Aspira Arts Deco Charter

2014-15 School Improvement Plan

Aspira Arts Deco Charter

1 NE 19TH ST, Miami, FL 33132

http://fl.aspira.org/wynwood/charter/emh_charter.htm

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	98%

Alternative/ESE Center	Charter School	Minority
No	Yes	99%

School Grades History

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

Table of Contents

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

ASPIRA Arts DE/CO Charter School educates, challenges and inspires all students by setting high standards and instilling the value of integrity in order to develop effective communicators, critical thinkers, and lifelong learners who contribute to their changing local and global communities.

Provide the school's vision statement

ASPIRA Arts DE/CO Charter School shall be a learning community nurturing academic excellence for all students while demonstrating leadership in character development.

School Environment

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

ASPIRA Arts DECO Charter school is located in a culturally diverse neighborhood. As such our students come from different cultural backgrounds and speak different languages at home. Some are new to the country and speak little or no English. Our school is the place where all the different backgrounds and cultures converge to form one 'school culture' by providing our parents and students appropriate ways to appreciate such diversity while assimilating the new culture to which most of the new comers are exposed to. We address this in three areas, academics, behavior and school climate.
Academics: Our students are exposed to other cultures and learn how all peoples, cultures and backgrounds are relevant in the forming of one school community where each one is respected and equally accepted while keeping their identity. Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Behavior: Through individual and/ or group counseling the students are exposed and taught the principles of proper and acceptable behavior in their relationship with their teachers, classmates, staff and community members.
Climate: We recognize the cultures of our school by promoting and celebrating cultural diversity and acceptance. Celebrations such as 'Hispanic Heritage Month', 'Haitian Flag Day' and 'African American History Month', as well as appreciation for our nation's history and flag, are opportunities to promote and appreciate diversity while uniting everyone as an important part of this great nation.

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

In order to create and promote a safe environment where students feel safe and respected before, during and after school our students are continually monitored before, during and after school. Given the conditions of our neighborhood, all of our students are offered free transportation to and from home. After school students are delivered door-to-door to ensure that they return home safe.
We have a security guard at our school who makes sure that no unauthorized person enters the

building. Our staff has been properly screened and trained on lock down procedures and are aware of the expectations described in the District Code of Student Conduct.

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

In order to create and promote an environment where the students can be engaged during instructional time our school follows the District's Code of Student Conduct. There are high conduct expectations established and made clear to all students. Any behavior which deviates from the established and expected rules, that is dangerous to the the students and staff, distracting and/or inappropriate is quickly addressed by the teachers and the school administration.
Our teachers are trained (and continue to be so) in classroom management techniques that will minimize student distractions and interruptions during instructional time.

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

In order to satisfy 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa) to ensure that our students' social-emotional needs are being met, our school provides group and individual counseling to the students. Having a social worker and school counselor available in our staff ensures that the emotional needs of our students are met. We also have staffing specialists, school psychologist and Exceptional Student Education (ESE) teachers who are trained and ready to serve the students needs as such situations are required.

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

In order to minimize the incidence of poor attendance, school suspensions, failure in English Language Arts or Mathematics and scoring level 1 on the Statewide assessments our school will utilize data driven strategies in the following areas:
Absenteeism:
Utilize attendance system data reports to identify students who have attendance, behavioral or academic concerns; On a weekly basis the parents/ guardians of students who begin to show a pattern of absenteeism will be contacted and a parent meeting will be conducted to seek ways to solve the situation.
Course Failure:
Close monitoring of students' performance will be done by looking at class grades and interim test data to identify students who may not be working at grade level. Parent conferences, classroom interventions, differentiated instruction and/or tutoring services will be provided as needed.
Level 1 on statewide assessments:
Utilize the Student Development Plan, Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). Students will be provided with additional academic support through Intensive classes, tutoring sessions, pull-outs and Saturday Academy.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	21	30	24	75
One or more suspensions	17	16	10	43
Course failure in ELA or Math	9	0	8	17
Level 1 on statewide assessment	145	123	115	383

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

The students academic performance is greatly affected by poor school attendance and school behavior. Our school administrative team has implemented a procedure to:
(1) Poor Attendance: Identify students who are continually absent or tardy to school in order to correct the problem. Weekly reports are sent to the principal and the school social worker with students with 5 or more unexcused absences. The Parents/guardians of such students are being contacted for education on the importance of school attendance and follow up.
(2) Behavior Issues: Identify students with continuous behavior problems in order to begin the necessary interventions by: (a) establishing clear classroom and school-wide rules that must be followed by all students (b) addressing the behavior problem. (c) contacting parents/guardians to inform them and get support about the situation (d) administer intervention strategies to help them improve their behavior (e) monitor the interventions, assess the results and adjust the interventions strategies as needed.

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/186588.

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

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

ASPIRA Arts DECO understand that the success of our students is not limited to academics and the classroom. Our school is located in the Wynwood business area of Miami, a developing sector for the

visual arts in South Florida. To support our school and student achievement, our school partners with different artists and businesses in the area that work together with our teachers and students to bring "The Arts" into the school.

Extra curricular activities and field trips are carefully planned in order for our students to be exposed to their community and to help them understand the nature of business.

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
Casas, Jose	Principal
Ramirez, Fanny	Assistant Principal
Rodriguez, Jose	Assistant Principal
Niurka, Diaz	Instructional Coach
Pita, Jose	Instructional Coach
Collado, Juan	Teacher, ESE
Purcell, Charles	Guidance Counselor
Knigin, Richard	Teacher, ESE
Cairo, Tamara	Administrative Support

Duties

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

Mr. Jorge L. Trujillo, Principal - Oversees all school operations, establishes meetings times, and appoints personnel.
Mr. Juan C. Pagan, Assistant Principal - In charge of school discipline for 8th Grade and Advanced Students; Coordinates After-School Enrichment Program (E-Groups) and lends support to staff as needed.
Mr. Jose Rodriguez, Assistant Principal - In charge of school discipline for 6th and 7th Grades; LEA for SST; Supervises office staff; Lends support to instructional staff as needed.
Malfry Taylor: Reading Coach and Testing Chair.
Amanda Martin: Mathematics Coach and After School Enrichment Program Assistant.
Richard Knigin: Gifted Chair and Science Department Chair
Juan Collado: Special Education Coordinator
Tamara Cairo: ESOL program Coordinator
Angel Valdes: School Social Worker

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/ Rti Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.

2. Using the 4-step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
(http://www.florida-rti.org/educatorresources/mtss_book_implcomp_012612.pdf) - a) Define Problem b) identify Reasons c) Develop Strategies d) Evaluate Effectiveness.

3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response.

