West Miami Middle School

2014-15 School Improvement Plan

West Miami Middle School

7525 SW 24TH ST, Miami, FL 33155

http://wmms.dade.k12.fl.us/

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Middle	Yes	91%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	98%

School Grades History

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

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

Our Mission at West Miami Middle School is to educate all our students in a safe, respectful, disciplined, and culturally diverse environment. Clear and direct communication as well as challenging curriculum will empower our students to become life-long learners and productive citizens in a world of work and technology contributing to assure their success.

Provide the school's vision statement

The vision of West Miami Middle School is to provide educational excellence for all the students so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

School Environment

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

West Miami Middle School is a school dedicated to providing the best education for its students. The school purpose is clear and it is communicated through its working documents and by leading by example. Those documents include board policies, our mission statement, school handbooks and signs and posters in the building. The school culture is reflected by the behaviors of staff and students in and out of the classroom. Teachers are engaged in regular teacher meetings every Wednesday through Friday which are used for addressing problems and initiatives. The principal supports and monitors those meetings. Through input from teachers clear direction is established for improving conditions that support student learning. New programs that enhance learning are discussed and endorsed using input from the staff. Minutes for those meetings are available in the office. The direction of the school has been clear, but it is also readily influenced by new state standards, such as Florida Standards, EOC, and requirements. The school's personnel systematically maintain, use and communicate a profile with current and comprehensive data and school performance.

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

West Miami Middle School is in compliance with local and state requirements and takes careful measures to ensure that all students are safe at all times on campus. The school leaders at West Miami Middle School have adopted or collaboratively created clear definitions and expectations for maintaining safety, and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. The school maintains security guards that are visible at all key entrances to the building.

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

West Miami Middle School implements the Code of Student Conduct (COSC) the District's policy that creates a safe learning environment to ensure academic success. The COSC outlines ranges of

inappropriate student behaviors in alignment with their corrective strategies. In the school, the principal and staff have the responsibility and authority for maintaining an orderly educational process. The administrators receive annual training through the district. At the school level, annual professional development is conducted with the faculty and staff. Grade level assemblies are held to reinforce the strategies outlined in the COSC. Within the Code of Student Conduct, Core Values are incorporated. The Core Values are read to the students on a daily basis. In addition, West Miami Middle School utilizes the Response to Intervention for Behavior (RTiB)/Multi-Tiered System of Support (MTSS) as a corrective strategy which is part of the progressive discipline plan to guide teachers, students, and parents in assisting students to modify their behavior. Parents and community stakeholders are informed of the Code of Student Conduct through Connect Ed, Parent Conferences, EESAC Meetings, PTSA Meetings, Parent Academy, Post on School's Website, Parent Portal, Orientation Meetings, and Back-to-School Night. Students are also recognized for model behavior.

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

School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. A school-based behavioral and referral system is in place that carefully monitors student behavior and discipline. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. The school employs an on-site guidance counselor, part-time social worker, and a part-time school psychologist to provide services to students and their parents in the critical areas of academic and social services. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of the students. West Miami Middle School follows the district Comprehensive Student Services Plan with fidelity.

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

West Miami Middle School recognizes that student academic development is correlated to student attendance, the number of suspensions, course failure, as well as the number of students that scored below a Level 2 on statewide assessments in ELA or mathematics. In monitoring the Early Warning systems, our school will increase student attendance by decreasing the number of students who missed by 10% or more of the available instructional time, the number of students who received two or more behavioral referrals, students who received one or more in/out suspensions, who failed a English Language Arts course, a math course, students who failed two or more courses in any subject, along with students who scored below a Level 2 on statewide assessments.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	27	55	58	140
One or more suspensions	0	0	0	
Course failure in ELA or Math	13	16	8	37
Level 1 on statewide assessment	81	71	100	252

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	25	18	6	49

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

West Miami Middle School takes measures to improve academic performance with improving the behavior of students in the classroom. Although it can seem challenging, our teachers play a large role in creating an environment that encourages learning, improve student behavior and create better academic performance at every level . The Positive Behavioral Intervention program was implemented to assist students with poor classroom behavior struggling with academic skills. Expecting students to succeed, asking questions and getting involved in the curriculum can motivate each student. Behavioral challenges require support, encouragement and the belief that students can achieve high standards to overcome the challenges and distractions .The teachers incorporate several learning styles into the lessons making it easier for students to remain engaged. Each student has a different learning style and traditional instruction might not engage every student. Providing hands-on learning options and assignments gives students something different and encourage movement that can help reduce behavioral problems related to boredom, attention disorders or similar situations. Differentiating the assignments is a way to gain student attention and keep it focused on the classroom. Improving the behavior of students in the classroom is part of a teacher's job. By taking measures to support students, offering different teaching strategies and focusing on rigorous educational standards, teachers are keeping the class motivated and encouraging better academic performance.

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/195849.

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

West Miami Middle School builds and sustains community partnerships through EESAC and the PTSA. The following Community partners are a great resource to the school, Fairchild Tropical Botanic Gardens, Purple Martin Conservation Association, Everglades National Park, Jet Stream Credit Union, Publix, Florida International University and University of Miami. The partnerships support our students through mentoring and coaching programs that support instructional improvement consistent with the school's values and beliefs about teaching and learning.

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
Lopez Martin, Katyna	Principal
Cedeno, Pedro	Assistant Principal
Keets-Jay, Mary	Assistant Principal
Mooney, Elizabeth	Teacher, K-12
Aparicio, Lyda	Teacher, K-12
Kettel, Claudia	Teacher, K-12
Sanchez, Michelle	Teacher, K-12
Rodriguez, Vivian	Teacher, K-12
Caserta, Enzo	Teacher, K-12
Smith, Rachel	Teacher, K-12
Torres, Madelyn	Teacher, K-12
Zavala, Carolina	Teacher, K-12
Gonzalez, Daniel	Teacher, K-12
Vital, Cristina	Teacher, K-12
Helbig-Perez, Lillian	Guidance Counselor

Duties

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

West Miami School-based Leadership Team is comprised of the following:
Content Area Curriculum Leaders: Science – Elizabeth Mooney, Social Studies – Lyda Aparicio, Mathematics – Claudia Kettel, Language Arts – Michelle Sanchez
Electives Curriculum Leader: Vivian Rodriguez
ESOL Curriculum Leader: Enzo Caserta
Gifted Curriculum Leader: Rachel Smith
Principal/Assistant Principals: Katyna Martin, Peter Cedeno, Mary Keets-Jay
Reading Coach: Madelyn Torres
Mathematics Coach: Lilia Sabala

Reading Curriculum Leader: Daniel Gonzalez
SPED Curriculum Leader: Cristina Vital
Student Services Department Leader/Test Chair: Lillian Helbig-Perez
The School-based Leadership Team uses consensus-based decision making. In this type of group decision making, all members contribute to and help shape the final decision. By listening closely to one another, members aim to come up with solutions and proposals that work for the team. This approach is empowering because each member has the opportunity to influence team decisions. When all members are able to voice their opinions and concerns, they are more likely to be vested in and connected to the work of the team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

West Miami Middle School's Leadership Team meets the third Monday of each month. The team is strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.
The Team will analyze data to determine appropriate interventions and step up progress monitoring schedules to ensure that students are receiving assistance in a timely manner. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.
The West Miami Middle School's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted.
The Leadership Team is vital, therefore, in building the team, the following considerations were included:
•Administrator/s who will ensure commitment and allocate resources;
•Teacher/s and coach who share the common goal of improving instruction for all students; and
•Team members who will work to build staff support, internal capacity, and sustainability over time.
•Designate coordination responsibilities to each grade level counselor, team leader, and assistance principal to monitor student progress on a bi-weekly basis.
•Meet monthly to review the assessment data and link this data to instructional decisions and the creation of remediation/support programs.
•Review program monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and/or at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the Team will identify required professional development and resources for the faculty in order to implement the necessary differentiated instructional strategies to meet the needs of the students.
•Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and adjust processes and skills to meet the needs of the student body.
•Facilitate the process of building consensus, increasing infrastructure, and making decisions about Implementation and monitoring of the SIP.
The Leadership Team met with the EESAC to help develop the SIP. The team assisted as follows:
•Provided data on Tier 1, 2, and 3 targets, and the academic and social/emotional areas that needed to be addressed
•Helped set clear expectations for instruction (rigor, relevance, and relationships)
•Facilitated the development of a systematic approach to teaching (essential questions, activating strategies, teaching strategies such as extending, refining, and summarizing) and aligned processes and procedures.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Katyna D. Lopez-Martin	Principal
Mary Keets-Jay	Education Support Employee
Stormy Raboid	Teacher
Mignon Griffith	Teacher
Elena Mestre	Teacher
Carmen Rivas	Education Support Employee
Mabel Abascal	Teacher
Lillian Helbig	Teacher
Kimberly Pino	Teacher
Concezione Catanzaro	Teacher
Sharon Woods	Education Support Employee
Eddie Barberiz	Parent
Julie Duran	Parent
Manuel De Anzizu	Parent
Elizabeth Diaz	Parent
Monica Vega	Parent
Nilca Galicia	Parent
Aliette Del Valle	Parent
Lorenny Diaz	Student
Alexandra Duran	Student
John Navarro	Business/Community
Danny Alonso	Business/Community
	Student

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 members of West Miami Middle School EESAC are actively involved in the monthly SIP reviews, as well as evaluating the performance data for the previous year's SIP.

