

# Miami Arts Charter



2014-15 School Improvement Plan

## Miami Arts Charter

3900 BISCAYNE BLVD, Miami, FL 33137

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

21%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

76%

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>22</b>
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	28
<b>Appendix 1: Implementation Timeline</b>	<b>47</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>50</b>
Professional Development Opportunities	51
Technical Assistance Items	54
<b>Appendix 3: Budget to Support Goals</b>	<b>55</b>

## 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Miami Arts Charter School is to provide a rigorous academic education, with special emphasis placed on the performing and expressive arts. Our goal is to awaken students' minds and hearts through an intensive immersion in the fine arts, and to foster a sense of connection to one another and the world. Miami Arts Charter School offers specialized instruction in music, dance, art, sculpture, theater and creative writing. The school seeks to engage students in meaningful academic work and inspiring performance experiences that will propel their artistic, as well as their intellectual creativity.

##### **Provide the school's vision statement**

The vision of the Miami Arts Charter School is to provide an innovative and rigorous liberal arts education that challenges students with a deep interest in the arts to strive for excellence in academics and performance. Our intention is to provide an environment that sparks curiosity and inspires all students to develop their intellectual, creative and artistic talents in a manner that will enrich their lives and the lives of those in their respective communities.

#### School Environment

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

Miami Arts Charter School continually develops an awareness of cultural identity and how it affects education. The teachers understand that their teaching practices and interactions with their students can influence the academic success of their students. Teachers develop lessons related to students sharing their cultural identities and discovering their cultural heritage. Teachers use culturally relevant teaching to relate to their students and develop a connection between the teacher, student, and students' culture. Awareness of students' cultures are fostered through positive teacher and student relationships. Teachers are able to create a positive environment where students feel valued when there is mutual respect and understanding. Teachers are able to do this by including students' viewpoints in the development of certain classroom expectations and responsibilities.

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

Miami Arts Charter School provides an environment where students feel safe and respected by providing rules and norms, as well as a sense of physical and social-emotional security. The school clearly communicates rules about physical violence, verbal abuse, harassment, and bullying. Administrative staff and school security personnel are always available to monitor before, during, and after school to ensure that students are constantly under adult supervision. During school, teachers use supportive teaching practices, such as encouragement, constructive feedback, and support for independent thinking. Teachers also provide an atmosphere conducive to classroom discussions, academic challenge, as well as individual attention. This kind of support for learning fosters a safe environment for students.



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

Miami Arts Charter School offers a school-wide behavioral system that coincides with each teachers' individual classroom behavior management plans as well as the District Student Code of Conduct. The school has two main goals: to ensure the safety of staff and students and to create an environment conducive to learning. Student behaviors that are inappropriate are first dealt with in the classroom by the teacher. When three interventions and a parent contact have been documented, a referral will be issued and sent to administration. Administration will then determine appropriate disciplinary action. Teacher interventions include warnings, seat change, parent contact or conference, and detention. Administrative disciplinary action include parent conference, lunch detention, indoor suspension, and outdoor suspension. This uniform behavioral system ensures that distractions by students in the classroom remain minimal.

**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**

Miami Arts Charter School ensures that the social-emotional needs of all students are being met by providing counseling, mentoring, and after school club activities. Students are able to walk in or request an appointment with the guidance counselor when the need arises. The mission of the Miami Arts Charter School Student Services Department is to provide a developmental program that will facilitate and support the educational achievement of all students. The program focuses on personal development, academic success, and postsecondary planning. Our goal is to promote students' sense of responsibility personally, socially, and academically, so that students can work towards their full potential. With the mission at the forefront, we believe that an effective guidance and counseling program is an integral part of the three Cs: Counseling, Consultation, and Collaboration. Counseling: We provide individual counseling and group workshops to support the personal, academic, and postsecondary pursuits of every student. Counselors lead group workshops at each grade level. The goal of counseling is to take a proactive and preventative approach when possible, but also to work with students to resolve current issues that impact personal growth and academic achievement. Consultation and Collaboration: Counselors consult with teachers, parents, and administrators on a continual basis. Counselors collaborate with district student services personnel and outside community resources to solve problems, promote a positive school climate, and ensure on-going communication between the high school and outside agencies. This team approach enhances the opportunity for all students to attain their educational goals. Since fostering positive teacher-student relationships is important at Miami Arts Charter, students can also receive additional support from their teachers both before and after school. After school club activities aids in the social-emotional needs of students by providing them with positive peer relationships and a sense of belonging to a group.

### **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 System: Attendance below 90%

- Attendance bulletins are printed and reviewed daily. The attendance bulletin reveals all relevant attendance data for the day, including students who are absent, tardy, picked up early, and suspended.

- Parents and guardians of students who are absent, whether excused or unexcused, are called after the third absence. This call is documented on a log.

- Parents and guardians of students who are absent, whether excused or unexcused, are mailed home a letter stating the amount of times the student has been absent and the dates the student has been absent.

- Parent/student/teacher conferences are conducted so that all parties are aware of the situation.

Early Warning System: One or more suspensions

- Students with one or more suspensions are identified and required to attend conferences with teachers and parents. During these conferences, students are informed of the student code of conduct and warned of continued misbehavior resulting in more suspensions. Further strategies are implemented to promote positive changes in behavior.

- Continued misbehavior resulting in suspensions results in dismissal from school events.

Early Warning System: Course failure in English Language Arts and mathematics

- Teachers maintain regular "data chats" with students on a weekly basis to inform students of their grades in their classes and scores on state assessments.

- Teachers employ effective strategies in order to aide students who are failing English Language Arts and/or Mathematics and document effectiveness based on student data.

- Students attend after school tutoring.

- Students in middle school are enrolled in a Study Skills course, which is a supplemental English Language Arts course.

- Students in middle school are enrolled in an Intensive Math course, which is a supplemental Mathematics course.

Early Warning System: A Level 1 score on the statewide, standardized assessments in English Language Arts and mathematics

- Students who have scored a level 1 on the FCAT Reading 2013-2014 Assessment are enrolled in an Intensive Reading course.

- Middle School students who have scored a level 1 on the FCAT Mathematics 2013-2014 Assessment are enrolled in an Intensive Mathematics course.

- Students who have scored a level 1 on assessments attend after school tutoring.

**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	9	10	11	12		
Attendance below 90 percent	3	11	6	11	11	7	22	71	
One or more suspensions	0	1	2	3	1	2	1	10	
Course failure in ELA or Math	1	6	0	10	22	1	1	41	
Level 1 on statewide assessment	3	15	2	5	11	0	0	36	

***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**

Miami Arts Charter School employs several strategies to improve the academic performance of its students. The administrators and teachers analyze individual student data, as well as school-wide data in order to implement interventions for continual improvement. All students at Miami Arts Charter are given an opportunity to retake assessments if mastery is not reached. This retake opportunity is given after interventions have taken place to provide support and "fill in the gaps" in order for students

to demonstrate mastery. Students are also made aware of their individual data in order to allow students to take ownership of their education. Students become involved in the improvement process and are able to monitor their own gains. Teachers of Miami Arts Charter School offer before and after school tutoring for students needing more help beyond the classroom. Intensive Math and Intensive Reading classes are offered to students in grades 6, 7, and 8 that have scored below a 3 on the FCAT Math and/or the FCAT Reading the previous year. A Learning Strategies course is offered to students in grades 6, 7, and 8 in order to supplement their English Language Arts class and to develop critical time management, organizational, and study skills. Teachers have regular meetings with their students to discuss data, progress, and improvement areas. These meetings are documented by the teacher and follow ups with the student continue throughout the year. Grade level teachers-parent-student conferences, as well as teacher-parent conferences are also conducted regularly in order to develop constant communication between the school, student, and parents. Through the RTI/MTSS process, students are identified and interventions are established based on student needs. These interventions are monitored regularly for fidelity and effectiveness in order to ensure student progress.

