

Center For International Education A Cambridge Associate School



2014-15 School Improvement Plan

Center For International Education A Cambridge Associate School

900 NE 23RD AVE, Homestead, FL 33033

www.centerforinternationaleducation.net

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	0	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Center for International Education: A Cambridge Associate School is dedicated to working with all stakeholders in providing the highest levels of education to its learners. Our mission is to deliver a world-class education through the provision of high-quality curricula, assessments and services. We aim to develop learners who are confident, responsible, reflective, innovative and engaged. Our graduates will position themselves as models of academic excellence in a global community and will be equipped for success in this fast-changing modern world.

Provide the school's vision statement

Our Vision is to create confident, responsible, reflective, innovative and engaged learners.

School Environment

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

The Center for International Education: A Cambridge Associate School takes every opportunity to better understand our students' cultural backgrounds and to build meaningful relationships between students and teachers. For us, this means building a relationship with parents as well as student. Thus parental involvement must be included in this conversation. We began getting to know our students from the very the first time we met them as potential applicants to our school during recruitment meetings. At these meetings, we were provided the opportunity to meet and greet students and parents. We gathered initial information on our students through the application process. Once students were accepted to our school, we continued our relationship by inviting students and parents to orientations that allow students to become more familiar with our school, their future teachers and our counselors and administrators. On the first day of class, we gave a student interest survey which provided us with a picture of the student's interest relating to future clubs and activities. Other demographic information was acquired through free and reduced lunch forms and emergency contact cards. Early on, teachers helped to students to feel comfortable by using ice breakers and daily classroom discussions. Teachers also collected demographic information through the detachable forms from their syllabus which collected email addresses, additional phone numbers and assessed students internet options at home. Throughout the year we plan to meet with students and parents several times. During Open House we will showcase our classrooms and school operation. End of Course and Florida Student Assessment Night will be an evening event that will provide us with the opportunity to discuss with our parents and students all pertinent information important to their success on state-standardized tests, high school graduation and college-bound prep programs. Parent / teacher / student conferences allow us to communicate interventions for success. Our counselors will meet with students to construct an individualized four-year academic plan that is entirely based on student interest. This academic plan will maps out courses and pathways to graduation and beyond. Counselors will also sign-up students with ConnectEDU, a system for helping student to maintain a college bound path. We will continuously survey our students throughout the year using in-house surveys and the school climate survey.

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

The Center for International Education: A Cambridge Associate School encourages students to inform us of any event or individual which diminishes their sense of safety and respect before, during or after school. We provide options for anonymous reporting using our bully box, reporting incidents to adults, and seeking counseling from our counselors. Students are always supervised by adults when on school grounds whether before or after school, at lunch, or during class changes. Safety drills are held with our students; drills include tornado, lock down, and fire drills. Student Government Association (SGA) reports student input at the monthly Educational Excellence School Advisory Council (EESAC) meetings. EESAC also receives all updates from the school's Safety Committee.

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

The Center for International Education: A Cambridge Associate School believes that good disciplinary measures start with good planning. Our classroom teachers provide lesson plans which make the most of classroom time, minimizing down time which could lead to student misconduct. Supervision is a strong deterrent of misconduct and students are supervised at all times before school, during class change, at lunch, and after school. The same progressive discipline plan has been written into each teacher's syllabus. The progressive discipline plan begins with redirecting the student when an incident occurs. If that misconduct persists, parents will be made aware of the issue through phone call, email or in-person discussion and a detention will be given to the student. Subsequent instances of the same or related misconducts will require a parent teacher conference, which is documented on a conference form. Finally, if the issue continues to occur after the parent conference, an administrative referral will be written and administration will be requested to assist with behavior re-direction.

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

The Center for International Education: A Cambridge Associate School believes that in order for students to be successful in the classroom and on standardized exams, their social emotional needs must be met. We aid them through counseling services, provided by an in-house school counselor. Students distressed with illness can be seen by a nurse practitioner at the school's health clinic. Students have the opportunity to apply for a mentor-ship with the Academy of Young Entrepreneurs, that focuses on fostering student's entrepreneurial skills and teaches them how develop and run a small business. On the first day of class, we surveyed students to see which extracurricular activities they desired to experience while in school. We now offer Chess club, Music Club, Newsletter Club, Yearbook Club, and a Student Government Association. Students also have the ability to express their needs through their Student Government representatives, two of which participate in the Educational Excellence School Advisory Council.

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

"The Center for International Education: A Cambridge Associate School" early warning system concerns students who have been identified as those who will not perform at grade level on state assessment. The early warning system begins with a students academic progress in class. Should a student miss assignments or perform poorly on an exam he will be notified and interventions will be put into place to place him back on track. In the event that a student continues such behavior a parent will be notified in order to further aid the student. If a students academic short comings persist

through interim progress reports, that student will be place on academic probation. At which point his progress will be reviewed weekly by a counselor who will enact additional interventions. Early warning indicators of students who will not meet the state standards are marked by attendance lower than 90 percent, one or suspension, course failure in ELA or math, and a Level 1 on a statewide assessment.