Development of this school improvement plan

The members of West Miami Middle School EESAC are actively involved in the evaluation of school performance data and preparation of the school's improvement plan .

Preparation of the school's annual budget and plan

The members of West Miami Middle School EESAC are actively involved in the evaluation of school performance data and preparation of 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 School Improvement monies were expended on the following based on the recommendations of the EESAC.
* Student Agenda's - $3,054.00
* Student Incentive's- $1,030.35
* End-of Year Awards - $2,188.15

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
Cedeno, Pedro	Assistant Principal
Keets-Jay, Mary	Assistant Principal
Lopez Martin, Katyna	Assistant Principal
Mooney, Elizabeth	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Key strategies include:
1. Implement reading/writing strategies across the curriculum each month.
2. Implement the Word of the Day and Phrase of the Week to enhance vocabulary awareness.
3. Organize literacy events as motivational learning activities.
4. Sponsor a reading club for all grade levels.
5. Coordinate student participation in contests that promote literacy in West Miami Middle School.

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

Teacher's participate in Common Planning on a weekly basis. The result is a supportive, professional culture that promotes the continuous renewal of instructional methods and curricular offerings in an atmosphere of collegiality, trust, and shared mission, serving all of the students in the school. Meeting on a regular basis has proven to be a foundation for change, improvement, and renewal.

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

Course-alike Professional learning communities providing teachers with the opportunities to discuss lesson study, and sharing of student work and plan curriculum.
Administrative Staff and PLC Leaders
Partnering new teachers with successful teachers to provide for sharing of best practices.
Assistant Principal
Provide leadership opportunities for teachers.
Administrative Staff

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

The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain.
The mentee will be paired with a National Board Certified Teacher

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

West Miami Middle 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

West Miami Middle School ensures every teacher contributes to literacy improvement of every student by:
- Choosing methods of instruction based on the needs of students (I do, We do, You Do)
- Conducting data chats with teachers and students
- Monitoring progress at the grade level during Team Meetings
- Differentiating instruction based on current data
- Meeting during Common Planning to make decisions about literacy instruction in the school
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based
on student needs
- Administering assessments which measure instructed standards

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: Before School Program
Minutes added to school year: 60

Support services are provided to identify patterns of student need while working on intervention strategies.
Support for implementation and progress monitoring.
Provide support for assessment.

Strategy Rationale

Core Academic instruction

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cedeno, Pedro, pcedeno@dadeschools.net

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

Curriculum Coaches collect the data from the tutors and analyze the students' progress. After an analysis of the assessments, the coach will identify appropriate intervention approaches.

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 West Miami Middle School staff participate in collaborative learning communities that meet 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

Through the evaluation and review of prior academic history, students are encouraged to take a more challenging rigorous course load, like advanced and honor courses. Therefore, becoming better prepared for the challenges high school has to offer.

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

West Miami Middle School incorporates the idea that middle school is a stepping stone to high school. The idea of the required 15 credits for promotion to the 9th grade is critical in preparing students for the rigor of high school. Students are constantly reinforced with the thought that the more successful they are in middle school the more likely they are to excel in high school.

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

G1.   We will increase student achievement by improving core instruction in all content areas.

G2.   We will identify at-risk students to provide support and intervention to increase achievement.

G3.   We will prepare students to be college and career ready through STEM/CTE initiatives and programs.

G4.   See Title I PIP

Strategic Goals Detail

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

G1. We will increase student achievement by improving core instruction in all content areas. 1a

🔍 G050146

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	48.0
AMO Reading - SWD	44.0
CELLA Listening/Speaking Proficiency	60.0
CELLA Reading Proficiency	33.0
AMO Math - ELL	53.0
Algebra I EOC Pass Rate	86.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- District ELA & ELL Pacing Guides, ELA/ELL Core-McDougal Littell, ELA/ELL Inside, Novels, System 44, Read 180; Supplemental-online resources, i.e. classzone, Discovery Education, NBC Learn, CPALMS, ELL-Achieve 3000 and Imagine Learning.

- Core: McGraw Hill Education, Florida Math (Grades 6-8); Ready Florida MAFS Curriculum Associates (Grades 6-8); Prentice Hall Algebra 1 Gold Series; Algebra I Digital Supplement to address MAFS standards not covered in the Prentice Hall Algebra I Gold Series; iPrep Math Only-Carnegie Learning Mathia software and Student Text Grades 6-8, Algebra I Supplemental:I-Ready (6-8); Explore Learning Reflex (6-8); Edgenuity MAFS Digital Resources (6-8); Algebra Nation (6-8); Khan Academy (6-8); Illustrative Mathematics items, Unwrapping the Standards template

- Core- 6-8: Pearson Interactive Science - Florida, Course 1, 2, and/or 3, Physical Science Honors-CPO, Foundations of Physical Science Supplemental ResourcesGizmos (6-8), BYOD Resources (6 – 8, Phys Sci Honors) http://science.dadeschools.net/byod/byod_students_ms.html , Discovery Education, NBC Learn, PBS Learning Media, Florida ACHIEVES FCAT Explorer/FOCUS http://www.fcatexplorer.com/ , CPALMS, PowerMyLearning, Scholastic Study Jams, Edgenuity: Miami-Dade Comprehensive Science Program (6-8), Khan Academy (6-8) Supplemental Resources in Pacing Guides (6-8, Physical Science Honors), Baseline and/or Interim Assessments grade 8, Quarterly Science Benchmarks Assessments (QSBA) in ThinkGate (6-7, Physical Science Honors), District developed Unit Assessments uploaded in ThinkGate found under District Assessments (6-8), Instructional Resources: Benchmark Review- http://science.dadeschools.net/middleSchool/InstructionalResoucesMS.html , Science Fair, SECME, NSTA: Formative Assessment Probes, Dream in Green, Fairchild Challenge, MAST Outreach (Weather on Wheels, LandSharc), EarthEcho International

- Civics 7th grade adopted 2012-2013 Online Digital and Student/Teacher Edition Print, Discovery Education(6-8), NBC Learn (6-8), Department of Social Sciences website, FLREA curriculum wheel and Technology Resources

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of District Pacing Guides, especially by ELL teachers. These pacing guides are designed for rigorous instruction and learning aligned to the Language Arts Florida Standards and includes text-based questions which lead to writing that demonstrates student mastery of standards.

- Limited evidence that lessons are aligned to the rigor and expectations of the Florida Standards

- Limited evidence of higher order thinking questioning and instruction

- Limited evidence of student academic writing as a result of inquiry activities.

Plan to Monitor Progress Toward G1. `8`

Progress towards the goal will be determined through the review of Interim Assessments, Florida Standards Assessments, and EOC.

Person Responsible
Pedro Cedeno

Schedule
On 10/13/2014

Evidence of Completion
Interim Assessments, Florida Standards Assessments, and EOC data

G2. We will identify at-risk students to provide support and intervention to increase achievement. `1a`

🔑 G049941

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	
One or More Suspensions	
Level 1 - All Grades	

Resources Available to Support the Goal `2`
- School Counselor, Community Involvement Specialist, Social Worker, School Psychologist; Various community partners

Targeted Barriers to Achieving the Goal `3`
- Students at-risk lack motivation and do not progress academically.

- Students at-risk lack motivation and are attendance issues.

- Students at-risk deny responsibility with their own behavior.

Plan to Monitor Progress Toward G2. `8`

Review and monitor quarterly report card/failure data

Person Responsible
Pedro Cedeno

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

Evidence of Completion
Quarterly report card/failure data

G3. We will prepare students to be college and career ready through STEM/CTE initiatives and programs. `1a`

🔍 G050093

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- http://stem.dadeschools.net

Targeted Barriers to Achieving the Goal `3`

- Student participation of STEM-related experiences is very limited, with the Eco Tec Magnet completing the majority of the challenges.

Plan to Monitor Progress Toward G3. `8`

Progress will be monitored through the use of attendance/participation logs for various challenges.

