understanding by Design units and themes, that includes Object-Based Learning and Visual Thinking Strategies infused throughout the different disciplines.

As a result of all of these experiences, students learn how to prepare museum-quality exhibits across the curriculum. These wonderful displays of student creativity result in two Museum Exhibit Nights where the community comes together to celebrate students' original works.

In addition, Shenandoah Middle School instituted an Extended Foreign Language Program. The goal of the program is to develop bilingual, bi-literate, and bicultural students who will be prepared to meet the challenges of the world of tomorrow. The Extended Foreign Language Program promotes excellence in bilingual studies (English and Spanish), and is committed to high academic standards. Students in the Extended Foreign Language Program are immersed in the Museums Magnet Program curriculum. Seventh and eighth grade students enrolled in this program are afforded the opportunity to earn high school credits.

Another unique program at Shenandoah Middle School is the Microsoft IT Academy. The Microsoft IT Academy is a college and career ready program designed to provide students with 21st century technology skills necessary to acquire certification. Students receive hands-on experience with the latest Microsoft software in order to get an edge in today's competitive job market. In 2013-14, at the end of the second year of the Academy, 19 students successfully attained industry certification by passing three Microsoft Office Certification Exams.

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

Our school offers advanced courses in all of the content areas, including high-school level courses, such as Algebra, Geometry, and Biology. Additionally, our school offers the Microsoft IT Academy that results in industry certification, which enables students to secure employment in the field of technology in the future. Additionally, many of our students are enrolled in the Extended Foreign Language program that prepares them to become fluent and proficient in communicating in two languages.

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.** To increase student achievement by improving core instruction in all content areas
- G2.** To use the Early Warning System to identify at-risk students
- G3.** To prepare students to be college ready through STEM and/or CTE initiatives and programs.
- G4.** Parent Involvement: "See Title I PIP for this goal"

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. To increase student achievement by improving core instruction in all content areas 1a

G041429

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Reading - African American	65.0
AMO Reading - Hispanic	63.0
AMO Reading - ELL	45.0
AMO Reading - SWD	47.0
AMO Reading - ED	62.0
AMO Math - All Students	59.0
AMO Math - Hispanic	59.0
AMO Math - White	75.0
AMO Math - ELL	45.0
AMO Math - SWD	44.0
AMO Math - ED	57.0
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal 2

- Project CRISS Program strategies, Sadlier Vocabulary for Success program; CPALMS (Florida Standards) lessons; Florida Standards Assessments (FSA) website; Accelerated Reader Program; Scholastic Read 180/System 44 programs; National Geographic Inside program; Classzone; Scope Magazine and Resources; Department Chairpersons; Curriculum Support Specialists
- Provide students with differentiated lesson videos during the year to assist with the planning and implementation of differentiated lessons, while containing more challenging passages and higher-order questioning strategies and activities that promote critical thinking skills. Discovery Channel Lessons; Extension Lessons/Resources in Pacing Guides (M-DCPS Learning Village).
- Instructional Resources for the ELL student population include the following: Tutoring Sessions; Use of Achieves 3000 program; Reading Plus, and Accelerated Reader.
- Provide SPED students with supplemental instruction/interventions for those who are not responding to core instruction (differentiated instruction and after-school tutoring) and via supplemental reading programs such as: Achieves 3000 and Reading Plus. Focus of instruction is determined by review of FAIR data and Interim Assessment results and will include explicit instruction, modeled instruction, guided practice, and independent practice
- CELLA Listening & Speaking: Brainstorming Cooperative Learning (Group Reports/ Group Projects) Group Projects is a dynamic strategy through which students develop linguistic and academic skills simultaneously. In this highly successful strategy. CELLA Reading: Various Materials/Achieves 3000; Use Task Cards; Teacher-Made Questions; Differentiated Instruction (DI))
- Mathematics: McGraw Hill Core Instructional Materials; Florida Standards Assessments (FSA); Pearson, Computer Labs; Smartboards; BYOD; Reflex Math; iPrep; Algebra Nation; Classroom Dojo; Gizmos; Department Chairperson; Curriculum Support Specialist
- Science: District Essential Labs; Discovery Education; NBC Learn; C-Palms; Core Materials; Reflex Math; Explorer Learning; Department Chairperson; Curriculum Support Specialist