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 9	Total
Attendance below 90 percent	4	4
One or more suspensions	0	
Course failure in ELA or Math	0	
Level 1 on statewide assessment	5	5

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

Indicator	Grade Level 9	Total
Students exhibiting two or more indicators	1	1

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

Students of "The Center for International Education: A Cambridge Associate School" who have been identified as exhibiting one or more of these indicators are monitored. The interventions provided to students displaying the early warning indicators are student orientation assemblies to review school-wide discipline and attendance, intensive reading classes, ELL developmental reading classes, after school tutoring, and in school pull out tutoring.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

"The Center for International Education: A Cambridge Associate School" recognizes the importance of parental involvement with regards to student success. We provide interim progress reports, report cards, quarterly and yearly failure notices. Each of our instructors is required to have a parent contact log and is expected to contact parents in the event of any issues. We host an open house, Informational evening regarding End of Course exams, International General Certificate of Education Exams, Advance and Advanced Secondary, Exams, and graduation requirements for the Advanced

International Certificate of Education Diploma. We have a strong connection with our PTSA which involves fundraisers and activities for the students. Through our Educations Excellence School Advisory Council we keep parents informed and the opportunity to provide input and feedback concerning all strategies used in the classroom that impact student achievement on standardized exams.

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

“The Center for International Education: A Cambridge Associate School” reaches out to local businesses through the Homestead chamber of commerce, Homestead Air Force base, community outreach programs, local colleges and universities, and local middle and elementary schools. Our students are granted real world work experience through internships with our business partners and our partnership with Homestead Air Force base. Our students build community service with community feed organizations and homeless shelters. We accept interns and are building a writing program with FIU. We foster relationships with local elementary and middle school by providing resources and materials. Our forum for working with the community, the Educational Excellence School Advisory Council meets monthly.

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
Pizzimenti, Lisa	Principal

Duties

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

Each member is responsible for relaying resources and information, as it becomes available, and listening and aiding with the needs of the teachers so that the classroom experience can run as smoothly as possible. Members serve as mentors and help teachers to better serve the needs of their students. Each member confers with one another with regards to decisions which affect the school and the classroom.

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

During summer planning, data analysis takes place and student schedules are created based upon student learning needs and the State of Florida Graduation Requirements. On going student academic monitoring will be provided by the Student Services Department. Teacher professional development will be generated based upon teacher needs, as well as subject content taught. A school-wide recruitment calendar, professional development plan and a 4-Year Academic Student Plan will be developed by the Leadership Team. Information will be shared to all stakeholders on a

regular basis through PTSA, EESAC, student assemblies, parent/teacher conferences, faculty meetings, and articulation sessions.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Denise Lopez	Teacher
Luis Suarez	Teacher
Lisa Pizzimenti - Bradshaw	Principal
Annette Cruz	Student
Lisete Perez	Parent
Dagmara Martinez	Parent
Blanca Osuna	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

Not applicable.

Development of this school improvement plan

All stakeholders will be involved in the development of the 2014-2015 School Improvement Plan (SIP). Teachers will have the opportunity to give input and create strategies for the Action Plan, as well as the SIP, during faculty and magnet meetings. EESAC will have the opportunity to give input and review the SIP throughout the development process in order to achieve consensus on the plan for the entire school year.

Preparation of the school's annual budget and plan

The school's annual budget and plan is presented to the EESAC where it is reviewed by the members. Members give input and feedback while reviewing the budget and plan. These items are voted into use by the EESAC.

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

Not Applicable

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
Pizzimenti, Lisa	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT works with the English department to assign texts that promote higher order and critical thinking skills, reinforce the use of vocabulary to promote more sophisticated oral and written language skill and to aid in the development of SAT/ACT test prep skills that prepare students for college.

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

Teachers are encouraged to participate in professional learning communities within the school. The purpose of these professional learning communities is to confer with each other with regards to strategies, resources, and pacing. Teachers discuss ideas for plans and help each other in order to produce stronger goal-oriented lessons to better meet the Florida Standards and the academic needs of the students. A comfortable working environment is promoted through teacher breakfasts and lunches which encourages socialism among colleagues. Faculty meetings and school-based workshops promote employee collaboration through employee activities aimed at exploring the curriculum.

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

Teachers are provided with a list of relevant professional development opportunities, geared towards providing teaching strategies, effective resources, collaborative opportunities in the teacher's content area. Flexibility is granted for teachers seeking masters degrees. New teachers are paired with more experienced mentor teachers. New educators will also be required to complete the district's MINT program that focuses on assisting new teachers with achieving a higher level of success within their first year. Teachers are encouraged to become clinical educators in order to host and develop interns into highly qualified teachers.

