

Miami Community Charter High School



2014-15 School Improvement Plan

Miami Community Charter High School

18720 SW 352ND ST, Florida City, FL 33034

[no web address on file]

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

77%

Alternative/ESE Center

No

Charter School

Yes

Minority

95%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Miami Community Charter School (MCCS) is a dynamic not-for-profit institution dedicated to providing high-quality education to prepare its students for lifelong learning and leadership. MCCS is a Cross-Cultural Learning Environment, which accepts and respects the diversity of all individuals while empowering students to make choices in their learning process.

With the continuing partnership between family, school, and community, MCCS is able to meet its responsibilities by providing a safe environment where students grow and develop intellectually, physically, and emotionally, thus encouraging critical and creative thinking skills. The development of these skills will enhance the student's ability to be an active participant in an ever-changing world.

Provide the school's vision statement

We at MCCS, in partnership with the community, believe that the education of a child is the collective responsibility of the parents, the student, and the faculty. These three influences are integral to a successful educational experience for the student. We believe an effective program of education includes constructive participation and open communication between the school, parents, and students. We believe in the continuous measurement and evaluation of all programs for their effectiveness and suitability to the framework of our total academic curriculum. It is the purpose of MCCS to provide a positive and diverse learning environment commensurate with this philosophy. In pursuit of this vision, MCCS is committed to...

- Provide all students with a quality academic curriculum that develops skills needed for proficiency in the core curriculum areas of Language Arts, Math, Science, Social Studies, Technology, Music and Art Appreciation, and Physical Education
- Address and focus on promoting high standards that reflect and support the district, state and federally mandated standards,
- Nurture our students to stretch beyond the basics to develop critical thinking and creative expression in all areas
- Maintain the purpose of awakening in each student a love of learning in a stable and safe learning environment
- Create an environment where the process of teaching and learning enhances our curriculum so that each student is a participant in the learning process
- Provide for the equitable development of each student's acquisition of fundamental skills

School Environment

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

In accordance with NCLB (No Child Left Behind) MCCS strives to close the achievement gaps amongst a diverse population of students. MCCS understands the perspectives of children of different backgrounds and functions in a multi-cultural, multi-ethnic environment.

Teachers make the instruction culturally responsive for all students, through structured activities that explore the perspectives of different cultures. Most importantly teachers create a climate and atmosphere of mutual respect, that is evident in their ability to have classroom discourse amongst students about varied cultures, and ethnic backgrounds.

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

MCCS has established a culture of inclusion and respect that welcomes all students. The faculty and staff monitors that student's safe interaction, and monitor bullying in and around the building. Teachers set a tone of respect and establish well managed classrooms. A monthly character education activity is implemented to recognize and reward students for showing good character.

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 "Beyond Expectations Club" was created by the leadership team to recognize positive behaviors in students, aiding in minimizing the distractions and keeping students not only engage academically but also socially and emotionally. Students are not only nominated by the faculty and staff of the school but also by their peers, not only for academic recognition but also for characteristics of citizenship. Students are then invited to attend a quarterly culturally geared field trip to recognize their positive achievements.

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

To ensure that the students social-emotional needs of students are being met, the school employes a behavior specialist and a guidance counselor to address the counseling, mentoring, and any other guidance services that the student's may need.

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 school's early warning system includes examining all available data; to monitor student attendance, behavior, course failure and students performing below grade level on the statewide standardized assessment in either ELA or Mathematics. In addition to the information included in the chart, MCCS ensures that students are meeting graduation requirements in a gradual timely process, by monitoring requirements and course completion that may result in credit deficiencies, low GPA, and not passing the state test. These indicators are used by the school administration to help identify struggling students, in order to provide appropriate support and intervention in a timely manner. Student suspensions, are monitored by using the SCAM/SPAR reporting on the dadeschools portal; the administration monitors all suspension and behavior referrals on a case by case basis; and each administrator keeps track of any suspensions or referrals; parent meetings, and team meetings are scheduled as needed in a pro active manner, before behavior issues escalate to a point at which time a referral or suspension would be necessary. Student attendance is monitored weekly; the registrar keeps a binder in her office to track all student tardy's and absences. Parents are contacted after student's receive 6 tardies and 6 absences; and meetings are scheduled with the school administration. This is done before student's receive 10 absences and tardies to work with the parent to decrease the pattern of tardiness and absences. The RTI process is followed for all students who are struggling academically; including those who score below grade level on statewide assessments.

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
	9	10	11	12	
Attendance below 90 percent	15	17	8	8	48
One or more suspensions	7	0	0	0	7
Course failure in ELA or Math	5	13	8	0	26
Level 1 on statewide assessment	35	54	3	0	92

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

- Student receive the RTI Interventions as stipulated in the student progress plan as well as:
- the school is included on the list of the lowest 300 performing schools; and as such has an additional 60 minutes of ELA embedded in the school day to provide additional ELA intervention. Students who have shown significant in REA/ELA skills are placed in intensive reading, the rest of the students are an additional hour in appropriate placement.
 - a full time interventionist works with students, that are identified by the early warning systems
 - a parent resource center is available for parents; as well as parental support available
 - parental workshops are provided when available
 - the implementation of Achieve 3000 as a differentiated instruction program used school wide to address student deficiencies in reading.
 - The school's IT center is open for 2 additional hours each day providing services for Florida Virtual School and Course Recovery.
 - A.M. and P.M. tutoring is offered by the school

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

MCCS recognizes that having a strong presences in the community, for the purpose of securing and utilizing community resources to support the school and student achievement is important to any

educational organization. In addition, to being a member of the local Farm Bureau association as well as the Chamber of Commerce, MCCS has committed to continuous participation in the following community related events:

MCCS participated in the 2014 Homestead Rodeo, by being a part of the Rodeo parade, and having a booth set up to bring awareness of the school as well as to the student's accomplishment. In addition the school participates in the City of Homestead Chili Cook Off.

Through participation in the Keys Gate Business Commerce event, MCCS was able to network and establish relationships with the local community.

The Fairchild Challenge was integral to MCCS's STEM related activities through the integration of our music and band programs.

