

Ada Merritt K 8 Center



2014-15 School Improvement Plan

Ada Merritt K 8 Center

660 SW 3RD ST, Miami, FL 33130

<http://adamerritt.dadeschools.net/>

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	31%

Alternative/ESE Center	Charter School	Minority
No	No	73%

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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Ada Merritt K-8 Center provides and supports a rigorous dual language international education program that values and promotes the acquisition of a second language and embraces international perspectives and attitudes, through a unique and high quality education for our diverse community of learners.

Provide the school's vision statement

The school vision of is as follows:

Ada Merritt K-8 Center

A place where children always come first

Where high expectations and standards are the norm

A place where all staff members know we are here to serve children and serve each other

Ada Merritt K-8 Center

A place where parents and other support systems

Are valued as we know we cannot do it all alone

A place where the study of languages and international perspectives are embraced and promoted

Ada Merritt K-8 Center

A place where our mission is to create a vibrant learning community

Where the minds and hearts of all who enter are nurtured, developed, and respected.

School Environment

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

As indicated in its mission statement, Ada Merritt K-8 Center aims to nurture and build upon the existing cultural diversity of its population, to provide quality language instruction to children from a variety of cultural backgrounds, and to promote international-mindedness on the part of the adults and the students in the school community. Using the IB Learner Profile as a guide, our school is committed to help students develop a heightened sense of their place and responsibility within their community and in the world.

In planning the curriculum, teachers emphasize holistic learning and make every effort to encourage students to see connections between disciplines, while at the same time reinforcing the learning objectives, within each discipline.

Viewing the curriculum through the areas of interactions students understand the connections between their subject of studies, other subjects and the real world.

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

The school opens its doors at 7:30 a.m. with two open entrances; each with a school monitor welcoming parents and students to school daily. School monitors are set up in different locations around the school to keep the students safe. All middle school students are located in the Cafeteria where their teachers pick them up every day. Parents are welcome to remain with their children until

the teachers arrive at which time they leave campus.

The school has provided information to the school community regarding the District's Anti-Bullying and Harassment Board Policy. All students have participated in the five lessons that are part of the Anti-Bullying and Harassment Curriculum.

The school's International Baccalaureate (IB) Programme provides a framework where students work towards achieving the attributes of the IB Learner Profile which include being principled, open-minded, caring, balanced and reflective. The aim of the IB Programme is to develop internationally minded people who, recognizing their common humanity, help create a better and more peaceful world.

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

Ada Merritt K-8 Center's International Baccalaureate (IB) Program provides a framework for the development of the whole child. Students work to develop themselves according to the IB Learner Profiles of inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk-takers, balanced and reflective.

The teachers encourage the students to exhibit attitudes that serve as the foundation for the development of these profiles; appreciation, cooperation, commitment, creativity, curiosity, empathy, enthusiasm, respect, integrity, and tolerance. In essence, the IB Curriculum fosters model student behavior through its curriculum and best practices.

The Counselor is available for students who need intervention strategies and additional counseling and/or mediation.

The Code of Student Conduct is presented to students and students are expected to make the right choices. In the event there is an instance in which a student/students do not act in accordance with expected behaviors, the following are the practices set forth by the school as consequences and action towards improved behavior:

- Immediate Parent Contact
- Individual counseling
- Immediate Intervention by Counselor and/or Administrator
- Removal of Privileges, i.e. participation in school dance, etc.
- Referral for Functional Assessment of Behavior (FAB), if needed, and development of Behavior Intervention Plan (BIP)

The Student Services Team comprised of the school administration, school counselor, school psychologist, and the social worker. Parents are always invited to be present during meetings involving disciplinary actions and/or interventions involving their child.

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

Model behaviors are fostered through the implementation of the IB Curriculum. Students at Ada Merritt K-8 Center learn early on to respect individual differences and that it is imperative they make the right choices. The IB Philosophy provides for high expectations for all. All academic lessons are infused with character development and always target the development of the whole child who exhibits the attitudes that will lead all students toward being a model student, i.e. the Learner.

The Counselor provides an introduction at the beginning of the school year so that students are aware of the availability of counseling services.

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

Attendance - Students who miss more than 10% of instructional time

Behavior - Students who have referrals that lead to suspension

Performance - Students score at FCAT (FSA) Level 1 in either ELA or Math

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	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	0	0	4	0	9	2	5	21
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	
Level 1 in Reading	0	0	0	0	0	0	0	0	0	
Level 1 in Mathematics	0	0	0	0	2	1	1	0	1	5
Retention	0	0	0	0	3	0	0	0	0	3
Failed 2 or more Courses in any subject	0	1	0	0	1	0	5	2	3	12
Absent 18 or more days	2	1	1	2	2	3	4	3	2	20

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The school utilize the Response to Intervention (RtI) Process. Students in need of intervention are provided with 30 minutes of reading or mathematics intervention on a daily basis provided outside of the core instructional time. Students demonstrating concerns with attendance are referred to Truancy Meetings and the school utilizes contracts to reinforce the importance of attendance.