Person Responsible

Mary Keets-Jay

Schedule

On 6/1/2015

Evidence of Completion

attendance/participation logs for various challenges

G4. See Title I PIP `1a`

🔍 G050207

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. We will increase student achievement by improving core instruction in all content areas. `1`

🔑 G050146

G1.B1 Inconsistent use of District Pacing Guides, especially by ELL teachers. These pacing guides are designed for rigorous instruction and learning aligned to the Language Arts Florida Standards and includes text-based questions which lead to writing that demonstrates student mastery of standards. `2`

🔑 B125656

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

🔑 S137543

Strategy Rationale

By using data to ascertain strengths and weaknesses,teachers can better identify student needs and increase academic achievement.

Action Step 1 `5`

Provide professional development to ELA/ELL/Reading teachers and the Reading Coach on solid instructional, standards-based instruction using the District Pacing Guides, including close reading strategies, text-dependent questions to promote critical thinking, and technology resources as found in the pacing guides.

Person Responsible

Madelyn Torres

Schedule

Daily, from 9/9/2014 to 9/25/2014

Evidence of Completion

Lesson plans include essential questions, text-based questions and writing; text-based writing evident in student notebooks or writing portfolios

Action Step 2 5

Implement the coaching cycle with ELA/ELL/Reading teachers in the classroom which will include planning, developing, and/or preparing lessons formulating and discussing feedback regarding lessons with teachers, reflecting ELA/ELL literacy strategies, differentiated instruction and/or classroom/management routines.

Person Responsible

Madelyn Torres

Schedule

Weekly, from 9/25/2014 to 10/6/2014

Evidence of Completion

Reading coach logs

Action Step 3 5

Implement the effective use of both formal and informal data to drive the instructional process and adjust instructional delivery through data chats to include Differentiated Instruction.

Person Responsible

Madelyn Torres

Schedule

On 11/17/2014

Evidence of Completion

Data binders which contain analysis of student data and is used to guide differentiated instruction.

Action Step 4 5

Monitor fidelity of implementation of ELL/ELA/Reading programs weekly by conducting classroom walkthroughs.

Person Responsible

Katyna Lopez Martin

Schedule

Weekly, from 9/25/2014 to 11/17/2014

Evidence of Completion

Evidenced in classroom walkthrough forms

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

Monitor fidelity of implementation of ELL/ELA/Reading programs weekly by conducting classroom walkthroughs

Person Responsible

Katyna Lopez Martin

Schedule

Weekly, from 9/25/2014 to 10/14/2014

Evidence of Completion

Evidenced in classroom walkthrough forms

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

Monitor for effectiveness of ELL/ELA/Reading programs weekly by monitoring student work, data chats, and teacher-made assessments.

Person Responsible

Mary Keets-Jay

Schedule

Weekly, from 9/25/2014 to 10/13/2014

Evidence of Completion

Student work folders, data-chat agendas, assessment data

G1.B1.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

S137686

Strategy Rationale

The new state standards in Writing will be better addressed by implementing them across the board. Text based writing will be used to target student performance.

Action Step 1 5

Provide professional development to ELL/ELA/Reading teachers and the Reading Coach on the state writing standards.

Person Responsible

Madelyn Torres

Schedule

Monthly, from 9/25/2014 to 10/13/2014

Evidence of Completion

PD Agenda and sign in sheet

Action Step 2 5

Provide professional development for the Reading Coach and support the reading coach cycle in the area of Academic Writing.

Person Responsible

Madelyn Torres

Schedule

On 10/13/2014

Evidence of Completion

PD Agenda and sign in sheet

Action Step 3 `5`

Use data from both formal and informal assessments to target student needs in writing to meet the new state standards.

Person Responsible

Madelyn Torres

Schedule

On 10/17/2014

Evidence of Completion

Text-based student writing with teacher feedback in portfolios/notebooks

Action Step 4 `5`

Provide professional development for the ELA chairperson on academic, text-based writing.

Person Responsible

Michelle Sanchez

Schedule

On 10/13/2014

Evidence of Completion

PD Agenda and sign in sheet

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

Conduct classroom walkthroughs to monitor incorporation of rigorous, text-based academic writing

Person Responsible

Katyna Lopez Martin

Schedule

On 10/13/2014

Evidence of Completion

Classroom walkthrough forms

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

Monitor for effectiveness of the writing process by monitoring student work, data chats, and teacher-made assessments.

Person Responsible

Mary Keets-Jay

Schedule

Weekly, from 9/25/2014 to 10/13/2014

Evidence of Completion

Student work folders, data-chat agendas, assessment data

G1.B4 Limited evidence that lessons are aligned to the rigor and expectations of the Florida Standards `2`

🔧 B126428

G1.B4.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. `4`

🔧 S138418

Strategy Rationale

Effective planning is an essential tool in covering all of the new State Standards.

Action Step 1 `5`

Attend District Professional Development, Math Planning Essentials: Grades 6-8, on how to effectively plan including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize instructional delivery and selectively choose real-world application problems and tasks aligned to the expectations of the rigor and the content standards' cognitive complexity level.

Person Responsible

Claudia Kettel

Schedule

On 9/25/2014

Evidence of Completion

Agenda, training materials and resources provided (i.e. presentation PowerPoint, handouts, and materials)

Action Step 2 `5`

Train the Math Coach on the iPrep Math Model in order to be able to assist the iPrep teachers in effective planning using the MAFS.

Person Responsible

Claudia Kettel

Schedule

On 10/8/2014

Evidence of Completion

Coaching log, iPrep Math Facilitator log

Action Step 3 `5`

Conduct a collaborative planning session for common grade level, course-alike teams to unwrap the standards utilizing the MAFS Item Specifications and Webb's DOK level to identify the learning target according to the rigor and expectations of the Mathematics Florida Standards.

Person Responsible

Carolina Zavala

Schedule

On 10/9/2014

Evidence of Completion

Sign-in sheet, agenda, unwrapping the standards template

Action Step 4 `5`

Conduct three collaborative planning sessions for common grade level, course-alike teams to utilize the unwrapped standards to create lesson plans utilizing the MAFS Item Specifications as well as infusing the McGraw-Hill digital resources and technologyenhanced FSA training test question formats with the Promethean Boards.

Person Responsible

Carolina Zavala

Schedule

Weekly, from 9/25/2014 to 10/9/2014

Evidence of Completion

Sign-in sheet, agenda, lesson plans

Action Step 5 `5`

Conduct a collaborative planning session with the iPrep.Math teachers, Carnegie Learning representative, Math Coach, and the iPrep.Math Facilitator to unwrap the standards utilizing the MAFS Item Specifications to be able to infuse effectively the Carnegie Learning Resources across all grade levels.

Person Responsible

Carolina Zavala

Schedule

Weekly, from 9/25/2014 to 10/23/2014

Evidence of Completion

Sign-in sheet, Coaching log, iModules, student work

Action Step 6 `5`

Implement coaching cycles with teachers in need of support.

Person Responsible

Carolina Zavala

Schedule

Monthly, from 9/25/2014 to 11/7/2014

Evidence of Completion

Coaching log, coaching calendar, lesson plans

Action Step 7 `5`

Design lessons utilizing the MAFS Item Specifications as well as infusing the McGraw-Hill digital resources, i-Ready, and technology-enhanced FSA training test question formats with the Promethean Board/Smart Board.

Person Responsible

Claudia Kettel

Schedule

Weekly, from 9/25/2014 to 11/10/2014

Evidence of Completion

Lesson plans

Action Step 8 `5`

Utilize data from formative and summative assessments, such as Topic Assessments and McGraw-Hill's Power Up for Test Practice, to customize instruction and lesson plans to address student needs.

Person Responsible

Carolina Zavala

Schedule

Weekly, from 9/25/2014 to 10/6/2014

Evidence of Completion

Lesson plans, data reports, student work samples

Action Step 9 `5`

Provide opportunities for math coach to attend monthly ICADS

Person Responsible

Katyna Lopez Martin

Schedule

Monthly, from 9/25/2014 to 10/13/2014

Evidence of Completion

Agenda, follow-up activity, training materials and resources provided (i.e. presentation PowerPoint, handouts, and materials)

Action Step 10 `5`

Conduct administration to teacher and teacher to student data chats based on the Fall Interim Assessment data.

Person Responsible

Pedro Cedeno

Schedule

On 11/21/2014

Evidence of Completion

Data chat forms, data reports

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

Conduct weekly classroom walkthroughs using the iPrep.Math Implementation Fidelity Rubric (IFR) to monitor the implementation of iModules using the Carnegie Learning Curriculum as the primary resource as well as data guided, teacher-led workshops (explicit instruction) that personalizes learning for the students.