## 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**

Miami Arts Charter continues to maintain positive relationships with families. The school achieves this by encouraging parents to be active in their child's education at Miami Arts Charter by attending parent-teacher conferences, Parent Night meetings held by various Arts departments at the school, and attending student performances and activities. Miami Arts Charter Schools requires teachers to maintain communication with parents so that they are informed of their child's progress through phone calls, emails, Gradebook and progress reports. The school also maintains a website in which both parents and students can find a news bulletin with updated information about upcoming events and achievements. Also, the website contains subscription options for all teachers, in which parents can receive email or text alerts about student progress or class assignments. Each teacher has their own webpage within the school website, in order for teachers to communicate to parents and students.

**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**

Miami Arts Charter builds partnerships with the local community by performing at different local venues, such as restaurants, auditoriums, and theaters. The school is able to create sponsorships with local organizations. By providing students with the opportunity to perform or express their art, Miami Arts Charter is fostering a sense of connection to one another and the world, which is in accordance to the school's mission and vision.

## 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
Delarosa, Alfredo	Principal
Torres, Carolina	Assistant Principal
Pulick, Aria	Assistant Principal
Fernandez, Nancy	Guidance Counselor
Durante, Marianne	Teacher, ESE
Costadoni, Valeria	Teacher, K-12
Torres, Jaime	Teacher, K-12
Arteche, Leo	Teacher, K-12
Temeyer, Raymond	Teacher, K-12
Fat, Sammie Jo	Teacher, K-12

#### Duties

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

Tier 1(Leadership Team)

\* Administrator(s) (Alfredo De La Rosa, Aria Pulick and/or Carolina Torres) who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/Rtl problem solving.

\*School reading, language arts/English, math, science, Social Studies Department Chairs (Valeria Costadoni, Jaime Torres, Sammie Jo Fat, Leo Arteche, Raymond Temeyer), Special education personnel (Marianne Durante), School guidance counselor (Nancy Fernandez), Member of advisory group, community stakeholders, parents (EESAC)

\*In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (weekly) to review consensus, infrastructure, and implementation of building level MTSS/Rtl.

Tier 2

Assistant Principal (Aria Pulick and/or Carolina Torres), Guidance Counselor (Nancy Fernandez), and ESE Chair (Marianne Durante) members of the MTSS/Rtl Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Principal (Alfredo De La Rosa), Guidance Counselor (Nancy Fernandez), and ESE Chair (Marianne Durante) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving 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 MTSS/Rtl Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

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

#### Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

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

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

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

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
ALFREDO DE LA ROSA	Principal
ANDREA PRESTON	Teacher
INDIRA GONZALEZ	Parent
INGRID CASTANEDA	Parent
JAIME TORRES	Teacher
JENNIFER BLANK	Teacher
JENNIFER KENNEY	Parent
JULIO BAQUE	Business/Community
LORRY SANTANA	Parent
MARIA GARCIA	Parent
MARIANNE DURANTE	Teacher
NOAH MURGA	Student
PABLO CANALS	Parent
RAY KIMSEY	Business/Community
VALERIA COSTADONI	Teacher
VENESSA REVILLA	Education Support Employee
VICTORIA MACHIN	Parent

## 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 Miami Arts Charter School Advisory Council's function is to bring together all stakeholders and involve them in an authentic role in decisions, such as reviewing the school improvement plan, both past and current, and the preparation of the school's annual budget and plans, which affects instruction and the delivery of programs. The School Advisory Council works to ensure improved student achievement.

Regular meetings are scheduled in order for the School Advisory Council to evaluate last year's school improvement plan and apply necessary recommendations and strategies for improvement in this year's school improvement plan. At the end of the year, the School Advisory Council meets to discuss the strategies that were implemented in the past year. The School Advisory Council then decides whether the school should implement the effective strategies for the next year or if the strategy needs to be altered for increased student achievement.

### *Development of this school improvement plan*

The School Improvement Plan will be used extensively to not only provide guidance for future school-wide development, but to communicate instructional performance data with students and parents. Sharing of performance information will be made more useful by engaging the SAC to become involved in contributing to the school improvement plan. Thus, the school's stakeholders will have an ongoing opportunity to receive accurate information, analyze options and contribute to the betterment of the school's goals through shared instructional data. The School Advisory Council works to ensure improved student achievement. Regular meetings are scheduled in order to meet the goal of the Council, which is to achieve consensus in decision making.



*Preparation of the school's annual budget and plan*

Financial controls will include an annual independent financial audit and a report of financial statements submitted to the board and sponsor on a monthly basis as a method to guard the school's finances and ensure sound fiscal practices. The practices detailed herein, and any future activities deemed necessary and appropriate, will be diligently enacted to promote academic success and financial efficiency.

The EESAC will assist in the preparation and evaluation of the School Improvement Plan (SIP), will assist the principal in the development of the annual budget, make decisions regarding the use of funds allocated by the Florida Legislature to the school advisory councils and, with staff, must decide on the use of School Recognition Funds awarded to the school.

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

The projected use of school improvement funds includes \$3500.00 which is allocated for materials to improve students' performance on the FCAT 2.0, EOC and other state assessments.

Science Materials: \$ 1200.00

Student Achievement Awards: \$1300.00

***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
Delarosa, Alfredo	Principal
Torres, Carolina	Assistant Principal
Pulick, Aria	Assistant Principal
Fernandez, Nancy	Guidance Counselor
Durante, Marianne	Teacher, ESE
Costadoni, Valeria	Teacher, K-12
Arteche, Leo	Teacher, K-12
Fat, Sammie Jo	Teacher, K-12
Temeyer, Raymond	Teacher, K-12
Torres, Jaime	Teacher, K-12

**Duties*****Describe how the LLT promotes literacy within the school***

Miami Arts Charter School's Literacy Leadership Team works hard to promote literacy within the school. The school sets aside time for independent reading for the middle school grades in their Learning Strategies classes, which meets every day for 50 minutes. Miami Arts Charter makes it a priority to plan specific reading time during this class in order for students to develop independent reading skills. Many of the classrooms, especially the English Language Arts classes, are a literary-

rich environment. The classrooms contain word walls, books, and other reading materials that support Florida Standards and encourages speaking, listening, reading, and writing in a variety of creative ways. Classrooms contain their own classroom libraries in order for students to interact more with books, spend more time reading, and exhibit positive attitudes towards reading and reading achievement. Teachers also encourage reading aloud in class. Reading aloud exposes students to complex vocabulary than they typically hear or read alone. Reading more difficult texts aloud for high schools provides benefits, such as an opportunity for discussion and vocabulary development. Miami Arts Charter School's Creative Writing and English Language Arts teachers promote reading by having guest authors visit the school and coordinate field trips to book fairs to make reading activities accessible during and beyond the school day. Summer reading is required of all English Language Arts students, which encourages students to continue reading beyond the school year. Students are then required to complete projects, assignments, and participate in discussions regarding their summer reading requirements once the school year begins.

## 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**

Miami Arts Charter School encourages positive working relationships between teachers in order to create Professional Learning Communities. Sufficient time, before school and after school, is provided for teachers to identify student learning needs based on data and then to share, review, and provide feedback on instructional practices which address these needs. Teachers regularly schedule grade level meetings in which teachers who teach the same students are able to discuss progress, share ideas, and interventions. Teachers are encouraged to participate in Professional Development geared toward teacher collaboration to improve instruction and build expertise. Teachers also share lesson plans with one another in order to be aware of what is being taught in their students' other classes; as a result teachers are more easily able to coordinate related projects and assignments. Teachers are also encouraged to observe each other's classrooms during their planning period in order to share best practices and develop differentiation strategies. Through the establishment of Professional Learning Communities and Individual Professional Development Plans, teachers will reflect and improve upon their practices, and serve as mentors to one another so as to increase the delivery of instruction. Facilitating learning in support of high standards and student achievement through curriculum development, student assessment, teacher training and the establishment of high expectations in the arts and academics will ensure that students meet the highest standards.