- Social Sciences: Mini-DBQ's; Project CRISS; NIE Miami Herald Political Cartoons; Library of Congress materials (National Archives); Stanford University Reading and Thinking Like a Historian; Scope Magazine and Resources; History Department Chairperson; P.D. Liaison

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of the implementation of the gradual release model during the instructional block
- There is limited evidence of collaborative structures in the core area classrooms
- There is limited evidence of student accountable talk in the core area classrooms

Plan to Monitor Progress Toward G1. 8

Review teachers' comfort and level of implementation of the Gradual Release of Responsibility model, the use of Project CRISS strategies to improve collaborative structures and accountable talk in their classes and determine the effect of these initiatives on student learning.

Person Responsible

Humberto Miret

Schedule

Biweekly, from 1/21/2015 to 5/29/2015

Evidence of Completion

Administrative meetings with Dept. Chairpersons (logs); Classroom Walkthroughs; District Interim Assessment results.

G2. To use the Early Warning System to identify at-risk students 1a

G041430

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	68.0
Math Lowest 25% Gains	65.0
1+ Suspensions Grade 06	15.0
1+ Suspensions Grade 07	15.0
1+ Suspensions Grade 08	15.0

Resources Available to Support the Goal 2

- Early Warning System Dashboard; CSI Teacher/PBS Coach; Grade-level Team Leaders; Parent Academy; PBS Incentives and Awards; PBS Store

Targeted Barriers to Achieving the Goal 3

- There is a lack of positive parental reinforcement for some at-risk students to attend school on time consistently
- At-risk students require additional academic support to assist them with improving their performance in their classes and the end-of-the-year statewide assessments.
- Too many at-risk students are excluded from their classes during the day that impedes them from learning and progressing with their work.

Plan to Monitor Progress Toward G2. 8

Review attendance records, suspension records, and grades in reading/language arts and/or mathematics improvement of At-Risk Students at the end of each quarter, and Meet with the parents of students who are not showing improvement

Person Responsible

Humberto Miret

Schedule

Quarterly, from 8/29/2014 to 6/4/2015

Evidence of Completion

Meeting Logs; Students' Grades every quarter (reading/language arts and/or mathematics); Supplemental Program usage reports; Tutoring Records

G3. To prepare students to be college ready through STEM and/or CTE initiatives and programs. 1a

G041431

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	44.0
Bio I EOC Pass	100.0
AMO Math - All Students	59.0
Algebra I EOC Pass Rate	91.0
Geometry EOC Pass Rate	100.0

Resources Available to Support the Goal 2

- Gizmos; Science Lab Reports; FCAT Explorer; Discovery Learning; C-Palms; Edgenuity

Targeted Barriers to Achieving the Goal 3

- Students demonstrate limited engagement with hands-on, real-world science, technology, engineering, and mathematics (STEM) applications and projects/activities.

Plan to Monitor Progress Toward G3. 8

Review and adjust curriculum as needed, based on the ongoing results

Person Responsible

Paulo De la Osa

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

District Interim Assessment Results: Fall and Winter: Science & Mathematics; Mini-Projects (STEM evidence) in classrooms

G4. Parent Involvement: "See Title I PIP for this goal" 1a

G049878

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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. To increase student achievement by improving core instruction in all content areas **1**

 G041429

G1.B1 There is limited evidence of the implementation of the gradual release model during the instructional block **2**

 B123013

G1.B1.S1 Implement the Gradual Release of Responsibility Model as an instructional framework to support students with content, reading skills, and strategy acquisition by gradually releasing responsibility for the learning outcomes from the teachers to the students. **4**

 S135862

Strategy Rationale

This is a research-based strategy that is proven to improve instruction and student achievement.

Action Step 1 **5**

Provide department chairpersons with professional development on the Gradual Release of Responsibility model. Department chairpersons will then provide all teachers with professional development on the Gradual Release model during the Early Release Day workshop.

Person Responsible

Mariana Gonzalez

Schedule

On 10/9/2014

Evidence of Completion

Sign-in Sheets; Agenda, PD Materials

Action Step 2 5

Implementation of the Gradual Release of Responsibility model as evident in lesson plans and the delivery of instruction.