Person Responsible

Pedro Cedeno

Schedule

On 10/13/2014

Evidence of Completion

Classroom Walkthrough forms

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

Monitor for effectiveness Mathematics programs weekly by monitoring student work, data chats, and teacher-made assessments.

Person Responsible

Katyna Lopez Martin

Schedule

Weekly, from 10/25/2014 to 10/25/2014

Evidence of Completion

Student work folders, data-chat agendas, assessment data

G1.B4.S2 Use the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition in order for students to gain learning independence, develop critical thinking abilities, and complete increasingly complex mathematical tasks. 4

S138420

Strategy Rationale

The Gradual Release Model has been proven to support students in acquisition of skills while gaining learning independence.

Action Step 1 5

Conduct three collaborative planning sessions to design lessons with the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition as well as infusing the McGraw-Hill digital resources, i-Ready, and technology-enhanced FSA training test question formats with the Promethean Boards.

Person Responsible

Carolina Zavala

Schedule

Biweekly, from 9/25/2014 to 10/14/2014

Evidence of Completion

Sign-in sheet, agenda, lesson plans

Action Step 2 5

Conduct a collaborative planning session to develop targeted workshop lessons using data with the Gradual Release of Responsibility Model using the Carnegie Learning Curriculum.

Person Responsible

Carolina Zavala

Schedule

On 11/14/2014

Evidence of Completion

Sign-in sheet, agenda, lesson plans, coaching log

Action Step 3 `5`

Implement coaching cycles with teachers in need of support with the Gradual Release of Responsibility Model as an instructional framework.

Person Responsible

Carolina Zavala

Schedule

Monthly, from 9/25/2014 to 10/17/2014

Evidence of Completion

Coaching log, coaching calendar, lesson plans

Action Step 4 `5`

Design lessons with the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition as well as infusing the McGraw-Hill digital resources, i-Ready, and technology-enhanced FSA training test question formats with the Promethean Boards.

Person Responsible

Claudia Kettel

Schedule

Weekly, from 9/25/2014 to 10/19/2014

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Conduct weekly walk-throughs by the Administrative Team to monitor the design of lessons with the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition as well as infusing the McGraw-Hill digital resources, i-Ready, and technology-enhanced FSA training test question formats with the Promethean Boards

Person Responsible

Pedro Cedeno

Schedule

Weekly, from 9/25/2014 to 10/13/2014

Evidence of Completion

Weekly walkthrough form

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Monitor for effectiveness of Mathematics programs weekly by monitoring student work, data chats, and teacher-made assessments.

Person Responsible

Pedro Cedeno

Schedule

On 10/13/2014

Evidence of Completion

Student work folders, data chat agendas, assessment data

G1.B5 Limited evidence of higher order thinking questioning and instruction ²

🔧 B126429

G1.B5.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

🔧 S138462

Strategy Rationale

By using data to ascertain strengths and weaknesses, teachers can better identify student needs and increase academic achievement.

Action Step 1 5

Provide Professional Development for 7th grade Civics teacher through the Civics Leaders' Institute. Teacher must attend all dates (September 19-20, October 17-18, November 22.) Teacher will be provided with new resources , support on the FLREA curriculum wheel, and best practices on implementing tablet use in the classroom. Teachers will share all resources and strategies and plan collaboratively to improve academic writing.

Person Responsible

Lyda Aparicio

Schedule

Monthly, from 9/25/2014 to 11/22/2014

Evidence of Completion

Sign in Sheets, Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction

Action Step 2 5

Provide 1/2 a day of support bi-monthly to increase academic writing in the Social Studies classrooms with emphasis on essential questions from the District's Social Sciences Pacing Guides.

Person Responsible

Lyda Aparicio

Schedule

Every 2 Months, from 9/25/2014 to 10/13/2014

Evidence of Completion

Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction

Action Step 3 `5`

Share best practices on gradual release, instructional framework and effective planning using assessment data from topic assessments, teacher created assessments and interim data (when made available) for targeted small group differentiated instruction.

Person Responsible

Lyda Aparicio

Schedule

Weekly, from 9/25/2014 to 10/13/2014

Evidence of Completion

Sign in Sheets, Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction

Action Step 4 `5`

Provide Profession Development in order to increase the use of technology in the Social Studies classes using My Big Campus.

Person Responsible

Lyda Aparicio

Schedule

On 10/13/2014

Evidence of Completion

Sign in Sheets, Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction

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

Monitor fidelity of implementation of Social Studies programs weekly by conducting classroom walkthroughs/

Person Responsible

Mary Keets-Jay

Schedule

On 10/13/2014

Evidence of Completion

Weekly walkthrough forms

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

Monitor for effectiveness of Social Sciences weekly by monitoring student work, data chats, and teacher-made assessments.

Person Responsible

Mary Keets-Jay

Schedule

On 10/13/2014

Evidence of Completion

Student work folders, data chat agendas, assessment data

G1.B5.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. `4`

🔑 S138463

Strategy Rationale

The new state standards in Writing will be better addressed by implementing them across the board. Text based writing will be used to target student performance.

Action Step 1 `5`

Provide Professional Development for 7th grade Civics teacher through the Civics Leaders' Institute. Teacher must attend all dates (September 19-20, October 17-18, November 22.) Teacher will be provided with new resources , support on the FLREA curriculum wheel, and best practices on implementing tablet use in the classroom. Teachers will share all resources and strategies and plan collaboratively to improve academic writing.

Person Responsible

Lyda Aparicio

Schedule

Monthly, from 9/25/2014 to 11/22/2014

Evidence of Completion

Sign in Sheets, Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction

Action Step 2 5

Provide 1/2 a day of support bi-monthly to increase academic writing in the Social Studies classrooms with emphasis on essential questions from the District's Social Sciences Pacing Guides.

Person Responsible

Lyda Aparicio

Schedule

On 10/13/2014

Evidence of Completion

Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction

Action Step 3 5

Share best practices on gradual release instructional framework and effective planning to increase academic writing in all Social Studies classes during common planning.

Person Responsible

Lyda Aparicio

Schedule

Weekly, from 9/25/2014 to 10/13/2014

Evidence of Completion

Sign in Sheets, Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Monitor fidelity of academic writing weekly by conducting classroom walkthroughs.

Person Responsible

Mary Keets-Jay

Schedule

On 10/13/2014

Evidence of Completion

Weekly walkthrough forms

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

Monitor for effectiveness of Social Sciences programs weekly by monitoring student work, data chats, and teacher-made assessments.

Person Responsible

Mary Keets-Jay

Schedule

Weekly, from 9/25/2014 to 10/13/2014

Evidence of Completion

Student work folders, data chat agendas, and assessment data

G1.B8 Limited evidence of student academic writing as a result of inquiry activities. `2`

`🔍 B126462`

G1.B8.S1 Implement the 5E learning cycle to tap students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, and allow students to become independent learners in science instruction through gradual release. `4`

`🔍 S138446`

Strategy Rationale

The 5E Learning Cycle has proven to be an effective method for teaching Science by exposing students to explicit instruction through hands-on activities.

Action Step 1 `5`

Develop and assign rigorous student work that is aligned to both content and task of benchmarks with the use of the Learning Goals through collaborative planning with FCAT 2.0 Item Specifications and the District Pacing Guides.

Person Responsible

Elizabeth Mooney

Schedule

Daily, from 9/25/2014 to 10/13/2014

Evidence of Completion

Lesson plans, student work samples, Interactive Science notebooks, assessments, inquiry activities

Action Step 2 `5`

Model implementation of collaboratively planned 5E (Engage, Explore, Explain, Elaborate, and Evaluate) Model lesson during instruction based on formal and informal student data.

Person Responsible

Elizabeth Mooney

Schedule

On 10/13/2014

Evidence of Completion

Lesson plans, student work samples, interactive Science Notebooks, assessments, inquiry activities

Action Step 3 `5`

Attend the monthly iCADs and share best practices and strategies with the other science teachers.

Person Responsible

Elizabeth Mooney

Schedule

Monthly, from 10/1/2014 to 11/19/2014

Evidence of Completion

Agendas showing the sharing of content and strategies from the science iCADS in department and common planning meeting agendas.

Action Step 4 `5`

Promote the use of instructional technology in lesson plans (e.g., Scholastic Study Jams, Gizmos, Discovery, PBS Learning Media, NBC Learn, Edgenuity) to enhance and remediate student conceptual understanding of topics being addressed.

Person Responsible

Elizabeth Mooney

Schedule

Daily, from 9/25/2014 to 10/23/2014

Evidence of Completion

Lesson plans, student work samples, Interactive Science Notebooks, assessments, inquiry activities

Action Step 5 `5`

Attend content and pacing PD and share best practices and strategies with the other science teachers.

