

# Ruth K. Broad Bay Harbor K 8 Center



2014-15 School Improvement Plan

## Ruth K. Broad Bay Harbor K 8 Center

1155 93RD ST, Bay Harbor Islands, FL 33154

<http://rkbbhk8.dadeschools.net/index.htm>

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Combination	No	39%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	59%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens. Ruth K. Broad Bay Harbor K-8 Center emphasizes the importance of community. Our main focus is on building a community of learners, where the students, teachers, staff, parents, and the entire Bobcat community take the responsibility for the education of all students. Every adult who works with the students at Ruth K. Broad Bay Harbor K-8 Center has the highest expectations for the students and the belief that each and every child can and will realize his or her potential. Staff members make each child feel safe, secure, and special by providing a nurturing environment.

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

We are committed to provide educational excellence for all. We provide a nurturing, respectful, and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well-being. Ruth K. Broad Bay Harbor K-8 Center is committed to developing critical thinkers and life-long learners who make responsible decisions and embrace global citizenship. The mission statement developed for the school focuses on building a community of learners and addressing each child's unique intellectual and affective needs through innovative and relevant approaches to teaching and learning. Students are immersed in a learning environment that infuses reading and writing, critical and creative thinking, problem solving, cooperative learning, research skills, and technology into an integrated program, which focuses in actualizing each student's potential. Individual student learning becomes relevant, meaningful, and applicable. This approach affords students the opportunity to become active and responsible participants within their community by providing them the tools and skills to become life-long learners who make responsible decisions and embrace global citizenship.

#### School Environment

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

Our school infuses the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Our school also;

- Identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Counselors implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
- Selects a method/variety of methods that faculty members use in the first days of school to set a positive tone and clarify the values that guide interpersonal interaction between students and between the teacher and students;
- Provides and demonstrates to faculty members simple strategies for gaining information about



students' cultures;

- Assures all teachers participate in the process of discussing climate guidelines along with their behavioral expectations;
- Attends District provided Professional Development on multicultural offerings;
- Schedules and plans school wide multicultural projects;
- Embeds cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Provides professional development to staff on increasing positive interactions with students.

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

At Ruth K. Broad Bay Harbor K-8 Center we provide professional development on social-emotional learning (i.e. learning strategies, social skills, Conscious Discipline, Mindfulness, Emotional Intelligence, and self-management skills) and its relationship to creating a positive, caring and supportive school community.

- Develops and implements a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Involves non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provides professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Creates methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

### **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**

- Ensure teachers are trained in Classroom management strategies
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Teacher/Student class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system such as Bobcat Pride, Super Bobcat, Turn-Around Student of the Month, and Do the Right Thing are in place.

### **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**

- Leadership meets monthly to discuss students with barriers to academic and social success;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Engage with identified staff (i.e. school counselor) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual

counseling/advisement, referral to community resources).

- Utilize data-based decision making to close academic, social-emotional and high school-career equity gaps by connecting all students with the services they need.
- Mentor identified students and match with volunteers and/or school staff to promote unity and foster positive relationships.

### 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

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences and/or Suspensions (Indoor and Outdoor).
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

#### 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
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	15	5	9	7	7	10	8	10	11	82
One or more suspensions	0	0	1	0	0	4	6	7	8	26
Course failure in ELA or Math	0	0	0	9	5	13	14	13	5	59
Level 1 on statewide assessment	0	0	0	14	9	14	8	11	8	64

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	7	
Students exhibiting two or more indicators	1	4	2	10	1	11	1	30

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Reading Plus, Reflex Mathematics, Ten Marks, Wonders, MyOn Reader, Gizmos, Achieve 3000, Starfall, etc.
- Planned Discussions, Goal Setting for all students;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student academic gaps related to early warning system. For example: targeted solution focused counseling (individual and/or group), parent collaboration/education.

- Create Intensive Reading groups, Rtl groups, Intensive Mathematics classes/groups, and DI groups based on academic skills.

## Family and Community Involvement

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

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

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

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

No

#### **PIP Link**

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

#### **Description**

The main target in the parental involvement area of our SIP is to increase parental involvement with all parents at the school. This year it is crucially important that all parents become informed and aware of the new Florida Standards and the high stakes expectations to become more actively involved in their child's education. We will provide a multitude of parent information sessions and grade level/department meetings and training where parents will learn specific item specifications, Florida and MDCPS expectations, and proficiency levels. It is our hope that with these informational sessions, all parents will become active partners supporting their child's academic success.

**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**

- Soliciting feedback from the local communities and parents regarding school curricular needs as well as resources (academic, programmatic, technological, etc.)
- During Open House, Resource Fairs, PTA, EESAC, community events, etc. invite all stakeholders to come together for the well-being of all the children in our community.
- Communicate classroom and school news to the local community and parents;
- Offer Professional Development related to academics, grade level expectations, committees for health/wellness, safety, PTA, etc.
- Create the formats for inviting parent participation in the cultural education process; and
- Positive notes, letters, newsletters, community bulletins, Connect Ed and PTA news blasts.