3. Select students (see SST guidelines) for SST Tier 3 intervention.

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). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. 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. Curriculum 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; Title I CHESS (as appropriate); Supplemental Educational Services; 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 I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL

training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Through the Title III grant our school offers additional support to ELL Students through tutoring services to help them with with the English Language Acquisition and Mathematics.

Title VI, Part B – NA

Title X- Homeless (In-Transition)

• 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)

Violence Prevention Programs

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

• Training and technical assistance for elementary, middle, and senior high school teachers,

administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists 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.
Career and Technical Education
By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Rosa Simon	Business/Community
Jorge L Trujillo	Principal
Richard Knigin	Teacher
Alfred Milne	Teacher
Eva Moncada	Parent
Paishala Edwards	Parent
Carla Colon	Parent
Loretta Ward	Parent
Amanda Martin	Teacher
Juan Collado	Teacher
Marie O. Val	Teacher
Angel Valdes	Education Support Employee
Vanessa Cordonero	Parent
Indira Charleswell	Business/Community
Gian Carlos Moncada	Student
Lula Hayes	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 EESAC was part of the evaluation of last year's School Improvement Plan. The members were provided with copies of the plan, it was read, explained and discussed by the members who voted unanimously to approve it.

Development of this school improvement plan

The SIP was developed with input from teachers in the different subject such as Mathematics, Reading & Language Arts and Social Sciences. The teachers reviewed and evaluated the strategies that were implemented the previous year and submitted those which they considered as having the greatest impact on student achievement. The strategies were presented to the SAC to be reviewed and approved.

Preparation of the school's annual budget and plan

The EESAC has the opportunity to review and suggest modifications to the School's annual budget and plan.

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

The amount of $5 per student was use to pay for Parental Outreach initiatives through the Blackboard Connect Program.

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
Casas, Jose	Principal
Ramirez, Fanny	Assistant Principal
Rodriguez, Jose	Assistant Principal
Pita, Jose	Instructional Coach
Niurka, Diaz	Instructional Coach
Collado, Juan	Teacher, ESE
Cairo, Tamara	
Knigin, Richard	Teacher, ESE
Purcell, Charles	Attendance/Social Work

Duties

Describe how the LLT promotes literacy within the school

Given the fact that a high percentage of our school's student population is a performing below grade level in reading, the major initiative of the LLT this year is to connect with teachers in order to address the areas of need in the different core subject classes and electives. The LLT will monitor student progress by reviewing interim assessment (Mid-Year) data and providing feedback to the rest of the instructional staff in order to guide them in the planning of lessons and class preparations.

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

To encourage a positive working relationship between teachers we have designed a master schedule that allows for common planning for teachers with the same subject.
We also have general instructional staff meetings once a month, grade level meetings once a month, Departmental meetings once a month, Case Management meetings once a month and Professional Development Meetings.

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

There three areas that are being addressed by our school in order to recruit and retain highly qualified, certified-in-field teachers:
- Hiring Experienced and Qualified Staff
- Educating through continued Professional Development Opportunities
- Compensating staff with Competitive Salaries and Benefits
- Giving opportunities of employment to not only younger teachers and recent graduates but also to retired teachers with previous experience from the District Schools and those who are looking to stay in one place to supplement their income.

- Creating an environment where teachers with experience can teach other less experienced teachers.
- Providing fringe benefits that will attract and help with retention of highly qualified educators.

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

In order to support the new teachers will mentor new teachers to help them with, lesson preparation, best practices, teaching methods and classroom management.
Math:
- Niurka Diaz mentors/ supports: Pascale Roy (Ms. Nirka Diaza possesses qualities that can benefit new teachers.)
- Wilfredo Denies mentors: Ruben Parra (Mr. Denies has ability to teach low performing students while maintaining control of his classroom)
Reading/ Language Arts:
- Juan Carlos Collado mentors: Afiba Hodge (Dr. Collado has experience teaching low performing students and helping them improve in Standard Assessments)
Science:
-Richard Knigin mentors: Mr. Gabriel Padron (Mr. Knigin is an experienced Science teacher who can train Mr. Padron, a younger teacher in the area of Science instruction and leadership).

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

With the help and guidance of the Language Arts/Reading Coach and the Math coach our teachers are trained on the new Florida Standards. We have provided our teachers with the curriculum materials that are aligned to the Florida Standards for Mathematics and Language Arts, Reading and Writing instruction. We also provide our teachers with the necessary curriculum resources for the Science FCAT 2.0, Algebara I and Biology instruction.
Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 100 minute reading block for students who have not mastered the state standards Reading Assessment.
•Creating a schedule with an additional 50 minute reading block twice a week (After-School Program)

for struggling students.
•Creating a schedule with an additional 50 minute mathematics block twice a week (After-School Program) for struggling students.
•Creating a schedule with an uninterrupted 100 minute Creative Writing block for struggling 8th graders.
•Infusing writing skills in all Language Arts classes for all grade levels.
•Providing differentiated instruction based on student needs according to data results.
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (addition of supplemental materials in reading a math for all grade levels)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students receiving push-in/pull out services for ESE/ELL
Rti Implemenation:
Tier 1 (Leadership Team)
• Administrator, Jorge L Trujillo will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
• School reading, math, science, and behavior specialists (Malfry Taylor, Amanda Martin, Ricahrd Knigin, Angel Valdes)
• Special education personnel (Juan Collado, Jose Rodriguez)
• School Social Worker (Angel Valdes)
• School psychologist (Tiombe Kendricks)
• Member of advisory group, community stakeholders, parents (Rosa Simon)
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (Every other month) to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2:
Selected members (Jorge L Trujillo, Jose Rodriguez, Juan C. Pagan, Angel Valdes, Malfry Taylor, Richard Knigin) of the MTSS-Rti Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST:
Selected members (Jorge L Trujillo, Jose Rodriguez, Angel Valdes, Juan Collado, Tiombe Kendricks) of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

Strategy: After School Program

Minutes added to school year: 11,760

After-School Enrichment Program (E-Groups): All level 1 and level 2 students participate in this 'mandatory' strategy to help with completing homework and providing small group tutoring in Reading and Mathematics (9,600 mins.)
Saturday Academy: Students to participate in this strategy will be selected based on their FCAT scores in Reading, Math and Science as well as Interim Assessment Data. Any students performing below grade level will be targeted for additional participation and intervention during Saturday classes. (2160 mins.)