Person Responsible

Elizabeth Mooney

Schedule

On 11/4/2014

Evidence of Completion

Agendas showing the sharing of content and strategies from the science PDs in department and common planning meeting agendas

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

Conduct weekly administrative walkthroughs to monitor and ensure that students become independent learners as a result of inquiry-based, hands-on activities in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications through walkthroughs.

Person Responsible

Pedro Cedeno

Schedule

Weekly, from 9/25/2014 to 10/13/2014

Evidence of Completion

Evidence of walk through forms

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

Monitor for effectiveness Science programs weekly by monitoring student work, data chats, and teacher-made assessments.

Person Responsible

Pedro Cedeno

Schedule

Weekly, from 9/25/2014 to 10/13/2014

Evidence of Completion

Student work folders, data chat agendas, assessment data

G1.B8.S2 Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction. `4`

Strategy Rationale

`S138447`

Higher order thinking skills are an essential component to scientific thinking.

Action Step 1 `5`

Create opportunities for students to develop authentic problem statements and hypotheses to be investigated and/or researched.

Person Responsible

Elizabeth Mooney

Schedule

On 9/30/2014

Evidence of Completion

Lesson plans, student work samples, Interactive Science Notebooks, assessments, inquiry activities

Action Step 2 `5`

Develop and apply rubrics to writing assignments, such as lab conclusions using CERs (Claim-Evidence-Reasoning), projects, and home learning assignments.

Person Responsible

Elizabeth Mooney

Schedule

Daily, from 9/25/2014 to 10/9/2014

Evidence of Completion

Rubrics, lesson plans, student work samples, interactive Science Notebooks, assessments, inquiry activities

Action Step 3 5

Promote the use of instructional technology in lesson plans (e.g., Scholastic Study Jams, Gizmos, Discovery, PBS Learning Media, NBC Learn, Edgenuity) to enhance and remediate student conceptual understanding of topics being addressed.

Person Responsible

Elizabeth Mooney

Schedule

Daily, from 9/25/2014 to 10/23/2014

Evidence of Completion

Lesson plans, student work samples, Interactive Science Notebooks, assessments, inquiry activities

Action Step 4 5

Disaggregate and analyze assessment (baseline, interim, QSBA, unit assessments, informal assessments, etc.) results to focus and/or adjust instruction including Differentiated Instruction and monitor student progress through the use of Edgenuity.

Person Responsible

Elizabeth Mooney

Schedule

Monthly, from 9/25/2014 to 11/6/2014

Evidence of Completion

Data binders, DI groups in lesson plans, Edgenuity reports

Action Step 5 `5`

Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science, Earth/Space Science, Life Science, Nature of Science (i.e., Science Fair, SECME, Fairchild
Challenge)

Person Responsible

Elizabeth Mooney

Schedule

Daily, from 9/25/2014 to 11/8/2014

Evidence of Completion

Lesson plans, student work samples, Interactive Science notebooks, assessments, inquiry activities

Plan to Monitor Fidelity of Implementation of G1.B8.S2 `6`

Monitor fidelity of implementation of Science programs by conducting weekly administrative walkthroughs to monitor and ensure that students become independent learners as a result of inquiry-based, hands-on activities in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications through walkthroughs.

Person Responsible

Pedro Cedeno

Schedule

Weekly, from 9/25/2014 to 10/13/2014

Evidence of Completion

Evidence of classroom walkthrough form

Plan to Monitor Effectiveness of Implementation of G1.B8.S2 `7`

Monitor for effectiveness of Science programs weekly by monitoring student work, data chats, and teacher-made assessments.

Person Responsible

Pedro Cedeno

Schedule

Weekly, from 9/25/2014 to 10/13/2014

Evidence of Completion

Student work folders, data chat agendas, assessment data

G2. We will identify at-risk students to provide support and intervention to increase achievement. `1`

🔑 G049941

G2.B1 Students at-risk lack motivation and do not progress academically. `2`

🔑 B126537

G2.B1.S1 Implement incentives and programs that encourage and foster academic achievement. `4`

🔑 S138482

Strategy Rationale

Based on school demographics, incentives and programs that provide support have been proven to motivate our students.

Action Step 1 `5`

Identify lowest 25% at-risk students and place them in Saturday Academy.

Person Responsible

Pedro Cedeno

Schedule

Weekly, from 10/7/2014 to 3/30/2015

Evidence of Completion

Attendance logs

Action Step 2 5

Identify at-risk ELL students and place them in Title III Tutoring.

Person Responsible

Pedro Cedeno

Schedule

Weekly, from 9/25/2014 to 10/7/2014

Evidence of Completion

Attendance logs

Action Step 3 5

Provide progress-monitoring tools to students.

Person Responsible

Pedro Cedeno

Schedule

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

Evidence of Completion

Student data chat charts

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

Review progress reports, Parent/Teacher Conferences, failure notices, and report cards

Person Responsible

Pedro Cedeno

Schedule

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

Evidence of Completion

progress reports, Parent/Teacher Conference logs, failure notices, and report cards

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

Review quarterly reports for failure rate and recommend tutorial program.

Person Responsible

Pedro Cedeno

Schedule

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

Evidence of Completion

Quarterly reports

G2.B2 Students at-risk lack motivation and are attendance issues. `2`

🔑 B126538

G2.B2.S1 Implement incentives that encourage attendance. `4`

🔑 S138478

Strategy Rationale

Based on school demographics, incentives and programs that provide support have been proven to motivate our students.

Action Step 1 `5`

Identify and reward at-risk students with improved attendance with Falcon Crest Program.

Person Responsible

Pedro Cedeno

Schedule

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

Evidence of Completion

Attendance logs

Action Step 2　5

Utilize attendance reports to assist in monitoring proper attendance-taking procedures, truancy, excessive absences, and tardies.

Person Responsible

Pedro Cedeno

Schedule

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

Evidence of Completion

Attendance logs/reports

Action Step 3　5

Utilize ConnectEd to inform parents of attendance/tardies.

Person Responsible

Pedro Cedeno

Schedule

On 6/1/2015

Evidence of Completion

ConnectEd printout

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

Monitor daily attendance reports

Person Responsible

Pedro Cedeno

Schedule

On 6/1/2015

Evidence of Completion

daily attendance reports

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

Monitor referrals for attendance

Person Responsible

Pedro Cedeno

Schedule

On 6/1/2015

Evidence of Completion

Referral (attendance) logs

G2.B3 Students at-risk deny responsibility with their own behavior. `2`

`B126539`

G2.B3.S1 Implement incentives that encourage and model proper student behaviors. `4`

`S138481`

Strategy Rationale

Based on school demographics, incentives and programs that provide support have been proven to motivate our students.

Action Step 1 `5`

Provide a tiered Alternative to Suspension Program, which will include parental involvement, faculty training, and student counseling.

Person Responsible

Pedro Cedeno

Schedule

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

Evidence of Completion

Parent Academy participation, faculty PD logs, School Counselor logs

Action Step 2 `5`

Identify and reward at-risk students with improved behavior with Falcon Crest Program.

Person Responsible

Pedro Cedeno

Schedule

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

Evidence of Completion

Falcon Crest Student Participation Log

Action Step 3 `5`

Utilize Do the Right Thing and Spot Success Recognition Programs to recognize positive behaviors.

Person Responsible

Pedro Cedeno

Schedule

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

Evidence of Completion

Student Recognition Logs

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

Programs will be monitored for fidelity through the review of suspension and referral data.

Person Responsible

Pedro Cedeno

Schedule

On 6/1/2015

Evidence of Completion

Suspension reports; referral printout

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

Effectiveness will be monitored through the use of suspension reports, Do the Right Thing nominations, and Spot Success Recognition Programs

Person Responsible

Pedro Cedeno

Schedule

On 6/1/2015

Evidence of Completion

Suspension reports

G3. We will prepare students to be college and career ready through STEM/CTE initiatives and programs. `1`

G050093

G3.B1 Student participation of STEM-related experiences is very limited, with the Eco Tec Magnet completing the majority of the challenges. `2`

B126531

G3.B1.S1 Increase participation of STEM-related experiences outside of the Eco Magnet. `4`

S138508

Strategy Rationale

STEM activity participation is composed of magnet students, and there is a need to extend these experiences to students outside of our magnet.

Action Step 1 `5`

Recruit students from Science classes for afterschool clubs that promote STEM experiences.

Person Responsible

Mary Keets-Jay

Schedule

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

Evidence of Completion

Classroom attendance logs

Action Step 2 `5`

Increase number of students participating in Green Schools and Fairchild Challenge.