## 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
Rodriguez, Maria	Principal
Profeta, Elisa	Assistant Principal
Sosa, Israel	Assistant Principal
Garcia, Mercedes	SAC Member
Alonso, Christine	Teacher, K-12
Costa, Josefa	Teacher, K-12
MacDowell, Mercy	Teacher, K-12
Torguet, Olga	Teacher, ESE
Cendoya, Christie	Teacher, K-12
Boundy, Susan	Teacher, K-12
Butler, Marva	Teacher, K-12
Montano, Mary	Teacher, K-12
Mora, Frances	Teacher, K-12
Georgiades Callado, Joan	Teacher, K-12
Perez, Lauren	Teacher, K-12
Prada, Kerlyn	Teacher, K-12
Ross, earnestine	Teacher, K-12
Moss, Michael	

### Duties

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

Maria T. Rodriguez, Principal, will ensure that a data-based decision-making process is adhered to when reviewing the SIP and MTSS/Rtl process. She will ensure implementation of intervention and support for identified students as well as professional development for teachers and staff on the SIP and MTSS/Rtl process. She will also ensure all documentation is in compliance with policies and procedures for all state and district requirements.

Elisa Mitrani Profeta and Israel R. Sosa, Assistant Principals, will ensure that the school-based team is implementing state and district mandated interventions and monitor MTSS/Rtl Team through ongoing data. They will identify student weaknesses, including Tier I/II/III strategies and monitor the progress of those students through evidence-based interventions. Furthermore, they will communicate with parents via the MTSS/Rtl Team the process and student progress.

The parent of the identified child undergoing the process is an integral part of the MTSS/Rtl Team as they participate in sharing strengths and weaknesses that the child demonstrates as well as being an active member in the ongoing process. They will be reviewing the recommendations from the MTSS/Rtl Team and provide feedback. They will collectively determine what is best for their child academically.

Mercedes Garcia, Media Specialist, will implement technology necessary to manage and display data; provide professional development and technical support to teachers and staff regarding data management and reports.

Michael Moss, UTD Steward, will serve as teacher liaison to provide feedback and clarification of instructional best practices, data, the SIP goals, and the MTSS/Rtl process.

Select General Education Teachers, as part of the SIP and MTSS/Rtl process, will provide information and knowledge related to core curriculum instruction/intervention through meetings and

will collaborate with other staff to participate in student data collection and analysis for all Tier I/II/III students. They will be well-versed in the SIP goals and provide recommendations for improved student achievement.

Special Education Teachers, as part of the SIP and MTSS/RtI process, will collaborate with general education teachers through the inclusion and/or resource model, participate in the student data collection and analysis, provide support for general education teachers, and integrate core instructional activities/materials into Tier I/II/III instructions.

Dr. Taitt, School Psychologist, as part of the SIP and MTSS/RtI process, will facilitate the development of intervention plans and participate in the collection, interpretation, and analysis of student data. She will also provide support for intervention, reliability, and documentation.

Nina Jackson, Speech Pathologist, as part of the SIP and MTSS/RtI process, will educate the team in the role language plays in curriculum, assessment, and instruction, a basis for appropriate program design,; assist in the selection of screening measures, and help identify systemic patterns of student needs with respect to language skills.

Susan De Leon and Celida Cuenca, Counselors, as part of the SIP and MTSS/RtI process, will provide services ranging from individual to group counseling. In addition, they will provide interventions and link community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The school's Leadership Literacy Team meets monthly to review and analyze SIP goals and student achievement data, and revise curricular instruction to meet the needs of all students at the school, with a special focus on subpopulations such as ELL and SWD. The team identifies the strengths and weaknesses of the student data presented from District Baseline and Interim Tests, Florida Standards Assessments, CELLA, FAIR, VPK 1 and Houghton Mifflin PK Assessments, SuccessMaker and technological programs, etc. Based on this information, the team discusses through data chats and MTSS/RtI meetings, as well as grade level meetings what strategies are implemented in teaching the curriculum and its effectiveness. Through SAC meetings, available funding is allocated and resources and/or additional teacher support systems are addressed as needed. These strategies are then monitored through informal walkthroughs and formal observations. During these observations whole, small and individual instruction and strategies are monitored. This process is ongoing and includes reflection and sharing of pertinent ideas to meet the needs of the children.

Close monitoring and supervision of IEPs, EPs, ELL records, VPK and Title III grant funding will be shown when ensuring compliance of all documents as required by the federal, state, and district mandates. Federally funded programs include: Special Education classes serviced within Inclusion models, Gifted services provided within self-contained Gifted classrooms, second-language acquisition provided to ELL students in self-contained classrooms as well as small-group pull-out classes (ELL resource teacher or language tutor for languages other than Spanish), and individual/small-group therapy (speech/language, occupational, and/or physical). Individual students that meet eligibility criteria also receive additional support in the form of paraprofessional and/or nursing services. The Title III Grant offered focuses on providing content-specific tutoring to ELL students in the areas of Reading and Mathematics.

Principal will ensure 100% compliance with all mandates and establish mini-audits to check proper procedures. A system of checks and balances will be institutionalized to properly establish systemic procedures.