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

Miami Arts Charter's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school is as follows:

1. Post School Personnel Openings on Teachers-Teachers.
2. Provide professional development opportunities during early release days and teacher planning days.
3. Regular meetings of new teachers with principal/assistant principal.
4. Regular meetings of new teachers with department chair.
5. Partnering of new teachers with veteran staff.
6. Soliciting referrals from current employees.

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

Miami Arts Charter pairs New Teachers with veteran teachers in order to provide support and assistance. The veteran teachers chosen have outstanding knowledge of content and subject matter and



other methods that support high standards. In addition, she demonstrates a commitment to personal and professional growth. The mentor will provide the necessary documents and data to assist mentee in meeting goals. The mentor and mentee are meeting biweekly to discuss evidence-based strategies for each domain. The mentor and mentee are given release time to observe each other. Time is given for the feedback, coaching and planning.

## 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***

In order to meet high standards of student achievement, Miami Arts Charter delivers instruction by providing a rigorous curriculum, based on the Student Progression Plan, that is centered heavily on the core academic subject areas of Language Arts, Mathematics, Science, History, Foreign Language, and a specialization in the Higher Arts. The school will meet or exceed student achievement expectations by insisting and monitoring to ensure that teachers know their subjects thoroughly; that they deliver informed instruction in a manner that is relevant to students' lives and from a perspective that demonstrates an awareness and understanding of their cultural experiences and backgrounds. By organizing the school student population into learning communities grouped by arts areas, the school provides the structure for employing a holistic approach to teaching and learning; one that emphasizes the connections and commonalities between the arts, the core subject areas, and the overall society in which students live. A vital aspect of Miami Arts Charter School's approach to meeting high standards will be the manner in which teachers are empowered to make an impact on student learning. Encouraged to improve their own performance by periodically reflecting upon their own practices, teachers will evaluate their own achievements as well as that of their students. The school will ensure that the administrative leadership responds quickly to the needs of students, parents and teachers by eliminating obstacles to academic goals as quickly and efficiently as possible. When certain criteria are met, the important goals become evident. This approach will allow for the school to ensure that students successfully meet the goals and benchmarks established in the NGSSS and Florida standards. Miami Arts Charter will implement the new Florida Standards by 2014 – 2015. As prescribed by State of Florida law, Miami Arts Charter will participate in the statewide assessment schedule for the 2014-2015 school year.

#### 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***

Miami Arts Charter School will gather feedback and evidence of student success through performance data collected from the Florida Standard Assessment (starting 2014 – 2015), Florida Comprehensive Assessment Test 2.0 Retake (until 2015-2016), Florida's End-of-Course Exams (EOC), Scholastic Aptitude Test results (SAT) and the American College Test (ACT), Florida Assessment for Instruction in Reading (FAIR), Post-Secondary Readiness Test (PERT), Preliminary Scholastic Aptitude Test (PSAT). A major goal of the school's design is to provide students with the flexibility to benefit from Honors courses, Advanced Placement (AP) courses and College Dual Enrollment without the need to sacrifice or abandon the pursuit of high-level arts or performance studies. Therefore, the school will implement its proven curriculum and master scheduling expertise in order to ensure students are able to participate in performing and fine arts courses through a structure that intentionally provides for such courses to be offered in support of rather than exclusive of one another.

In order to determine success toward meeting students' needs, data will be analyzed and studied. Miami Arts Charter will measure its own progress on a quarterly and yearly basis, through the implementation of various evaluation and assessment tools which rely on data derived from State Accountability Reports. The school will review student data and subsequently determine a course of action to improve learning outcomes measurable in the achievement record and by overall student performance. It will be the school's responsibility to continue to monitor and assess progress in order to determine and best meet the individual and collective academic needs of students. The school will employ a variety of assessment methods and tools in order to evaluate teaching strategies and improve student achievement. Differentiated strategies and a concerted effort toward individualized teaching will yield higher academic achievement. Such an approach will be especially valuable when targeting low-achieving students and those students with less than desired academic skills. By utilizing varied and effective assessment tools, the school will successfully identify low-performing students to implement innovative strategies, as well as other strategies that have been proven successful toward consistently increasing learning outcomes.

Teachers will use innovative methods to provide instruction leading to mastery of the NGSSS/FS. A pillar of the school's educational approach will be to provide research-based strategies and hands-on learning opportunities regarding all aspects of instruction, academic and artistic. Cooperative learning strategies, Creating Independence through Student-owned Strategies (CRISS) and other proven methods will be used in collaboration with numerous assessment methods divided in three categories: Diagnostic, Formative and Summative.

In order to provide supplemental instruction for students with difficulty, students in grades 6-8 are enrolled in a Study Skills course during the same period each day. A lead teacher is assigned to monitor the study hall program and all teachers during this period assume the role of "analysts" or teacher mentors. During this period, each teacher will engage students in discussions, data chats and mentoring sessions designed to assist students to improve their achievement levels. The program's lead teacher will have no classes scheduled during that period and will serve to address the needs of the lowest performing students, as referred by the teacher-mentors. The lead teacher will, in turn, communicate with and ensure that the guidance counselor enacts the process of initiating parent conferences, recommending curricular changes or strategies to address student needs. Future student progress is then monitored continuously through the teacher-mentor and the lead teacher. The process is repeated as needed.

Developmental instruction in reading is required when student performance indicates a need for strengthening. These courses are in addition to the regular English/Language Arts courses and is offered as an elective. Students scoring at Levels 1 and 2 on the most recent administration of FCAT 2.0 Reading are enrolled in the appropriate Intensive Reading Course in addition to their regular English/Language Arts Course.

Developmental instruction in Middle School Mathematics is required when student performance indicates a need for strengthening. These courses are in addition to their regular Mathematics course and is offered as an elective. Students scoring a Level 1 or 2 in the most recent administration of the FCAT 2.0 Mathematics are enrolled in the appropriate M/J Intensive Mathematics Course in addition to their required M/J Mathematics course in grades 6-8. In order to provide supplemental instruction for high achieving students, those students who have scored at Levels 3 and above on the most recent administration of the FCAT 2.0 Mathematics are enrolled in a Study Skills course with an emphasis on math enrichment.

As per Florida law, Miami Arts Charter implements and monitors a coordinated RTI/MTSS plan to ensure that the school is using screening, diagnostic, and progress monitoring data to provide multiple tiers of supplemental instruction and intervention to students who are not progressing. Also required by the state, Miami Arts Charter evaluates the effectiveness of instruction and interventions. Through the RTI/MTSS process, parents will be actively informed and involved to determine the appropriate actions for student success.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 10,800**

Miami Arts Charter will use research-based strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Students will be offered After School Tutoring to assist in all subjects. In addition, SAT Tutoring will be provided weekly for students taking the SAT. Teachers will be given the opportunity to collaborate, plan and engage in professional development during scheduled planning periods.

Data will be collected on an on-going basis to ensure the effectiveness of the instructional strategies provided by Miami Arts Charter. Department Chairs, Individual subject area teachers, and the Literacy Leadership team will meet on a weekly basis to determine the effectiveness of the skills and strategies. Adjustments will be made based on data collected.

***Strategy Rationale***

Miami Arts Charter employs a variety of teaching strategies to improve student achievement. Differentiated strategies and an effort toward individualized teaching will yield higher academic achievement. As a result, after school tutoring has a significant effect on student achievement, as it is geared toward an individualized teaching method with a more one-on-one approach. Such an approach will be especially valuable when targeting low-achieving students and those students with less than desired academic skills. By utilizing varied teaching methods and effective assessment tools, the school will successfully identify low-performing students to implement innovative strategies, as well as other strategies that have been proven successful toward consistently increasing learning outcomes. Through the establishment of Professional Learning Communities and Individual Professional Development Plans, teachers will reflect and improve upon their practices, and serve as mentors to one another so as to increase the delivery of instruction. Facilitating learning in support of high standards and student achievement through curriculum development, student assessment, teacher training and the establishment of high expectations in the arts and academics will ensure that students meet the highest standards. Providing team meetings between Department Chairs, individual subject area teachers, and the Literacy Leadership team not only develops Professional Learning Communities, but also allows discussion for effective skills and strategies being implemented in the classroom, as well as use of student data to support the teaching strategies used.