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

New teachers are paired with and supported by an experienced teacher who understands the curriculum and the resources within that content area. New teachers, through the district's MINT program, will have ample opportunities to attend professional development meetings and trainings that will directly impact their ability to successfully implement best teaching and classroom management practices.

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

Each teacher must write lesson plans which meet the Florida standards and are aligned with Cambridge International Examination's course scheme of work and with the districts pacing guide, where applicable. Teachers will utilize CPALMS accounts to keep up-to-date with resources which address the Florida Standards. Teachers will utilize the item specifications for the FSA and EOC assessments.

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

Data from examinations is used to target students in need of extra services. These services include pull-out tutoring and after-school tutoring. Lesson plans of classroom teachers presents examples of differentiated instruction which groups students by student achievement data.

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: 10,860

Students are provided with additional instructional time for one hour everyday after school except Friday. Two days for Math and two days for English.

Strategy Rationale

The additional time allows students the opportunity to reflect on difficulties experienced in class, opportunity for the lessons of the day to be extended, and the opportunity for students to have help with their home learning.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pizzimenti, Lisa, pr7021@dadeschools.net

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

Student will be monitored using state assessments.

Strategy: Weekend Program

Minutes added to school year: 6,300

Students will receive a comprehensive review of the most pertinent content for success on state assessments

Strategy Rationale

Reviewing the highest tested concepts right before exam time will provide a strong chance for success.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pizzimenti, Lisa, pr7021@dadeschools.net

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

Student will be monitored using state assessments.

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

Incoming students are presented with tutoring options and school resources such as access to the school's resource lab and counseling. Through counseling, students will be provided with a four-year academic plan which meets their interests and satisfy the state's requirements for graduation. Outgoing students will have experienced college preparatory classes and SAT and ACT preparatory classes in order to make their transition to college and university smooth.

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

We are developing internship programs with Baptist hospital and Homestead Air Force Base and we are involving our children with community leadership opportunities from the Homestead Chamber of Commerce such as the Young Entrepreneurs Academy.

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

Our students will be provided internship programs from a variety of careers. These internships will be granted through our business partners.

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

Advanced and Advance Secondary Courses will integrate real world applications illustrating possible career options as applicable.

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

Students will earn the Advanced International Certificate of Education. Students will be required to take online SAT and ACT preparatory courses through Edgenuity. Students will develop college and career plans though in school counseling services.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase student achievement on the FSA, EOC, and AP exams by improving core curriculum across all content areas.
- G2.** The strategic goal is to use the EWS to identify at-risk students to provide support and intervention to increase achievement.
- G3.** The school's STEM goal is a strategic goal to prepare students to be college and career ready through STEM initiatives and programs.
- G4.** 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. We will increase student achievement on the FSA, EOC, and AP exams by improving core curriculum across all content areas. 1a

G050098

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0
Algebra I EOC Pass Rate	80.0
Geometry EOC Pass Rate	80.0
Bio I EOC Pass	80.0
Advanced coursework completion - H.S.	80.0

Resources Available to Support the Goal 2

- On line Advanced Placement resource materials
- Test Preparation materials purchased
- CIE website resource materials
- CPALMS Science assessments
- CPALMS Mathematics assessments
- Topic Tests in ThinkGate
- Released CIE examinations
- Student textbooks
- Tablets
- CPALMS English Language Arts resources
- Cambridge International Examinations (CIE) Website
- Professional Development Workshops for Teachers
- Student on-line textbook access through the use of the tablets

Targeted Barriers to Achieving the Goal 3

- Infusion of Cambridge Curriculum into the new Florida Standards Assessment.

Plan to Monitor Progress Toward G1. 8

Student data will be aggregated quarterly by benchmark. Using interim assessments (quarterly exams) and state assessments (FSA, EOC, and AP exams)

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

The aggregated scores by benchmark will demonstrate if the students as a whole are achieving at least 80 percent proficiency with a benchmark. Progress is made as student proficiency is tested to reflect an achievement of at least 80 percent proficiency with each benchmark.

G2. The strategic goal is to use the EWS to identify at-risk students to provide support and intervention to increase achievement. 1a

Targets Supported

1b

G050133

Indicator	Annual Target
Discipline incidents	90.0
Level 1 - All Grades	90.0
Attendance rate	90.0

Resources Available to Support the Goal 2

- Monitor academic progress through interim progress reports and report cards
- Facilitate parent conferences
- Pull out, before school, and after school tutoring.

Targeted Barriers to Achieving the Goal 3

- Parent involvement

Plan to Monitor Progress Toward G2. 8

Student achievement will be monitored for increases on interim assessments and state exams

Person Responsible

Schedule

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

Evidence of Completion

Logs, student case management forms, and student achievement data.