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

Provide and schedule parent workshops and school-school sponsored activities at various times whenever possible to help increase the number of parents who attend. For instance, offer workshops in the morning and afternoon, if possible.

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

The following community partnerships provide resources to support the school and student achievement as follows:

Spanish International Parent Association (SIPA) - Parents provide culturally-rich educational activities for students to support the Dual Language Curriculum and the International Baccalaureate (IB) Curriculum.

Portuguese International Parent Association (PIPA) - Parents provide culturally-rich educational activities for students to support the Dual Language Curriculum and the International Baccalaureate (IB) Curriculum. In addition, PIPA has provided grants to the school's Parent Teacher Association (PTA) to fund computers for the school as well as Smart Boards.

Banco do Brasil - Banco do Brasil has provided financial support in securing Smart Boards for the school.

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
Garcia, Carmen	Principal
Martin, Barbara	Assistant Principal

Duties

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

Tier 1(Leadership Team)

Administrator(s) Carmen M. Garcia and Barbara M. Martin, who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving.

- Ms. Jessika Abdalah, Reading Interventionist
 - Ms. Cynthia McKinnon-Bodden, Special education personnel
 - Ms. Parastou Hesami, School guidance counselor
 - Dr. Barbara Fisher, School psychologist
 - Ms. Kimberly Williams, School social worker
 - Ms. Jackeline Sanchez-Jimenez, Member of advisory group, community stakeholders, parents
- In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Ms. Martin, Ms. Hesami and Dr. Fisher, members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or

revise efforts.

Tier 3 SST

Ms. Martin, Ms. Hesami, Ms. Williams and Dr. Fisher members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving 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

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

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

International Studies (IS) Program

Selected first through fifth grade students participate in the International Studies (IS) and International Education (IE) Program. Students are provided with enrichment in Spanish or Portuguese through creative writing activities, role play, presentations, and projects. This opportunity provides a rich bilingual education and prepares students to be fully bi-literate opening the door for a variety of career opportunities.

Career and Technical Education

By promoting Career Pathways and Programs of Study middle school students are provided technology courses. Students build an understanding of and an appreciation for the career choices available through technology.

Nutritional Program

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition and Health education is taught through the physical education department. The School Food Service Program ensures that the Healthy Food and Beverage Guidelines of the adopted District's Wellness Policy are adhered to. concerning breakfast, lunch and snack options.

School Advisory Council (SAC)**Membership**

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

Name	Stakeholder Group
Carmen M. Garcia	Principal
Carmen M. Spangenberg	Teacher
Maud Clark	Teacher
Monica Coto	Teacher
Jackeline Sanchez-Jimenez	Teacher
Josefina Schweyer	Teacher
Cristina Brulay	Parent
Ricardo Cookson	Parent
Amy Crowley-Gonsoulin	Parent
Ron Kauffman	Parent
Ginger Arnold	Business/Community
Milly Montes	Business/Community
Adriana Sabino	Business/Community
Ashly Pire	Education Support Employee
Claudia Grillo	Parent

Duties

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

Evaluation of last year's school improvement plan

The implementation of the 2013-2014 School Improvement Plan provided for increased learning gains, increased student achievement in Reading, Mathematics and Science.

Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) met to set priorities and revise strategies for the 2014-2015 School Improvement Plan. The EESAC will work cohesively to monitor strategies and utilize the Florida Continuous Improvement Model (FCIM) towards student achievement.

Preparation of the school's annual budget and plan

The 2014-2015 EESAC budget will be utilized to assist with the purchase of a new computer lab.

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

The 2013-2014 school improvement funds were utilized towards the purchase of laptops. The amount that was allocated to this project was \$7,000.00.

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, Carmen	Principal
Martin, Barbara	Assistant Principal
Garcia, Sonia	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will include: (1) aligning International Baccalaureate (IB) Planners with Florida Standards, (2) implementing best practices to target instruction, (3) increasing best practices in writing instruction to incorporate writing in the content areas.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The schedule for elementary school provides common planning time for teachers in grades K-5. Middle school teachers are provided with planning time on Wednesdays when students are dismissed early. Teachers have access to share folders where the International Baccalaureate (IB) Units are available for shared access. Additionally, the school provides opportunities for collaborative planning and unit reflections on selected days when coverage is provided so that teachers can meet by grade level (elementary) and by department (middle) to make revisions and reflect on units.

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

- Partner new teachers with mentor teachers.
- Schedule common planning time for each grade level to support new teachers.
- Schedule time for new teachers to meet with Instructional Coaches in order to familiarize teachers with school's IB Program, Dual Language Program and Language Arts Florida Standards.

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

New teachers are partnered with mentor teachers at the beginning of the year. Mentor teachers provide feedback, planning support, and work with new teachers to implement best teaching practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school utilizes District-provided Core Instructional Programs and standards-aligned District Pacing Guides.