***Strategy Purpose(s)***

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

***Person(s) responsible for monitoring implementation of the strategy***

Costadoni, Valeria, [vcostadoni@miamiartscharter.net](mailto:vcostadoni@miamiartscharter.net)

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

Data will be collected on an on-going basis to ensure the effectiveness of the instructional strategies provided by Miami Arts Charter. Department Chairs, Individual subject area teachers, and the Literacy Leadership team will meet on a weekly basis to determine the effectiveness of the skills and strategies. Adjustments will be made based on data collected.

**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***

Miami Arts Charter employs strategies to support incoming and outgoing cohorts of students in transition from one school level to another. Important strategies that students learn are time management, planning, and organizational skills. Miami Arts Charter's study skills program allows students to develop these important skills as they transition from the middle school level into the high school level. Student progress is measured by pace, quality, reach, and level of autonomy. Pace is the rate at which a student progresses from a given mastery level to the next or from one benchmark/goal to the next. Quality measures the student's ability to plan, prepare and submit work that demonstrates mastery of a benchmark or goal. Reach is the students' ability to transfer knowledge of a concept and apply it to different situations. Level of autonomy applies to the students' ability to assess, investigate, research, and demonstrate knowledge or achievement independently. As students are able to continually improve their pace, quality, reach, and level of autonomy, this eventually aids them in transitioning from one school level to another.

### **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***

Miami Arts Charter promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful. The guidance counselor and arts teachers will assist in the career planning to insure that students' course of study is aligned with their academic, career and artistic goals. Colleges and universities will be invited to attend and make presentations to our students. In addition, Miami Arts Charter has purchased the Naviance program to assist students in college planning. Naviance is a college and career readiness platform that helps connect academic achievements to post-secondary goals. It optimizes student success, enhances school counselor productivity and tracks results for schools.

#### ***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***

Miami Arts Charter will incorporate applied and integrated courses as well as Arts related subjects to help students see the relationship between subjects and relevance to their future. Through collaborative planning in core subjects and the arts, the school's curriculum is aligned to address the students' needs and school goals. The school will hold grade-level assemblies to apprise them of curriculum opportunities, graduation requirements and the different scholarship opportunities. All high school students will meet with the counselor to develop a graduation plan aligned with the students' interest. Our schedule will be specifically developed to allow students with opportunities to attend and seek community internships, dual enrollment, and on-the-job training in order to connect course subject with future career choices. Partnerships with local art/music organizations will provide students will real-world opportunities and develop relationships within the community. In addition, the school will offer Advanced Placement opportunities to best meet students' needs. SAT Tutoring will be provided for students taking the SAT. The counselor will schedule college visits for students to inquire about what colleges have to offer and financial opportunities.

**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**

Strategies for improving student readiness for the public postsecondary level based on the analysis of the 2012 High School Feedback Report will be implemented.

Analysis of college readiness is based on the latest data available – from the High School Feedback Report. The percent of graduates who completed at least one AP and/or Dual Enrollment course is 64.7% which is above both district and state averages. The percent of graduates with standard high school diploma who took the SAT/ ACT / CPT and scored at or above college-level cut scores is 81.3% in math 93.8% in reading, and 93.8% in writing. The reading and writing scores exceed both district and state averages. Finally the percent of graduates enrolled in a Florida public postsecondary institution was 47%. Of these students, 81% earned a GPA above 2.0. Miami Arts Charter has identified the following as school-wide priorities. Increase participation in public postsecondary readiness in reading, writing, and mathematics skills. Teachers will be given the opportunity to modify methods of instruction to suit the changing postsecondary requirements of student's college readiness. Miami Arts Charter will recognize the importance of college readiness exams by increasing the percentage of students participating in the ACT/SAT with the assistance of Guidance Counselor.

## 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.** Our core instruction goal is to increase student achievement by improving core instruction in all content areas.
- G2.** Our Early Warning Systems (EWS) goal for the 2014-2015 school year is to improve interventions and strategies in order to increase student attendance, academic performance and appropriate student behavior that will lead to greater student achievement and success.
- G3.** Our goal is to effectively prepare students to be college and career ready by increasing CTE and STEM initiatives and programs.
- G4.** Our Parental Involvement goal for the 2014-2015 school year is to increase support to parents, to build strong continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

## 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.** Our core instruction goal is to increase student achievement by improving core instruction in all content areas. **1a**

G042372

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	83.0
AMO Reading - ELL	78.0
FSA - English Language Arts - Proficiency Rate	86.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	71.0
AMO Math - All Students	75.0
FSA - Mathematics - Proficiency Rate	86.0
Algebra I EOC Pass Rate	86.0
Geometry EOC Pass Rate	82.0
Math Gains	87.0
Math Lowest 25% Gains	83.0
Bio I EOC Pass	95.0
FCAT 2.0 Science Proficiency	78.0

**Resources Available to Support the Goal** **2**

- Study Skills class with Reading/LA emphasis
- intensive reading
- reading plus
- intensive math
- enrichment math class
- Science Lab

**Targeted Barriers to Achieving the Goal** **3**

- Students' difficulty in organizing, synthesizing, analyzing and evaluating information from multiple sources in the area of Science.
- Students' difficulty in understanding informational texts and articulating appropriate responses in the area of Social Studies.
- Students' difficulty drawing conclusions and using textually based evidence to support their responses in English/Language.
- Providing rigorous questioning and writing practices to improve students' analytical thinking and writing processes in Mathematics.

**Plan to Monitor Progress Toward G1. 8**

Results of weekly teacher-made assessments and district provided assessments

**Person Responsible**

Alfredo Delarosa

**Schedule**

Weekly, from 10/13/2014 to 6/1/2015

***Evidence of Completion***

Teacher assessment, student data chats, Exit Tickets, gradebook and District Interim Assessments.



**G2.** Our Early Warning Systems (EWS) goal for the 2014-2015 school year is to improve interventions and strategies in order to increase student attendance, academic performance and appropriate student behavior that will lead to greater student achievement and success. 1a

G042381

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	7.0
One or More Suspensions	1.0
Level 1 - All Grades	2.0
Attendance rate	99.0

**Resources Available to Support the Goal** 2

- Intensive Math
- study skills course
- guidance counselor
- College Advisor
- Parent/student orientation
- Daily attendance reports
- Student Case Management System
- Student progress reports
- District developed reports

**Targeted Barriers to Achieving the Goal** 3

- Our school recognizes that student academic achievement and development is directly correlated to student attendance. Students have difficulty arriving to school on time due to distance traveled.
- High mobility, low level of parent education and poverty often become insurmountable obstacles for students, resulting in their detachment from the learning process and barriers to their achievement in school.
- Students who manifest learning, behavior, and/or emotional problems often have developed extremely negative perceptions of teachers, programs, and school in general. This can lead to active disengagement from classroom instruction and school.