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
Rezaie, Jilia	Principal
Papili, Stephany	Assistant Principal
Alba-Quesada, Maria	Assistant Principal
Marquez, Abinel	Guidance Counselor
Velar, Melissa	Dean

Duties

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

MTSS/Rtl leadership is vital, therefore, in building our team we have considered the following:

Principal – Jila Rezaie

Vice Principal/ESOL Coordinator - Maria Alba

Secondary Director/ESE Coordinator - Stephany Papili

Master Teacher (Reading) – Nadyne Michel

Exception Student Education (ESE) Teacher –Denise Goytia

Technology Specialist – Marcos Padron

School Psychologist – Joan Kappus

Speech Language Psychologist – Ellen Rosenblatt

Guidance Counselor – Abel Marquez

Dean of Students – Melissa Velar

Principal:

Principal facilitates the implementation of a common vision at our school. This includes the use of data based decision-making, ensuring that the school-based team is implementing MTSS appropriately in consideration of the diverse needs of our student population, conducts assessment of MTSS skills of school staff with appropriate recommendations for professional development as necessary, ensures implementation of interventions as support tools, and communicates with parents school-based decision-making and the development of plans affecting our community of students.

Administration (Vice Principal/Secondary Director):

Administration team ensures the fidelity of the Rtl implementation through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data

with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Select General Education Teachers:

Our general education staff provides information about core instruction, encourage active participation, and monitor the process during both the collection of student data and subsequent disaggregation sessions. Additionally they play a major part in the delivery of interventions to our Tier 1 population. Working in collaboration with support staff and administration, our teachers design, develop, and deliver Tier 2 interventions. Teacher led tutorials integrate Tier 1 materials and teaching in addition to Tier 2 and Tier 3 instruction with accompanying lessons and activities tailors these sessions in ways that meet and complement our diverse population of students and their needs.

Master/Lead Teachers:

Master and Lead teachers will develop, lead, and evaluate school core content programs. They will identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They will identify systematic patterns of student needs and identify appropriate, evidence-based intervention strategies.

Exceptional Student Education (ESE) Teachers:

Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers using common planning, collaborative planning through our student support services team and through the use of a co-teaching model (inclusion).

Technology Specialist:

Our school's technology specialist provides the technological support needed to keep school wide software and hardware running at peak performance. Our technologist attends workshops to keep current in modern technological trends which are changing rapidly in an effort to keep the best enterprises current and active in our school and ready for use by our students. This team member assures that the necessary tools are available to manage and display data. As needed, our technology specialist provides professional development opportunities and renders the technical support that is needed to solidify new learning for teachers and staff.

School Psychologist:

This individual is a key player in the collection of, interpretation, and analysis of data. When called upon, the school psychologist will facilitate the development of interventions and provide support as required to maintain the highest levels of fidelity. Our assigned district school psychologist develops and maintains psychological analysis through confidential documentation on record in the school's office.

Speech Language Pathologist:

Our contracted speech language pathologist supports efficient use of language in curricular forums and during small group student support. Use of analysis includes assessments, parental involvement and instructional delivery methods used as a basis for appropriate program design rendered to a diverse population with varying needs. The speech and language pathologist supports and counsels others regarding the selection of appropriate screening measures.

Guidance Counselor:

The guidance counselor supports learning through the provision of discussion forums around such key issues as effective program design, through effective assessment strategies and interpersonal relations for our students. The guidance counselor leads many student support services meetings and facilitates the productive outcome that enhances the learning environment for many of our students. The guidance counselor impacts both the affective and effective domains of learning school wide.

Dean of Students:

The Dean of Students will provide interventions; continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 Leadership Team will meet with the principal and the Educational Excellence School Advisory

Council (EESAC) support MTSS. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The MTSS team will provide the school with the proper framework for effective MTSS. The framework will be aligned with the policies and procedures of the district, the school and the classroom.

The following steps will be considered by the school's MTSS/Rtl Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

- The MTSS will meet monthly to discuss data derived from the ongoing interventions and to discuss the problem solving process to support planning, implementing, and evaluating effectiveness of services.
- Administration will monitor instruction and curriculum to ensure students are receiving the correct level of support whether universal, supplemental, or intensive.
- Administration will also monitor the implementation of Rtl to ensure compliance with intervention and documentation, provide adequate professional development to support Rtl implementation, and communicate with parents regarding school-based Rtl plans and activities.
- The Master Reading Teacher will provide guidance on the K-12 reading plan, facilitate and support data collection activities, assist in data analysis and provide technical assistance to teachers regarding data-based instructional planning, and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
- Classroom teachers and SPED teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 activities.
- The counselor, school psychologist, and other student services personnel will meet with the team to address specific problems or concerns

The MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students?

The team will meet on an on-going basis to engage in the following activities:

- review universal screening data and link to instructional decisions
- review progress monitoring data at the grade level
- classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

At Miami Community Charter students in need of MTSS implementation will be identified through the following data management systems: First and second grade students: 2014 Stanford Achievement Test;

Third through Fifth grade: 2014 FCAT. In addition to these assessments, data collected and analyzed from the following assessments will also be used to determine student progress and the need for

MTSS implementation: Baseline and District Interim Assessments, Comprehensive English Language Learning Assessment (CELLA) and School based bi-monthly assessment data will be analyzed and disaggregated from Thinkgate reports. Additional data including the Florida Assessments for Instruction in Reading (FAIR) will be monitored utilizing the Progress Monitoring and Reporting Network (PMRN).

The above data will be used to guide instructional decisions and system procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students. The school's professional development site plan has been reorganized to strengthen the delivery of instruction. A Professional Learning Support team is in place to implement and monitor the site plan.
- Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify and develop interventions

Behavior will be monitored and managed in the following manner: Student behavior will be monitored using the Student Case Management System (SCAM) referrals, referred to administration/counselor to determine need for further actions including suspensions/expulsions. Based on this data, the school will adjust the delivery of behavior management system.

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 Tier 1 worksheets completed three times per year. The MTSS 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 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.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. MCCS in collaboration with the district coaches, develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the

parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

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

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- MCCS addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and the school's behavior specialists' office.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or and the school's behavior specialists' office. is also a component of this program.
- The counselor and the school's behavior specialists' office. focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in

which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jessica Martinez	Parent
Dulce Linares	Business/Community
Carolyn Cantave	Teacher
Paul Hernandez	Student
Maria Alba	Education Support Employee
Jila Rezaie	Principal
Kathleen Luna	Student
Shawana Morman	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 Board and EESAC evaluates the school improvement plan and approves it prior to its submission. The SIP is reviewed and evaluated as set forth by the requirements from the Miami-Dade district; the teaching teams with their Master Teachers review the goals, strategies, and the barriers, and together determine whether the strategies were effective in addressing the barriers, and meeting the goals. Recommendations were made for the 2014-2015 school year; and the information is presented to the board, who completes the SIP End of year process.