Strategy Rationale

Small group instruction on specific areas of need will help struggling students to better comprehend, practice and improve on those skills on which they show deficiencies.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Collado, Juan, juan_collado@dadeschools.net

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

Students will be given a pre-test at the beginning of the weekly and Saturday tutoring sessions and will be monitored by topic assessments by the school principal, the Assistant Principal, the Reading and Math coaches in order to ensure that strategies used are being effective.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

ASPIRA Arts DE/CO makes a student's course of study personally meaningful by having students complete interest and career inventories, holding individual data chats about their academic achievement, and offering a diverse program consisting of regular, honors, and advanced classes as

well as interest and extracurricular activities through our after-school program.
Bringing speakers during career week, partnering with our local higher education institution, Miami Dade College to offer campus field-trips to our students in order to inform them about the opportunities available to them and the diverse career which they can pursue after graduating from High School.

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

During the 2014-2015 school year, ASPIRA Arts DE/CO is interested in preparing students for college and career readiness. By providing student surveys in order to better address the needs and interests of our students population and to build workshops and presentations which will motivate students to prepare themselves for future careers.
Those students who have no need for taking additional intensive math and/or reading courses are offered technical education to promote college and career readiness.

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

Our School will include group and project-based learning in all areas of instruction to help foster higher level thinking and organizational skills for success in post-secondary education. A college and career week will be held to help students familiarize themselves with the requirements of each field. In addition, a college and career mentoring is provided in partnership with Miami Dade College Students (Wolfson Campus) who will visit the school once a week to work with selected students in order to help them make informed decisions about their careers and their future.

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

As a Middle School, our school provides qualifying students, selected based on grades and State Assessment scores, with advance high school courses such as Physical Science Honors, Algebra I and Biology. By doing this the students will be able to take High School courses that will allow them to be ready for the post-secondary level.

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To improve reading comprehension across core content areas: English/ Language Arts, Mathematics, Science and Social Studies.

G2.   To improve attendance and behavior as well as to decrease course failures for all students.

G3.   To increase the amount of STEM opportunities for all students

G4.   Our school is a Title I school and will utilize the Parental Improvement Plan.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To improve reading comprehension across core content areas: English/ Language Arts, Mathematics, Science and Social Studies. `1a`

Targets Supported `1b`

🔍 G044437

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Math - African American	66.0
AMO Math - ED	67.0
AMO Math - ELL	63.0
Math Gains	51.0
Math Lowest 25% Gains	60.0
Algebra I EOC Pass Rate	80.0
AMO Reading - All Students	63.0
AMO Reading - ELL	56.0
FSA - Mathematics - Proficiency Rate	6.0
FCAT 2.0 Science Proficiency	28.0
AMO Math - Hispanic	67.0
AMO Reading - ED	63.0
AMO Reading - African American	59.0
FSA - English Language Arts - Proficiency Rate	5.0
AMO Reading - Hispanic	65.0

Resources Available to Support the Goal `2`

- Highly Qualified Teachers, District Approved Curriculum available , Use of Technology Available.

Targeted Barriers to Achieving the Goal `3`

- Science: Limited technology in classrooms to enhance instruction and lack of student understanding and pronouncing science vocabulary words and understanding scientific concepts.

- Mathematics: As evidenced by the previous year's data, students struggle with reading comprehension. This affects their ability to solve real-world math problems. Reading comprehension is also an issue because of the high ELL student population.

- English & Language Arts: Students lack of basic reading and comprehension skills for grade level.

- Social Studies: Students have difficulty comprehending advanced vocabulary that is unfamiliar because it is "topic specific" and is not used in everyday-life conversations, or in other academic areas which also prevent students from accessing prior knowledge. Most Civics/Social Studies vocabulary words are "concepts" that have multiple connections to other words and meanings.

Plan to Monitor Progress Toward G1. 8

Placement: Analysis of 2013-2014 FCAT results (to properly place students in their groups). Ongoing analysis: FAIR Data results (I-Ready Progress Monitoring Tool), Interim (Mid-Year) Assessment Results, Formative Assessment (Progress monitoring).

Person Responsible

Jose Casas

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Classroom observations and walk-through;lesson plans and student grades and assessment results.

G2. To improve attendance and behavior as well as to decrease course failures for all students. 1a

G047898

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 06	2.0
Students in sixth grade exhibiting two or more EWS indicators	2.0
Students in seventh grade exhibiting two or more EWS indicators	2.0
Students in eighth grade exhibiting two or more EWS indicators	2.0
Attendance Below 90% Grade 07	2.0
Attendance Below 90% Grade 08	2.0
2+ Course Failures - Middle Grades	0.0

Resources Available to Support the Goal 2

- Attendance Tracking Reports from Pinnacle Online Grade book, ISIS Attendance Bulletin, Principal, School Social Worker

Targeted Barriers to Achieving the Goal 3

- Attendance: Some parents are not aware of the importance of sending their students to school on a daily basis and to be actively involved in the academic life of their children.

- Behavior: Some students who continually show problems with behavior demonstrate lack of anger management skills and adequate interpersonal problem-solving skills.

- Course Failure: Some students lack the home support and guidance, motivation and skills to successfully pass certain courses.

Plan to Monitor Progress Toward G2. 8

Online Grade book Attendance Reports and Attendance Bulletins, Behavior Referrals

Person Responsible
Jose Casas

Schedule
Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion
The Attendance bulletin will show a decreasing number of unexcused absences and unexcused tardy. The referrals by teachers and problems among students will decrease.

G3. To increase the amount of STEM opportunities for all students `1a`

G049921

Targets Supported `1b`

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	60.0

Resources Available to Support the Goal `2`

- Highly Qualified Teachers, District Adopted Curriculum and Available Classroom technology.

Targeted Barriers to Achieving the Goal `3`

- CTE: Not enough students can participate in high school credit courses and elective technical courses (CTE) due to low performance that requires remedial classes instead.

- STEM: Not enough opportunities provided by teachers to engage students in low cost STEM activities in the classroom.

Plan to Monitor Progress Toward G3. `8`

Observation and analysis of assessment data and students grades

Person Responsible

Jose Casas

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

The assessment data and class grades will demonstrate if the students are improving as the goal requires.

G4. Our school is a Title I school and will utilize the Parental Improvement Plan. `1a`

G050274

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

-

Targeted Barriers to Achieving the Goal `3`

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. To improve reading comprehension across core content areas: English/ Language Arts, Mathematics, Science and Social Studies. 1

G044437

G1.B1 Science: Limited technology in classrooms to enhance instruction and lack of student understanding and pronouncing science vocabulary words and understanding scientific concepts. 2

B109181

G1.B1.S1 Teachers will introduce more accessibility to technology in the classroom by using handheld Mobi clickers, 'Classroom Performance System' (CPS), to enhance their motivation and participation in classroom activities. The teachers will use also introduce meaningful mini-labs and writing activities in the classroom to connect the lesson taught and help students expand and deepen their vocabulary skills in Science. 4

S120695

Strategy Rationale

Since we are in the age of technology students tend to be more attracted to computers and computer equipment that can be utilized during instruction. Infusing technology into academic introduction can help students stay focus and motivated to learn.