### **School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Maria T. Rodriguez	Principal
Mercedes Garcia	Teacher
Christie Cendoya	Teacher
Yolanda Benitez	Teacher
Peggy Mandel	Teacher
Dafne Cano	Teacher
Julia Magnani	Parent
Mitra Raheb	Parent
Nadine Muller Dona	Parent
Isadoro Profeta	Parent
Brandon Arteaga	Parent
Debbie Padilla	Parent
J Rodriguez	Parent
Victoria DeLeon	Student
Julia Magnani	Business/Community
Nadien Muller Dona	Business/Community
Donna Greco	Education Support Employee
	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 2013-2014 School Improvement Plan was evaluated, revisited, and discussed by the EESAC members in the August 28, 2014 meeting. It was decided that not only the tutoring was a success in achieving student success but the science materials bought and used in the classrooms were of the rigor needed.

*Development of this school improvement plan*

The involvement of the SAC in our school includes the identification of curricular goals for student achievement and identification of the utilization of the SAC funds to enhance student achievement and the goals on the School Improvement Plan.

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

At the beginning of the school year the ESSAC committee discussed and voted to utilize EESAC funds for additional books for Social Studies, manipulatives, Wonder Works and Science with any additional funds to be used for enhancing technology.

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

The SAC funds were used for interactive science workbooks for grades 4 & , technology (Reflex Math) and enhancements to the science department.

**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
Garcia, Mercedes	Teacher, K-12
Cendoya, Christie	Teacher, K-12
Torguet, Olga	Teacher, ESE
MacDowell, Mercy	Teacher, K-12
Costa, Josefa	Teacher, K-12
Deleon, Susan	Guidance Counselor

**Duties**

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

The major initiative for this school year is to completely infuse Florida Standards into all subject areas in all grades. This includes the identification of available resources and the best utilization of available funds. Included in this initiative is increasing rigor and inquiry-based questioning in collaborative conversations.

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a representative from ESOL, a representative from ESE, and administrators. The team uses data to establish the literacy goals for the school year.

Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

**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**

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities, grade level department meetings and faculty meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The administrative team identifies the need for new instructional staff members. They review resumes of possible instructional candidates and match the needs of the school with the certification of prospective teachers. Interviews are conducted, as needed and the best candidate for the position is hired. Appropriate mentoring, grade group planning, professional development, and certification guidelines are reviewed to ensure retention of staff and increase highly qualified status.

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

The MINT program is used when matching new or transferring teachers with veteran teachers at our school site. Mentors are selected from MINT trained teachers and where possible, from the same grade level or department. For teachers needing assistance, a partner teacher is identified from the same grade level or department to assist in best practices. Monthly activities/meetings are created to allow for constant collaboration between the 2 teachers. Professional Learning Communities are also established school-wide to allow time for the teachers to networking and communicate.

## **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***

Our school creates ongoing opportunities for teachers to unpack the Florida Standards, identify best strategies and improve rigor and inquiry based questioning, 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. In addition, focused grade level department meetings, data chats, engaging and targeted Professional Development are incorporated to improve instruction.

#### **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***

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 30-60 minute writing block
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Leadership Team Meetings
- Conducting data chats with students and administrators
- Creating units of study based on current data



- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL
- Providing Process and Strategy charts for reminders of teaching

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

**Strategy:** Extended School Day

**Minutes added to school year:** 2,400

The research-based strategies used to increase the amount and quality of learning during before/after school tutoring are the remedial and enrichment components of the state adopted textbooks (Harcourt Brace, Houghton Mifflin, etc.) and the technology programs that isolate skills based on Florida Standards such as iReady, Gizmos, Reading Plus, and Achieve 3000 are some examples of the programs used for remediation and enhancement. All of these research-based programs are implemented for different subpopulations during before/after school tutoring as well as remediation classes (Intensive Reading and Intensive Mathematics). Hands-on, problem solving, manipulative work and experimentation are also strategies used to teach all students through varying modalities.

#### **Strategy Rationale**

#### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Sosa, Israel, irsosa@dadeschools.net

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

Each classroom teacher collects and analyzes the data available weekly to determine its effectiveness for student achievement. The data is analyzed by each teacher, discussed as a grade group to identify effectiveness in addressing the noted deficiencies in specific benchmarks/skills, and with administration and the MTSS/Rtl Team through data chats. Based on percentages of proficiency by benchmark/standard, the subject area teachers, administration, and MTSS/Rtl Team determine adjustments to the curriculum and instruction as needed.

## **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**

We have 1 VPK class within our school. These families and all others that register for VPK lottery receive information and orientation 4 times throughout the year (January, March, May, and August). Fliers, ConnectEd, and community bulletin messages are disseminated throughout the community with information specific to PK and Kindergarten families. Group tours are scheduled 3 times per year and as needed for our international families. During the August Orientation meeting, the children are escorted to their prospective classrooms to meet their teachers and spend some time getting to know each other while the parents attend the parent orientation and are given pertinent information about the guidelines, rules, and curriculum of MDCPS.