G3. The school's STEM goal is a strategic goal to prepare students to be college and career ready through STEM initiatives and programs. 1a

 G050154

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- stem.dadeschools.net
- M-DCPS/FIU Partnerships
- FCR-STEM: FSU/FIU/M-DCPS partnerships
- UM/M-DCPS Partnerships
- PL/M-DCPS Photovoltaic Partnership

Targeted Barriers to Achieving the Goal 3

- Increase use of district resources

Plan to Monitor Progress Toward G3. 8

Student achievement data on interim assessments and state exams. SECME awards.

Person Responsible

Schedule

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

Evidence of Completion

In house documents

G4. 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

Targets Supported

1b

 G050178

Indicator

Annual Target

Resources Available to Support the Goal 2

- EESAC
- Student tablets
- PTSA

Targeted Barriers to Achieving the Goal 3

- Ability of parents to be involved due to availability

Plan to Monitor Progress Toward G4. 8

Parent Sign in sheets

Person Responsible

Lisa Pizzimenti

Schedule

On 6/4/2015

Evidence of Completion

Parent Surveys will be given and monitored

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. We will increase student achievement on the FSA, EOC, and AP exams by improving core curriculum across all content areas. **1**

 **G050098**

G1.B1 Infusion of Cambridge Curriculum into the new Florida Standards Assessment. **2**

 **B125474**

G1.B1.S1 Social Studies: Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 **S139553**

Strategy Rationale

The course work for AP exams is vast. Only through effective planning can all the material be covered effectively.

Action Step 1 **5**

Students assignments will reflect the necessary components in order to meet the strategy

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

At least 80 percent of students are proficient on the AP World History and AP Human Geography exams

Action Step 2 5

Afterschool tutoring to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Increased students achievement on interim and state assessments. Student rosters indicating student participation.

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

Classroom visitations

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Daily lesson plans will kept on file by each teacher

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

Student achievement data on quarterly Assessments will be used to monitor effectiveness.

Person Responsible

Lisa Pizzimenti


Schedule

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

Evidence of Completion

The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.

G1.B1.S2 Science: Implement activities that provide a basis for observations, data collection, reflection, and analysis of events and phenomena that allow students to generate authentic questions and conclusions from their experiences. 4

 S139555

Strategy Rationale

Students experience the hands on approach necessary to master the science benchmarks.

Action Step 1 5

Students assignments will reflect the necessary components in order to meet the strategy

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

At least 80 percent of students are proficient on the Geometry EOC

Action Step 2 5

After school tutoring to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Increased students achievement on interim and state assessments. Student rosters indicating student participation.

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

Classroom visitations

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Daily lesson plans will kept on file by each teacher

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

Student achievement data on quarterly Assessments will be used to monitor effectiveness.

Person Responsible

Lisa Pizzimenti


Schedule

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

Evidence of Completion

The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.

G1.B1.S3 Math: Increase Rigor and Higher Order Thinking Skills [copy] 4

 S139556

Strategy Rationale

Students who view material with a focus on depth and rigor will develop higher order thinking skills and will be more likely to achieve proficiency on state assessments

Action Step 1 5

Students assignments will reflect the necessary components in order to meet the strategy

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

At least 80 percent of students are proficient on the Geometry EOC

Action Step 2 5

After school tutoring to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Increased students achievement on interim and state assessments. Student rosters indicating student participation.

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

Classroom visitations

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Daily lesson plans will kept on file by each teacher

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

Student achievement data on quarterly Assessments will be used to monitor effectiveness.

Person Responsible

Lisa Pizzimenti


Schedule

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

Evidence of Completion

The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.

G1.B1.S4 Reading: Implement questioning strategies and activities in reading and writing. 4

 S139557

Strategy Rationale

By utilizing level 3 and 4 depth of knowledge questioning strategies in analyzing texts and in writing prompts students will be encouraged to engaged deeper within the text, tie in outside and prior information, and use effective evidence to support thesis statements in writing.

Action Step 1 5

Students assignments will reflect the necessary components in order to meet the strategy

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

At least 80 percent of students are proficient on the FSA Reading

Action Step 2 5

After school tutoring to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Increased students achievement on interim and state assessments. Student rosters indicating student participation.

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

Classroom visitations

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Daily lesson plans will kept on file by each teacher

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

Student achievement data on quarterly Assessments will be used to monitor effectiveness.

Person Responsible

Lisa Pizzimenti


Schedule

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

Evidence of Completion

The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.

G1.B1.S5 Reading: Encourage rigorous reader interactions with text to deepen understanding. 4

 S139560

Strategy Rationale

Encouraging readers to engage in rigorous interactions with texts develops a deeper sense of understanding about how the text was developed, what the text's purpose is, what the central idea of the text is, how to react or respond the text, and provides students with a better foundation on which to write about the text with insight and confidence.