By combining both active learning activities and writing assignments the students will develop a deeper understanding of the concepts that are being taught as well as strengthen their vocabulary skills.

Action Step 1 5

Students will be engaged in meaningful project based learning activities such as mini-labs performed in class in order to make appropriate connections with scientific concepts and methods while using the content-specific vocabulary in their writing assignments.

Person Responsible

Jose Casas

Schedule

Weekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Increased student participation in use of the available technology, the completion of mini-labs correlating with writing assignments using content-specific vocabulary words in their lessons.

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

Lesson plans, classroom visits and teacher observations.

Person Responsible

Jose Casas

Schedule

Weekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

The teachers are implementing technology and it is reflected in their lesson plans, students will be engaged in mini-lab activities and writing assignments that include content-specific vocabulary words.

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

Classroom Mini-Assessments, Interim Assessment results data will be collected and evaluated.

Person Responsible

Jose Casas

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Student test data results reflect improvement in core tested subjects as technology is used to enhance instruction.

G1.B2 Mathematics: As evidenced by the previous year's data, students struggle with reading comprehension. This affects their ability to solve real-world math problems. Reading comprehension is also an issue because of the high ELL student population. `2`

`🔍 B124610`

G1.B2.S1 Teachers will Infuse the Step-It-Up and UPDC (Understand, Plan, Do, Check) Problem Solving Protocols into daily instruction to equip students with strategies to solve reading application based problems. `4`

`🔍 S136822`

Strategy Rationale

These models support mathematical fluency and problem-solving skills by providing practice of learned concepts.

Action Step 1 `5`

In all core and intensive mathematics classes, the students will use problem solving protocols during whole group, small group, and enrichment classes (e-groups).

Person Responsible

Diaz Niurka

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Exit Tickets, District Assessments, Mini-Assessments, Student Work Products

Action Step 2 `5`

In core and intensive mathematics classes, the students will be immersed in previously learned vocabulary and concepts to provide them with a foundation that they can build upon. Foldables and Math Journals will be used to capture new observations, experiences, and knowledge taught throughout the school year.

Person Responsible

Diaz Niurka

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Exit Tickets, District Assessments, Mini-Assessments, Student Work Products

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

Classroom walk-through and Observations.

Person Responsible

Jose Casas

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teachers use strategies from training activities in his/her classroom.

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

Lesson plans review, Walk-through, classroom visits

Person Responsible

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teachers use strategies from training activities in his/her classroom

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

Classroom Observations

Person Responsible

Jose Casas

Schedule

Every 2 Months, from 9/1/2014 to 6/5/2015

Evidence of Completion

Students are engaged in their lesson and there is a decrease in behavior issues.

G1.B3 English & Language Arts: Students lack of basic reading and comprehension skills for grade level.
2

🔑 B124754

G1.B3.S1 Black and Hispanic Students: Our school will provide Intensive Reading Classes for students in levels 1 and 2; Mandatory Extended day/ After-School Enrichment Groups (E-Groups) as well as Saturday Tutoring Academy to all students performing below grade level. Also, the bottom 15 students of the lowest 25 percentile will be assigned to a small "Rti Group" by grade level. These students' first period is Reading followed by Language Arts. 4

🔑 S136830

Strategy Rationale

Black and Hispanics comprise 100% of our school population; By providing additional instruction to these subgroups during the school day and in small group settings during the E-Groups at the end of the day, the skills learned in Language Arts, Intensive Reading, will be enhanced and will assist the students to improve their skills in those areas of need and help them achieve grade level proficiency.

The "Rti Groups" are kept small to allow teachers to work in small groups thus providing individual attention to the students' needs in all subjects. The Rti Groups are scheduled for Reading early in the morning to take advantage of the students' fresh mindsets at the beginning of each day.

Action Step 1 5

The students will be engaged in meaningful classroom activities that include determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will work with their teachers to build stronger arguments to support their answers. Students will explore shades of meaning to better identify nuances. Student activities will include:

• opinion proofs (text evidence)
• question-and-answer relationships;
• note-taking skills;
• summarizing skills;
• fiction and non-fiction text features; reading from a wide variety of texts
• questioning the author;
• analyze the structure an author uses to organize text, including how the more sections contribute to the whole and to the development of the ideas.

Students will be working with Graphic Organizers, Compare and Contrast activities with the use of Venn Diagrams. Students will be exposed to Reading aloud sessions.

Person Responsible

Jose Pita

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Classroom visits, lesson plans, students test results.

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

Formal and informal walk-throughs/ visits and classroom observations.

Person Responsible

Jose Pita

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Students are participating in assigned groups. Teachers are using the acquired supplemental materials in their classrooms. Progress Monitoring through formative and informative unit assessments.

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

Reviewing students current performance level and progress in the formal and informal assessment by analyzing the data obtained from student assessments.

Person Responsible

Fanny Ramirez

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Pre and post test, unit assessment data, interim assessment data.

G1.B3.S2 ELL Students: Teacher will work with students to implement activities geared toward the improvement of their English Language skills and reading comprehension. `4`

🔑 S137724

Strategy Rationale

By focusing on the ELL students needs and by introducing proper ELL strategies across all subject areas the ELL students can be expected to perform better in the CELLA.

Action Step 1 `5`

All ELL Students, especially those in levels 1 and 2 will be engaged by both, ESOL teachers and subject area teachers, in classroom activities such as: LEA (Language Experience Approach), Use of Total Physical Response (TPR), Use Illustrations/Diagrams; Use Simple Direct Language, Use Substitution, Expansion, Paraphrase and Repetition. Students will practice Brainstorming, Cooperative Learning (Group Reports/Projects); Panel Discussions/Debates, Provide Meaningful Language, Practice Repetition, Role-play,Teacher-Led Groups Teacher/Student Modeling and Think-Aloud activities.

Person Responsible

Jose Pita

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, classroom observations and walk-through.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Classroom Visits and Teacher Observation

Person Responsible

Tamara Cairo

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Classroom word-walls, Gallery Walls, ELL strategies in place.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

ELL Students will demonstrate improvement in their English Language skills.

Person Responsible

Jose Casas

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

CELLA Scores, FAIR scores, Reading/ Lang. Arts Interim Assessments (Mid Year Assessments); Teacher created Mini-Assessments.