## 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***

The administration has several meetings with the staff to identify student choices for electives offered and review staff certification for the possibility of adding specific courses to the curriculum. Students are provided a subject selection sheet by grade level for the courses available and given the opportunity to select the electives of their choice.

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

The school incorporates applied and integrated courses such as Technology, PE, Music, Art, and specific field trips such as the Playground Theatre, the New World Symphony, LegoLand etc. that promote career awareness and the connections from school to real world experiences. Additionally, our electives (Journalism, Speech/Debate, Robotics, Dance, Orchestra, Broadcasting, Drama, etc.) for middle school students, the Civics component of career planning, and our Academy Days offer hands-on opportunities for learning about and making the relationships between subjects and the relevance to their future.

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

Middle School students receive an orientation at the beginning and at the end of the year in which they receive information about credits needed for completion of middle and high school, programs/academies (IB, Scholars, advanced math and science courses, AVID etc.) available at Miami Beach Senior High and select magnet schools throughout the district. scores on Florida Standards are emphasized as being directly related to elective choices. MDCPS, specific magnet schools, and College/University websites are emphasized to the students as well as parents and they are encouraged to go online and research the available programs in order to make an informed decision about their future educational needs.

### ***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.** To increase student achievement by improving core instruction in all content areas.
- G2.** Student academic development is correlated to student attendance, retention, and student behavior. We will increase student attendance by 1%, decrease behavioral referrals and suspensions by 1%, and student course failures by 3%.
- G3.** Increase student participation in Science, Technology, Engineering and Mathematics, STEM Program/ activities from 64% to 68%.
- G4.** Increase school wide parental involvement by 1% from 72% to 73%.

## Strategic Goals Detail

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

**G1. To increase student achievement by improving core instruction in all content areas. 1a**

G045310

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - Hispanic	84.0
AMO Reading - ELL	72.0
AMO Reading - SWD	63.0
AMO Math - White	93.0
AMO Math - ELL	82.0
FCAT 2.0 Science Proficiency	68.0
ELA/Reading Gains	82.0
ELA/Reading Lowest 25% Gains	80.0
Math Gains	83.0
Math Lowest 25% Gains	84.0

**Resources Available to Support the Goal 2**

- Reading Plus, Intensive Reading, Tutoring, Achieve 3000 (Teen Biz), Brain Pop, Gizmos, Reflex Math, iReady, Ten Marks, Write Bright, Smart Boards, Promethean Boards, Media Center, Scholastic News, Discovery Channel, Khan academy, NBC Learn

**Targeted Barriers to Achieving the Goal 3**

- Limited rigor in inquiry based questioning during collaborative conversations.

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

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

**Person Responsible**

Maria Rodriguez

**Schedule**

Monthly, from 10/2/2014 to 11/26/2014

**Evidence of Completion**

Observation notes, Walkthrough logs and Data Chats

**G2.** Student academic development is correlated to student attendance, retention, and student behavior. We will increase student attendance by 1%, decrease behavioral referrals and suspensions by 1%, and student course failures by 3%. **1a**

G045303

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

Indicator	Annual Target
Attendance Below 90%	7.0
One or More Suspensions	2.0
2+ Course Failures - Middle Grades	2.0

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

- Incentives, motivational strategies, and CSI counseling.

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

- According to MDCPS attendance records, 7% (91) of our students missed 10% or more of available instructional time.
- According to MDCPS academic records, 3% (12) students failed courses in Math, English/ Language Arts, or two or more courses.
- According to MDCPS Student Case management referral records, 8% (101) students received 2 or more behavior referrals.

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

Following the FCIM model, monthly attendance data will be reviewed and communication of poor attendance will be communicated to counselors and administration.

**Person Responsible**

Celida Cuenca

**Schedule**

Monthly, from 10/2/2014 to 11/26/2014

**Evidence of Completion**

Referrals, teacher communications, parent communications, and meeting minutes

**G3. Increase student participation in Science, Technology, Engineering and Mathematics, STEM Program/ activities from 64% to 68%. 1a**

G045300

**Targets Supported 1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0

**Resources Available to Support the Goal 2**

- Available resources for the enhancement of STEM for the students are science hands-on activities throughout the grade levels and opportunities to participate in the Fairchild Challenge, Miami Dade County Science and State Level Science Competitions, Robotics Competitions and SECME. Science materials are available to properly conduct science investigations.

**Targeted Barriers to Achieving the Goal 3**

- In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning activities (Science Fair, UF Junior Engineering and Humanities Symposium, Fairchild Challenge, Robotics elective, and SECME).

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

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

**Person Responsible**

Kerlyn Prada

**Schedule**

Monthly, from 10/2/2014 to 11/26/2014

**Evidence of Completion**

Teacher Observations and participation in Science Fair and STEM competitions.

**G4. Increase school wide parental involvement by 1% from 72% to 73%. 1a**

G045304

**Targets Supported 1b**

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal 2**

- Resources are a very strong PTA, school, and community which engages in a multitude of partnerships to enhance the school and community at large. Additional resources include in-house and MDCPS training available to parents in many areas.

**Targeted Barriers to Achieving the Goal 3**

- According to the schools' records for the year 2013 -2014, parent involvement was approximately 72%. For the 2014-2015 school year, parental involvement will be increased by 1% for a total of 73%.