Action Step 1 5

Students assignments will reflect the necessary components in order to meet the strategy

Person Responsible

Schedule

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

Evidence of Completion

At least 80 percent of students are proficient on the FSA Reading

Action Step 2 5

After school tutoring to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Increased students achievement on interim and state assessments. Student rosters indicating student participation.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Classroom visitations

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Daily lesson plans will kept on file by each teacher

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Student achievement with regards to efficiency will be monitored on each exam

Person Responsible

Lisa Pizzimenti


Schedule

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

Evidence of Completion

The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.

G1.B1.S6 Reading: Teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. 4

 S139562

Strategy Rationale

By teaching students how to form their own questions about texts, students will be able to engaged deeper within the text and formulate predictions, opinions, and statements about the text. Using these predictions, opinions and statements, students can focus their own responses to support their independent and unique point of views about a reading topic.

Action Step 1 5

Students assignments will reflect the necessary components in order to meet the strategy

Person Responsible

Lisa Pizzimenti

Schedule

On 6/4/2015

Evidence of Completion

At least 80 percent of students are proficient on the FSA Reading

Action Step 2 5

After school tutoring to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Increased students achievement on interim and state assessments. Student rosters indicating student participation.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Classroom visitations

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Daily lesson plans will kept on file by each teacher

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Student achievement data on quarterly Assessments will be used to monitor effectiveness.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.

G2. The strategic goal is to use the EWS to identify at-risk students to provide support and intervention to increase achievement. 1

 G050133

G2.B1 Parent involvement 2

 B125584

G2.B1.S1 Attendance: Parent conferences twice every quarter 4

 S137447

Strategy Rationale

Increased parental involvement will lead to higher achievement

Action Step 1 5

Students will be met with to outline the importance of attendance in relation to achievement

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Student management case form will recorded

Action Step 2 5

Parents will be called every time a student is absent.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

A log will be kept on file.

Action Step 3 **5**

Parent teacher conferences will be held twice a quarter.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Student management case form will recorded

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

Logs and Student management case forms will correlate consistent monitoring of students attendance.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Physical and electronic copies of these forms will be kept at the school site.

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

Student achievement and attendance will be monitored for increases on interim assessments and state exams

Person Responsible


Schedule

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

Evidence of Completion

Student achievement results will be monitored.

G2.B1.S2 Student behavior: A progressive discipline plan has been created and initiated. 4

 S137484

Strategy Rationale

Students who understand consequences and responsibility are less likely to repeat offenses.

Action Step 1 5

Students will be met with to outline the importance of behavior in relation to achievement

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Student management case form will recorded

Action Step 2 5

We implement a progressive discipline plan.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Teacher communication logs, detention slips, student management case forms, and academic referrals will be recorded.

Action Step 3 5

Parent teacher conferences will be held if behavior continues after first detention.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Student management case form will recorded

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

Logs and Student management case forms will correlate consistent monitoring of students behavior.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Physical and electronic copies of these forms will be kept at the school site.

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

Student achievement and behavior will be monitored for increases on interim assessments and state exams

Person Responsible


Schedule

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

Evidence of Completion

Student achievement results will be monitored.

G2.B1.S3 Student Performance: Increased instructional time by way of pull out, before school, after school, and Saturday school tutoring. 4

 S137485

Strategy Rationale

Increased instructional time presents more opportunity for students to be successful.

Action Step 1 5

Students will be met with to outline academic progress after each interim assessment.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Student management case form will recorded

Action Step 2 5

Parents will be called when student achievement fall below proficiency.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Student management case form will recorded.

Action Step 3 5

Parent teacher conferences will be quarterly.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Student management case form will recorded

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Student data will be monitored.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Parent and student contact will be documented

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Student achievement will be monitored for increases on interim assessments and state exams

Person Responsible

Schedule

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


Evidence of Completion

Student achievement results will be monitored.


G3. The school's STEM goal is a strategic goal to prepare students to be college and career ready through STEM initiatives and programs. 1

 G050154

G3.B1 Increase use of district resources 2

 B125663

G3.B1.S1 Science teachers will incorporate STEM resources in order to build student participation in STEM competitions. 4

 S137546

Strategy Rationale

Students will gain a stronger mastery of the benchmarks by experiencing real world applications.

Action Step 1 5

Student assignments in science will reflect implementations of strategy and will drive completion of the goal.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Student folders and teacher lesson plans.

Action Step 2 5

A SECME club will be formed.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Student rosters.

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

Student folders, Teacher lesson plans, and student rosters from SECME club.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Student achievement data, student roster forms from SECME club.

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

Review of student quarterly data and results from competitions

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Teacher observations as evidenced by IPEGS observation forms reflecting teacher implementations through lesson plans and student work. SECME club roster forms.

G4. 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

G050178

G4.B1 Ability of parents to be involved due to availability 2

B125695

G4.B1.S1 Increased number of options for parents to become involved. 4

S137571

Strategy Rationale

The more ways that we provide for parents to be involved the more likely we will increase parental involvement.

Action Step 1 5

Increased number of parent nights informing parents of important information regarding student achievement

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Parent Sign in sheets

Action Step 2 5

Flexibility of scheduling with regards to parent teacher conferences

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Student case management forms.