Person Responsible

Mariana Gonzalez

Schedule

Daily, from 10/13/2014 to 10/20/2014

Evidence of Completion

Lesson Plans, student work, observation logs/notes; P.D. Sign-in Sheets, Agendas, and Follow-up Assignments.

Action Step 3 5

Provide additional guidance through coaching cycle and peer support with Gradual Release based on teacher need.

Person Responsible

Vivian Leon

Schedule

Weekly, from 10/10/2014 to 10/27/2014

Evidence of Completion

Sign-in Sheets, Agendas; Logs; or Reflections

Action Step 4 5

Administrators will monitor for the effectiveness and fidelity of the Gradual Release model indicated in the teachers' lesson plans and the instructional delivery during walk-throughs and common planning.

Person Responsible

Humberto Miret

Schedule

On 11/26/2014

Evidence of Completion

Lesson Plans; Student Work; Observation logs/Notes

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

Core Department Chairpersons will provide professional development on the Gradual Release model of instruction and the implementation of it in their respective areas during the Early Release Day

Person Responsible

Mariana Gonzalez

Schedule

On 10/9/2014

Evidence of Completion

Professional Development Sign-in Sheet; Agenda; Teacher Reflections

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

Core Department Chairpersons and District CSSs will provide teachers with additional support to teachers on the implementation of the Gradual Release of Responsibility Model of instruction.

Person Responsible

Mariana Gonzalez


Schedule

Biweekly, from 10/13/2014 to 11/27/2014


Evidence of Completion

Lesson plans; student work; observation logs/notes

G1.B2 There is limited evidence of collaborative structures in the core area classrooms **2**

 B123014

G1.B2.S1 Provide department chairpersons with a refresher workshop on Project CRISS strategies to increase collaborative structures (small group instruction) in the core area classrooms appropriate to each of the content areas **4**

 S138675

Strategy Rationale

The majority of teachers in the school have undergone training on Project CRISS, which is included in the District's Comprehensive Reading Plan

Action Step 1 **5**

Provide department chairpersons with refresher professional development on Project CRISS strategies that increase students' active engagement via collaborative structures

Person Responsible

Vivian Leon

Schedule

Biweekly, from 12/1/2014 to 1/22/2015

Evidence of Completion

Department Meeting Agendas (Mini-PD) presentations (four in total)

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

Implementation of the Project CRISS active and collaborative strategies will be evident in the core area classrooms

Person Responsible

Mariana Gonzalez

Schedule

Biweekly, from 1/8/2015 to 2/27/2015

Evidence of Completion

Core Area Department Meeting Agendas: Follow-up reviews of select Project CRISS strategies infused in the lesson plans

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

Provide additional guidance and coaching on the use of Project CRISS strategies that increase students' active participation via collaborative structures in the classroom

Person Responsible

Vivian Leon


Schedule

On 2/27/2015

Evidence of Completion

Visitation and/or Meeting Logs with Teachers as needed

G1.B3 There is limited evidence of student accountable talk in the core area classrooms 2

 B126803

G1.B3.S1 Provide Teachers with Project CRISS strategies that will increase student accountable talk in the content areas. 4

 S138811

Strategy Rationale

Project CRISS is the only literacy program that is included in the 2014-15 District's Comprehensive Research-Based Reading Plans and a majority of our teachers have been trained on the Project CRISS program.

Action Step 1 5

Provide Department Chairpersons with various Project CRISS strategies that are designed to increase student accountable talk in the core area classrooms.

Person Responsible

Vivian Leon

Schedule

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

Evidence of Completion

Department Meeting Agendas and Sign-in Sheets

Action Step 2 5

Offer Project CRISS refresher and one Level 1 trainings during the school year

Person Responsible

Vivian Leon

Schedule

On 4/10/2015

Evidence of Completion

P.D. Rosters and Agenda

Action Step 3 5

School-Site Administrators for the implementation of Project CRISS strategies in teacher lesson plans and student work during walkthroughs.

Person Responsible

Humberto Miret

Schedule

Monthly, from 12/11/2014 to 6/1/2015

Evidence of Completion

Lesson Plans; Student Work Folders

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

Monitor the implementation of the Project CRISS strategies to increase accountable talk in the content area classrooms

Person Responsible

Mariana Gonzalez

Schedule

Biweekly, from 11/10/2014 to 5/29/2015

Evidence of Completion

Department Notes (feedback from teachers)from Meetings; Lesson Plans; Student Work

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

Provide additional support to teachers on the use of Project CRISS strategies to increase student accountable talk in the core area classrooms as needed.