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

Daily attendance bulletin, Attendance rate report, gradebook generated reports and student participation in events and projects

**Person Responsible**

Alfredo Delarosa

**Schedule**

Quarterly, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

Gradebook, district and school generated reports, student/parent participation

**G3.** Our goal is to effectively prepare students to be college and career ready by increasing CTE and STEM initiatives and programs. **1a**

G042382

**Targets Supported** **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
College Readiness Reading	95.0
Middle School Performance in EOC and Industry Certifications	98.0
AMO Math - All Students	75.0
Bio I EOC Pass	95.0
AMO Reading - All Students	83.0
AMO Math - All Students	75.0
Algebra I EOC Pass Rate	86.0
Geometry EOC Pass Rate	82.0

**Resources Available to Support the Goal** **2**

- Science Lab
- Science Chairperson
- Added AP science courses
- Intensive math
- Math enrichment
- Intensive Reading
- SAT Support
- Naviance Program
- Study Skills with Language Arts Emphasis
- Arts Program
- Florida STEM TIPS

**Targeted Barriers to Achieving the Goal** **3**

- The percent of students prepared to take one or more STEM AP courses and exams.
- Lack of STEM related curriculum integration in all areas
- Industry certification courses are limited on campus and students may not have space in their schedule to take an elective course.

**Plan to Monitor Progress Toward G3. 8**

Student participation in initiatives and programs.

**Person Responsible**

Carolina Torres

**Schedule**

Daily, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

attendance logs, participation and enrollment forms and college visits

**G4.** Our Parental Involvement goal for the 2014-2015 school year is to increase support to parents, to build strong continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1a

G042389

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	83.0
AMO Math - All Students	75.0
4-Year Grad Rate (Standard Diploma)	90.0
FSA - English Language Arts - Proficiency Rate	86.0
FSA - Mathematics - Proficiency Rate	86.0

**Resources Available to Support the Goal 2**

- school website
- activities director
- arts programs
- a variety of social media
- gradebook
- progress reports & report cards

**Targeted Barriers to Achieving the Goal 3**

- Parents lack of participation at school is due to their employment hours and/or school distance.

**Plan to Monitor Progress Toward G4. 8**

The process to determine effectiveness will be to collect and monitor sign-in sheets and parent participation at school events and conferences.

**Person Responsible**

Alfredo Delarosa

**Schedule**

Monthly, from 10/1/2014 to 6/1/2015

**Evidence of Completion**

Parent sign-in sheets, teacher parent logs and parent participation

## 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.** Our core instruction goal is to increase student achievement by improving core instruction in all content areas. **1**

 G042372

**G1.B1** Students' difficulty in organizing, synthesizing, analyzing and evaluating information from multiple sources in the area of Science. **2**

 B122178

**G1.B1.S1** Students will create and use different types of graphic organizers to understand, interpret, and analyze informational text. **4**

 S138760

### Strategy Rationale

Graphic organizers encourage students to make connections with the text by creating a structure for students to explore text and consider different sides of an issue in discussion before drawing conclusions.

### Action Step 1 **5**

Student will be provided with instruction and support on creating and utilizing graphic organizers

#### Person Responsible

Sammie Jo Fat

#### Schedule

On 10/17/2014

#### Evidence of Completion

Student graphic organizers, teacher lesson plans, student work

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

Review of graphic organizers and there implementation.

**Person Responsible**

Sammie Jo Fat

**Schedule**

Weekly, from 10/13/2014 to 6/1/2015

***Evidence of Completion***

Student graphic organizers, teacher-made assessments, lesson plans

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

Students ability to interpret and apply information from graphic organizers to formulate text.

**Person Responsible**

Aria Pulick

**Schedule**

Biweekly, from 10/13/2014 to 6/1/2015


***Evidence of Completion***

teacher-made assessments, gradebook, student folders

**G1.B2** Students' difficulty in understanding informational texts and articulating appropriate responses in the area of Social Studies. 2

 B103401

**G1.B2.S1** Utilize close reading and higher order questioning strategies to provide opportunities for students to articulate appropriate responses. 4

 S114504

### Strategy Rationale

Incorporating Literacy Instruction in all subject areas, will build students' comprehension, writing and communication skills needed for student achievement and growth.

### Action Step 1 5

Infuse close reading and higher order questioning strategies while utilizing rigorous texts that allow for evidence-based written responses.

#### Person Responsible

Raymond Temeyer

#### Schedule

Daily, from 10/6/2014 to 6/1/2015

#### Evidence of Completion

Lesson plans, student folders, resources, student engagement, journals and observation logs

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

Teacher walk-throughs, lesson plans and teacher observations

#### Person Responsible

Carolina Torres

#### Schedule

Weekly, from 9/22/2014 to 6/1/2015

#### Evidence of Completion

Teacher assessment, student data chats, Exit Tickets, District Interim Assessments.

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

Student work, data chats and teacher-made assessments

**Person Responsible**

Carolina Torres

**Schedule**

Quarterly, from 9/22/2014 to 6/1/2015


**Evidence of Completion**

Teacher assessment, student data chats, Exit Tickets, District Interim Assessments.

**G1.B3** Students' difficulty drawing conclusions and using textually based evidence to support their responses in English/Language. 2

 B122190

**G1.B3.S1** Student will utilize textual evidence by identifying the support lifted directly from text to support inferences, claims, and assertions. 4

 S138823

**Strategy Rationale**

Most standards rely on students being able to actively use the ability to make inferences and find evidence in a text to support these inferences.

**Action Step 1** 5

Provide opportunities for students to engage with the text and share what specific aspects of the text influences their thinking.

**Person Responsible**

Leo Arteché

**Schedule**

Weekly, from 10/13/2014 to 6/1/2015

**Evidence of Completion**

Student work/writing, lesson plans, student folders and journals

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

Analyze and review student work/journals and walk throughs.

**Person Responsible**

Leo Arteché

**Schedule**

Biweekly, from 10/13/2014 to 6/1/2015

***Evidence of Completion***

Teacher assessments, student data, student work and journals

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

Student discussion and responses will be monitored for validity and support.

**Person Responsible**

Leo Arteché

**Schedule**


Weekly, from 10/13/2014 to 6/1/2015

***Evidence of Completion***


Student assessments, student folders, journals, gradebook, District Assessments



**G1.B4** Providing rigorous questioning and writing practices to improve students' analytical thinking and writing processes in Mathematics. 2

 B122193

**G1.B4.S1** Provide additional opportunities for students to review basic mathematical skills and enrichment. 4

 S138836

### Strategy Rationale

Students will be given assistance in basic skills and enrichment in order to achieve mastery.

### Action Step 1 5

Differentiated Instruction will be implemented based on student need and strengths.

#### Person Responsible

Aria Pulick

#### Schedule

Weekly, from 10/13/2014 to 6/1/2015

#### Evidence of Completion

Exit tickets, Lesson plans, data chats, teacher observations, teacher-made assessments and gradebook

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

Review of lesson plans and student center based instruction

#### Person Responsible

Carolina Torres

#### Schedule

Weekly, from 10/13/2014 to 6/1/2015

#### Evidence of Completion

Lesson plans, teacher-made assessments, exit tickets and student folders

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

Student assessment results will be reviewed for mastery and student enrichment for application.

**Person Responsible**

Carolina Torres

**Schedule**

Weekly, from 10/13/2014 to 6/1/2015


**Evidence of Completion**

Student assessments, District assessments, projects, data chats and gradebook

**G2.** Our Early Warning Systems (EWS) goal for the 2014-2015 school year is to improve interventions and strategies in order to increase student attendance, academic performance and appropriate student behavior that will lead to greater student achievement and success. 1

 G042381

**G2.B1** Our school recognizes that student academic achievement and development is directly correlated to student attendance. Students have difficulty arriving to school on time due to distance traveled. 2

 B103415

**G2.B1.S1** Provide on-going counseling to track and monitor attendance, academics and behavior. Through the RTI/MTSS process, proper intervention will be in place to ensure success. 4

 S114518

**Strategy Rationale**

With continuous feedback and support, students can monitor their progress and help overcome the setbacks.

**Action Step 1 5**

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team

**Person Responsible**

Alfredo Delarosa

**Schedule**

Weekly, from 10/6/2014 to 6/1/2015

**Evidence of Completion**

Daily attendance reports, Student Case Management Systems and Gradebook

## Action Step 2 5

Students who receive a behavioral referral will receive counseling and/or parent-student conference

### **Person Responsible**

Nancy Fernandez

### **Schedule**

Daily, from 10/6/2014 to 6/1/2015

### **Evidence of Completion**

Discipline log, district provided reports

## Action Step 3 5

Students will be recognized for their positive contribution to the school culture through various social media and grade-level assemblies.