Development of this school improvement plan

Through Board Meetings, the SAC participates in the development and approval of the School Improvement Plan.

Preparation of the school's annual budget and plan

The Board and SAC participates in any and all budget and planning for the school through its quarterly board meetings, and special sessions when needed.

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

SAC funds were used to implement school wide activities to enhance the curricular content as planned by the SAC.

- African American Heritage Month-\$267.50
- Hispanic Heritage Month-\$267.50
- Women's History Month-\$267.50
- Red Ribbon Week-\$267.50

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
Rezaie, Jilia	Principal
Papili, Stephany	Principal
Alba-Quesada, Maria	Assistant Principal
Acosta, Sindy	Teacher, K-12
Michel, Nadyne	Teacher, K-12
Velar, Melissa	Dean

Duties

Describe how the LLT promotes literacy within the school

- Jila Rezaie-School Principal
- Stephany Papili-ELA Focus on Grades 9-12
- Nadyne Michel-Focus on ELA Grades 9-12
- Sindy Acosta-Focuses on Reading Grades 9-12
- Denise Goytia-ESE Specialist
- Melissa Velar-Dean of Students

The major initiative of the LLT this year will be to examine qualitative and quantitative data regularly to understand all student's learning and progress. The data must be transparent to teachers and the community with the focus on increasing reading fluency, vocabulary, and comprehension. The reading fluency initiative will be continued and monitored by the LLT team. In addition CRISS strategies will be implemented in the classroom and monitored by the LLT team. An Author's Fairs will take place during the school year, to expose students', parents and the community to different aspects of literature.

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

The schools strategies to encourage positive working relationships between teachers are:
Collaborative Planning and instruction Time-during the regular work day as well as one afternoon each month, in which team lesson planning takes place.
Master Teacher Program-which enables experienced teachers that are a part of the Leadership team, to work closely with new teachers, and struggling teache

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

Competitive Benefit Package- Board of Directors
Master Teacher Program- Board of Directors
Participation in Decision Making by Master Teachers and Lead Teachers- Dr. Rezaie
Instructional Support- Dr. Rezaie
Effective Student Behavior Management- Leadership Team
Matching Tuition for Higher Degree or National Certification- Board of Directors

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

Carolyn Cantave-Celia Sosa
Sindy Acosta-Jessica Munar, Leda Guevara, and Lidia Guzman
M. Rieumont-Yasmine Safille
Maria Brown-Lilian Llanes, and Amanda DeCun
Hansel Alfonso-Donald March and Charlie Jones
Mentoring Activities:
Master Teachers to First Year Teachers:
Co-planning; Co-teaching
Ongoing Team Meetings
Lesson Plan Reviews
Peer Observations

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school ensures that it's core instructional programs and materials are aligned to Florida Standards.

The following instructional programs will continue to be implemented:

Achieve 3000: The Leader in Differentiated Instruction, which is aligned to the Florida Standards' for English Language Arts.

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

The available data depending on the time of the year, first is shared between the Administration, Academic Leadership Team, and teaching faculty. Every four weeks, twice a quarter in mid and end of each quarter the Academic Leadership Team will meet to develop focus calendars, based on the

pacing guides. This team meets every four weeks to review the following:

1. Student progress based on available data at the time of the meeting, (Including FAIR), biweekly's are designed based on the pacing guide. The results of the biweekly are used to determine instruction, all of which is in accordance with the pacing guide. The subject area teams meet the next day during the common planning time, to review and discuss information including the data with their team of teachers. At which time the teachers plan their weekly lessons for the next four weeks. All teachers and school administration will update data binders at least every four weeks. The board of directors and EESAC will continue to receive and review school data reports during their quarterly meetings. The board will consider meeting more often as recommended during the CRC. Data collected will be used to adjust DI groups, to adjust the teacher's lesson plans, and the delivery of instruction. Each teacher will continue to have an interim lesson plan to review and discuss which coincides with the biweekly assessment data, and gives modifications of lesson plans based on student needs, and the pacing guide. The Academic Leadership team will ensure that all classrooms are aligned with the same methodical instructional process, materials, and focus calendars. Instruction is driven by pacing guide benchmarks, but at the same time the teachers will continue to have differentiated instructional groups.

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

Strategy: Extended School Day

Minutes added to school year: 18,000

Enrichment and intervention is included in the student's daily schedule; MCCA is one of the lowest 300 performing schools and as such must have an additional hour for Reading. The Achieve 3000 program will be implemented for grades K-5 as a diagnostic tool not only for intervention and response to intervention but also to implement during the enrichment and intervention times to provide students with during the day tutoring sessions. This will be implemented as a school wide differentiated instruction program.

Strategy Rationale

Studies conducted on Achieve 3000's implementation have shown that the program raises Student Achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Rezaie, Jilia, jrezaie@dadeschools.net

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

The students previous year performance including state assessments, supplemented by Achieve 3000 and students academic performance, determines students placement. Student progress is monitored base don biweeklies, interim assessments, and weekly progress reports from Achieve 3000. The school's Academic Leadership team, meets every 4 weeks, reviews data, analyzes and determines effectiveness of the strategies. The Master teachers meet with team members the day after and develop the structure of lesson plans based on pacing guides and available data. During the collaboration times the team members, master teachers, and administration reviews the progress of the lesson plans.

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

Our middle school is not only housed in the same location as our high school but also serves as a feeder pattern school for our high school; through articulation of students, our students transition from 8th grade to 9th grade.

College and Career Readiness

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

Courses are offered for college readiness, including Math and English, to prepare students for taking the PERT and passing the College placement test. A Career Research class is offered to students, for career planning, as well as EPEP. Credit bearing courses such as Advanced Placement, Industry Certificates for Microsoft IT Academies, as well as four different advanced programs are being offered to students, as well as dual enrollment options.

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

Credit bearing courses such as Advanced Placement, Industry Certificates for Microsoft It Academies, as well as four different advanced programs are being offered to students, as well as dual enrollment options.