Person Responsible

Vivian Leon

Schedule

Weekly, from 11/10/2014 to 5/29/2015

Evidence of Completion

Sign-in Sheets and Agendas for P.D.s offered & Teacher meeting logs


G2. To use the Early Warning System to identify at-risk students 1

 G041430

G2.B1 There is a lack of positive parental reinforcement for some at-risk students to attend school on time consistently 2

 B100376

G2.B1.S1 In-house P.B.S. (Positive Behavior Support) Program; Faculty Member and Children's Trust Fund Resource person will work closely with the Student Services department to prevent truancy and to improve the attendance rate of the students; Students who have excellent attendance and those who improve their attendance will be eligible to participate in a school-wide incentive program. 4

 S137640

Strategy Rationale

Action Step 1 5

Review student attendance records of at-risk students

Person Responsible

Jose Pena

Schedule

Weekly, from 8/29/2014 to 6/4/2015

Evidence of Completion

Select student attendance records of at-risk students

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

Meetings with at-risk students and parents

Person Responsible

Paulo De la Osa

Schedule

Biweekly, from 8/29/2014 to 6/4/2015

Evidence of Completion

Meeting Records (logs)

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

Review at-risk students attendance records

Person Responsible

Paulo De la Osa


Schedule

Biweekly, from 8/29/2014 to 6/4/2015

Evidence of Completion


Attendance Records of At-Risk Students

G2.B2 At-risk students require additional academic support to assist them with improving their performance in their classes and the end-of-the-year statewide assessments. **2**

 B100377

G2.B2.S1 At-risk students will be provided extended learning opportunities via after-school tutoring and their performance on the supplemental reading and/or mathematics programs will be closely monitored.

4

 S138947

Strategy Rationale

Select students who are at-risk of failing their reading/language arts and/or mathematics classes and achieved an FCAT Level 1 in reading and/or mathematics will be closely monitored and provided additional support to ensure that they can improve their academic performance.

Action Step 1 **5**

At-risk students who are failing their language arts/reading classes and/or their mathematics classes and achieved an FCAT Level 1 in reading and/or mathematics last Spring will be identified by the teachers of these courses to report these students to the Team Leaders to schedule parent conferences as needed, in order to inform the parents of the importance of monitoring student extensive learning opportunities such as the use of supplemental reading and/or mathematics programs at home, and attend tutorial sessions at school when scheduled.

Person Responsible

Jose Pena

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

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

Review Team Leader Meeting Records of Teacher/Parent/Student conference records and status of select at-risk students' use of supplemental reading and/or mathematics programs and tutoring attendance records

Person Responsible

Jose Pena

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

Team Leader Meeting Records; At-Risk Students' reading and/or mathematics program reports; tutoring records

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

Determine select at-risk students' academic progress via their grades in reading/language arts and or mathematics courses, their performance on District-wide Interim Assessments, and progress with their tutoring sessions reported by the tutor.

Person Responsible

Mariana Gonzalez

Schedule

Quarterly, from 11/28/2014 to 5/29/2015

Evidence of Completion

Students' quarter grades in their reading/language arts and/or mathematics courses; District Interim Assessment reports for Reading and/or Mathematics; tutoring sessions reports from tutor(s).

G2.B3 Too many at-risk students are excluded from their classes during the day that impedes them from learning and progressing with their work. 2

 B130582

G2.B3.S1 Students will be able to participate in fieldtrips and schoolwide activities if they do not have any indoor suspensions 4

 S142636

Strategy Rationale

Students will be less likely to manifest behavior problems if they know they will be able to enjoy extracurricular activities with their peers

Action Step 1 5

Hold a grade level meeting with all students to review the Student Handbook for conduct, and the school's policy.