### **Person Responsible**

Nancy Fernandez

### **Schedule**

Monthly, from 10/1/2014 to 6/1/2015

### **Evidence of Completion**

recognition list, school social media and website

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

Review the Daily attendance bulletin and gradebook utilizing the various reports provided.

### **Person Responsible**

Carolina Torres

### **Schedule**

Biweekly, from 10/1/2014 to 6/1/2015

### **Evidence of Completion**

Attendance reports, daily attendance bulletin, parent contact logs, discipline log and Gradebook

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

Frequent parent/teacher/student/counselor communication to determine effectiveness.

**Person Responsible**

Carolina Torres


**Schedule**

Biweekly, from 10/1/2014 to 6/1/2015

**Evidence of Completion**

Attendance reports, daily attendance bulletin, parent contact logs, discipline log and Gradebook

**G2.B1.S2** Provide incentives for students with perfect attendance, honor roll and citizenship. 4

 S135203

**Strategy Rationale**

Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

**Action Step 1** 5

Announce various student achievements and accomplishments through social media and school website

**Person Responsible**

Alfredo Delarosa

**Schedule**

On 6/1/2015

**Evidence of Completion**

school social media sites and website

**Action Step 2** 5

Quarterly Assemblies to acknowledge student academic and attendance achievement

**Person Responsible**

Alfredo Delarosa

**Schedule**

Quarterly, from 10/24/2014 to 6/1/2015

**Evidence of Completion**

Attendance report and student honor-roll report

**Action Step 3** 5

Each department selects one student per class period who has demonstrated the character trait of the Month.

**Person Responsible**

Nancy Fernandez

**Schedule**

Monthly, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

Certificates, teacher nominations, character education bulletin board

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

Student attendance and participation will be monitored

**Person Responsible**

Nancy Fernandez

**Schedule**

Weekly, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

District and school generated reports and students awards

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

Daily attendance bulletin report and district generated attendance reports will be monitored

**Person Responsible**

Carolina Torres


**Schedule**

Daily, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

daily attendance bulletin, attendance percentage rates and reports

**G2.B2** High mobility, low level of parent education and poverty often become insurmountable obstacles for students, resulting in their detachment from the learning process and barriers to their achievement in school. 2

 B103416

**G2.B2.S1** In counseling sessions, students are given the opportunity to explore issues and develop effective strategies that will help them achieve academic and personal success. 4

 S114519

**Strategy Rationale**

Students, with the assistance of the school counselor, will be given strategies to organize and determine proper plan of action to ensure student achievement

**Action Step 1 5**

Identify students in need of intervention strategies and schedule counseling sessions as needed.

**Person Responsible**

Nancy Fernandez

**Schedule**

Weekly, from 9/2/2014 to 6/1/2015

**Evidence of Completion**

student assessments, gradebook reports, teacher recommendations

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

Counseling session/schedule and student progress

**Person Responsible**

Carolina Torres

**Schedule**

Weekly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**

student assessments, student contracts, student feedback and gradebook

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

Student interviews and feedback will be conducted and student academic progress will be monitored.

**Person Responsible**

Carolina Torres

**Schedule**

Weekly, from 8/25/2014 to 6/1/2015


**Evidence of Completion**

Student assessments, student contracts, student feedback and gradebook reports

**G2.B3** Students who manifest learning, behavior, and/or emotional problems often have developed extremely negative perceptions of teachers, programs, and school in general. This can lead to active disengagement from classroom instruction and school. 2

 B123191

**G2.B3.S1** Students will be given opportunities to explore their art in their content area classes through collaborative planning. 4

 S136097

### Strategy Rationale

Students will develop a better understanding of content area through art exploration activities.

### Action Step 1 5

Increase participation in cross-curricular school activities and art showcases

#### Person Responsible

Alfredo Delarosa

#### Schedule

Quarterly, from 10/6/2014 to 6/1/2015

#### Evidence of Completion

Lesson Plans, classroom visits, class projects, student showcases

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

Increase opportunities for students to participate in events and provide teacher planning opportunities

#### Person Responsible

Alfredo Delarosa

#### Schedule

Quarterly, from 10/6/2014 to 6/1/2015

#### Evidence of Completion

Lesson Plans, classroom visits, class projects, student showcases



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

Increase of student activities, projects and events

**Person Responsible**

Alfredo Delarosa

**Schedule**

Quarterly, from 10/6/2014 to 6/1/2015

**Evidence of Completion**

Lesson Plans, classroom visits, class projects, student showcases

**G3.** Our goal is to effectively prepare students to be college and career ready by increasing CTE and STEM initiatives and programs. 1

G042382

**G3.B1** The percent of students prepared to take one or more STEM AP courses and exams. 2

B123796

**G3.B1.S1** Through middle school enrichment programs (critical thinking & study skills), students will be better prepared to advance in high school. 4

S136169

**Strategy Rationale**

Providing opportunities for students to participate in enrichment programs during middle school will ensure high school AP readiness.

**Action Step 1** 5

Prepare students for advancement in Math and Science during middle school through enrichment/intensive courses

**Person Responsible**

Carolina Torres

**Schedule**

Daily, from 10/1/2014 to 6/1/2015

**Evidence of Completion**

lesson plans, data chats, exit tickets, gradebook

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

Increase Teacher planning opportunities, walk-throughs and lesson plans

**Person Responsible**

Carolina Torres

**Schedule**

Daily, from 10/1/2014 to 6/1/2015

***Evidence of Completion***

lesson plans, data chats, exit tickets, gradebook

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

Monitor student progress through gradebook generated reports and teacher assessments

**Person Responsible**

Carolina Torres

**Schedule**

Daily, from 10/1/2014 to 6/1/2015


***Evidence of Completion***

lesson plans, data chats, exit tickets, gradebook

**G3.B2** Lack of STEM related curriculum integration in all areas **2**

 B124247

**G3.B2.S1** Implement STEM initiatives across curriculum through project-based innovative programs. **4**

 S136172

**Strategy Rationale**

Students will experience STEM education throughout the curriculum and make real-world connections.

**Action Step 1** **5**

Implement cross-curricular STEM activities

**Person Responsible**

Aria Pulick

**Schedule**

Biweekly, from 10/1/2014 to 6/1/2015

***Evidence of Completion***

Lesson Plans, student projects, portfolios and participation in STEM activities

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** **6**

teacher lesson plans, collaborative planning and student participation in STEM activities

**Person Responsible**

Aria Pulick

**Schedule**

Biweekly, from 10/1/2014 to 6/1/2015

***Evidence of Completion***

Lesson Plans, student projects, portfolios and participation in STEM activities

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Student participation and completion in STEM initiatives and projects.

**Person Responsible**

Aria Pulick


**Schedule**

Biweekly, from 10/1/2014 to 6/1/2015

**Evidence of Completion**

Lesson Plans, student projects, portfolios and participation in STEM activities

**G3.B3** Industry certification courses are limited on campus and students may not have space in their schedule to take an elective course. 2

 B126892

**G3.B3.S1** Explore CTE opportunities for students in the arts. 4

 S138871

**Strategy Rationale**

CTE needs to be an integral part of every student's education so that all students graduate from high school globally competitive for work, prepared for postsecondary education, and ready for life as positive, contributing members of society in the 21st century.

**Action Step 1 5**

Increase college visit opportunities and art related internships.