Person Responsible

Mary Keets-Jay

Schedule

On 6/1/2015

Evidence of Completion

Participation log for various challenges

Action Step 3 `5`

Increase number of students in Robotics Class/Club to maximize SECME experiences.

Person Responsible

Mary Keets-Jay

Schedule

On 6/1/2015

Evidence of Completion

Classroom/club attendance logs

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

These programs will be monitored for fidelity through feedback from teachers and sponsors.

Person Responsible

Mary Keets-Jay

Schedule

On 6/1/2015

Evidence of Completion

Class/club logs

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

Programs will be monitored for effectiveness through participation data from the various challenges.

Person Responsible

Mary Keets-Jay

Schedule

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

Evidence of Completion

Data logs from various challenges

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide professional development to ELA/ELL/Reading teachers and the Reading Coach on solid instructional, standards-based instruction using the District Pacing Guides, including close reading strategies, text-dependent questions to promote critical thinking, and technology resources as found in the pacing guides.	Torres, Madelyn	9/9/2014	Lesson plans include essential questions, text-based questions and writing; text-based writing evident in student notebooks or writing portfolios	9/25/2014 daily
G1.B1.S2.A1	Provide professional development to ELL/ELA/Reading teachers and the Reading Coach on the state writing standards.	Torres, Madelyn	9/25/2014	PD Agenda and sign in sheet	10/13/2014 monthly
G1.B4.S1.A1	Attend District Professional Development, Math Planning Essentials: Grades 6-8, on how to effectively plan including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize instructional delivery and selectively choose real-world application problems and tasks aligned to the expectations of the rigor and the content standards' cognitive complexity level.	Kettel, Claudia	9/25/2014	Agenda, training materials and resources provided (i.e. presentation PowerPoint, handouts, and materials)	9/25/2014 one-time
G1.B4.S2.A1	Conduct three collaborative planning sessions to design lessons with the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition as well as infusing the McGraw-Hill digital resources, i-Ready, and technology-enhanced FSA training test question formats with the Promethean Boards.	Zavala, Carolina	9/25/2014	Sign-in sheet, agenda, lesson plans	10/14/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B8.S1.A1	Develop and assign rigorous student work that is aligned to both content and task of benchmarks with the use of the Learning Goals through collaborative planning with FCAT 2.0 Item Specifications and the District Pacing Guides.	Mooney, Elizabeth	9/25/2014	Lesson plans, student work samples, Interactive Science notebooks, assessments, inquiry activities	10/13/2014 daily
G1.B8.S2.A1	Create opportunities for students to develop authentic problem statements and hypotheses to be investigated and/or researched.	Mooney, Elizabeth	9/25/2014	Lesson plans, student work samples, Interactive Science Notebooks, assessments, inquiry activities	9/30/2014 one-time
G1.B5.S1.A1	Provide Professional Development for 7th grade Civics teacher through the Civics Leaders' Institute. Teacher must attend all dates (September 19-20, October 17-18, November 22.) Teacher will be provided with new resources , support on the FLREA curriculum wheel, and best practices on implementing tablet use in the classroom. Teachers will share all resources and strategies and plan collaboratively to improve academic writing.	Aparicio, Lyda	9/25/2014	Sign in Sheets, Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction	11/22/2014 monthly
G1.B5.S2.A1	Provide Professional Development for 7th grade Civics teacher through the Civics Leaders' Institute. Teacher must attend all dates (September 19-20, October 17-18, November 22.) Teacher will be provided with new resources , support on the FLREA curriculum wheel, and best practices on implementing tablet use in the classroom. Teachers will share all resources and strategies and plan collaboratively to improve academic writing.	Aparicio, Lyda	9/25/2014	Sign in Sheets, Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction	11/22/2014 monthly
G2.B1.S1.A1	Identify lowest 25% at-risk students and place them in Saturday Academy.	Cedeno, Pedro	10/7/2014	Attendance logs	3/30/2015 weekly
G2.B2.S1.A1	Identify and reward at-risk students with improved attendance with Falcon Crest Program.	Cedeno, Pedro	8/18/2014	Attendance logs	6/1/2015 weekly
G2.B3.S1.A1	Provide a tiered Alternative to Suspension Program, which will include parental involvement, faculty training, and student counseling.	Cedeno, Pedro	8/18/2014	Parent Academy participation, faculty PD logs, School Counselor logs	6/1/2015 monthly
G3.B1.S1.A1	Recruit students from Science classes for afterschool clubs that promote STEM experiences.	Keets-Jay, Mary	8/18/2014	Classroom attendance logs	6/1/2015 monthly
G1.B1.S1.A2	Implement the coaching cycle with ELA/ELL/Reading teachers in the classroom which will include planning, developing, and/or preparing lessons formulating and discussing feedback regarding lessons with teachers, reflecting ELA/ELL literacy strategies, differentiated instruction and/or classroom/management routines.	Torres, Madelyn	9/25/2014	Reading coach logs	10/6/2014 weekly
G1.B1.S2.A2	Provide professional development for the Reading Coach and support the reading coach cycle in the area of Academic Writing.	Torres, Madelyn	9/29/2014	PD Agenda and sign in sheet	10/13/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A2	Train the Math Coach on the iPrep Math Model in order to be able to assist the iPrep teachers in effective planning using the MAFS.	Kettel, Claudia	9/25/2014	Coaching log, iPrep Math Facilitator log	10/8/2014 one-time
G1.B4.S2.A2	Conduct a collaborative planning session to develop targeted workshop lessons using data with the Gradual Release of Responsibility Model using the Carnegie Learning Curriculum.	Zavala, Carolina	9/25/2014	Sign-in sheet, agenda, lesson plans, coaching log	11/14/2014 one-time
G1.B8.S1.A2	Model implementation of collaboratively planned 5E (Engage, Explore, Explain, Elaborate, and Evaluate) Model lesson during instruction based on formal and informal student data.	Mooney, Elizabeth	9/25/2014	Lesson plans, student work samples, interactive Science Notebooks, assessments, inquiry activities	10/13/2014 one-time
G1.B8.S2.A2	Develop and apply rubrics to writing assignments, such as lab conclusions using CERs (Claim-Evidence-Reasoning), projects, and home learning assignments.	Mooney, Elizabeth	9/25/2014	Rubrics, lesson plans, student work samples, interactive Science Notebooks, assessments, inquiry activities	10/9/2014 daily
G1.B5.S1.A2	Provide 1/2 a day of support bi-monthly to increase academic writing in the Social Studies classrooms with emphasis on essential questions from the District's Social Sciences Pacing Guides.	Aparicio, Lyda	9/25/2014	Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction	10/13/2014 every-2-months
G1.B5.S2.A2	Provide 1/2 a day of support bi-monthly to increase academic writing in the Social Studies classrooms with emphasis on essential questions from the District's Social Sciences Pacing Guides.	Aparicio, Lyda	9/25/2014	Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction	10/13/2014 one-time
G2.B1.S1.A2	Identify at-risk ELL students and place them in Title III Tutoring.	Cedeno, Pedro	9/25/2014	Attendance logs	10/7/2014 weekly
G2.B3.S1.A2	Identify and reward at-risk students with improved behavior with Falcon Crest Program.	Cedeno, Pedro	8/18/2014	Falcon Crest Student Participation Log	6/1/2015 monthly
G2.B2.S1.A2	Utilize attendance reports to assist in monitoring proper attendance-taking procedures, truancy, excessive absences, and tardies.	Cedeno, Pedro	8/18/2014	Attendance logs/reports	6/1/2015 monthly
G3.B1.S1.A2	Increase number of students participating in Green Schools and Fairchild Challenge.	Keets-Jay, Mary	8/18/2014	Participation log for various challenges	6/1/2015 one-time
G1.B1.S1.A3	Implement the effective use of both formal and informal data to drive the instructional process and adjust instructional delivery through data chats to include Differentiated Instruction.	Torres, Madelyn	10/6/2014	Data binders which contain analysis of student data and is used to guide differentiated instruction.	11/17/2014 one-time
G1.B1.S2.A3	Use data from both formal and informal assessments to target student needs in writing to meet the new state standards.	Torres, Madelyn	9/25/2014	Text-based student writing with teacher feedback in portfolios/ notebooks	10/17/2014 one-time
G1.B4.S1.A3	Conduct a collaborative planning session for common grade level, course-alike teams to unwrap the standards utilizing the MAFS Item Specifications and Webb's DOK level to identify the learning target according to the rigor and expectations of the Mathematics Florida Standards.	Zavala, Carolina	9/25/2014	Sign-in sheet, agenda, unwrapping the standards template	10/9/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S2.A3	Implement coaching cycles with teachers in need of support with the Gradual Release of Responsibility Model as an instructional framework.	Zavala, Carolina	9/25/2014	Coaching log, coaching calendar, lesson plans	10/17/2014 monthly
G1.B8.S1.A3	Attend the monthly iCADs and share best practices and strategies with the other science teachers.	Mooney, Elizabeth	10/1/2014	Agendas showing the sharing of content and strategies from the science iCADS in department and common planning meeting agendas.	11/19/2014 monthly
G1.B8.S2.A3	Promote the use of instructional technology in lesson plans (e.g., Scholastic Study Jams, Gizmos, Discovery, PBS Learning Media, NBC Learn, Edgenuity) to enhance and remediate student conceptual understanding of topics being addressed.	Mooney, Elizabeth	9/25/2014	Lesson plans, student work samples, Interactive Science Notebooks, assessments, inquiry activities	10/23/2014 daily
G1.B5.S1.A3	Share best practices on gradual release, instructional framework and effective planning using assessment data from topic assessments, teacher created assessments and interim data (when made available) for targeted small group differentiated instruction.	Aparicio, Lyda	9/25/2014	Sign in Sheets, Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction	10/13/2014 weekly
G1.B5.S2.A3	Share best practices on gradual release instructional framework and effective planning to increase academic writing in all Social Studies classes during common planning.	Aparicio, Lyda	9/25/2014	Sign in Sheets, Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction	10/13/2014 weekly
G2.B3.S1.A3	Utilize Do the Right Thing and Spot Success Recognition Programs to recognize positive behaviors.	Cedeno, Pedro	8/18/2014	Student Recognition Logs	6/1/2015 monthly