G1.B3.S3 All Subgroups: In order to address the issue of student readiness our school will implement the 'Word of the Day' strategy to enhance and expand vocabulary skills. 4

S138807

Strategy Rationale

Studies have shown that reading comprehension is directly related to vocabulary knowledge. As students' vocabulary expands so will their ability to read and comprehend the text.

Action Step 1 5

All students will participate on the 'word of the day' activity related to the different subjects by grade levels. Students will be introduced to and expected to know the meaning of each word and how to use it in a proper sentence. Each teacher will start the period by reviewing the word of the day and by ensuring that students know the meaning and how to use it in a sentence.

All Students will be introduced to the 'word of the day' during their homeroom period. The students will review it with their teachers, discuss it, write it down and learn how to use it properly in a sentence.

Person Responsible

Jose Pita

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

The Reading Coach will provide the 'Word of The Day' to all Homeroom Teachers; a copy will be given to administration. The students will have opportunity to practice the word of the day during each period.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Walk troughs, classroom observations during Home Room and the beginning of each period as well as questioning of students on the word of the day will be conducted to ensure fidelity of implementation.

Person Responsible

Jose Casas

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teachers will be introducing and practicing the word on a daily basis. Students are able to define the word and use it properly in a sentence.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 `7`

Interim Testing Data (Mid-Year), Vocabulary Quizzes; Student check up for knowledge.

Person Responsible

Jose Casas

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Test data results will show evidence that the students' vocabulary is been enhanced and improved. Students are able to use the new vocabulary words verbally and in writing.

G1.B4 Social Studies: Students have difficulty comprehending advanced vocabulary that is unfamiliar because it is "topic specific" and is not used in everyday-life conversations, or in other academic areas which also prevent students from accessing prior knowledge. Most Civics/Social Studies vocabulary words are "concepts" that have multiple connections to other words and meanings. 2

B128914

G1.B4.S1 Teachers will provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics. Provide opportunities for students to the Florida Standards for Literacy, Writing, and Speaking, through Social Sciences content. Teachers will also provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics. 4

S141573

Strategy Rationale

By incorporating ongoing classroom activities and opportunities to practice by writing, speaking, reading and applying skills, students will be more likely to remember the content-specific vocabulary words that will help them improve their memorization, comprehension and application of content-specific material.

Action Step 1 5

Students will be engaged in comprehension improvement skills by the use of Social Studies Task Cards, work in differentiated instruction (DI) groups, ongoing classroom discussions and writing activities in subject-related topics. Students will participate in group and individual presentation activities which help them make connections and to develop an understanding of the content-specific vocabulary taught in government/civics.

Person Responsible

Fanny Ramirez

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson plans, Classroom Walk-through and Classrooms Observations.

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

Lesson Plans, Classroom Visits and Observations of students' work and participation in classroom activities.

Person Responsible

Fanny Ramirez

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson plans, Classroom Observation Logs.

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

Ensure that all Civics students participate in the District's interim assessments and data from said assessments are utilized to evaluate and to shape instructions and address students' weak areas of benchmark mastery. Data will be discussed with teachers and they in turn will hold data chats with their students.

Person Responsible

Jose Casas

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Mini-Assessments, Interim Assessment Data.

G2. To improve attendance and behavior as well as to decrease course failures for all students. `1`

`G047898`

G2.B1 Attendance: Some parents are not aware of the importance of sending their students to school on a daily basis and to be actively involved in the academic life of their children. `2`

`B125400`

G2.B1.S1 Our school Administrative Staff will closely monitor attendance reports in order to contact parents whose children have 5 or more unexcused absences. The Attendance Clerk will run a weekly report from the online Pinnacle system along with the ISIS attendance bulletins to detect students with attendance problem. Copies of the report will be given to the School Social Worker and to the Principal for parent/guardian contact and follow up. `4`

`S137281`

Strategy Rationale

By early detecting cases of extreme absenteeism the school can be more effective in partnering with parents/guardians to ensure that children attend school consistently thus improving the students academic achievement.

Action Step 1 `5`

Students will attend school on a regular basis with diminishing number of unexcused absences.

Person Responsible

Charles Purcell

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Daily Attendance Bulletin

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

Attendance Clerk will deliver reports as requested to the Principal and School Social worker. The Social Worker will follow up on cases of unexcused absences by contacting parents/guardians and setting up meetings to resolve the problem.

Person Responsible

Jose Casas

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Report has been delivered, Parents/Guardians have been contacted, problem has been addressed and students with attendance problems have decreased.

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

Students with attendance problems will be monitor closely after contacting parents.

Person Responsible

Jose Casas

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Students who had problems with attendance will attend school consistently. Number of unexcused absences will decrease.

G2.B2 Behavior: Some students who continually show problems with behavior demonstrate lack of anger management skills and adequate interpersonal problem-solving skills. `2`

🔧 B126115

G2.B2.S1 As a preventive measure, all students will be trained, both in groups and individually in skills to deal with anger issues as well as interpersonal problem solving steps that will allow them to have less issues with teachers and classmates. Students with behavior problems will receive additional counseling, parental meetings and interventions to help them improve their conduct. `4`

🔧 S138038

Strategy Rationale

If the students can recognize his/her anger triggers, the student will be better prepare to deal with his/her own emotions. If the students has the proper interpersonal skills to deal with classmates, problems among students will decrease.

Action Step 1 `5`

Students will learn how to deal with their emotions as well as interpersonal skills to enhance proper classroom conduct and better interactions with classmates.

Person Responsible

Charles Purcell

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student attendance to group activities and participation on individual counseling sessions.

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

Group and individual activities by School Social Worker.

Person Responsible

Jose Rodriguez

Schedule

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

Evidence of Completion

Group rosters/ individual sign-in sheets, group/ individual student work.

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

The individual students targeted for this initiative will show signs of improvement in their behavior by having less referrals to the office due to classroom misconduct and less incidents of interpersonal problems with classmates.

Person Responsible

Jose Rodriguez

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Referral information from teachers by problem students.

G2.B3 Course Failure: Some students lack the home support and guidance, motivation and skills to successfully pass certain courses. 2

B126145

G2.B3.S1 In order to minimize the amount of students who fail any course our school staff will provide assistance in the form of Interim grade reports, failing student reports, timely parental meetings, classroom differentiated instructional activities, After-School and Saturday tutoring programs as well as motivation strategies to help students see the importance of a successful educational experience. School reports will be obtained on a monthly basis to flag and follow up on students who are at-risk of failing any course to contact and meet with their parents and teachers to find a solution to the problem. 4

S138056

Strategy Rationale

When the issues leading to the failure of students are addressed on time, the students will feel motivated, will perform better and pass their classes.