Person Responsible

Paulo De la Osa

Schedule

On 9/10/2014

Evidence of Completion

School Schedule of Event- memo to teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Have meetings with At-risk students' parents to review students' behavior records: indoor or outdoor suspensions and teacher referrals

Person Responsible

Jose Pena

Schedule

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

Evidence of Completion

conference records via team meetings.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Check Indoor and Outdoor suspension records and schedule meetings with a parent and an administrator to provide the student with a behavioral plan

Person Responsible

Paulo De la Osa

Schedule

Monthly, from 9/10/2014 to 6/4/2015

Evidence of Completion

Meeting Notes and Logs

G3. To prepare students to be college ready through STEM and/or CTE initiatives and programs. 1

G041431

G3.B1 Students demonstrate limited engagement with hands-on, real-world science, technology, engineering, and mathematics (STEM) applications and projects/activities. 2

B125794

G3.B1.S1 Teachers will conduct any Essential Labs that are STEM related. Students will also increase their participation in STEM-related competitions (The Fairchild Challenge). The Science department will work towards creating in-house STEM style competitions. 4

S137685

Strategy Rationale

By students engaging on more hands-on Essential Labs and the Fairchild Challenge, students will be able to apply some of the scientific and mathematical theories to real-world activities and products.

Action Step 1 5

Teachers will review student work and target lessons/assessment results during department meetings.

Person Responsible

Cindy Jolicoeur

Schedule

Monthly, from 8/29/2014 to 6/4/2015

Evidence of Completion

Interim Assessment Reports; Programmatic Assessments; Lab Records per classes

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

Review of Student work/lesson plans/ use of strategies

Person Responsible

Cindy Jolicoeur

Schedule

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

Evidence of Completion

Department Meeting Agendas; Lesson Plans

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

Reviewing Student Work/Assessment results

Person Responsible

Paulo De la Osa

Schedule

Quarterly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Assessment Results (Interim and Programmatic

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	Provide department chairpersons with professional development on the Gradual Release of Responsibility model. Department chairpersons will then provide all teachers with professional development on the Gradual Release model during the Early Release Day workshop.	Gonzalez, Mariana	10/6/2014	Sign-in Sheets; Agenda, PD Materials	10/9/2014 one-time
G2.B1.S1.A1	Review student attendance records of at-risk students	Pena, Jose	8/29/2014	Select student attendance records of at-risk students	6/4/2015 weekly
G3.B1.S1.A1	Teachers will review student work and target lessons/assessment results during department meetings.	Jolicoeur, Cindy	8/29/2014	Interim Assessment Reports; Programmatic Assessments; Lab Records per classes	6/4/2015 monthly
G1.B2.S1.A1	Provide department chairpersons with refresher professional development on Project CRISS strategies that increase students' active engagement via collaborative structures	Leon, Vivian	12/1/2014	Department Meeting Agendas (Mini-PD) presentations (four in total)	1/22/2015 biweekly
G1.B3.S1.A1	Provide Department Chairpersons with various Project CRISS strategies that are designed to increase student accountable talk in the core area classrooms.	Leon, Vivian	11/4/2014	Department Meeting Agendas and Sign-in Sheets	5/29/2015 biweekly
G2.B2.S1.A1	At-risk students who are failing their language arts/reading classes and/or their mathematics classes and achieved an FCAT Level 1 in reading and/or mathematics last Spring will be identified by the teachers of these courses to report these students to the Team Leaders to schedule parent conferences as needed, in order to inform the parents of the importance of monitoring student extensive learning opportunities such as the use of supplemental reading and/or mathematics programs at home, and	Pena, Jose	10/24/2014		5/29/2015 quarterly