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

It is our goal that 100% of the seniors meet the graduation requirement. The school counselor is working closely with our Seniors, to ensure that all students graduate on time. Students, take the ACT, SAT, PSAT, and PERT.

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

MCCS offers several different programs for improving student readiness for the public post secondary level including:

Credit Bearing Courses (including CTE) for the Microsoft IT Academy, Digital Design and Medical Technology.

Dual Enrollment, Early Admission, PSAT/PERT/ASVAB; College Tours, In-House College Fairs. Parent workshops twice a year to inform parents of any new and existing requirements that their children will be facing, and a counselors office that works directly with colleges and technical schools for the application process of the students.

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.** Our goal for the 2014-2015 school year is to increase academic language and vocabulary instruction across content areas.
- G2.** Our goal for the 2014-2015 school year includes: decreasing the amount of students with 3 or more absences by 2% to increase student attendance; decreasing the amount of students in credit recovery by at least 2%; and decrease the number of students receiving a suspension by 1%.
- G3.** Our goal is to increase the number of students participating in STEM related activities and participating in industry certifications.
- G4.** Parental Involvement activities are described in the schools PIP.

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 goal for the 2014-2015 school year is to increase academic language and vocabulary instruction across content areas. **1a**

G049451

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	51.0
AMO Math - All Students	66.0
Algebra I EOC Pass Rate	58.0
Geometry EOC Pass Rate	71.0
Bio I EOC Pass	42.0
CELLA Writing Proficiency	36.0
AMO Reading - Hispanic	49.0
AMO Reading - ELL	38.0
AMO Reading - SWD	25.0
AMO Reading - ED	47.0

Resources Available to Support the Goal **2**

- A Professional Development Site Plan is in place to strengthen the delivery of instruction; Full Time Interventionist; an additional hour of Reading is embedded in the schedule; After school tutoring; Implementation of Pacing Guides; IT Center with 100 Computer Stations, 3 portable computer carts (making up over 300 work stations). Text books aligned to Florida Standards; Achieve 3000: The Leader in Differentiated Instruction; Achieve 3000 Biology add on; Thinkgate Benchmark Assessments; 3 additional DI teachers for Math, ELA, and Biology; implementation of the content area Reading(Civics, Math, Science) in all the classes twice a week.

Targeted Barriers to Achieving the Goal **3**

- The rigor of the ELA Florida Standards will be a challenge for students who are performing below grade level due to deficiencies in academic language and vocabulary.
- Students in the ED and Hispanic subgroups have limited exposure to vocabulary and academic language.
- ELL learners struggle with vocabulary and academic language due to language deficiencies.
- SWD
- Students in the lowest 25% in Reading struggle with language deficiencies, the lowest 25% of students are ELL students.
- Most students are ELL students and struggle with Reading Fluency and Comprehension due to limited vocabulary and language, students performing below grade level may not make significant gains when compared to their peers who are on grade level.
- The writing process is difficult for ELL students, because they struggle to use complex grammar and vocabulary.
- Students struggle with concepts in Biology due to their deficiencies in language and vocabulary.
- The rigor of the Florida Standards for Mathematics, may be difficult for many of the students who are both below grade level in Mathematics and in the ESOL program.
- Students in the lowest 25% in Mathematics, are also ELL students who have notable language deficiencies.

- The student's language deficiencies transcend to Mathematics and make it difficult for students to demonstrate proficiency on the Mathematics EOC's.

Plan to Monitor Progress Toward G1. 8

The FCIM model will be used to monitor the progress towards meeting the goal, as indicated by student achievement data from biweeklies, interim assessments, FAIR-FS, supplemented by Achieve 3000 which enables the school to follow the data on a weekly basis.

Person Responsible

Jilia Rezaie

Schedule

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

Evidence of Completion

Lesson Plans, Walkthrough Evidence, Achieve 3000 data reports, biweekly data, Interim Assessment Data; State-Wide Assessment Data

G2. Our goal for the 2014-2015 school year includes: decreasing the amount of students with 3 or more absences by 2% to increase student attendance; decreasing the amount of students in credit recovery by at least 2%; and decrease the number of students receiving a suspension by 1%. 1a

 G049450

Targets Supported 1b

Indicator	Annual Target
Attendance rate	22.0
4-Year Grad Rate (Standard Diploma)	
2+ Course Failures - Grade 09	1.0
One or More Suspensions	2.0

Resources Available to Support the Goal 2

- Dean of Students; Guidance Counselor; Parent's center; Intensive Reading Instruction imbedded in the schedule; Intensive Intervention teacher; support staff for classroom instruction

Targeted Barriers to Achieving the Goal 3

- Parents unawareness of importance of attendance in student's academic growth, as well as the importance of course completion for graduation, or the consequences of student behavior referrals and suspension.
- Students enrolled in Intensive Reading Courses, have notable academic deficiencies, students are limited in their ability to take other courses and complete graduation requirements because of their enrollment in course recovery and intensive reading.
- Student interest is diminished by intensive reading classes, where they cannot attend elective courses of their own choice or interest.

Plan to Monitor Progress Toward G2. 8

Monitor attendance, as it relates to student achievement, by reviewing the attendance reports from the main office at the academic leadership meetings.; Monitor the RTI Binder for attendance, behavior, and academic progress.

Person Responsible

Jilia Rezaie

Schedule

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

Evidence of Completion

RTI Binder

G3. Our goal is to increase the number of students participating in STEM related activities and participating in industry certifications. 1a

G049452

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- FAIR Expo; Fairchild Challenge; Garden; Portable MAC laptops; IT Center with 100 student work station; Microsoft Office Certification Academy;

Targeted Barriers to Achieving the Goal 3

- A majority of the students are required to take an Intensive course in the core subjects; and this limits the students ability to enroll in elective courses for Industry Certification.

Plan to Monitor Progress Toward G3. 8

Guidance Counselor quarterly reports.

Person Responsible

Abinel Marquez

Schedule

Quarterly, from 10/23/2014 to 6/5/2015

Evidence of Completion

A quarterly report from the guidance counselor will provide information on the amount of students on grade level, and the amount of students working towards successful completion of CTE courses, to complete industry certification.