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

Quarterly PTA and SAC meetings will address additional activities and parental participation opportunities.

**Person Responsible**

Celida Cuenca

**Schedule**

Monthly, from 10/2/2014 to 11/26/2014

**Evidence of Completion**

Sign in log and Calendar of events

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 G045310

**G1.B4** Limited rigor in inquiry based questioning during collaborative conversations. **2**

 B111826

**G1.B4.S1** Implement questioning strategies and activities across all content areas, during collaborative conversations to encourage rigorous deepen understanding within the given context. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics. **4**

 S123285

### Strategy Rationale

Due to the increased rigor of the Florida Standards, it was identified that collaborative conversations were not engaging students in inquiry based questioning falling short of the Florida Standard expectations.

### Action Step 1 **5**

Introduce the action plan focus to the leadership team, on the implementation of inquiry based questioning across all content areas during collaborative conversations. Facilitators for the professional learning communities serving as additional support, will be identified.

#### Person Responsible

Maria Rodriguez

#### Schedule

On 10/2/2014

#### Evidence of Completion

Agenda, Sign-in sheet



### Action Step 2 5

Provide professional development for all content area teachers, on the implementation of inquiry based questioning through collaborative conversations, during classroom instruction.

#### **Person Responsible**

Elisa Profeta

#### **Schedule**

On 10/8/2014

#### ***Evidence of Completion***

Agenda, Sign-in sheet, Handouts

### Action Step 3 5

Content area teachers will implement inquiry based questioning during collaborative conversations during the regular school day and before/after school Tutoring.

#### **Person Responsible**

Israel Sosa

#### **Schedule**

Daily, from 10/8/2014 to 11/26/2014

#### ***Evidence of Completion***

Observation notes, Walkthrough logs

### Action Step 4 5

Provide additional support on the effective implementation of inquiry based questioning, across all content areas, during professional learning communities.

#### **Person Responsible**

Maria Rodriguez

#### **Schedule**

Biweekly, from 10/22/2014 to 11/26/2014

#### ***Evidence of Completion***

Professional Learning Community participant reflection notes, Agendas, Sign-in sheets

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

During the professional development, active participation of the participants will be observed. Fidelity of implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on inquiry based collaborative conversations.

**Person Responsible**

Maria Rodriguez

**Schedule**

Weekly, from 10/2/2014 to 11/26/2014

**Evidence of Completion**

Observation notes/logs, Debriefing logs, Lesson Plans, Walkthroughs

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

Effective implementation will be monitored through feedback provided by the facilitators and teachers to ensure all needs are being met. Additionally, instructional walkthroughs will be implemented with a focus on inquiry based questioning taking place within the collaborative conversations.

**Person Responsible**

Maria Rodriguez

**Schedule**

Weekly, from 10/2/2014 to 11/26/2014

**Evidence of Completion**

Observation notes/logs, Debriefing logs, Lesson Plans, student work, data chats, and observable student engagement

**G2.** Student academic development is correlated to student attendance, retention, and student behavior. We will increase student attendance by 1%, decrease behavioral referrals and suspensions by 1%, and student course failures by 3%. **1**

G045303

**G2.B1** According to MDCPS attendance records, 7% (91) of our students missed 10% or more of available instructional time. **2**

B111811

**G2.B1.S1** Students who are deemed as developing a pattern of non-attendance have been referred to the MTSS/ Rtl team. Students have been referred to the counselor for attendance strategies and monitoring. Parents have been contacted and Behavioral/Academic Contracts created and signed. **4**

S123250

### Strategy Rationale

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

Following the FCIM model, monthly attendance data will be reviewed and communication of poor attendance will be communicated to counselors and administration. Identified students that demonstrate improvement in attendance will receive incentives.

#### **Person Responsible**

Celida Cuenca

#### **Schedule**

Monthly, from 10/2/2014 to 11/26/2014

#### **Evidence of Completion**

Referrals, teacher communications, parent communications, and meeting minutes

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

Following the FCIM model, monthly attendance data will be reviewed and communication of poor attendance will be communicated to counselors and administration.

#### **Person Responsible**

Celida Cuenca

#### **Schedule**

Monthly, from 10/2/2014 to 11/26/2014

#### **Evidence of Completion**

Referrals, teacher communications, parent communications, and meeting minutes

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

Following the FCIM model, monthly attendance data will be reviewed and communication of poor attendance will be communicated to counselors and administration.

### Person Responsible

Celida Cuenca


### Schedule

Monthly, from 10/2/2014 to 11/26/2014

### Evidence of Completion

Referrals, teacher communications, parent communications, and meeting minutes

**G2.B2** According to MDCPS academic records, 3% (12) students failed courses in Math, English/Language Arts, or two or more courses. 2

 B111812

**G2.B2.S1** Before/After School Tutoring sessions will be created to meet the academic needs of identified students. An increase in after school tutoring, AVID Tutoring, and Saturday Academy opportunities have been provided to identified students as needed. 4

 S123251

## Strategy Rationale

### Action Step 1 5

Following the FCIM model, monthly academic data will be reviewed and communication of poor academic performance will be communicated to administration and social worker. Identified students will be monitored and recognized when they have demonstrated improved academic achievement.