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

PTSA and EESAC agendas are open to the public for suggestions of agenda items and meeting times. Parents contact logs are kept reflecting aid to parents in regards to flexible meeting times with regards to parent teacher conferences.

Person Responsible

Lisa Pizzimenti

Schedule

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

Evidence of Completion

Meetings are posted around the school site and parents are notified by the school by way of fliers and letters sent home with children. Logs of parent contact are kept at school site.

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

Sign in sheets for events reflect an increase in parent involvement as the school year progresses.

Person Responsible

Lisa Pizzimenti

Schedule

On 6/4/2015

Evidence of Completion

Parent sign in sheets are collected and monitored for participation. Parents are surveyed quarterly.

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 will be met with to outline the importance of attendance in relation to achievement	Pizzimenti, Lisa	8/18/2014	Student management case form will recorded	6/4/2015 quarterly
G2.B1.S2.A1	Students will be met with to outline the importance of behavior in relation to achievement	Pizzimenti, Lisa	8/18/2014	Student management case form will recorded	6/4/2015 quarterly
G2.B1.S3.A1	Students will be met with to outline academic progress after each interim assessment.	Pizzimenti, Lisa	8/18/2014	Student management case form will recorded	6/4/2015 quarterly
G3.B1.S1.A1	Student assignments in science will reflect implementations of strategy and will drive completion of the goal.	Pizzimenti, Lisa	8/18/2014	Student folders and teacher lesson plans.	6/4/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Increased number of parent nights informing parents of important information regarding student achievement	Pizzimenti, Lisa	8/18/2014	Parent Sign in sheets	6/4/2015 quarterly
G1.B1.S1.A1	Students assignments will reflect the necessary components in order to meet the strategy	Pizzimenti, Lisa	8/18/2014	At least 80 percent of students are proficient on the AP World History and AP Human Geography exams	6/4/2015 daily
G1.B1.S2.A1	Students assignments will reflect the necessary components in order to meet the strategy	Pizzimenti, Lisa	8/18/2014	At least 80 percent of students are proficient on the Geometry EOC	6/4/2015 daily
G1.B1.S3.A1	Students assignments will reflect the necessary components in order to meet the strategy	Pizzimenti, Lisa	8/18/2014	At least 80 percent of students are proficient on the Geometry EOC	6/4/2015 daily
G1.B1.S4.A1	Students assignments will reflect the necessary components in order to meet the strategy	Pizzimenti, Lisa	8/18/2014	At least 80 percent of students are proficient on the FSA Reading	6/4/2015 daily
G1.B1.S5.A1	Students assignments will reflect the necessary components in order to meet the strategy		8/18/2014	At least 80 percent of students are proficient on the FSA Reading	6/4/2015 daily
G1.B1.S6.A1	Students assignments will reflect the necessary components in order to meet the strategy	Pizzimenti, Lisa	8/18/2014	At least 80 percent of students are proficient on the FSA Reading	6/4/2015 one-time
G2.B1.S1.A2	Parents will be called every time a student is absent.	Pizzimenti, Lisa	8/18/2014	A log will be kept on file.	6/4/2015 daily
G2.B1.S2.A2	We implement a progressive discipline plan.	Pizzimenti, Lisa	8/18/2014	Teacher communication logs, detention slips, student management case forms, and academic referrals will be recorded.	6/4/2015 daily
G2.B1.S3.A2	Parents will be called when student achievement fall below proficiency.	Pizzimenti, Lisa	8/18/2014	Student management case form will recorded.	6/4/2015 daily
G3.B1.S1.A2	A SECME club will be formed.	Pizzimenti, Lisa	8/18/2014	Student rosters.	6/4/2015 weekly
G4.B1.S1.A2	Flexibility of scheduling with regards to parent teacher conferences	Pizzimenti, Lisa	8/18/2014	Student case management forms.	6/4/2015 weekly
G1.B1.S1.A2	Afterschool tutoring to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.	Pizzimenti, Lisa	8/18/2014	Increased students achievement on interim and state assessments. Student rosters indicating student participation.	6/4/2015 weekly
G1.B1.S2.A2	After school tutoring to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.	Pizzimenti, Lisa	8/18/2014	Increased students achievement on interim and state assessments. Student rosters indicating student participation.	6/4/2015 weekly
G1.B1.S3.A2	After school tutoring to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.	Pizzimenti, Lisa	8/18/2014	Increased students achievement on interim and state assessments. Student rosters indicating student participation.	6/4/2015 weekly
G1.B1.S4.A2	After school tutoring to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.	Pizzimenti, Lisa	8/18/2014	Increased students achievement on interim and state assessments. Student rosters indicating student participation.	6/4/2015 weekly
G1.B1.S5.A2	After school tutoring to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.	Pizzimenti, Lisa	8/18/2014	Increased students achievement on interim and state assessments. Student rosters indicating student participation.	6/4/2015 weekly
G1.B1.S6.A2	After school tutoring to assist students with meeting proficiency on interim and state assessments with regards to benchmarks.	Pizzimenti, Lisa	8/18/2014	Increased students achievement on interim and state assessments. Student rosters indicating student participation.	6/4/2015 weekly
G2.B1.S1.A3	Parent teacher conferences will be held twice a quarter.	Pizzimenti, Lisa	8/18/2014	Student management case form will recorded	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A3	Parent teacher conferences will be held if behavior continues after first detention.	Pizzimenti, Lisa	8/18/2014	Student management case form will recorded	6/4/2015 quarterly