G4. Parental Involvement activities are described in the schools PIP. 1a

G050762

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Our goal for the 2014-2015 school year is to increase academic language and vocabulary instruction across content areas. **1**

 G049451

G1.B1 The rigor of the ELA Florida Standards will be a challenge for students who are performing below grade level due to deficiencies in academic language and vocabulary. **2**

 B123678

G1.B1.S1 Students will be: instructed in pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the student of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Connotative language will be taught and applied as it relates to vocabulary and opportunities will be provided to practice returning to the text to verify answers. Students will also be provided with practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Word walls, personal dictionaries, context clues chars, and concept maps will be used in daily instruction to facilitate vocabulary instruction. **4**

 S135554

Strategy Rationale

By implementing these strategies across the content areas, students will build vocabulary and language.

Action Step 1 **5**

The Master teachers will work with their team of teachers to, reviews and monitor the available data tto drive instruction; the master teacher will communicate this information to the Administration.

Person Responsible

Nadyne Michel

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

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

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

Person Responsible

Nadyne Michel

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

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

Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.

Person Responsible

Jilia Rezaie


Schedule

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


Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

G1.B2 Students in the ED and Hispanic subgroups have limited exposure to vocabulary and academic language. **2**

 B127073

G1.B2.S1 Teachers will use expansion, paraphrase, and repetition to model proper use of language while providing support in Reading. The teacher will employ strategies such as role-playing, reading aloud, Teacher/Student Modeling, Think Alouds and Cooperative learning in the form of group projects to provide language support. **4**

 S139099

Strategy Rationale

The aforementioned strategies will expand student's use of formal academic vocabulary; and increase fluency.

Action Step 1 **5**

The Master teachers will work with their team of teachers to, reviews and monitor the available data tto drive instruction; the master teacher will communicate this information to the Administration.

Person Responsible

Nadyne Michel

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

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

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

Person Responsible

Nadyne Michel

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

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

Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.

Person Responsible

Jilia Rezaie


Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

G1.B3 ELL learners struggle with vocabulary and academic language due to language deficiencies. 2

 B127074

G1.B3.S1 Teachers will focus on key vocabulary, present vocabulary with Context Clues and utilize vocabulary improvement strategies as a means to increase vocabulary development. Word walls, graphic organizers, and word banks will be used in all the classrooms. 4

 S139102

Strategy Rationale

Exposure to vocabulary using different representations will increase the student's vocabulary.

Action Step 1 5

The Master teachers will work with their team of teachers to, reviews and monitor the available data to drive instruction; the master teacher will communicate this information to the Administration.

Person Responsible

Nadyne Michel

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

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

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

Person Responsible

Nadyne Michel

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

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

Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reprotos will be reviewed and the instruction will be adjusted as needed

Person Responsible

Jilia Rezaie


Schedule

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


Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

G1.B5 Students in the lowest 25% in Reading struggle with language deficiencies, the lowest 25% of students are ELL students. **2**

 B127076

G1.B5.S1 Teachers will emphasize identifying words and clue words that signal relationships. Key vocabulary for each lesson will be taught before the lesson. ELL students will utilize a Heritage language dictionary to translate vocabulary to the home language to increase comprehension. Students should practice reducing textual information to key points so that comparisons can be made across texts. Instructional strategies should include: graphic organizers, note taking, and text marking. **4**

 S139103

Strategy Rationale

The aforementioned strategies implementation will provide the ELL students with opportunities to build on vocabulary and increase their comprehension of the text.

Action Step 1 **5**

The Master teachers will work with their team of teachers to, reviews and monitor the available data to drive instruction; the master teacher will communicate this information to the Administration.

Person Responsible

Nadyne Michel

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Fidelity of Implementation of G1.B5.S1 **6**

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

Person Responsible

Nadyne Michel

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed

Person Responsible

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

G1.B6 Most students are ELL students and struggle with Reading Fluency and Comprehension due to limited vocabulary and language, students performing below grade level may not make significant gains when compared to their peers who are on grade level. 2

 B127077

G1.B6.S1 The students will be provided with instruction on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes to determine meanings of unfamiliar context words. 4

 S139104

Strategy Rationale

The implementation of lessons to the aforementioned activities will improve reading skills by increasing vocabulary and fluency.

Action Step 1 5

The Master teachers will work with their team of teachers to, reviews and monitor the available data to drive instruction; the master teacher will communicate this information to the Administration.

Person Responsible

Nadyne Michel

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

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

Person Responsible

Nadyne Michel

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.

Person Responsible

Jilia Rezaie


Schedule

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


Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

G1.B7 The writing process is difficult for ELL students, because they struggle to use complex grammar and vocabulary. **2**

 B127080

G1.B7.S1 Reading Response journals will be kept by every ELA teacher. Dialogue journals, graphic organizers, illustrating and labeling and spelling strategies will be used in all the classrooms. Rubrics will be implemented by teachers to provide clear criteria for evaluating a product or performance on a continuum of quality. Student's will utilize Heritage dictionaries to assist in the writing process. **4**

 S139105

Strategy Rationale

By providing students will varied strategies for writing; they will be exposed to the writing process and through the use of rubrics, they will begin to meet the expectations for writing.

Action Step 1 **5**

The Master teachers will work with their team of teachers to, reviews and monitor the available data tto drive instruction; the master teacher will communicate this information to the Administration.

Person Responsible

Nadyne Michel

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Fidelity of Implementation of G1.B7.S1 **6**

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

Person Responsible

Nadyne Michel

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.

Person Responsible

Jilia Rezaie


Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

G1.B8 Students struggle with concepts in Biology due to their deficiencies in language and vocabulary. 2

 B127081

G1.B8.S1 The teacher will provide students with opportunities and pre-reading strategies to build vocabulary in the content area of Biology. The vocabulary words for each lesson will be pre-taught using vocabulary strategies. Including, recognizing word relationships, and multiple meaning words. Biology word walls will be implemented to build student vocabulary. Students will use text features, to locate, interpret, and organize information. 4

 S139106

Strategy Rationale

By building vocabulary in Biology students comprehension will increase.

Action Step 1 5

The Master teachers will work with their team of teachers to, reviews and monitor the available data to drive instruction; the master teacher will communicate this information to the Administration.

Person Responsible

Maria Brown

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

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

Person Responsible

Maria Brown

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.