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

Each teacher is provided a data binder to keep ongoing data from tests administered to students. Teachers utilize information from Reading Plus Reports, District Interim Assessments, class assignments, tests, iReady Reports, and FAIR Reports (Grades 3-8/Level 1's and 2's) to plan for and differentiate instruction for students. Students that are having difficulty in attaining the proficient or advanced level on state assessments in grades K-5 are provided with intervention in the area of deficiency in addition to the required instructional time in the specific subject. Students in middle school who have not achieved proficiency are enrolled in intensive reading and/or mathematics classes.

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

Select students are offered intensive remediation during the second semester of the school year through a after-school tutorial/enrichment program. Identified students work in a small group setting with highly qualified teachers to promote mastery of benchmarks by grade level and subject area.

Participation in annual academic clubs offer select students enrichment activities. Students prepare for and participate in competitions in the areas of mathematics, science, and geography. Monthly professional development is provided for all faculty to ensure understanding of instructional practices. Faculty members participate in best practices sessions, vertical and horizontal planning sessions and curriculum information sessions.

Strategy Rationale

The additional intensive remediation provides students with additional opportunities to master proficiency in the deficient subject area.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Garcia, Carmen, pr3191@dadeschools.net

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

In order to determine the effectiveness of this strategy, data is collected and monthly team meetings provide an opportunity to dialogue and utilize the four step problem solving process as the basis for goal setting, planning and program evaluation. The team collaborates to identify additional needs and focus for instructional decisions. The team will also review progress monitoring data, (District Interim Assessments, etc.) at each grade level to identify student who meet or exceed benchmarks or students who need additional strategies in order to reach targeted benchmarks.

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

Ada Merritt K-8 Center hosts four tours for candidates wishing to apply for the next school year. Applicants have an opportunity to meet school staff, tour the school, and become informed on the various academic programs offered. Additionally, students entering Kindergarten are invited to attend the annual Meet and Greet Event scheduled the Friday before school begins. Parents and students have the opportunity to meet the teacher, visit the classroom and tour the school. During the school year, parents are invited to join us for the respective showcases for each grade level, Student of the Month Events, PTA Meetings, and Special Guest Presentations. A monthly calendar is provided via the school website to inform parents and students of upcoming events and activities.

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

MYP Students are college-bound students. They follow a rigorous academic program that includes High School classes in Mathematics, Science and Spanish. Their Technology class includes units of study focusing on career planning, including preparing curriculum vitae, a job application, a letter of intent and culminating in a job interview. High Schools are invited to Ada Merritt for an annual High School fair, to provide our student the information that will allow them to make an educated choice of High School.

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

All Middle School students at Ada Merritt K-8 Center participate in the International Baccalaureate (IB) Middle Years Programme (MYP). The central goal of the MYP is for students to become more aware of the relevance of their learning to real-world issues, and should come to see knowledge, concepts, skills and attitudes as an interrelated whole. In this way, students can appreciate that the subject groups are not isolated but complement each other. Teachers encourage students to see connections by approaching their curriculum through the lens of an Area of Interaction. The 5 areas of interaction are the contexts through which the curriculum content interacts with the real world and with other subjects.

Students in the MYP also take a Technology class where they acquire and reinforce the skills that will allow them to be successful learners throughout Middle and High School and further at the College level: information literacy, collaboration, communication, reflection, organization and transfer.

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

The majority of students at Ada Merritt K-8 Center take High School courses in Mathematics, Science, Portuguese and Spanish, thus allowing them to progress to a higher level in High School and prepare for postsecondary studies. Spanish students also take the Advanced Placement classes in Spanish, which allows them to earn College credit in the language.

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.** Increase the percentage of parents participating in curriculum-based parent workshops.
- G2.** Incorporate STEM-related experiences for our students and increase the percentage of students participating in STEM-related activities.
- G3.** Our goal is decrease the number Early Warning System indicators in elementary grades K-5 and middle school grades 6-8.
- G4.** To increase student achievement by improving core instruction in all content areas.

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. Increase the percentage of parents participating in curriculum-based parent workshops. 1a

G050841

Targets Supported 1b

Indicator	Annual Target
	23.0

Resources Available to Support the Goal 2

- Connect-Ed Messages, school website, Monthly Calendar

Targeted Barriers to Achieving the Goal 3

- Parents work schedules conflict with curriculum-based parent workshops.

Plan to Monitor Progress Toward G1. 8

Administrator will use parent log to monitor parent participation.

Person Responsible

Carmen Garcia

Schedule

On 6/4/2015

Evidence of Completion

Workshop Parent Logs

G2. Incorporate STEM-related experiences for our students and increase the percentage of students participating in STEM-related activities. 1a

G050836

Targets Supported 1b

Indicator	Annual Target
	64.0

Resources Available to Support the Goal 2

- Math/Science Coach, MYP Coordinator, Science Fair, Smart Boards

Targeted Barriers to Achieving the Goal 3

- In the 2013-2014 school year, there were 3 STEM-related experiences for our students. There is a need to increase the number of STEM-related experiences provided for students (e.g, field trips, science fairs) to 5.