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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
	attend tutorial sessions at school when scheduled.				
G2.B3.S1.A1	Hold a grade level meeting with all students to review the Student Handbook for conduct, and the school's policy.	De la Osa, Paulo	8/29/2014	School Schedule of Event- memo to teachers	9/10/2014 one-time
G1.B1.S1.A2	Implementation of the Gradual Release of Responsibility model as evident in lesson plans and the delivery of instruction.	Gonzalez, Mariana	10/13/2014	Lesson Plans, student work, observation logs/notes; P.D. Sign-in Sheets, Agendas, and Follow-up Assignments.	10/20/2014 daily
G1.B3.S1.A2	Offer Project CRISS refresher and one Level 1 trainings during the school year	Leon, Vivian	11/4/2014	P.D. Rosters and Agenda	4/10/2015 one-time
G1.B1.S1.A3	Provide additional guidance through coaching cycle and peer support with Gradual Release based on teacher need.	Leon, Vivian	10/10/2014	Sign-in Sheets, Agendas; Logs; or Reflections	10/27/2014 weekly
G1.B3.S1.A3	School-Site Administrators for the implementation of Project CRISS strategies in teacher lesson plans and student work during walkthroughs.	Miret, Humberto	12/11/2014	Lesson Plans; Student Work Folders	6/1/2015 monthly
G1.B1.S1.A4	Administrators will monitor for the effectiveness and fidelity of the Gradual Release model indicated in the teachers' lesson plans and the instructional delivery during walk-throughs and common planning.	Miret, Humberto	10/10/2014	Lesson Plans; Student Work; Observation logs/Notes	11/26/2014 one-time
G1.MA1	Review teachers' comfort and level of implementation of the Gradual Release of Responsibility model, the use of Project CRISS strategies to improve collaborative structures and accountable talk in their classes and determine the effect of these initiatives on student learning.	Miret, Humberto	1/21/2015	Administrative meetings with Dept. Chairpersons (logs); Classroom Walkthroughs; District Interim Assessment results.	5/29/2015 biweekly
G1.B1.S1.MA1	Core Department Chairpersons and District CSSs will provide teachers with additional support to teachers on the implementation of the Gradual Release of Responsibility Model of instruction.	Gonzalez, Mariana	10/13/2014	Lesson plans; student work; observation logs/notes	11/27/2014 biweekly
G1.B1.S1.MA1	Core Department Chairpersons will provide professional development on the Gradual Release model of instruction and the implementation of it in their respective areas during the Early Release Day	Gonzalez, Mariana	10/9/2014	Professional Development Sign-in Sheet; Agenda; Teacher Reflections	10/9/2014 one-time
G1.B2.S1.MA1	Provide additional guidance and coaching on the use of Project CRISS strategies that increase students' active participation via collaborative structures in the classroom	Leon, Vivian	1/21/2015	Visitation and/or Meeting Logs with Teachers as needed	2/27/2015 one-time
G1.B2.S1.MA1	Implementation of the Project CRISS active and collaborative strategies will be evident in the core area classrooms	Gonzalez, Mariana	1/8/2015	Core Area Department Meeting Agendas: Follow-up reviews of select Project CRISS strategies infused in the lesson plans	2/27/2015 biweekly
G1.B3.S1.MA1	Provide additional support to teachers on the use of Project CRISS strategies to increase student accountable talk in the core area classrooms as needed.	Leon, Vivian	11/10/2014	Sign-in Sheets and Agendas for P.D.s offered & Teacher meeting logs	5/29/2015 weekly
G1.B3.S1.MA1	Monitor the implementation of the Project CRISS strategies to increase accountable talk in the content area classrooms	Gonzalez, Mariana	11/10/2014	Department Notes (feedback from teachers)/from Meetings; Lesson Plans; Student Work	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Review attendance records, suspension records, and grades in reading/ language arts and/or mathematics improvement of At-Risk Students at the end of each quarter, and Meet with the parents of students who are not showing improvement	Miret, Humberto	8/29/2014	Meeting Logs; Students' Grades every quarter (reading/language arts and/or mathematics); Supplemental Program usage reports; Tutoring Records	6/4/2015 quarterly
G2.B1.S1.MA1	Review at-risk students attendance records	De la Osa, Paulo	8/29/2014	Attendance Records of At-Risk Students	6/4/2015 biweekly
G2.B1.S1.MA1	Meetings with at-risk students and parents	De la Osa, Paulo	8/29/2014	Meeting Records (logs)	6/4/2015 biweekly
G2.B2.S1.MA1	Determine select at-risk students' academic progress via their grades in reading/language arts and or mathematics courses, their performance on District-wide Interim Assessments, and progress with their tutoring sessions reported by the tutor.	Gonzalez, Mariana	11/28/2014	Students' quarter grades in their reading/language arts and/or mathematics courses; District Interim Assessment reports for Reading and/or Mathematics; tutoring sessions reports from tutor(s).	5/29/2015 quarterly
G2.B2.S1.MA1	Review Team Leader Meeting Records of Teacher/Parent/Student conference records and status of of select at-risk students' use of supplemental reading and/or mathematics programs and tutoring attendance records	Pena, Jose	10/24/2014	Team Leader Meeting Records; At-Risk Students' reading and/or mathematics program reports; tutoring records	5/29/2015 quarterly
G2.B3.S1.MA1	Check Indoor and Outdoor suspension records and schedule meetings with a parent and an administrator to provide the student with a behavioral plan	De la Osa, Paulo	9/10/2014	Meeting Notes and Logs	6/4/2015 monthly
G2.B3.S1.MA1	Have meetings with At-risk students' parents to review students' behavior records: indoor or outdoor suspensions and teacher referrals	Pena, Jose	8/18/2014	conference records via team meetings.	6/4/2015 weekly
G3.MA1	Review and adjust curriculum as needed, based on the ongoing results	De la Osa, Paulo	10/24/2014	District Interim Assessment Results: Fall and Winter: Science & Mathematics; Mini-Projects (STEM evidence) in classrooms	5/29/2015 quarterly
G3.B1.S1.MA1	Reviewing Student Work/Assessment results	De la Osa, Paulo	10/10/2014	Assessment Results (Interim and Programmatic	5/29/2015 quarterly
G3.B1.S1.MA1	Review of Student work/lesson plans/ use of strategies	Jolicoeur, Cindy	10/10/2014	Department Meeting Agendas; Lesson Plans	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. To increase student achievement by improving core instruction in all content areas