**Person Responsible**

Nancy Fernandez

**Schedule**

Weekly, from 8/25/2014 to 6/1/2015

**Evidence of Completion**

internship participation and college visit attendance

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Student engagement in CTE opportunities will be monitored

**Person Responsible**

Aria Pulick

**Schedule**

Weekly, from 8/18/2014 to 6/1/2015

***Evidence of Completion***

student participation and internships

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Student evaluation forms and student college participation

**Person Responsible**

Aria Pulick

**Schedule**

Weekly, from 8/18/2014 to 6/1/2015


***Evidence of Completion***

Student feedback, sponsor evaluation forms, student attendance in college visits


**G4.** Our Parental Involvement goal for the 2014-2015 school year is to increase support to parents, to build strong continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. **1**

 G042389

**G4.B1** Parents lack of participation at school is due to their employment hours and/or school distance. **2**

 B103427

**G4.B1.S1** Utilize various social media to inform parents of upcoming events and student progress in a timely manner **4**

 S114529

### **Strategy Rationale**

Providing parents sufficient time to plan and coordinate effective support strategies will enhance parent participation, student success and achievement.

### **Action Step 1** **5**

Update the school website to announce all school events and important information.

#### **Person Responsible**

Alfredo Delarosa

#### **Schedule**

Daily, from 10/1/2014 to 6/1/2015

#### **Evidence of Completion**

Parent Participation, parent contact logs and sign-in sheets

### **Action Step 2** **5**

Update the school website to include a teacher link for important class information and assignments

#### **Person Responsible**

Alfredo Delarosa

#### **Schedule**

Daily, from 10/1/2014 to 6/1/2015

#### **Evidence of Completion**

Parent Participation, sign-in sheets, teacher conference logs.

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

Parent/student participation and involvement, Parent-logs and student progress

**Person Responsible**

Alfredo Delarosa

**Schedule**

Monthly, from 10/1/2014 to 6/1/2015

**Evidence of Completion**

Parent sign-in sheets, teacher parent logs and parent participation

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

Parent/teacher logs and student progress will be monitored

**Person Responsible**

Alfredo Delarosa

**Schedule**

Monthly, from 10/1/2014 to 6/1/2015

**Evidence of Completion**

Parent sign-in sheets, teacher parent logs and parent participation

**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
G2.B1.S1.A1	Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team	Delarosa, Alfredo	10/6/2014	Daily attendance reports, Student Case Management Systems and Gradebook	6/1/2015 weekly
G4.B1.S1.A1	Update the school website to announce all school events and important information.	Delarosa, Alfredo	10/1/2014	Parent Participation, parent contact logs and sign-in sheets	6/1/2015 daily
G1.B2.S1.A1	Infuse close reading and higher order questioning strategies while utilizing rigorous texts that allow for evidence-based written responses.	Temeyer, Raymond	10/6/2014	Lesson plans, student folders, resources, student engagement, journals and observation logs	6/1/2015 daily
G2.B3.S1.A1	Increase participation in cross-curricular school activities and art showcases	Delarosa, Alfredo	10/6/2014	Lesson Plans, classroom visits, class projects, student showcases	6/1/2015 quarterly
G3.B1.S1.A1	Prepare students for advancement in Math and Science during middle school through enrichment/intensive courses	Torres, Carolina	10/1/2014	lesson plans, data chats, exit tickets, gradebook	6/1/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	Implement cross-curricular STEM activities	Pulick, Aria	10/1/2014	Lesson Plans, student projects, portfolios and participation in STEM activities	6/1/2015 biweekly
G2.B1.S2.A1	Announce various student achievements and accomplishments through social media and school website	Delarosa, Alfredo	8/18/2014	school social media sites and website	6/1/2015 one-time
G1.B1.S1.A1	Student will be provided with instruction and support on creating and utilizing graphic organizers	Fat, Sammie Jo	10/13/2014	Student graphic organizers, teacher lesson plans, student work	10/17/2014 one-time
G1.B3.S1.A1	Provide opportunities for students to engage with the text and share what specific aspects of the text influences their thinking.	Arteche, Leo	10/13/2014	Student work/writing, lesson plans, student folders and journals	6/1/2015 weekly
G1.B4.S1.A1	Differentiated Instruction will be implemented based on student need and strengths.	Pulick, Aria	10/13/2014	Exit tickets, Lesson plans, data chats, teacher observations, teacher-made assessments and gradebook	6/1/2015 weekly
G2.B2.S1.A1	Identify students in need of intervention strategies and schedule counseling sessions as needed.	Fernandez, Nancy	9/2/2014	student assessments, gradebook reports, teacher recommendations	6/1/2015 weekly
G3.B3.S1.A1	Increase college visit opportunities and art related internships.	Fernandez, Nancy	8/25/2014	internship participation and college visit attendance	6/1/2015 weekly
G4.B1.S1.A2	Update the school website to include a teacher link for important class information and assignments	Delarosa, Alfredo	10/1/2014	Parent Participation, sign-in sheets, teacher conference logs.	6/1/2015 daily
G2.B1.S1.A2	Students who receive a behavioral referral will receive counseling and/or parent-student conference	Fernandez, Nancy	10/6/2014	Discipline log, district provided reports	6/1/2015 daily
G2.B1.S2.A2	Quarterly Assemblies to acknowledge student academic and attendance achievement	Delarosa, Alfredo	10/24/2014	Attendance report and student honor-roll report	6/1/2015 quarterly
G2.B1.S1.A3	Students will be recognized for their positive contribution to the school culture through various social media and grade-level assemblies.	Fernandez, Nancy	10/1/2014	recognition list, school social media and website	6/1/2015 monthly
G2.B1.S2.A3	Each department selects one student per class period who has demonstrated the character trait of the Month.	Fernandez, Nancy	9/1/2014	Certificates, teacher nominations, character education bulletin board	6/1/2015 monthly
G1.MA1	Results of weekly teacher-made assessments and district provided assessments	Delarosa, Alfredo	10/13/2014	Teacher assessment, student data chats, Exit Tickets, gradebook and District Interim Assessments.	6/1/2015 weekly
G1.B2.S1.MA1	Student work, data chats and teacher-made assessments	Torres, Carolina	9/22/2014	Teacher assessment, student data chats, Exit Tickets, District Interim Assessments.	6/1/2015 quarterly
G1.B2.S1.MA1	Teacher walk-throughs, lesson plans and teacher observations	Torres, Carolina	9/22/2014	Teacher assessment, student data chats, Exit Tickets, District Interim Assessments.	6/1/2015 weekly
G1.B1.S1.MA1	Students ability to interpret and apply information from graphic organizers to formulate text.	Pulick, Aria	10/13/2014	teacher-made assessments, gradebook, student folders	6/1/2015 biweekly
G1.B1.S1.MA1	Review of graphic organizers and there implementation.	Fat, Sammie Jo	10/13/2014	Student graphic organizers, teacher-made assessments, lesson plans	6/1/2015 weekly
G1.B3.S1.MA1	Student discussion and responses will be monitored for validity and support.	Arteche, Leo	10/13/2014	Student assessments, student folders, journals, gradebook, District Assessments	6/1/2015 weekly
G1.B3.S1.MA1	Analyze and review student work/ journals and walk throughs.	Arteche, Leo	10/13/2014	Teacher assessments, student data, student work and journals	6/1/2015 biweekly
G1.B4.S1.MA1	Student assessment results will be reviewed for mastery and student enrichment for application.	Torres, Carolina	10/13/2014	Student assessments, District assessments, projects, data chats and gradebook	6/1/2015 weekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	Review of lesson plans and student center based instruction	Torres, Carolina	10/13/2014	Lesson plans, teacher-made assessments, exit tickets and student folders	6/1/2015 weekly
G2.MA1	Daily attendance bulletin, Attendance rate report, gradebook generated reports and student participation in events and projects	Delarosa, Alfredo	8/18/2014	Gradebook, district and school generated reports, student/parent participation	6/1/2015 quarterly
G2.B1.S1.MA1	Frequent parent/teacher/student/ counselor communication to determine effectiveness.	Torres, Carolina	10/1/2014	Attendance reports, daily attendance bulletin, parent contact logs, discipline log and Gradebook	6/1/2015 biweekly
G2.B1.S1.MA1	Review the Daily attendance bulletin and gradebook utilizing the various reports provided.	Torres, Carolina	10/1/2014	Attendance reports, daily attendance bulletin, parent contact logs, discipline log and Gradebook	6/1/2015 biweekly
G2.B2.S1.MA1	Student interviews and feedback will be conducted and student academic progress will be monitored.	Torres, Carolina	8/25/2014	Student assessments, student contracts, student feedback and gradebook reports	6/1/2015 weekly
G2.B2.S1.MA1	Counseling session/schedule and student progress	Torres, Carolina	8/25/2014	student assessments, student contracts, student feedback and gradebook	6/1/2015 weekly
G2.B3.S1.MA1	Increase of student activities, projects and events	Delarosa, Alfredo	10/6/2014	Lesson Plans, classroom visits, class projects, student showcases	6/1/2015 quarterly
G2.B3.S1.MA1	Increase opportunities for students to participate in events and provide teacher planning opportunities	Delarosa, Alfredo	10/6/2014	Lesson Plans, classroom visits, class projects, student showcases	6/1/2015 quarterly
G2.B1.S2.MA1	Daily attendance bulletin report and district generated attendance reports will be monitored	Torres, Carolina	8/18/2014	daily attendance bulletin, attendance percentage rates and reports	6/1/2015 daily
G2.B1.S2.MA1	Student attendance and participation will be monitored	Fernandez, Nancy	9/1/2014	District and school generated reports and students awards	6/1/2015 weekly
G3.MA1	Student participation in initiatives and programs.	Torres, Carolina	8/18/2014	attendance logs, participation and enrollment forms and college visits	6/1/2015 daily
G3.B1.S1.MA1	Monitor student progress through gradebook generated reports and teacher assessments	Torres, Carolina	10/1/2014	lesson plans, data chats, exit tickets, gradebook	6/1/2015 daily
G3.B1.S1.MA1	Increase Teacher planning opportunities, walk-throughs and lesson plans	Torres, Carolina	10/1/2014	lesson plans, data chats, exit tickets, gradebook	6/1/2015 daily
G3.B2.S1.MA1	Student participation and completion in STEM initiatives and projects.	Pulick, Aria	10/1/2014	Lesson Plans, student projects, portfolios and participation in STEM activities	6/1/2015 biweekly
G3.B2.S1.MA1	teacher lesson plans, collaborative planning and student participation in STEM activities	Pulick, Aria	10/1/2014	Lesson Plans, student projects, portfolios and participation in STEM activities	6/1/2015 biweekly
G3.B3.S1.MA1	Student evaluation forms and student college participation	Pulick, Aria	8/18/2014	Student feedback, sponsor evaluation forms, student attendance in college visits	6/1/2015 weekly
G3.B3.S1.MA1	Student engagement in CTE opportunities will be monitored	Pulick, Aria	8/18/2014	student participation and internships	6/1/2015 weekly
G4.MA1	The process to determine effectiveness will be to collect and monitor sign-in sheets and parent participation at school events and conferences.	Delarosa, Alfredo	10/1/2014	Parent sign-in sheets, teacher parent logs and parent participation	6/1/2015 monthly
G4.B1.S1.MA1	Parent/teacher logs and student progress will be monitored	Delarosa, Alfredo	10/1/2014	Parent sign-in sheets, teacher parent logs and parent participation	6/1/2015 monthly
G4.B1.S1.MA1	Parent/student participation and involvement, Parent-logs and student progress	Delarosa, Alfredo	10/1/2014	Parent sign-in sheets, teacher parent logs and parent participation	6/1/2015 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.** Our core instruction goal is to increase student achievement by improving core instruction in all content areas.