G2.B1.S3.A3	Parent teacher conferences will be quarterly.	Pizzimenti, Lisa	8/18/2014	Student management case form will recorded	6/4/2015 quarterly
G1.MA1	Student data will be aggregated quarterly by benchmark. Using interim assessments (quarterly exams) and state assessments (FSA, EOC, and AP exams)	Pizzimenti, Lisa	8/18/2014	The aggregated scores by benchmark will demonstrate if the students as a whole are achieving at least 80 percent proficiency with a benchmark. Progress is made as student proficiency is tested to reflect an achievement of at least 80 percent proficiency with each benchmark.	6/4/2015 quarterly
G1.B1.S1.MA1	Student achievement data on quarterly Assessments will be used to monitor effectiveness.	Pizzimenti, Lisa	8/18/2014	The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.	6/4/2015 quarterly
G1.B1.S1.MA1	Classroom visitations	Pizzimenti, Lisa	8/18/2014	Daily lesson plans will kept on file by each teacher	6/4/2015 quarterly
G1.B1.S2.MA1	Student achievement data on quarterly Assessments will be used to monitor effectiveness.	Pizzimenti, Lisa	8/18/2014	The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.	6/4/2015 quarterly
G1.B1.S2.MA1	Classroom visitations	Pizzimenti, Lisa	8/18/2014	Daily lesson plans will kept on file by each teacher	6/4/2015 quarterly
G1.B1.S3.MA1	Student achievement data on quarterly Assessments will be used to monitor effectiveness.	Pizzimenti, Lisa	8/18/2014	The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.	6/4/2015 quarterly
G1.B1.S3.MA1	Classroom visitations	Pizzimenti, Lisa	8/18/2014	Daily lesson plans will kept on file by each teacher	6/4/2015 quarterly
G1.B1.S4.MA1	Student achievement data on quarterly Assessments will be used to monitor effectiveness.	Pizzimenti, Lisa	8/18/2014	The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.	6/4/2015 quarterly
G1.B1.S4.MA1	Classroom visitations	Pizzimenti, Lisa	8/18/2014	Daily lesson plans will kept on file by each teacher	6/4/2015 quarterly
G1.B1.S5.MA1	Student achievement with regards to efficiency will be monitored on each exam	Pizzimenti, Lisa	8/18/2014	The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.	6/4/2015 quarterly
G1.B1.S5.MA1	Classroom visitations	Pizzimenti, Lisa	8/18/2014	Daily lesson plans will kept on file by each teacher	6/4/2015 quarterly
G1.B1.S6.MA1	Student achievement data on quarterly Assessments will be used to monitor effectiveness.	Pizzimenti, Lisa	8/18/2014	The percentage of students proficient will be recorded from each examination. For the student body, falling below 80 percent proficient would indicate the strategy is not being implemented with effectiveness.	6/4/2015 quarterly
G1.B1.S6.MA1	Classroom visitations	Pizzimenti, Lisa	8/18/2014	Daily lesson plans will kept on file by each teacher	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Student achievement will be monitored for increases on interim assessments and state exams		8/18/2014	Logs, student case management forms, and student achievement data.	6/4/2015 quarterly
G2.B1.S1.MA1	Student achievement and attendance will be monitored for increases on interim assessments and state exams		8/18/2014	Student achievement results will be monitored.	6/4/2015 quarterly
G2.B1.S1.MA1	Logs and Student management case forms will correlate consistent monitoring of students attendance.	Pizzimenti, Lisa	8/18/2014	Physical and electronic copies of these forms will be kept at the school site.	6/4/2015 quarterly
G2.B1.S2.MA1	Student achievement and behavior will be monitored for increases on interim assessments and state exams		8/18/2014	Student achievement results will be monitored.	6/4/2015 quarterly
G2.B1.S2.MA1	Logs and Student management case forms will correlate consistent monitoring of students behavior.	Pizzimenti, Lisa	8/18/2014	Physical and electronic copies of these forms will be kept at the school site.	6/4/2015 quarterly
G2.B1.S3.MA1	Student achievement will be monitored for increases on interim assessments and state exams		8/18/2014	Student achievement results will be monitored.	6/4/2015 quarterly
G2.B1.S3.MA1	Student data will be monitored.	Pizzimenti, Lisa	8/18/2014	Parent and student contact will be documented	6/4/2015 quarterly
G3.MA1	Student achievement data on interim assessments and state exams. SECME awards.		8/18/2014	In house documents	6/4/2015 quarterly
G3.B1.S1.MA1	Review of student quarterly data and results from competitions	Pizzimenti, Lisa	8/18/2014	Teacher observations as evidenced by IPEGs observation forms reflecting teacher implementations through lesson plans and student work. SECME club roster forms.	6/4/2015 quarterly
G3.B1.S1.MA1	Student folders, Teacher lesson plans, and student rosters from SECME club.	Pizzimenti, Lisa	8/18/2014	Student achievement data, student roster forms from SECME club.	6/4/2015 quarterly
G4.MA1	Parent Sign in sheets	Pizzimenti, Lisa	8/18/2014	Parent Surveys will be given and monitored	6/4/2015 one-time
G4.B1.S1.MA1	Sign in sheets for events reflect an increase in parent involvement as the school year progresses.	Pizzimenti, Lisa	8/18/2014	Parent sign in sheets are collected and monitored for participation. Parents are surveyed quarterly.	6/4/2015 one-time
G4.B1.S1.MA1	PTSA and EESAC agendas are open to the public for suggestions of agenda items and meeting times. Parents contact logs are kept reflecting aid to parents in regards to flexible meeting times with regards to parent teacher conferences.	Pizzimenti, Lisa	8/18/2014	Meetings are posted around the school site and parents are notified by the school by way of fliers and letters sent home with children. Logs of parent contact are kept at school site.	6/4/2015 quarterly