Action Step 1 5

Students will understand the importance of a successful educational experience and how their present schooling has an impact on their future careers and lives. Students will take personal responsibility for their academic success and show interest in their education.

Person Responsible

Charles Purcell

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Progress Reports, Online Grade book Reports for failing students.

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

Ensure that the meetings with at-risk students, meeting with parent/teacher conferences are taking place and that students are receiving remedial tutoring services as needed.

Person Responsible

Jose Casas

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Evidence of meeting logs with students receiving counseling; parent/teacher conference logs and attendance report to all remedial and tutoring classes by the student.

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

Look at students' records (weekly/ interim progress reports, grade book reports)

Person Responsible

Charles Purcell

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Evidence of Students improvement will be demonstrated by weekly/ interim progress reports, grade book reports

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G3. To increase the amount of STEM opportunities for all students [1]

G049921

G3.B1 CTE: Not enough students can participate in high school credit courses and elective technical courses (CTE) due to low performance that requires remedial classes instead. [2]

B124972

G3.B1.S1 Provide the necessary academic support in Math and Science in order help to struggling students. Students who are performing at grade level will receive elective courses in Career and Technical Education and High School level courses such as Algebra I, Physical Science and Biology that will allow students to experience and understand the importance of Science and Math in Career. [4]

S137294

Strategy Rationale

If students who are performing at grade level are given opportunities to take advanced courses they will be ready to take on additional courses in High School and better prepared to enter college.

Action Step 1 [5]

Students performing at grade level will be participate in High School courses such as Algebra I, Biology and Physical Science

Person Responsible

Jose Casas

Schedule

Annually, from 8/1/2014 to 8/30/2014

Evidence of Completion

Student Schedules on ISIS system reflect courses assigned to qualifying students.

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

High performing students schedules will reflect appropriate advanced courses

Person Responsible

Jose Casas

Schedule

Annually, from 9/1/2014 to 5/29/2015

Evidence of Completion

ISIS Scheduling System

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

Classroom Observation, Lesson Plans, Interim Assessments, Student Grades

Person Responsible

Fanny Ramirez

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

By visiting the classroom there will be evidence of plans being in place, Students work and grades on assessment will demonstrate that the strategy is helping students improve.

G3.B2 STEM: Not enough opportunities provided by teachers to engage students in low cost STEM activities in the classroom. 2

B126128

G3.B2.S1 Teachers will engage in low cost STEM activities in the classroom that will impact all students. Labs, activities and Educational Field Trips will be included into the curriculum for Math and Science classes thus providing opportunities for Project Based Learning (PBL) in the classroom to ensure comprehension of material. 4

S138054

Strategy Rationale

When students have opportunities to experience learning by 'doing' through PBL activities, there will be an increase of learning and retention of the material presented.

Action Step 1 5

Students will participate in Project Based Lessons (PBL) STEM activities in their lessons.

Person Responsible

Diaz Niurka

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Classrooms Visits and Observation Log

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

Lesson Plans, Classroom visits and Observations; Teachers will be provided with STEM ideas, in-school cross-training and PD to learn how to infuse Project Based Learning into their lessons.

Person Responsible

Diaz Niurka

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student projects

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

Students grades, projects and assessments.