Plan to Monitor Progress Toward G2. 8

Participation of student involvement in STEM related activities will be monitored using student outcome in school and District competition.

Person Responsible

Carmen Garcia

Schedule

Quarterly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Competition results

G3. Our goal is decrease the number Early Warning System indicators in elementary grades K-5 and middle school grades 6-8. 1a

 G050829

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Counselor, Social Worker, School Administrators, Teachers, Parents

Targeted Barriers to Achieving the Goal 3

- Data reports from the 2013-2014 school year indicate that 2% (15) students missed 10% or more of available Instructional Time; Data reports from the 2013-2014 school year indicate that 1% (3) students were retained; Data reports from the 2013-2014 school year indicate that 12% (9) students were not proficient in reading by third grade; Data reports from the 2013-2014 school year indicate that 2% (13) students received two or more behavioral referrals; and 0% (0) students received behavior referrals that lead to suspension.

Plan to Monitor Progress Toward G3. 8

Consistent monitoring of Reports will help decrease the number of Early Warning System indicators.

Person Responsible

Carmen Garcia

Schedule

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

Evidence of Completion

Data Reports

G4. To increase student achievement by improving core instruction in all content areas. 1a

G046420

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	89.0
AMO Reading - African American	83.0
AMO Reading - Hispanic	88.0
AMO Reading - White	91.0
AMO Reading - ELL	79.0
AMO Reading - ED	81.0
AMO Reading - SWD	63.0
AMO Math - All Students	92.0
AMO Math - African American	85.0
AMO Math - Hispanic	91.0
AMO Math - White	96.0
AMO Math - ELL	89.0
AMO Math - SWD	63.0
AMO Math - ED	89.0
FCAT 2.0 Science Proficiency	87.0
CELLA Writing Proficiency	62.0
ELA/Reading Gains	87.0
ELA/Reading Lowest 25% Gains	95.0
Math Gains	80.0
Math Lowest 25% Gains	85.0
CELLA Listening/Speaking Proficiency	93.0
CELLA Reading Proficiency	57.0
Middle School Participation in EOC and Industry Certifications	100.0
Algebra I EOC Pass Rate	99.0
Geometry EOC Pass Rate	100.0

Resources Available to Support the Goal 2

- McGraw-Hill Wonders Series, McDougal Littell, Trade Books, Reading Plus, Accelerated Reader (AR), Wonder Works Intervention, iReady, ELA Test Item Specifications, ELA District Website, District Pacing Guide, PYP/MYP Curriculum, IB Planners, Media Center, Media Specialist/ Reading Curriculum Leader, Smart Board Technology, Fifth Grade Literacy Classes have laptops, Strong Grade Level Chairs, Model Classrooms, Common Planning Time

Targeted Barriers to Achieving the Goal 3

- Limited evidence of incorporating analytical writing across all content areas.

Plan to Monitor Progress Toward G4. 8

Consistently monitor the implementation of developed lesson plans that infuse text-based writing across all content areas.

Person Responsible

Carmen Garcia

Schedule

Weekly, from 10/16/2014 to 5/15/2015

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

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. Increase the percentage of parents participating in curriculum-based parent workshops. **1**

 G050841

G1.B1 Parents work schedules conflict with curriculum-based parent workshops. **2**

 B127560

G1.B1.S1 Increase the percentage of parents participating in curriculum-based parent workshops. **4**

 S139693

Strategy Rationale

A primary outcome of parents participating to foster more effective communication with the families of our children.

Action Step 1 **5**

Increase the percentage of parents participating in curriculum-based parent workshops.

Person Responsible

Carmen Garcia

Schedule

Quarterly, from 9/2/2014 to 3/6/2015

Evidence of Completion

Parent Workshop Attendance Log

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

Consistently monitor parent participation in curriculum-based parent workshops.

Person Responsible

Carmen Garcia

Schedule

Quarterly, from 9/2/2014 to 3/6/2015

Evidence of Completion

Parent Workshop Attendance Log

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

Increased parents participation in curriculum-based parent workshops.

Person Responsible

Carmen Garcia

Schedule

On 5/6/2015


Evidence of Completion

Parent Workshop Log

G2. Incorporate STEM-related experiences for our students and increase the percentage of students participating in STEM-related activities. **1**

 G050836

G2.B1 In the 2013-2014 school year, there were 3 STEM-related experiences for our students. There is a need to increase the number of STEM-related experiences provided for students (e.g, field trips, science fairs) to 5. **2**

 B127471

G2.B1.S1 Emphasize/engage students in the problem solving process, we need to increase the number of students participating in STEM-related experiences. **4**

 S139579

Strategy Rationale

A primary outcome of engaging students in problem solving process is to foster the increase the percentage of students participating in STEM-related activities.