G3.B1.S1.A3	Increase number of students in Robotics Class/Club to maximize SECME experiences.	Keets-Jay, Mary	6/16/2014	Classroom/club attendance logs	6/1/2015 one-time
G2.B1.S1.A3	Provide progress-monitoring tools to students.	Cedeno, Pedro	8/18/2014	Student data chat charts	6/1/2015 monthly
G2.B2.S1.A3	Utilize ConnectEd to inform parents of attendance/tardies.	Cedeno, Pedro	8/18/2014	ConnectEd printout	6/1/2015 one-time
G1.B1.S1.A4	Monitor fidelity of implementation of ELL/ELA/Reading programs weekly by conducting classroom walkthroughs.	Lopez Martin, Katyna	9/25/2014	Evidenced in classroom walkthrough forms	11/17/2014 weekly
G1.B1.S2.A4	Provide professional development for the ELA chairperson on academic, text-based writing.	Sanchez, Michelle	9/25/2014	PD Agenda and sign in sheet	10/13/2014 one-time
G1.B4.S1.A4	Conduct three collaborative planning sessions for common grade level, course-alike teams to utilize the unwrapped standards to create lesson plans utilizing the MAFS Item Specifications as well as infusing the McGraw-Hill digital resources and technologyenhanced FSA training test question formats with the Promethean Boards.	Zavala, Carolina	9/25/2014	Sign-in sheet, agenda, lesson plans	10/9/2014 weekly
G1.B4.S2.A4	Design lessons with the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition as well as infusing the McGraw-Hill digital resources, i-Ready, and technology-enhanced FSA training test question formats with the Promethean Boards.	Kettel, Claudia	9/25/2014	Lesson plans	10/19/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B8.S1.A4	Promote the use of instructional technology in lesson plans (e.g., Scholastic Study Jams, Gizmos, Discovery, PBS Learning Media, NBC Learn, Edgenuity) to enhance and remediate student conceptual understanding of topics being addressed.	Mooney, Elizabeth	9/25/2014	Lesson plans, student work samples, Interactive Science Notebooks, assessments, inquiry activities	10/23/2014 daily
G1.B8.S2.A4	Disaggregate and analyze assessment (baseline, interim, QSBA, unit assessments, informal assessments, etc.) results to focus and/or adjust instruction including Differentiated Instruction and monitor student progress through the use of Edgenuity.	Mooney, Elizabeth	9/25/2014	Data binders, DI groups in lesson plans, Edgenuity reports	11/6/2014 monthly
G1.B5.S1.A4	Provide Profession Development in order to increase the use of technology in the Social Studies classes using My Big Campus.	Aparicio, Lyda	9/25/2014	Sign in Sheets, Lesson Plans, Student Folders, Common Board Configuration and Bell to Bell Instruction	10/13/2014 one-time
G1.B4.S1.A5	Conduct a collaborative planning session with the iPrep.Math teachers, Carnegie Learning representative, Math Coach, and the iPrep.Math Facilitator to unwrap the standards utilizing the MAFS Item Specifications to be able to infuse effectively the Carnegie Learning Resources across all grade levels.	Zavala, Carolina	9/25/2014	Sign-in sheet, Coaching log, iModules, student work	10/23/2014 weekly
G1.B8.S1.A5	Attend content and pacing PD and share best practices and strategies with the other science teachers.	Mooney, Elizabeth	10/24/2014	Agendas showing the sharing of content and strategies from the science PDs in department and common planning meeting agendas	11/4/2014 one-time
G1.B8.S2.A5	Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science, Earth/Space Science, Life Science, Nature of Science (i.e., Science Fair, SECME, Fairchild Challenge)	Mooney, Elizabeth	9/25/2014	Lesson plans, student work samples, Interactive Science notebooks, assessments, inquiry activities	11/8/2014 daily
G1.B4.S1.A6	Implement coaching cycles with teachers in need of support.	Zavala, Carolina	9/25/2014	Coaching log, coaching calendar, lesson plans	11/7/2014 monthly
G1.B4.S1.A7	Design lessons utilizing the MAFS Item Specifications as well as infusing the McGraw-Hill digital resources, i-Ready, and technology-enhanced FSA training test question formats with the Promethean Board/Smart Board.	Kettel, Claudia	9/25/2014	Lesson plans	11/10/2014 weekly
G1.B4.S1.A8	Utilize data from formative and summative assessments, such as Topic Assessments and McGraw-Hill's Power Up for Test Practice, to customize instruction and lesson plans to address student needs.	Zavala, Carolina	9/25/2014	Lesson plans, data reports, student work samples	10/6/2014 weekly
G1.B4.S1.A9	Provide opportunities for math coach to attend monthly ICADS	Lopez Martin, Katyna	9/25/2014	Agenda, follow-up activity, training materials and resources provided (i.e. presentation PowerPoint, handouts, and materials)	10/13/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A10	Conduct administration to teacher and teacher to student data chats based on the Fall Interim Assessment data.	Cedeno, Pedro	9/25/2014	Data chat forms, data reports	11/21/2014 one-time
G1.MA1	Progress towards the goal will be determined through the review of Interim Assessments, Florida Standards Assessments, and EOC.	Cedeno, Pedro	9/25/2014	Interim Assessments, Florida Standards Assessments, and EOC data	10/13/2014 one-time
G1.B1.S1.MA1	Monitor for effectiveness of ELL/ELA/Reading programs weekly by monitoring student work, data chats, and teacher-made assessments.	Keets-Jay, Mary	9/25/2014	Student work folders, data-chat agendas, assessment data	10/13/2014 weekly
G1.B1.S1.MA1	Monitor fidelity of implementation of ELL/ELA/Reading programs weekly by conducting classroom walkthroughs	Lopez Martin, Katyna	9/25/2014	Evidenced in classroom walkthrough forms	10/14/2014 weekly
G1.B4.S1.MA1	Monitor for effectiveness Mathematics programs weekly by monitoring student work, data chats, and teacher-made assessments.	Lopez Martin, Katyna	10/25/2014	Student work folders, data-chat agendas, assessment data	10/25/2014 weekly
G1.B4.S1.MA1	Conduct weekly classroom walkthroughs using the iPrep.Math Implementation Fidelity Rubric (IFR) to monitor the implementation of iModules using the Carnegie Learning Curriculum as the primary resource as well as data guided, teacher-led workshops (explicit instruction) that personalizes learning for the students.	Cedeno, Pedro	9/25/2014	Classroom Walkthrough forms	10/13/2014 one-time
G1.B8.S1.MA1	Monitor for effectiveness Science programs weekly by monitoring student work, data chats, and teacher-made assessments.	Cedeno, Pedro	9/25/2014	Student work folders, data chat agendas, assessment data	10/13/2014 weekly
G1.B8.S1.MA1	Conduct weekly administrative walkthroughs to monitor and ensure that students become independent learners as a result of inquiry-based, hands-on activities in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications through walkthroughs.	Cedeno, Pedro	9/25/2014	Evidence of walk through forms	10/13/2014 weekly
G1.B5.S1.MA1	Monitor for effectiveness of Social Sciences weekly by monitoring student work, data chats, and teacher-made assessments.	Keets-Jay, Mary	9/25/2014	Student work folders, data chat agendas, assessment data	10/13/2014 one-time
G1.B5.S1.MA1	Monitor fidelity of implementation of Social Studies programs weekly by conducting classroom walkthroughs/	Keets-Jay, Mary	9/25/2014	Weekly walkthrough forms	10/13/2014 one-time
G1.B1.S2.MA1	Monitor for effectiveness of the writing process by monitoring student work, data chats, and teacher-made assessments.	Keets-Jay, Mary	9/25/2014	Student work folders, data-chat agendas, assessment data	10/13/2014 weekly
G1.B1.S2.MA1	Conduct classroom walkthroughs to monitor incorporation of rigorous, text-based academic writing	Lopez Martin, Katyna	9/25/2014	Classroom walkthrough forms	10/13/2014 one-time
G1.B4.S2.MA1	Monitor for effectiveness of Mathematics programs weekly by monitoring student work, data chats, and teacher-made assessments.	Cedeno, Pedro	9/25/2014	Student work folders, data chat agendas, assessment data	10/13/2014 one-time
G1.B4.S2.MA1	Conduct weekly walk-throughs by the Administrative Team to monitor the design of lessons with the Gradual	Cedeno, Pedro	9/25/2014	Weekly walkthrough form	10/13/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition as well as infusing the McGraw-Hill digital resources, i-Ready, and technology-enhanced FSA training test question formats with the Promethean Boards				
G1.B8.S2.MA1	Monitor for effectiveness of Science programs weekly by monitoring student work, data chats, and teacher-made assessments.	Cedeno, Pedro	9/25/2014	Student work folders, data chat agendas, assessment data	10/13/2014 weekly
G1.B8.S2.MA1	Monitor fidelity of implementation of Science programs by conducting weekly administrative walkthroughs to monitor and ensure that students become independent learners as a result of inquiry-based, hands-on activities in all the science classes based on the District Pacing Guides, Achievement Level Descriptions, Learning Goals, and Test Item Specifications through walkthroughs.	Cedeno, Pedro	9/25/2014	Evidence of classroom walkthrough form	10/13/2014 weekly
G1.B5.S2.MA1	Monitor for effectiveness of Social Sciences programs weekly by monitoring student work, data chats, and teacher-made assessments.	Keets-Jay, Mary	9/25/2014	Student work folders, data chat agendas, and assessment data	10/13/2014 weekly
G1.B5.S2.MA1	Monitor fidelity of academic writing weekly by conducting classroom walkthroughs.	Keets-Jay, Mary	9/25/2014	Weekly walkthrough forms	10/13/2014 one-time
G2.MA1	Review and monitor quarterly report card/failure data	Cedeno, Pedro	8/18/2014	Quarterly report card/failure data	6/1/2015 quarterly
G2.B2.S1.MA1	Monitor referrals for attendance	Cedeno, Pedro	8/18/2014	Referral (attendance) logs	6/1/2015 one-time
G2.B2.S1.MA1	Monitor daily attendance reports	Cedeno, Pedro	8/18/2014	daily attendance reports	6/1/2015 one-time
G2.B3.S1.MA1	Effectiveness will be monitored through the use of suspension reports, Do the Right Thing nominations, and Spot Success Recognition Programs	Cedeno, Pedro	8/18/2014	Suspension reports	6/1/2015 one-time
G2.B3.S1.MA1	Programs will be monitored for fidelity through the review of suspension and referral data.	Cedeno, Pedro	6/16/2014	Suspension reports; referral printout	6/1/2015 one-time
G2.B1.S1.MA1	Review quarterly reports for failure rate and recommend tutorial program.	Cedeno, Pedro	8/18/2014	Quarterly reports	6/1/2015 monthly
G2.B1.S1.MA1	Review progress reports, Parent/Teacher Conferences, failure notices, and report cards	Cedeno, Pedro	8/18/2014	progress reports, Parent/Teacher Conference logs, failure notices, and report cards	6/1/2015 monthly
G3.MA1	Progress will be monitored through the use of attendance/participation logs for various challenges.	Keets-Jay, Mary	8/18/2014	attendance/participation logs for various challenges	6/1/2015 one-time
G3.B1.S1.MA1	Programs will be monitored for effectiveness through participation data from the various challenges.	Keets-Jay, Mary	8/18/2014	Data logs from various challenges	6/1/2015 monthly
G3.B1.S1.MA1	These programs will be monitored for fidelity through feedback from teachers and sponsors.	Keets-Jay, Mary	8/18/2014	Class/club logs	6/1/2015 one-time