Person Responsible

Jose Casas

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student work; results of Math and Science Unit and Interim (Mid-Year) assessments.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Students will be engaged in meaningful project based learning activities such as mini-labs performed in class in order to make appropriate connections with scientific concepts and methods while using the content-specific vocabulary in their writing assignments.	Casas, Jose	10/1/2014	Increased student participation in use of the available technology, the completion of mini-labs correlating with writing assignments using content-specific vocabulary words in their lessons.	5/29/2015 weekly
G1.B2.S1.A1	In all core and intensive mathematics classes, the students will use problem solving protocols during whole group, small group, and enrichment classes (e-groups).	Niurka, Diaz	9/1/2014	Lesson Plans, Exit Tickets, District Assessments, Mini-Assessments, Student Work Products	5/29/2015 daily
G1.B3.S1.A1	The students will be engaged in meaningful classroom activities that include determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Students will practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students will work with their teachers to build stronger arguments to support their answers. Students will explore shades of meaning to better identify nuances. Student activities will include: • opinion proofs (text evidence) • question-and-answer relationships; • note-taking skills; • summarizing skills; • fiction and non-fiction text features; reading from a wide variety of texts • questioning the author; • analyze the structure an author uses to organize text, including how the more sections contribute to	Pita, Jose	9/15/2014	Classroom visits, lesson plans, students test results.	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	the whole and to the development of the ideas. Students will be working with Graphic Organizers, Compare and Contrast activities with the use of Venn Diagrams. Students will be exposed to Reading aloud sessions.				
G2.B1.S1.A1	Students will attend school on a regular basis with diminishing number of unexcused absences.	Purcell, Charles	9/1/2014	Daily Attendance Bulletin	6/4/2015 weekly
G3.B1.S1.A1	Students performing at grade level will be participate in High School courses such as Algebra I, Biology and Physical Science	Casas, Jose	8/1/2014	Student Schedules on ISIS system reflect courses assigned to qualifying students.	8/30/2014 annually
G1.B3.S2.A1	All ELL Students, especially those in levels 1 and 2 will be engaged by both, ESOL teachers and subject area teachers, in classroom activities such as: LEA (Language Experience Approach), Use of Total Physical Response (TPR), Use Illustrations/ Diagrams; Use Simple Direct Language, Use Substitution, Expansion, Paraphrase and Repetition. Students will practice Brainstorming, Cooperative Learning (Group Reports/Projects); Panel Discussions/Debates, Provide Meaningful Language, Practice Repetition, Role-play,Teacher-Led Groups Teacher/Student Modeling and Think-Aloud activities.	Pita, Jose	9/1/2014	Lesson Plans, classroom observations and walk-through.	5/29/2015 biweekly
G2.B2.S1.A1	Students will learn how to deal with their emotions as well as interpersonal skills to enhance proper classroom conduct and better interactions with classmates.	Purcell, Charles	9/1/2014	Student attendance to group activities and participation on individual counseling sessions.	5/29/2015 weekly
G3.B2.S1.A1	Students will participate in Project Based Lessons (PBL) STEM activities in their lessons.	Niurka, Diaz	9/1/2014	Lesson Plans, Classrooms Visits and Observation Log	5/29/2015 weekly
G2.B3.S1.A1	Students will understand the importance of a successful educational experience and how their present schooling has an impact on their future careers and lives. Students will take personal responsibility for their academic success and show interest in their education.	Purcell, Charles	9/1/2014	Progress Reports, Online Grade book Reports for failing students.	5/29/2015 monthly
G1.B3.S3.A1	All students will participate on the 'word of the day' activity related to the different subjects by grade levels. Students will be introduced to and expected to know the meaning of each word and how to use it in a proper sentence. Each teacher will start the period by reviewing the word of the day and by ensuring that students know the meaning and how to use it in a sentence. All Students will be introduced to the 'word of the day' during their homeroom period. The students will review it with their teachers, discuss it, write it down and learn how to use it properly in a sentence.	Pita, Jose	9/1/2014	The Reading Coach will provide the 'Word of The Day' to all Homeroom Teachers; a copy will be given to administration. The students will have opportunity to practice the word of the day during each period.	5/29/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1	Students will be engaged in comprehension improvement skills by the use of Social Studies Task Cards, work in differentiated instruction (DI) groups, ongoing classroom discussions and writing activities in subject-related topics. Students will participate in group and individual presentation activities which help them make connections and to develop an understanding of the content-specific vocabulary taught in government/ civics.	Ramirez, Fanny	9/1/2014	Lesson plans, Classroom Walk-through and Classrooms Observations.	5/29/2015 weekly
G1.B2.S1.A2	In core and intensive mathematics classes, the students will be immersed in previously learned vocabulary and concepts to provide them with a foundation that they can build upon. Foldables and Math Journals will be used to capture new observations, experiences, and knowledge taught throughout the school year.	Niurka, Diaz	9/1/2014	Lesson Plans, Exit Tickets, District Assessments, Mini-Assessments, Student Work Products	5/29/2015 daily
G1.MA1	Placement: Analysis of 2013-2014 FCAT results (to properly place students in their groups). Ongoing analysis: FAIR Data results (I-Ready Progress Monitoring Tool), Interim (Mid-Year) Assessment Results, Formative Assessment (Progress monitoring).	Casas, Jose	8/25/2014	Classroom observations and walk-through;lesson plans and student grades and assessment results.	5/29/2015 quarterly
G1.B1.S1.MA1	Classroom Mini-Assessments, Interim Assessment results data will be collected and evaluated.	Casas, Jose	10/1/2014	Student test data results reflect improvement in core tested subjects as technology is used to enhance instruction.	5/29/2015 monthly
G1.B1.S1.MA1	Lesson plans, classroom visits and teacher observations.	Casas, Jose	10/1/2014	The teachers are implementing technology and it is reflected in their lesson plans, students will be engaged in mini-lab activities and writing assignments that include content-specific vocabulary words.	5/29/2015 weekly
G1.B2.S1.MA1	Classroom Observations	Casas, Jose	9/1/2014	Students are engaged in their lesson and there is a decrease in behavior issues.	6/5/2015 every-2-months
G1.B2.S1.MA1	Classroom walk-through and Observations.	Casas, Jose	9/1/2014	Teachers use strategies from training activities in his/her classroom.	5/29/2015 monthly
G1.B2.S1.MA1	Lesson plans review, Walk-through, classroom visits		9/1/2014	Teachers use strategies from training activities in his/her classroom	5/29/2015 weekly
G1.B3.S1.MA1	Reviewing students current performance level and progress in the formal and informal assessment by analyzing the data obtained from student assessments.	Ramirez, Fanny	10/1/2014	Pre and post test, unit assessment data, interim assessment data.	5/29/2015 monthly
G1.B3.S1.MA1	Formal and informal walk-throughs/ visits and classroom observations.	Pita, Jose	9/15/2014	Students are participating in assigned groups. Teachers are using the acquired supplemental materials in their classrooms. Progress Monitoring through formative and informative unit assessments.	6/4/2015 weekly
G1.B4.S1.MA1	Ensure that all Civics students participate in the District's interim assessments and data from said assessments are utilized to evaluate and to shape instructions and address	Casas, Jose	10/1/2014	Mini-Assessments, Interim Assessment Data.	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	students' weak areas of benchmark mastery. Data will be discussed with teachers and they in turn will hold data chats with their students.				
G1.B4.S1.MA1	Lesson Plans, Classroom Visits and Observations of students' work and participation in classroom activities.	Ramirez, Fanny	9/1/2014	Lesson plans, Classroom Observation Logs.	5/29/2015 weekly
G1.B3.S2.MA1	ELL Students will demonstrate improvement in their English Language skills.	Casas, Jose	9/1/2014	CELLA Scores, FAIR scores, Reading/ Lang. Arts Interim Assessments (Mid Year Assessments); Teacher created Mini-Assessments.	5/29/2015 quarterly
G1.B3.S2.MA1	Classroom Visits and Teacher Observation	Cairo, Tamara	9/1/2014	Lesson Plans, Classroom word-walls, Gallery Walls, ELL strategies in place.	5/29/2015 biweekly
G1.B3.S3.MA1	Interim Testing Data (Mid-Year), Vocabulary Quizzes; Student check up for knowledge.	Casas, Jose	9/1/2014	Test data results will show evidence that the students' vocabulary is been enhanced and improved. Students are able to use the new vocabulary words verbally and in writing.	5/29/2015 quarterly
G1.B3.S3.MA1	Walk troughs, classroom observations during Home Room and the beginning of each period as well as questioning of students on the word of the day will be conducted to ensure fidelity of implementation.	Casas, Jose	9/1/2014	Teachers will be introducing and practicing the word on a daily basis. Students are able to define the word and use it properly in a sentence.	5/29/2015 biweekly
G2.MA1	Online Grade book Attendance Reports and Attendance Bulletins, Behavior Referrals	Casas, Jose	9/1/2014	The Attendance bulletin will show a decreasing number of unexcused absences and unexcused tardy. The referrals by teachers and problems among students will decrease.	6/4/2015 monthly
G2.B1.S1.MA1	Students with attendance problems will be monitor closely after contacting parents.	Casas, Jose	9/1/2014	Students who had problems with attendance will attend school consistently. Number of unexcused absences will decrease.	6/4/2015 monthly
G2.B1.S1.MA1	Attendance Clerk will deliver reports as requested to the Principal and School Social worker. The Social Worker will follow up on cases of unexcused absences by contacting parents/ guardians and setting up meetings to resolve the problem.	Casas, Jose	9/1/2014	Report has been delivered, Parents/ Guardians have been contacted, problem has been addressed and students with attendance problems have decreased.	6/4/2015 weekly
G2.B2.S1.MA1	The individual students targeted for this initiative will show signs of improvement in their behavior by having less referrals to the office due to classroom misconduct and less incidents of interpersonal problems with classmates.	Rodriguez, Jose	9/1/2014	Referral information from teachers by problem students.	5/29/2015 monthly
G2.B2.S1.MA1	Group and individual activities by School Social Worker.	Rodriguez, Jose	9/1/2014	Group rosters/ individual sign-in sheets, group/ individual student work.	9/1/2014 weekly
G2.B3.S1.MA1	Look at students' records (weekly/ interim progress reports, grade book reports)	Purcell, Charles	9/1/2014	Evidence of Students improvement will be demonstrated by weekly/ interim progress reports, grade book reports	5/29/2015 monthly
G2.B3.S1.MA1	Ensure that the meetings with at-risk students, meeting with parent/teacher conferences are taking place and that students are receiving remedial tutoring services as needed.	Casas, Jose	9/1/2014	Evidence of meeting logs with students receiving counseling; parent/teacher conference logs and attendance report to all remedial and tutoring classes by the student.	5/29/2015 monthly
G3.MA1	Observation and analysis of assessment data and students grades	Casas, Jose	9/1/2014	The assessment data and class grades will demonstrate if the students are improving as the goal requires.	5/29/2015 quarterly
G3.B1.S1.MA1	Classroom Observation, Lesson Plans, Interim Assessments, Student Grades	Ramirez, Fanny	9/1/2014	By visiting the classroom there will be evidence of plans being in place,	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Students work and grades on assessment will demonstrate that the strategy is helping students improve.	
G3.B1.S1.MA1	High performing students schedules will reflect appropriate advanced courses	Casas, Jose	9/1/2014	ISIS Scheduling System	5/29/2015 annually
G3.B2.S1.MA1	Students grades, projects and assessments.	Casas, Jose	9/1/2014	Student work; results of Math and Science Unit and Interim (Mid-Year) assessments.	5/29/2015 quarterly
G3.B2.S1.MA1	Lesson Plans, Classroom visits and Observations; Teachers will be provided with STEM ideas, in-school cross-training and PD to learn how to infuse Project Based Learning into their lessons.	Niurka, Diaz	9/1/2014	Student projects	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To improve reading comprehension across core content areas: English/ Language Arts, Mathematics, Science and Social Studies.