Action Step 1 **5**

Emphasize/engage students in the problem solving process, we need to increase the number of students participating in STEM-related experiences.

Person Responsible

Carmen Garcia

Schedule

Quarterly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Results from 2015 Algebra EOC and Geometry EOC, Science Fair results and District competition results

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

Administration will monitor student participation in school and district STEM related competitions/ fairs.

Person Responsible

Carmen Garcia

Schedule

Quarterly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Results for 2015 Algebra EOC and Geometry EOC, Science Fair and District competition results.

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

Consistent monitoring of student engagement in the problem solving process, we need to increase the number of students participating in STEM-related experiences.

Person Responsible

Carmen Garcia

Schedule

Quarterly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Results for 2015 Algebra EOC and Geometry EOC, Science Fair and District competition results.

G3. Our goal is decrease the number Early Warning System indicators in elementary grades K-5 and middle school grades 6-8. **1**

G050829

G3.B1 Data reports from the 2013-2014 school year indicate that 2% (15) students missed 10% or more of available Instructional Time; Data reports from the 2013-2014 school year indicate that 1% (3) students were retained; Data reports from the 2013-2014 school year indicate that 12% (9) students were not proficient in reading by third grade; Data reports from the 2013-2014 school year indicate that 2% (13) students received two or more behavioral referrals; and 0% (0) students received behavior referrals that lead to suspension. **2**

B127443

G3.B1.S1 MTSS/RtI Team will conduct parent meetings to discuss attendance and develop written contracts with parents to ensure alignment with the District's Attendance Policy. **4**

S139558

Strategy Rationale

A primary outcome of this goal is to decrease the number of Early Warning System indicators in grades K-8th grade.

Action Step 1 **5**

Decrease the number of Early Warning System indicators in grades K-8th.

Person Responsible

Carmen Garcia

Schedule

Monthly, from 8/25/2014 to 4/6/2015

Evidence of Completion

Attendance Reports

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

Attendance will be monitored monthly.

Person Responsible

Carmen Garcia

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Monthly Attendance Report

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

Consistent monitoring of Attendance Reports will increase students' attendance.

Person Responsible

Carmen Garcia

Schedule

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

Evidence of Completion

Monthly Attendance Reports

G4. To increase student achievement by improving core instruction in all content areas. 1

G046420

G4.B3 Limited evidence of incorporating analytical writing across all content areas. 2

B115097

G4.B3.S1 Reading: Implement academic writing as a part of an instructional framework during reading instruction 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

S126687

Strategy Rationale

In order for our students to be college and career ready, students must be offered opportunities for authentic writing in different genres and modalities. Reading and writing must be inextricably linked in order for students to engage with texts with rigor. Writing instruction must take place across all content areas.

Action Step 1 5

Provide professional development during Faculty Meeting on the different modalities and genres of academic writing and how it links to texts across all content areas. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.

Person Responsible

Carmen Garcia

Schedule

On 10/15/2014

Evidence of Completion

Meeting Agenda, Sign-in Sheet, Anchor Charts, Reflections

Action Step 2 5

Instructional coaches will provide additional support on the infusion of text-based writing across all content areas during grade level meetings. Teachers will develop and implement lesson plans that include writing across all content areas.

Person Responsible

Sonia Garcia

Schedule

Weekly, from 10/16/2014 to 11/7/2014

Evidence of Completion

Grade Level Minutes, Sign-in sheets

Action Step 3 5

Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.

Person Responsible

Carmen Garcia

Schedule

Daily, from 10/16/2014 to 11/7/2014

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

Action Step 4 5

Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed lesson plans.

Person Responsible

Sonia Garcia

Schedule

On 11/21/2014

Evidence of Completion

Lesson Plans, Student Work, Student Discourse

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Administration will conduct classroom walk through to monitor the implementation of developed lesson plans that infuse writing and writing instruction across all content areas . Principal and Assistant Principal will debrief to determine next steps.

Person Responsible

Carmen Garcia

Schedule

Weekly, from 10/15/2014 to 3/6/2015

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Monitor the effectiveness of the developed lesson plans that infused writing and writing instruction across all content areas. Students are able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Person Responsible

Carmen Garcia


Schedule

Quarterly, from 10/15/2014 to 6/4/2015

Evidence of Completion

Diagnostic Assessments and Florida Standard Assessment (FSA)

G4.B3.S2 Writing: 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

 S126688

Strategy Rationale

In order for our students to be college and career ready, students must be offered opportunities for authentic writing in different genres and modalities. Reading and writing must be inextricably linked in order for students to engage with texts with rigor. Writing instruction must take place across all content areas.

Action Step 1 5

Provide professional development during Faculty Meeting on the infusion of the Language Arts Florida Standards (LAFS) to enhance mathematical learning through the use of text-dependent questions, summarizing strategies, and opportunities for academic writing. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.