Person Responsible

Maria Brown


Schedule

Monthly, from 10/9/2014 to 10/9/2014


Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

G1.B9 The rigor of the Florida Standards for Mathematics, may be difficult for many of the students who are both below grade level in Mathematics and in the ESOL program. **2**

 B127083

G1.B9.S1 Teachers will build concepts first; and have students employ strategies such as categorizing to build vocabulary. **4**

 S139109

Strategy Rationale

By building concepts; and using categorizing teachers will ensure that students have the vocabulary necessary to retain the lesson's concept.

Action Step 1 **5**

The Master teachers will work with their team of teachers to, reviews and monitor the available data to drive instruction; the master teacher will communicate this information to the Administration.

Person Responsible

Carolyn Cantave

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Fidelity of Implementation of G1.B9.S1 **6**

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

Person Responsible

Carolyn Cantave

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.

Person Responsible

Jilia Rezaie

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

G1.B10 Students in the lowest 25% in Mathematics, are also ELL students who have notable language deficiencies. 2

 B127085

G1.B10.S1 Teachers will provide instruction on the difference between multiple meaning words, by using visual's such as picture dictionaries; and implementing the use of kinesthetic activities such as hands on activities where students can create and build. (ex. 3-D shapes for geometry). 4

 S139112

Strategy Rationale

By employing the aforementioned strategies; the teachers will provide students with opportunities to build vocabulary using visual and kinesthetic strategies which are crucial for ELL learners.

Action Step 1 5

The Master teachers will work with their team of teachers to, reviews and monitor the available data tto drive instruction; the master teacher will communicate this information to the Administration.

Person Responsible

Carolyn Cantave

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

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

Person Responsible

Carolyn Cantave

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.

Person Responsible

Jilia Rezaie


Schedule

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


Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

G1.B11 The student's language deficiencies transcend to Mathematics and make it difficult for students to demonstrate proficiency on the Mathematics EOC's. **2**

 B127086

G1.B11.S1 Teachers will teach terms that are only found in Math content; and use these terms in exemplary discussions so that students can create ownership of the math language. **4**

 S139113

Strategy Rationale

By creating ownership of the language and using it concepts students are more likely to retain the information.

Action Step 1 **5**

The Master teachers will work with their team of teachers to, reviews and monitor the available data to drive instruction; the master teacher will communicate this information to the Administration.

Person Responsible

Carolyn Cantave

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Fidelity of Implementation of G1.B11.S1 **6**

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

Person Responsible

Carolyn Cantave

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.

Person Responsible

Jilia Rezaie

Schedule

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

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

G2. Our goal for the 2014-2015 school year includes: decreasing the amount of students with 3 or more absences by 2% to increase student attendance; decreasing the amount of students in credit recovery by at least 2%; and decrease the number of students receiving a suspension by 1%. 1

G049450

G2.B1 Parents unawareness of importance of attendance in student's academic growth, as well as the importance of course completion for graduation, or the consequences of student behavior referrals and suspension. 2

B123694

G2.B1.S1 Parent workshops will be given to parents on how important attendance is, and how student attendance is imperative for student achievement. 4

S135561

Strategy Rationale

By participating in parent workshops on the importance of student attendance and student achievement, parents will increase their child's attendance and serve as a support system at home for academic achievement in school.

Action Step 1 5

The Administration will monitor that all of the parent workshops provided through community organizations and/or Title 1 will be available for parents.

Person Responsible

Melissa Velar

Schedule

Daily, from 8/8/2014 to 6/5/2015

Evidence of Completion

Student Attendance Bulletin; Log of Student absences.

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

Student attendance will be monitored in the main office, through the use of an attendance log.

Person Responsible

Melissa Velar

Schedule

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

Evidence of Completion

Attendance Reports; correspondence with parents.

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

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

Person Responsible

Melissa Velar

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

RTI Binder

G2.B2 Students enrolled in Intensive Reading Courses, have notable academic deficiencies, students are limited in their ability to take other courses and complete graduation requirements because of their enrollment in course recovery and intensive reading. 2

 B123695

G2.B2.S1 Students who are struggling with reading proficiency will be referred to the MTSS/RtI team by following the process. 4

 S135564

Strategy Rationale

Student who have been retained or who are struggling reader's FAIR and FCAT scores will indicate deficiencies in Reading, and will be placed in the RTI Tier's.

Action Step 1 5

The MTSS/RTI process will be implemented. Student growth will be monitored by reviewing student data.

Person Responsible

Melissa Velar

Schedule

Every 6 Weeks, from 7/8/2014 to 6/5/2015

Evidence of Completion

RTI Binder

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

An extra hour of intensive Reading is embedded in the schedule.

Person Responsible

Stephany Papili

Schedule

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

Evidence of Completion

Student Schedules; Lesson Plans; Interim Assessment Data; Achieve 3000 reports

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

Achieve 3000: The Leader in Differentiated Instruction will be used for progress monitoring.

Person Responsible

Stephany Papili

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Achieve 3000 data reports; Student Interim Assessment data; Schedule's; Lesson Plans

G2.B3 Student interest is diminished by intensive reading classes, where they cannot attend elective courses of their own choice or interest. 2

B127245

G2.B3.S1 Intensive Reading teachers, must employ a variety engaging teaching strategies to keep the high school students engaged in the coursework to diminish any behavior problems that may transpire due to students disengagement. 4

S139284

Strategy Rationale

If students are engaged in the content of the class; they will not see it as a lose in terms of not being able to take an elective of their choosing; thus behavior issues will diminish.

Action Step 1 5

The Administration will monitor that all of the Intensive Reading students are receiving instruction that is engaging.

Person Responsible

Melissa Velar

Schedule

Weekly, from 8/18/2014 to 10/9/2014

Evidence of Completion

Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence

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

Student behavior referrals will be monitored.

Person Responsible

Melissa Velar

Schedule

Weekly, from 8/18/2014 to 8/18/2014

Evidence of Completion

Dean of Students log of behavioral referrals and actions taken.

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

Students who continue to exhibit negative behaviors will be referred to the MTSS/RTI team.