### Person Responsible

Israel Sosa

### Schedule

Quarterly, from 10/2/2014 to 11/26/2014

### Evidence of Completion

Academic Grades, teacher referrals, and Request for Assistance

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

Following the FCIM model, monthly academic data will be reviewed and communication of poor academic performance will be communicated to administration and social worker.

**Person Responsible**

Celida Cuenca

**Schedule**

Monthly, from 10/2/2014 to 11/26/2014

***Evidence of Completion***

Academic Records, Referrals, Social History, SST Documentations

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

Following the FCIM model, monthly academic data will be reviewed and communication of poor academic performance will be communicated to administration and social worker.

**Person Responsible**

Celida Cuenca


**Schedule**

Monthly, from 10/2/2014 to 11/26/2014


***Evidence of Completion***

Academic Records, Referrals, Social History, SST Documentations

**G2.B3** According to MDCPS Student Case management referral records, 8% (101) students received 2 or more behavior referrals. **2**

 B111813

**G2.B3.S1** Monitor and analyze behavioral/referral data. **4**

 S123252

### Strategy Rationale

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

Following the FCIM model, monthly behavioral/Student Case Management data and referrals will be reviewed and communication with parents and social worker will be established.

#### **Person Responsible**

Susan Deleon

#### **Schedule**

Monthly, from 10/2/2014 to 11/26/2014

#### **Evidence of Completion**

Referrals, teacher communications, parent communications, and meeting minutes

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

Following the FCIM model, monthly behavioral/Student Case Management data and referrals will be reviewed and communication with parents and social worker will be established.

#### **Person Responsible**

Susan Deleon

#### **Schedule**

Monthly, from 10/2/2014 to 11/26/2014

#### **Evidence of Completion**

Referrals, teacher communications, parent communications, and meeting minutes

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

Following the FCIM model, monthly behavioral/Student Case Management data and referrals will be reviewed and communication with parents and social worker will be established.

**Person Responsible**

Susan Deleon

**Schedule**

Monthly, from 10/2/2014 to 11/26/2014

**Evidence of Completion**

Referrals, teacher communications, parent communications, and meeting minutes

**G3.** Increase student participation in Science, Technology, Engineering and Mathematics, STEM Program/ activities from 64% to 68%. 1

 G045300

**G3.B1** In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating in Project Based Learning activities (Science Fair, UF Junior Engineering and Humanities Symposium, Fairchild Challenge, Robotics elective, and SECME). 2

 B111805

**G3.B1.S1** We will establish a plan and timeline for the development of additional field trips, experiments, and projects (Academy Days) related to STEM. 4

 S123245

**Strategy Rationale**

**Action Step 1 5**

Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed. Teacher participation in competitions, UF Science, Engineering and Humanities Symposium and hands on experiments will be monitored.

**Person Responsible**

Kerlyn Prada

**Schedule**

Quarterly, from 10/2/2014 to 11/26/2014

**Evidence of Completion**

Surveys and collaborative meetings

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

Following the FCIM model, monthly collaborative meeting information will be shared among staff and new community partnerships formed.

**Person Responsible**

Israel Sosa

**Schedule**

Monthly, from 10/2/2014 to 11/26/2014

***Evidence of Completion***

Surveys, Needs assessments

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

Following the FCIM model, monthly meeting survey data and results will be analyzed and shared.

**Person Responsible**

Israel Sosa

**Schedule**

Monthly, from 10/2/2014 to 11/26/2014

***Evidence of Completion***

Surveys, minutes of meeting and logs



**G4. Increase school wide parental involvement by 1% from 72% to 73%. 1**

G045304

**G4.B1** According to the schools' records for the year 2013 -2014, parent involvement was approximately 72%. For the 2014-2015 school year, parental involvement will be increased by 1% for a total of 73%. 2

B111814

**G4.B1.S1** Parents will be afforded opportunities to attend in-house workshops and activities: Bobcat Pride Student-of-the-Month Program, Super Bobcats Student-of-the-Week Program, Do The Right Thing Program, New Parent Orientation, Middle School Parent Transition Orientation, Volunteer Orientation, Musical Winter and Spring Shows, Fine Arts Night, Community/School/Parent Resource Fair, Annual School Carnival, Career Exploration Presentations, Faculty Follies, Islands Beach Bash, and Florida Standards Preparedness. New programs will be initiated: Listeners/Oyentes Program, Canine Assisted Therapy Readers Program, Testing and Home Learning Preparedness Workshops, Informed Families Presentations, Pediatric Psychology Associates Professional Presentation elements. 4

S123253

**Strategy Rationale**

**Action Step 1 5**

Following the FCIM model, monthly sign in logs will be monitored and additional strategies and activities will be initiated to increase parental participation.

**Person Responsible**

Susan Deleon

**Schedule**

Monthly, from 8/14/2014 to 6/5/2015

**Evidence of Completion**

Sign in Logs

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

Following the FCIM model, quarterly sign in logs will be reviewed and activities adjusted.