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. We will increase student achievement by improving core instruction in all content areas.

G1.B1 Inconsistent use of District Pacing Guides, especially by ELL teachers. These pacing guides are designed for rigorous instruction and learning aligned to the Language Arts Florida Standards and includes text-based questions which lead to writing that demonstrates student mastery of standards.

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

PD Opportunity 1

Provide professional development to ELA/ELL/Reading teachers and the Reading Coach on solid instructional, standards-based instruction using the District Pacing Guides, including close reading strategies, text-dependent questions to promote critical thinking, and technology resources as found in the pacing guides.

Facilitator

District facilitators

Participants

ELA/ELL/Reading teachers/Reading Coach

Schedule

Daily, from 9/9/2014 to 9/25/2014

G1.B4 Limited evidence that lessons are aligned to the rigor and expectations of the Florida Standards

G1.B4.S1 Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Attend District Professional Development, Math Planning Essentials: Grades 6-8, on how to effectively plan including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize instructional delivery and selectively choose real-world application problems and tasks aligned to the expectations of the rigor and the content standards' cognitive complexity level.

Facilitator

District facilitator

Participants

Mathematics teachers

Schedule

On 9/25/2014

PD Opportunity 2

Train the Math Coach on the iPrep Math Model in order to be able to assist the iPrep teachers in effective planning using the MAFS.

Facilitator

District facilitator

Participants

Math Coach

Schedule

On 10/8/2014

G1.B5 Limited evidence of higher order thinking questioning and instruction

G1.B5.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide Professional Development for 7th grade Civics teacher through the Civics Leaders' Institute. Teacher must attend all dates (September 19-20, October 17-18, November 22.) Teacher will be provided with new resources , support on the FLREA curriculum wheel, and best practices on implementing tablet use in the classroom. Teachers will share all resources and strategies and plan collaboratively to improve academic writing.

Facilitator

District facilitator

Participants

Civics teachers

Schedule

Monthly, from 9/25/2014 to 11/22/2014

PD Opportunity 2

Provide Profession Development in order to increase the use of technology in the Social Studies classes using My Big Campus.

Facilitator

District facilitator

Participants

Social Studies teachers

Schedule

On 10/13/2014

G1.B5.S2 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Provide Professional Development for 7th grade Civics teacher through the Civics Leaders' Institute. Teacher must attend all dates (September 19-20, October 17-18, November 22.) Teacher will be provided with new resources , support on the FLREA curriculum wheel, and best practices on implementing tablet use in the classroom. Teachers will share all resources and strategies and plan collaboratively to improve academic writing.

Facilitator

District facilitator

Participants

Civics teachers

Schedule

Monthly, from 9/25/2014 to 11/22/2014

G1.B8 Limited evidence of student academic writing as a result of inquiry activities.

G1.B8.S1 Implement the 5E learning cycle to tap students' prior knowledge, provide opportunities to explore scientific phenomena, make real-world connections, provide explicit instruction, and allow students to become independent learners in science instruction through gradual release.

PD Opportunity 1

Attend the monthly iCADs and share best practices and strategies with the other science teachers.

Facilitator

District facilitator

Participants

Science Department Head

Schedule

Monthly, from 10/1/2014 to 11/19/2014

PD Opportunity 2

Attend content and pacing PD and share best practices and strategies with the other science teachers.

Facilitator

District facilitators

Participants

Science Teachers

Schedule

On 11/4/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: We will increase student achievement by improving core instruction in all content areas.	4,800
Goal 2: We will identify at-risk students to provide support and intervention to increase achievement.	500
Grand Total	**5,300**

Goal 1: We will increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B1.S1.A2 - Novels	Title I Part A	1,000
B4.S1.A7 - Manipulatives for lessons	Title I Part A	1,000
B5.S1.A3 - Supplemental materials for Differentiated Instruction groups	School Improvement Funds	800
B8.S2.A5 - Lab/Inquiry-based lesson materials	School Improvement Funds	2,000
Total Goal 1		**4,800**

Goal 2: We will identify at-risk students to provide support and intervention to increase achievement.		
Description	**Source**	**Total**
B2.S1.A1 - Incentives	Title I Part A	500
Total Goal 2		**500**