Person Responsible

Melissa Velar


Schedule

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

Evidence of Completion

MTSS/RTI Binder

G3. Our goal is to increase the number of students participating in STEM related activities and participating in industry certifications. 1

 G049452

G3.B1 A majority of the students are required to take an Intensive course in the core subjects; and this limits the students ability to enroll in elective courses for Industry Certification. 2

 B123664

G3.B1.S1 Encourage articulation of elementary-middle-high school feeder pattern program. 4

 S135549

Strategy Rationale

Students attending the elementary school that continue with the feeder pattern, and attend the Middle School, have the basis necessary to enter the Microsoft IT Academy in 6th grade, and receive Industry Certification by grade 8. Student continuing in 9th grade, have the basis necessary to join the Advanced Program Pathways.

Action Step 1 5

The IT center remains open for two additional hours each day to provide students with an opportunity for tutoring, and credit recovery.

Person Responsible

Jilia Rezaie

Schedule

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

Evidence of Completion

List of students enrolled in tutoring; and course recovery. Report from counselor on student progress towards goals.

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

Intensive Reading Courses, are offered in 6th grade to address student deficiencies; in combination with an extended school day; Achieve 3000: The Leader in differentiated instruction is being implemented, and a reading interventionist to provide support for students.

Person Responsible

Stephany Papili

Schedule

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

Evidence of Completion

Biweekly benchmark based data; Achieve 3000 reports; Interim Assessment Data; Teacher Made Assessments.

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

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

Person Responsible

Jilia Rezaie

Schedule

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

Evidence of Completion

Academic Leadership Team Agenda's, and Minutes; Student biweekly data reports; Interim Assessment Data; Achieve 3000 reports

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
G3.B1.S1.A1	The IT center remains open for two additional hours each day to provide students with an opportunity for tutoring, and credit recovery.	Rezaie, Jilia	8/18/2014	List of students enrolled in tutoring; and course recovery. Report from counselor on student progress towards goals.	6/5/2015 daily
G1.B1.S1.A1	The Master teachers will work with their team of teachers to, reviews and monitor the available data tto drive instruction; the master teacher will communicate this information to the Administration.	Michel, Nadyne	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly

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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
G2.B1.S1.A1	The Administration will monitor that all of the parent workshops provided through community organizations and/or Title 1 will be available for parents.	Velar, Melissa	8/8/2014	Student Attendance Bulletin; Log of Student absences.	6/5/2015 daily
G2.B2.S1.A1	The MTSS/RTI process will be implemented. Student growth will be monitored by reviewing student data.	Velar, Melissa	7/8/2014	RTI Binder	6/5/2015 every-6-weeks
G1.B2.S1.A1	The Master teachers will work with their team of teachers to, reviews and monitor the available data tto drive instruction; the master teacher will communicate this information to the Administration.	Michel, Nadyne	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B3.S1.A1	The Master teachers will work with their team of teachers to, reviews and monitor the available data tto drive instruction; the master teacher will communicate this information to the Administration.	Michel, Nadyne	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B5.S1.A1	The Master teachers will work with their team of teachers to, reviews and monitor the available data tto drive instruction; the master teacher will communicate this information to the Administration.	Michel, Nadyne	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B6.S1.A1	The Master teachers will work with their team of teachers to, reviews and monitor the available data tto drive instruction; the master teacher will communicate this information to the Administration.	Michel, Nadyne	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 monthly
G1.B7.S1.A1	The Master teachers will work with their team of teachers to, reviews and monitor the available data tto drive instruction; the master teacher will communicate this information to the Administration.	Michel, Nadyne	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B9.S1.A1	The Master teachers will work with their team of teachers to, reviews and monitor the available data tto drive instruction; the master teacher will communicate this information to the Administration.	Cantave, Carolyn	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B8.S1.A1	The Master teachers will work with their team of teachers to, reviews and monitor the available data tto drive instruction; the master teacher will communicate this information to the Administration.	Brown, Maria	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B10.S1.A1	The Master teachers will work with their team of teachers to, reviews and monitor the available data tto drive instruction; the master teacher will communicate this information to the Administration.	Cantave, Carolyn	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B11.S1.A1	The Master teachers will work with their team of teachers to, reviews and monitor the available data to drive instruction; the master teacher will communicate this information to the Administration.	Cantave, Carolyn	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly

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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
G2.B3.S1.A1	The Administration will monitor that all of the Intensive Reading students are receiving instruction that is engaging.	Velar, Melissa	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	10/9/2014 weekly
G1.MA1	The FCIM model will be used to monitor the progress towards meeting the goal, as indicated by student achievement data from biweeklies, interim assessments, FAIR-FS, supplemented by Achieve 3000 which enables the school to follow the data on a weekly basis.	Rezaie, Jilia	8/18/2014	Lesson Plans, Walkthrough Evidence, Achieve 3000 data reports, biweekly data, Interim Assessment Data; State-Wide Assessment Data	6/5/2015 monthly
G1.B1.S1.MA1	Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.	Rezaie, Jilia	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 monthly
G1.B1.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction be adjusted as needed.	Michel, Nadyne	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B2.S1.MA1	Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.	Rezaie, Jilia	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 monthly
G1.B2.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction be adjusted as needed.	Michel, Nadyne	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B3.S1.MA1	Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed	Rezaie, Jilia	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 monthly
G1.B3.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction be adjusted as needed.	Michel, Nadyne	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B5.S1.MA1	Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed		8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 monthly
G1.B5.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction be adjusted as needed.	Michel, Nadyne	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B6.S1.MA1	Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.	Rezaie, Jilia	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 monthly
G1.B6.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction be adjusted as needed.	Michel, Nadyne	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly

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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
G1.B7.S1.MA1	Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.	Rezaie, Jilia	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 monthly
G1.B7.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction be adjusted as needed.	Michel, Nadyne	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B8.S1.MA1	Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.	Brown, Maria	10/9/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	10/9/2014 monthly
G1.B8.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction be adjusted as needed.	Brown, Maria	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B9.S1.MA1	Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.	Rezaie, Jilia	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 monthly
G1.B9.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction be adjusted as needed.	Cantave, Carolyn	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B10.S1.MA1	Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.	Rezaie, Jilia	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 monthly
G1.B10.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction be adjusted as needed.	Cantave, Carolyn	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 300 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G1.B11.S1.MA1	Following the FCIM Model, data will be reviewed every four weeks, with the Academic Leadership Team, reports will be reviewed and the instruction will be adjusted as needed.	Rezaie, Jilia	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 monthly
G1.B11.S1.MA1	Following the FCIM model, biweekly assessment data reports will be reviewed and instruction be adjusted as needed.	Cantave, Carolyn	8/18/2014	Biweekly Assessment Data; Thinkgate Assessment Data; Achieve 3000 data reports; Interim Assessment Data; FAIR-FS Data; Lesson Plans; Walkthrough Evidence	6/5/2015 weekly
G2.MA1	Monitor attendance, as it relates to student achievement, by reviewing the attendance reports from the main office at the academic leadership meetings.; Monitor the RTI Binder for attendance, behavior, and academic progress.	Rezaie, Jilia	8/18/2014	RTI Binder	6/5/2015 monthly
G2.B1.S1.MA1	Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RTI team.	Velar, Melissa	8/18/2014	RTI Binder	6/5/2015 every-6-weeks
G2.B1.S1.MA1	Student attendance will be monitored in the main office, through the use of an attendance log.	Velar, Melissa	8/18/2014	Attendance Reports; correspondence with parents.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	Achieve 3000: The Leader in Differentiated Instruction will be used for progress monitoring.	Papili, Stephany	9/1/2014	Achieve 3000 data reports; Student Interim Assessment data; Schedule's; Lesson Plans	6/5/2015 weekly
G2.B2.S1.MA1	An extra hour of intensive Reading is embedded in the schedule.	Papili, Stephany	8/18/2014	Student Schedules; Lesson Plans; Interim Assessment Data; Achieve 3000 reports	6/5/2015 biweekly
G2.B3.S1.MA1	Students who continue to exhibit negative behaviors will be referred to the MTSS/RTI team.	Velar, Melissa	8/18/2014	MTSS/RTI Binder	6/5/2015 monthly
G2.B3.S1.MA1	Student behavior referrals will be monitored.	Velar, Melissa	8/18/2014	Dean of Students log of behavioral referrals and actions taken.	8/18/2014 weekly
G3.MA1	Guidance Counselor quarterly reports.	Marquez, Abinel	10/23/2014	A quarterly report from the guidance counselor will provide information on the amount of students on grade level, and the amount of students working towards successful completion of CTE courses, to complete industry certification.	6/5/2015 quarterly
G3.B1.S1.MA1	Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.	Rezaie, Jilia	8/18/2014	Academic Leadership Team Agenda's, and Minutes; Student biweekly data reports; Interim Assessment Data; Achieve 3000 reports	6/5/2015 monthly
G3.B1.S1.MA1	Intensive Reading Courses, are offered in 6th grade to address student deficiencies; in combination with an extended school day; Achieve 3000: The Leader in differentiated instruction is being implemented, and a reading interventionist to provide support for students.	Papili, Stephany	8/18/2014	Biweekly benchmark based data; Achieve 3000 reports; Interim Assessment Data; Teacher Made Assessments.	6/5/2015 biweekly

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 goal for the 2014-2015 school year is to increase academic language and vocabulary instruction across content areas.

G1.B1 The rigor of the ELA Florida Standards will be a challenge for students who are performing below grade level due to deficiencies in academic language and vocabulary.

G1.B1.S1 Students will be: instructed in pre-reading activities on the use of concept maps to help build their general knowledge of word meanings and relationships, the student of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Connotative language will be taught and applied as it relates to vocabulary and opportunities will be provided to practice returning to the text to verify answers. Students will also be provided with practice in determining the meaning of general academic and domain-specific words or phrases in a text relevant to the main idea, or topic. Word walls, personal dictionaries, context clues charts, and concept maps will be used in daily instruction to facilitate vocabulary instruction.

PD Opportunity 1

The Master teachers will work with their team of teachers to, reviews and monitor the available data to drive instruction; the master teacher will communicate this information to the Administration.

Facilitator

Achieve 3000

Participants

All teachers

Schedule

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

G1.B2 Students in the ED and Hispanic subgroups have limited exposure to vocabulary and academic language.

G1.B2.S1 Teachers will use expansion, paraphrase, and repetition to model proper use of language while providing support in Reading. The teacher will employ strategies such as role-playing, reading aloud, Teacher/Student Modeling, Think Alouds and Cooperative learning in the form of group projects to provide language support.

PD Opportunity 1

The Master teachers will work with their team of teachers to, reviews and monitor the available data to drive instruction; the master teacher will communicate this information to the Administration.

Facilitator

CRISS Trainer

Participants

All teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Our goal for the 2014-2015 school year is to increase academic language and vocabulary instruction across content areas.	147,850
Goal 2: Our goal for the 2014-2015 school year includes: decreasing the amount of students with 3 or more absences by 2% to increase student attendance; decreasing the amount of students in credit recovery by at least 2%; and decrease the number of students receiving a suspension by 1%.	60,572
Goal 3: Our goal is to increase the number of students participating in STEM related activities and participating in industry certifications.	28,000
Grand Total	236,422

Goal 1: Our goal for the 2014-2015 school year is to increase academic language and vocabulary instruction across content areas.

Description	Source	Total
B1.S1.A1 - Intensive Reading Teacher	Title I Part A	40,000
B1.S1.A1 - CRISS Training	Other	1,850
B1.S1.A1 - 2 additional ELA teachers	General Fund	92,000
B1.S1.A1 - Achieve 3000	Title I Part A	14,000
Total Goal 1		147,850

Goal 2: Our goal for the 2014-2015 school year includes: decreasing the amount of students with 3 or more absences by 2% to increase student attendance; decreasing the amount of students in credit recovery by at least 2%; and decrease the number of students receiving a suspension by 1%.

Description	Source	Total
B1.S1.A1 - Guidance Counselor and Behavior Specialist	General Fund	27,000
B1.S1.A1 - African American Heritage Month	Other	268
B1.S1.A1 - Hispanic Heritage Month	Other	268
B1.S1.A1 - Women's History Month	Other	268
B1.S1.A1 - Red Ribbon Week	Other	268
B2.S1.A1 - ESE Specialist	General Fund	27,500
B2.S1.A1 - Credit Recovery	General Fund	5,000
Total Goal 2		60,572

Goal 3: Our goal is to increase the number of students participating in STEM related activities and participating in industry certifications.

Description	Source	Total
B1.S1.A1 - Advanced Programs	General Fund	3,000
B1.S1.A1 - Science Teacher	General Fund	23,000
B1.S1.A1 - Achieve 3000: Biology	Title I Part A	2,000
Total Goal 3		28,000