**Person Responsible**

Susan Deleon

**Schedule**

Quarterly, from 8/14/2014 to 6/5/2015

**Evidence of Completion**

Sign in logs

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

Following the FCIM model, quarterly sign in logs and activity calendar will be adjusted as needed.

**Person Responsible**

Celida Cuenca

**Schedule**

Quarterly, from 8/14/2014 to 6/5/2015

**Evidence of Completion**

Sign in logs and Calendar of school-wide events.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed. Teacher participation in competitions, UF Science, Engineering and Humanities Symposium and hands on experiments will be monitored.	Prada, Kerlyn	10/2/2014	Surveys and collaborative meetings	11/26/2014 quarterly
G2.B1.S1.A1	Following the FCIM model, monthly attendance data will be reviewed and communication of poor attendance will be communicated to counselors and administration. Identified students that demonstrate improvement in attendance will receive incentives.	Cuenca, Celida	10/2/2014	Referrals, teacher communications, parent communications, and meeting minutes	11/26/2014 monthly
G2.B2.S1.A1	Following the FCIM model, monthly academic data will be reviewed and communication of poor academic performance will be communicated to administration and social worker. Identified students will be monitored and recognized when they have demonstrated improved academic achievement.	Sosa, Israel	10/2/2014	Academic Grades, teacher referrals, and Request for Assistance	11/26/2014 quarterly
G2.B3.S1.A1	Following the FCIM model, monthly behavioral/Student Case Management data and referrals will be reviewed and communication with parents and social worker will be established.	Deleon, Susan	10/2/2014	Referrals, teacher communications, parent communications, and meeting minutes	11/26/2014 monthly
G4.B1.S1.A1	Following the FCIM model, monthly sign in logs will be monitored and additional strategies and activities will be initiated to increase parental participation.	Deleon, Susan	8/14/2014	Sign in Logs	6/5/2015 monthly
G1.B4.S1.A1	Introduce the action plan focus to the leadership team, on the implementation of inquiry based questioning across all content areas during collaborative conversations. Facilitators for the professional learning communities	Rodriguez, Maria	10/2/2014	Agenda, Sign-in sheet	10/2/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	servicing as additional support, will be identified.				
G1.B4.S1.A2	Provide professional development for all content area teachers, on the implementation of inquiry based questioning through collaborative conversations, during classroom instruction.	Profeta, Elisa	10/8/2014	Agenda, Sign-in sheet, Handouts	10/8/2014 one-time
G1.B4.S1.A3	Content area teachers will implement inquiry based questioning during collaborative conversations during the regular school day and before/after school Tutoring.	Sosa, Israel	10/8/2014	Observation notes, Walkthrough logs	11/26/2014 daily
G1.B4.S1.A4	Provide additional support on the effective implementation of inquiry based questioning, across all content areas, during professional learning communities.	Rodriguez, Maria	10/22/2014	Professional Learning Community participant reflection notes, Agendas, Sign-in sheets	11/26/2014 biweekly
G1.MA1	Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.	Rodriguez, Maria	10/2/2014	Observation notes, Walkthrough logs and Data Chats	11/26/2014 monthly
G1.B4.S1.MA1	Effective implementation will be monitored through feedback provided by the facilitators and teachers to ensure all needs are being met. Additionally, instructional walkthroughs will be implemented with a focus on inquiry based questioning taking place within the collaborative conversations.	Rodriguez, Maria	10/2/2014	Observation notes/logs, Debriefing logs, Lesson Plans, student work, data chats, and observable student engagement	11/26/2014 weekly
G1.B4.S1.MA1	During the professional development, active participation of the participants will be observed. Fidelity of implementation will be monitored by conducting walkthroughs during classroom instruction with a focus on inquiry based collaborative conversations.	Rodriguez, Maria	10/2/2014	Observation notes/logs, Debriefing logs, Lesson Plans, Walkthroughs	11/26/2014 weekly
G2.MA1	Following the FCIM model, monthly attendance data will be reviewed and communication of poor attendance will be communicated to counselors and administration.	Cuenca, Celida	10/2/2014	Referrals, teacher communications, parent communications, and meeting minutes	11/26/2014 monthly
G2.B1.S1.MA1	Following the FCIM model, monthly attendance data will be reviewed and communication of poor attendance will be communicated to counselors and administration.	Cuenca, Celida	10/2/2014	Referrals, teacher communications, parent communications, and meeting minutes	11/26/2014 monthly
G2.B1.S1.MA1	Following the FCIM model, monthly attendance data will be reviewed and communication of poor attendance will be communicated to counselors and administration.	Cuenca, Celida	10/2/2014	Referrals, teacher communications, parent communications, and meeting minutes	11/26/2014 monthly
G2.B2.S1.MA1	Following the FCIM model, monthly academic data will be reviewed and communication of poor academic performance will be communicated to administration and social worker.	Cuenca, Celida	10/2/2014	Academic Records, Referrals, Social History, SST Documentations	11/26/2014 monthly
G2.B2.S1.MA1	Following the FCIM model, monthly academic data will be reviewed and communication of poor academic performance will be communicated to administration and social worker.	Cuenca, Celida	10/2/2014	Academic Records, Referrals, Social History, SST Documentations	11/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Following the FCIM model, monthly behavioral/Student Case Management data and referrals will be reviewed and communication with parents and social worker will be established.	Deleon, Susan	10/2/2014	Referrals, teacher communications, parent communications, and meeting minutes	11/26/2014 monthly
G2.B3.S1.MA1	Following the FCIM model, monthly behavioral/Student Case Management data and referrals will be reviewed and communication with parents and social worker will be established.	Deleon, Susan	10/2/2014	Referrals, teacher communications, parent communications, and meeting minutes	11/26/2014 monthly
G3.MA1	Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed.	Prada, Kerlyn	10/2/2014	Teacher Observations and participation in Science Fair and STEM competitions.	11/26/2014 monthly
G3.B1.S1.MA1	Following the FCIM model, monthly meeting survey data and results will be analyzed and shared.	Sosa, Israel	10/2/2014	Surveys, minutes of meeting and logs	11/26/2014 monthly
G3.B1.S1.MA1	Following the FCIM model, monthly collaborative meeting information will be shared among staff and new community partnerships formed.	Sosa, Israel	10/2/2014	Surveys, Needs assessments	11/26/2014 monthly
G4.MA1	Quarterly PTA and SAC meetings will address additional activities and parental participation opportunities.	Cuenca, Celida	10/2/2014	Sign in log and Calendar of events	11/26/2014 monthly
G4.B1.S1.MA1	Following the FCIM model, quarterly sign in logs and activity calendar will be adjusted as needed.	Cuenca, Celida	8/14/2014	Sign in logs and Calendar of school-wide events.	6/5/2015 quarterly
G4.B1.S1.MA1	Following the FCIM model, quarterly sign in logs will be reviewed and activities adjusted.	Deleon, Susan	8/14/2014	Sign in logs	6/5/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B4** Limited rigor in inquiry based questioning during collaborative conversations.