G1.B2 Mathematics: As evidenced by the previous year's data, students struggle with reading comprehension. This affects their ability to solve real-world math problems. Reading comprehension is also an issue because of the high ELL student population.

G1.B2.S1 Teachers will Infuse the Step-It-Up and UPDC (Understand, Plan, Do, Check) Problem Solving Protocols into daily instruction to equip students with strategies to solve reading application based problems.

PD Opportunity 1

In all core and intensive mathematics classes, the students will use problem solving protocols during whole group, small group, and enrichment classes (e-groups).

Facilitator

Amanda Martin (Math Coach)

Participants

All Mathematics teachers.

Schedule

Daily, from 9/1/2014 to 5/29/2015

PD Opportunity 2

In core and intensive mathematics classes, the students will be immersed in previously learned vocabulary and concepts to provide them with a foundation that they can build upon. Foldables and Math Journals will be used to capture new observations, experiences, and knowledge taught throughout the school year.

Facilitator

Martin, Amanda

Participants

All Mathematics teachers

Schedule

Daily, from 9/1/2014 to 5/29/2015

G1.B3 English & Language Arts: Students lack of basic reading and comprehension skills for grade level.

G1.B3.S2 ELL Students: Teacher will work with students to implement activities geared toward the improvement of their English Language skills and reading comprehension.

PD Opportunity 1

All ELL Students, especially those in levels 1 and 2 will be engaged by both, ESOL teachers and subject area teachers, in classroom activities such as: LEA (Language Experience Approach), Use of Total Physical Response (TPR), Use Illustrations/Diagrams; Use Simple Direct Language, Use Substitution, Expansion, Paraphrase and Repetition. Students will practice Brainstorming, Cooperative Learning (Group Reports/Projects); Panel Discussions/Debates, Provide Meaningful Language, Practice Repetition, Role-play,Teacher-Led Groups Teacher/Student Modeling and Think-Aloud activities.

Facilitator

All Content area teachers will be provided with professional development and direct guidance on how to implement ELL StrategiesTamara Cairo

Participants

Tamara Cairo, ESOL Teacher/ All Instructional Staff

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

G3. To increase the amount of STEM opportunities for all students

G3.B2 STEM: Not enough opportunities provided by teachers to engage students in low cost STEM activities in the classroom.

G3.B2.S1 Teachers will engage in low cost STEM activities in the classroom that will impact all students. Labs, activities and Educational Field Trips will be included into the curriculum for Math and Science classes thus providing opportunities for Project Based Learning (PBL) in the classroom to ensure comprehension of material.

PD Opportunity 1

Students will participate in Project Based Lessons (PBL) STEM activities in their lessons.

Facilitator

Amanda Martin, Richard Knigin, Gabriel Padron

Participants

All Math and Science Teachers

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Technical Assistance Items

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

G1. To improve reading comprehension across core content areas: English/ Language Arts, Mathematics, Science and Social Studies.

G1.B1 Science: Limited technology in classrooms to enhance instruction and lack of student understanding and pronouncing science vocabulary words and understanding scientific concepts.

G1.B1.S1 Teachers will introduce more accessibility to technology in the classroom by using handheld Mobi clickers, 'Classroom Performance System' (CPS), to enhance their motivation and participation in classroom activities. The teachers will use also introduce meaningful mini-labs and writing activities in the classroom to connect the lesson taught and help students expand and deepen their vocabulary skills in Science.

PD Opportunity 1

Students will be engaged in meaningful project based learning activities such as mini-labs performed in class in order to make appropriate connections with scientific concepts and methods while using the content-specific vocabulary in their writing assignments.

Facilitator

Instructional Coaches, Technological Trained Teachers

Participants

All Core Subject instructional staff.

Schedule

Weekly, from 10/1/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 1: To improve reading comprehension across core content areas: English/ Language Arts, Mathematics, Science and Social Studies.	31,974
Goal 3: To increase the amount of STEM opportunities for all students	1,000
Grand Total	**32,974**

Goal 1: To improve reading comprehension across core content areas: English/ Language Arts, Mathematics, Science and Social Studies.

Description	Source	Total
B3.S1.A1 - Triumph Learning Workbooks for Reading and Mathematics	Title I Part A	10,500
B3.S1.A1 - INSIDE Reading Workbooks for all levels	General Fund	12,113
B3.S2.A1 - After School Tutoring in Math and Lang. Arts for ELL Students	Title III	6,158
B4.S1.A1 - Civics Textbooks	General Fund	3,203
Total Goal 1		**31,974**

Goal 3: To increase the amount of STEM opportunities for all students

Description	Source	Total
B2.S1.A1 - Materials for low cost mini-labs and in classroom STEM Activities	General Fund	1,000
Total Goal 3		**1,000**