**G1.B2** Students' difficulty in understanding informational texts and articulating appropriate responses in the area of Social Studies.

**G1.B2.S1** Utilize close reading and higher order questioning strategies to provide opportunities for students to articulate appropriate responses.

### PD Opportunity 1

Infuse close reading and higher order questioning strategies while utilizing rigorous texts that allow for evidence-based written responses.

#### Facilitator

Language Arts Department Chairperson

#### Participants

Instructional Staff

#### Schedule

Daily, from 10/6/2014 to 6/1/2015

**G1.B3** Students' difficulty drawing conclusions and using textually based evidence to support their responses in English/Language.

**G1.B3.S1** Student will utilize textual evidence by identifying the support lifted directly from text to support inferences, claims, and assertions.

### PD Opportunity 1

Provide opportunities for students to engage with the text and share what specific aspects of the text influences their thinking.

#### Facilitator

Language Department Chair

#### Participants

All instructional staff

#### Schedule

Weekly, from 10/13/2014 to 6/1/2015

**G1.B4** Providing rigorous questioning and writing practices to improve students' analytical thinking and writing processes in Mathematics.

**G1.B4.S1** Provide additional opportunities for students to review basic mathematical skills and enrichment.

**PD Opportunity 1**

Differentiated Instruction will be implemented based on student need and strengths.

**Facilitator**

Mathematics Department Chairperson

**Participants**

Mathematics Department

**Schedule**

Weekly, from 10/13/2014 to 6/1/2015

**G3.** Our goal is to effectively prepare students to be college and career ready by increasing CTE and STEM initiatives and programs.

**G3.B1** The percent of students prepared to take one or more STEM AP courses and exams.

**G3.B1.S1** Through middle school enrichment programs (critical thinking & study skills), students will be better prepared to advance in high school.

**PD Opportunity 1**

Prepare students for advancement in Math and Science during middle school through enrichment/intensive courses

**Facilitator**

Math and science department chairpersons

**Participants**

All instructional staff

**Schedule**

Daily, from 10/1/2014 to 6/1/2015

**G3.B2** Lack of STEM related curriculum integration in all areas

**G3.B2.S1** Implement STEM initiatives across curriculum through project-based innovative programs.

**PD Opportunity 1**

Implement cross-curricular STEM activities

**Facilitator**

Science/Math Department Chairperson

**Participants**

All instructional staff

**Schedule**

Biweekly, from 10/1/2014 to 6/1/2015

## Technical Assistance Items

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

**G2.** Our Early Warning Systems (EWS) goal for the 2014-2015 school year is to improve interventions and strategies in order to increase student attendance, academic performance and appropriate student behavior that will lead to greater student achievement and success.

**G2.B1** Our school recognizes that student academic achievement and development is directly correlated to student attendance. Students have difficulty arriving to school on time due to distance traveled.

**G2.B1.S2** Provide incentives for students with perfect attendance, honor roll and citizenship.

### **PD Opportunity 1**

Announce various student achievements and accomplishments through social media and school website

#### **Facilitator**

Website Manager

#### **Participants**

All staff

#### **Schedule**

On 6/1/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> Our Early Warning Systems (EWS) goal for the 2014-2015 school year is to improve interventions and strategies in order to increase student attendance, academic performance and appropriate student behavior that will lead to greater student achievement and success.	6,300
<b>Goal 3:</b> Our goal is to effectively prepare students to be college and career ready by increasing CTE and STEM initiatives and programs.	1,200
<b>Grand Total</b>	<b>7,500</b>

**Goal 2: Our Early Warning Systems (EWS) goal for the 2014-2015 school year is to improve interventions and strategies in order to increase student attendance, academic performance and appropriate student behavior that will lead to greater student achievement and success.**

Description	Source	Total
<b>B1.S2.A1</b> - School Website Maintenance	General Fund	5,000
<b>B1.S2.A2</b> - student awards	School Improvement Funds	1,300
<b>Total Goal 2</b>		<b>6,300</b>

**Goal 3: Our goal is to effectively prepare students to be college and career ready by increasing CTE and STEM initiatives and programs.**

Description	Source	Total
<b>B1.S1.A1</b> - Science Lab Materials	School Improvement Funds	1,200
<b>Total Goal 3</b>		<b>1,200</b>