Person Responsible

Carmen Garcia

Schedule

On 10/15/2014

Evidence of Completion

Meeting Agenda, Sign-in Sheet, Anchor Charts, Reflections

Action Step 2 5

Instructional coaches will provide additional support on the infusion of text-based writing across all content areas during grade level meetings. Teachers will develop and implement lesson plans that include writing across all content areas.

Person Responsible

Carmen Garcia

Schedule

On 10/23/2014

Evidence of Completion

Grade Level Minutes, Sign-in sheets

Action Step 3 5

Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.

Person Responsible

Carmen Garcia

Schedule

On 11/7/2014

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

Action Step 4 5

Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed lesson plans.

Person Responsible

Carmen Garcia

Schedule

On 11/21/2014

Evidence of Completion

Lesson Plans, Student Work, Student Discourse

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Administration will conduct classroom walk through to monitor the implementation of developed lesson plans that infuse writing and writing instruction across all content areas . Principal and Assistant Principal will debrief to determine next steps.

Person Responsible

Carmen Garcia

Schedule

Weekly, from 10/16/2014 to 3/6/2015

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Monitor the effectiveness of the developed lesson plans that infused writing and writing instruction across all content areas. Students are able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Person Responsible

Carmen Garcia


Schedule

Quarterly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Diagnostic Assessments and Florida Standard Assessment (FSA)

G4.B3.S3 Mathematics: Utilize research-based Reading, Writing and ESOL Strategies to enhance instruction in core curriculum areas. 4

 S126690

Strategy Rationale

In order for our students to be college and career ready, students must be offered opportunities for metacognition and writing about their mathematical thinking processes. Writing instruction must take place across all content areas.

Action Step 1 5

Provide professional development during Faculty Meeting on the infusion of the Mathematics Florida Standards (MAFS) to enhance mathematical learning through the use of text-dependent questions, summarizing strategies, and opportunities for academic writing. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.

Person Responsible

Carmen Garcia

Schedule

On 10/15/2014

Evidence of Completion

Meeting Agenda, Sign-in Sheet, Anchor Charts, Reflections

Action Step 2 5

Instructional coaches will provide additional support on the infusion of text-based writing across all content areas during grade level meetings. Teachers will develop and implement lesson plans that include writing across all content areas.

Person Responsible

Sonia Garcia

Schedule

On 10/23/2014

Evidence of Completion

Grade Level Minutes, Sign-in sheets

Action Step 3 5

Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.

Person Responsible

Carmen Garcia

Schedule

On 11/7/2014

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

Action Step 4 5

Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed lesson plans.

Person Responsible

Carmen Garcia

Schedule

On 11/21/2014

Evidence of Completion

Lesson Plans, Student Work, Student Discourse

Plan to Monitor Fidelity of Implementation of G4.B3.S3 6

Administration will conduct classroom walk through to monitor the implementation of developed lesson plans that infuse writing and writing instruction across all content areas. They will monitor the implementations of developed lesson plans that infuse the Language Arts Florida Standards (LAFS) to enhance mathematical learning through the use of text-dependent questions, summarizing strategies and opportunity for academic writing. Principal and Assistant Principal will debrief to determine next steps.

Person Responsible

Carmen Garcia

Schedule

Weekly, from 10/10/2014 to 3/6/2015

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

Plan to Monitor Effectiveness of Implementation of G4.B3.S3 7

Monitor the effectiveness of the developed lesson plans that infused writing and writing instruction across all content areas. Students are able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Person Responsible

Carmen Garcia


Schedule

Quarterly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Diagnostic Assessments and Florida Standard Assessment (FSA)

G4.B3.S4 Science: Provide students with multiple opportunities to write argumentative and informative pieces focused on discipline specific content. 4

 S126691

Strategy Rationale

In order for our students to be college and career ready, students must be offered opportunities for writing as a tool for demonstrating understanding of scientific processes and concepts. Writing instruction must take place across all content areas.

Action Step 1 5

Provide professional development during Faculty Meeting on the infusion of the Language Arts Florida Standards (LAFS) to enhance scientific learning through the use of text-dependent questions, summarizing strategies, and opportunities for academic writing. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.

Person Responsible

Carmen Garcia

Schedule

On 10/15/2014

Evidence of Completion

Meeting Agenda, Sign-in Sheet, Anchor Charts, Reflections

Action Step 2 5

Instructional coaches will provide additional support on the infusion of text-based writing across all content areas during grade level meetings. Teachers will develop and implement lesson plans that include writing across all content areas.

Person Responsible

Sonia Garcia

Schedule

On 10/23/2014

Evidence of Completion

Grade Level Minutes, Sign-in sheets

Action Step 3 5

Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.

Person Responsible

Carmen Garcia

Schedule

On 11/7/2014

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

Action Step 4 5

Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed lesson plans.