**G1.B4.S1** Implement questioning strategies and activities across all content areas, during collaborative conversations to encourage rigorous deepen understanding within the given context. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics.

### PD Opportunity 1

Provide professional development for all content area teachers, on the implementation of inquiry based questioning through collaborative conversations, during classroom instruction.

#### Facilitator

Dr. Rodriguez, Principal; Ms. Profeta, Assistant Principal; Mr. Sosa, Assistant Principal

#### Participants

Instructional Staff

#### Schedule

On 10/8/2014

### PD Opportunity 2

Provide additional support on the effective implementation of inquiry based questioning, across all content areas, during professional learning communities.

#### Facilitator

Ms. Prada, Teacher Fellows Facilitator

#### Participants

Instructional staff

#### Schedule

Biweekly, from 10/22/2014 to 11/26/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To increase student achievement by improving core instruction in all content areas.	20,000
<b>Goal 2:</b> Student academic development is correlated to student attendance, retention, and student behavior. We will increase student attendance by 1%, decrease behavioral referrals and suspensions by 1%, and student course failures by 3%.	2,000
<b>Goal 3:</b> Increase student participation in Science, Technology, Engineering and Mathematics, STEM Program/ activities from 64% to 68%.	5,000
<b>Goal 4:</b> Increase school wide parental involvement by 1% from 72% to 73%.	500
<b>Grand Total</b>	<b>27,500</b>

### Goal 1: To increase student achievement by improving core instruction in all content areas.

Description	Source	Total
<b>B4.S1.A3</b> - Through a Grant funded by the Shepard Broad Foundation, \$20,000 will be utilized for before/after school tutoring in the areas of Reading, Mathematics, Science and Writing.	Other	20,000
<b>Total Goal 1</b>		<b>20,000</b>

### Goal 2: Student academic development is correlated to student attendance, retention, and student behavior. We will increase student attendance by 1%, decrease behavioral referrals and suspensions by 1%, and student course failures by 3%.

Description	Source	Total
<b>B1.S1.A1</b> - Attendance Incentive/Reward Program will be implemented to improve attendance rates.	General Fund	1,000
<b>B2.S1.A1</b> - Quarterly recognition ceremony and incentives will be provided for identified students making academic improvements.	General Fund	1,000
<b>Total Goal 2</b>		<b>2,000</b>

### Goal 3: Increase student participation in Science, Technology, Engineering and Mathematics, STEM Program/ activities from 64% to 68%.

Description	Source	Total
<b>B1.S1.A1</b> - Grant awarded by the Shepard Broad Foundation in the amount of \$20,000 will partially be used for registration/participation in UF Engineering/Humanities Symposium and other STEM related opportunities.	Other	5,000
<b>Total Goal 3</b>		<b>5,000</b>

### Goal 4: Increase school wide parental involvement by 1% from 72% to 73%.

Description	Source	Total
<b>B1.S1.A1</b> - Monthly Parent Meetings/Workshops will be established and monitored based on parental needs. Hospitality and Materials will be provided for the different training sessions.	General Fund	500
<b>Total Goal 4</b>		<b>500</b>