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. We will increase student achievement on the FSA, EOC, and AP exams by improving core curriculum across all content areas.

G1.B1 Infusion of Cambridge Curriculum into the new Florida Standards Assessment.

G1.B1.S1 Social Studies: Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Students assignments will reflect the necessary components in order to meet the strategy

Facilitator

Luis Suarez

Participants

The Social Sciences Department

Schedule

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

G1.B1.S2 Science: Implement activities that provide a basis for observations, data collection, reflection, and analysis of events and phenomena that allow students to generate authentic questions and conclusions from their experiences.

PD Opportunity 1

Students assignments will reflect the necessary components in order to meet the strategy

Facilitator

Christopher Campos

Participants

The Mathematics Department

Schedule

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

G1.B1.S3 Math: Increase Rigor and Higher Order Thinking Skills [copy]

PD Opportunity 1

Students assignments will reflect the necessary components in order to meet the strategy

Facilitator

Christopher Campos

Participants

The Mathematics Department

Schedule

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

G1.B1.S4 Reading: Implement questioning strategies and activities in reading and writing.

PD Opportunity 1

Students assignments will reflect the necessary components in order to meet the strategy

Facilitator

Hanna Ellis

Participants

The English and ELL departments

Schedule

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

G1.B1.S5 Reading: Encourage rigorous reader interactions with text to deepen understanding.

PD Opportunity 1

Students assignments will reflect the necessary components in order to meet the strategy

Facilitator

Hanna Ellis

Participants

The English and ELL Departments

Schedule

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

G1.B1.S6 Reading: Teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

PD Opportunity 1

Students assignments will reflect the necessary components in order to meet the strategy

Facilitator

Hanna Ellis

Participants

The English and ELL departments

Schedule

On 6/4/2015

G3. The school's STEM goal is a strategic goal to prepare students to be college and career ready through STEM initiatives and programs.

G3.B1 Increase use of district resources

G3.B1.S1 Science teachers will incorporate STEM resources in order to build student participation in STEM competitions.

PD Opportunity 1

Student assignments in science will reflect implementations of strategy and will drive completion of the goal.

Facilitator

Joel Rodriguez

Participants

The Science department.

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: We will increase student achievement on the FSA, EOC, and AP exams by improving core curriculum across all content areas.	13,200
Goal 3: The school's STEM goal is a strategic goal to prepare students to be college and career ready through STEM initiatives and programs.	300
Grand Total	13,500

Goal 1: We will increase student achievement on the FSA, EOC, and AP exams by improving core curriculum across all content areas.

Description	Source	Total
B1.S1.A2 - Tutoring Funds	General Fund	1,200
B1.S2.A2 - Tutoring Funds	General Fund	2,400
B1.S3.A2 - Tutoring Funds	General Fund	2,400
B1.S4.A2 - Tutoring Funds	General Fund	2,400
B1.S5.A2 - Tutoring Funds	General Fund	2,400
B1.S6.A2 - Tutoring Funds	General Fund	2,400
Total Goal 1		13,200

Goal 3: The school's STEM goal is a strategic goal to prepare students to be college and career ready through STEM initiatives and programs.

Description	Source	Total
B1.S1.A2 - SECME club resources	School Improvement Funds	300
Total Goal 3		300