Person Responsible

Carmen Garcia

Schedule

On 11/21/2014

Evidence of Completion

Lesson Plans, Student Work, Student Discourse, Journals

Plan to Monitor Fidelity of Implementation of G4.B3.S4 6

Administration will conduct classroom walk through to monitor the implementation of developed lesson plans that infuse writing and writing instruction across all content areas . They will monitor the implementation of developed lesson plans that infuse the Language Arts Florida Standards (LAFS) to enhance scientific learning through the use of text-dependent questions, summarizing strategies, and opportunities for academic writing. Principal and Assistant Principal will debrief to determine next steps.

Person Responsible

Carmen Garcia

Schedule

On 3/6/2015

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

Plan to Monitor Effectiveness of Implementation of G4.B3.S4 7

Monitor the effectiveness of the developed lesson plans that infused writing and writing instruction across all content areas. Students are able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Person Responsible

Carmen Garcia


Schedule

Quarterly, from 10/10/2014 to 6/4/2015

Evidence of Completion

Diagnostic Assessments and Florida Standard Assessment (FSA)

G4.B3.S5 Social Science: 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**

 S126693

Strategy Rationale

In order for our students to be college and career ready, students must be offered opportunities for authentic writing in different genres and modalities. Reading and writing must be inextricably linked in order for students to engage with texts with rigor. Writing instruction must take place across all content areas.

Action Step 1 **5**

Provide professional development during Faculty Meeting on the different modalities and genres of academic writing and how it links to texts across all content areas. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.

Person Responsible

Carmen Garcia

Schedule

On 10/15/2014

Evidence of Completion

Meeting Agenda, Sign-in Sheet, Anchor Charts, Reflections

Action Step 2 **5**

Instructional coaches will provide additional support on the infusion of text-based writing across all content areas during grade level meetings. Teachers will develop and implement lesson plans that include writing across all content areas.

Person Responsible

Sonia Garcia

Schedule

On 10/23/2014

Evidence of Completion

Grade Level Minutes, Sign-in sheets

Action Step 3 5

Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.

Person Responsible

Carmen Garcia

Schedule

On 11/7/2014

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

Action Step 4 5

Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed lesson plans.

Person Responsible

Carmen Garcia

Schedule

On 11/21/2014

Evidence of Completion

Lesson Plans, Student Work, Student Discourse, Journals

Plan to Monitor Fidelity of Implementation of G4.B3.S5 6

Administration will conduct classroom walk through to monitor the implementation of developed lesson plans that infuse writing and writing instruction across all content areas. Principal and Assistant Principal will debrief to determine next steps.

Person Responsible

Carmen Garcia

Schedule

Weekly, from 10/16/2014 to 11/7/2014

Evidence of Completion

Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse

Plan to Monitor Effectiveness of Implementation of G4.B3.S5 7

Monitor the effectiveness of the developed lesson plans that infused writing and writing instruction across all content areas. Students are able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Person Responsible

Carmen Garcia

Schedule

Quarterly, from 10/16/2014 to 6/4/2015

Evidence of Completion

Diagnostic Assessments and Florida Standard Assessment (FSA)