G1.B1 There is limited evidence of the implementation of the gradual release model during the instructional block

G1.B1.S1 Implement the Gradual Release of Responsibility Model as an instructional framework to support students with content, reading skills, and strategy acquisition by gradually releasing responsibility for the learning outcomes from the teachers to the students.

PD Opportunity 1

Provide department chairpersons with professional development on the Gradual Release of Responsibility model. Department chairpersons will then provide all teachers with professional development on the Gradual Release model during the Early Release Day workshop.

Facilitator

Leticia Coello and Core Area Department Chairpersons

Participants

Core Content Area Teachers

Schedule

On 10/9/2014

PD Opportunity 2

Implementation of the Gradual Release of Responsibility model as evident in lesson plans and the delivery of instruction.

Facilitator

Ms.Coello (CSS); Ms. Leon (Reading Dept. Chairperson); Ms. Alvarez (Language Arts Dept. Chairperson); Ms. Herrera (Social Science Dept. Chairperson); Ms. Jolicoeur (Science Dept. Chairperson); & Ms. Tellez (ESOL Department Chairperson).

Participants

Reading, Language Arts, Social Studies, Science, ESOL, and select Electives teachers.

Schedule

Daily, from 10/13/2014 to 10/20/2014

G1.B2 There is limited evidence of collaborative structures in the core area classrooms

G1.B2.S1 Provide department chairpersons with a refresher workshop on Project CRISS strategies to increase collaborative structures (small group instruction) in the core area classrooms appropriate to each of the content areas

PD Opportunity 1

Provide department chairpersons with refresher professional development on Project CRISS strategies that increase students' active engagement via collaborative structures

Facilitator

Vivian Leon

Participants

Core Area Department Chairpersons

Schedule

Biweekly, from 12/1/2014 to 1/22/2015

G1.B3 There is limited evidence of student accountable talk in the core area classrooms

G1.B3.S1 Provide Teachers with Project CRISS strategies that will increase student accountable talk in the content areas.

PD Opportunity 1

Provide Department Chairpersons with various Project CRISS strategies that are designed to increase student accountable talk in the core area classrooms.

Facilitator

Vivian Leon, Districtwide Project CRISS trainer

Participants

Content Area Teachers and Department Chairpersons

Schedule

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

PD Opportunity 2

Offer Project CRISS refresher and one Level 1 trainings during the school year

Facilitator

Vivian Leon, District Trainer

Participants

Content Area teachers

Schedule

On 4/10/2015

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: To increase student achievement by improving core instruction in all content areas	21,225
Grand Total	21,225

Goal 1: To increase student achievement by improving core instruction in all content areas		
Description	Source	Total
B1.S1.A4	Title I Part A	15,000
B1.S1.A4	Title I Part A	6,225
Total Goal 1		21,225