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
G4.B3.S1.A1	Provide professional development during Faculty Meeting on the different modalities and genres of academic writing and how it links to texts across all content areas. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.	Garcia, Carmen	10/15/2014	Meeting Agenda, Sign-in Sheet, Anchor Charts, Reflections	10/15/2014 one-time
G4.B3.S2.A1	Provide professional development during Faculty Meeting on the infusion of the Language Arts Florida Standards (LAFS) to enhance mathematical learning through the use of text-dependent questions, summarizing strategies, and opportunities for academic writing. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.	Garcia, Carmen	10/15/2014	Meeting Agenda, Sign-in Sheet, Anchor Charts, Reflections	10/15/2014 one-time
G4.B3.S4.A1	Provide professional development during Faculty Meeting on the infusion of the Language Arts Florida Standards (LAFS) to enhance scientific learning through the use of text-dependent questions, summarizing strategies, and opportunities for academic writing. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.	Garcia, Carmen	10/15/2014	Meeting Agenda, Sign-in Sheet, Anchor Charts, Reflections	10/15/2014 one-time
G4.B3.S3.A1	Provide professional development during Faculty Meeting on the infusion of the Mathematics Florida Standards (MAFS) to enhance mathematical	Garcia, Carmen	10/15/2014	Meeting Agenda, Sign-in Sheet, Anchor Charts, Reflections	10/15/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	learning through the use of text-dependent questions, summarizing strategies, and opportunities for academic writing. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.				
G4.B3.S5.A1	Provide professional development during Faculty Meeting on the different modalities and genres of academic writing and how it links to texts across all content areas. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.	Garcia, Carmen	10/15/2014	Meeting Agenda, Sign-in Sheet, Anchor Charts, Reflections	10/15/2014 one-time
G3.B1.S1.A1	Decrease the number of Early Warning System indicators in grades K-8th.	Garcia, Carmen	8/25/2014	Attendance Reports	4/6/2015 monthly
G2.B1.S1.A1	Emphasize/engage students in the problem solving process, we need to increase the number of students participating in STEM-related experiences.	Garcia, Carmen	9/2/2014	Results from 2015 Algebra EOC and Geometry EOC, Science Fair results and District competition results	6/4/2015 quarterly
G1.B1.S1.A1	Increase the percentage of parents participating in curriculum-based parent workshops.	Garcia, Carmen	9/2/2014	Parent Workshop Attendance Log	3/6/2015 quarterly
G4.B3.S1.A2	Instructional coaches will provide additional support on the infusion of text-based writing across all content areas during grade level meetings. Teachers will develop and implement lesson plans that include writing across all content areas.	Garcia, Sonia	10/16/2014	Grade Level Minutes, Sign-in sheets	11/7/2014 weekly
G4.B3.S2.A2	Instructional coaches will provide additional support on the infusion of text-based writing across all content areas during grade level meetings. Teachers will develop and implement lesson plans that include writing across all content areas.	Garcia, Carmen	10/16/2014	Grade Level Minutes, Sign-in sheets	10/23/2014 one-time
G4.B3.S4.A2	Instructional coaches will provide additional support on the infusion of text-based writing across all content areas during grade level meetings. Teachers will develop and implement lesson plans that include writing across all content areas.	Garcia, Sonia	10/16/2014	Grade Level Minutes, Sign-in sheets	10/23/2014 one-time
G4.B3.S3.A2	Instructional coaches will provide additional support on the infusion of text-based writing across all content areas during grade level meetings. Teachers will develop and implement lesson plans that include writing across all content areas.	Garcia, Sonia	10/16/2014	Grade Level Minutes, Sign-in sheets	10/23/2014 one-time
G4.B3.S5.A2	Instructional coaches will provide additional support on the infusion of text-based writing across all content areas during grade level meetings. Teachers will develop and implement lesson plans that include writing across all content areas.	Garcia, Sonia	10/16/2014	Grade Level Minutes, Sign-in sheets	10/23/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B3.S1.A3	Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.	Garcia, Carmen	10/16/2014	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	11/7/2014 daily
G4.B3.S2.A3	Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.	Garcia, Carmen	10/16/2014	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	11/7/2014 one-time
G4.B3.S4.A3	Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.	Garcia, Carmen	10/16/2014	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	11/7/2014 one-time
G4.B3.S3.A3	Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.	Garcia, Carmen	10/16/2014	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	11/7/2014 one-time
G4.B3.S5.A3	Administration will conduct classroom walkthroughs to monitor the implementation of developed lesson plans. Principal and Assistant Principal will debrief to determine which teachers need additional support.	Garcia, Carmen	10/16/2014	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	11/7/2014 one-time
G4.B3.S1.A4	Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed lesson plans.	Garcia, Sonia	10/16/2014	Lesson Plans, Student Work, Student Discourse	11/21/2014 one-time
G4.B3.S2.A4	Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed lesson plans.	Garcia, Carmen	10/16/2014	Lesson Plans, Student Work, Student Discourse	11/21/2014 one-time
G4.B3.S4.A4	Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed lesson plans.	Garcia, Carmen	10/16/2014	Lesson Plans, Student Work, Student Discourse, Journals	11/21/2014 one-time
G4.B3.S3.A4	Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed lesson plans.	Garcia, Carmen	10/16/2014	Lesson Plans, Student Work, Student Discourse	11/21/2014 one-time
G4.B3.S5.A4	Teachers in need of additional support will be assigned mentors to assist in lesson plan development and will observe mentor teachers during the instructional delivery of the developed lesson plans.	Garcia, Carmen	10/16/2014	Lesson Plans, Student Work, Student Discourse, Journals	11/21/2014 one-time
G1.MA1	Administrator will use parent log to monitor parent participation.	Garcia, Carmen	9/2/2014	Workshop Parent Logs	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Increased parents participation in curriculum-based parent workshops.	Garcia, Carmen	10/10/2014	Parent Workshop Log	5/6/2015 one-time
G1.B1.S1.MA1	Consistently monitor parent participation in curriculum-based parent workshops.	Garcia, Carmen	9/2/2014	Parent Workshop Attendance Log	3/6/2015 quarterly
G2.MA1	Participation of student involvement in STEM related activities will be monitored using student outcome in school and District competition.	Garcia, Carmen	9/2/2014	Competition results	6/4/2015 quarterly
G2.B1.S1.MA1	Consistent monitoring of student engagement in the problem solving process, we need to increase the number of students participating in STEM-related experiences.	Garcia, Carmen	9/2/2014	Results for 2015 Algebra EOC and Geometry EOC, Science Fair and District competition results.	6/4/2015 quarterly
G2.B1.S1.MA1	Administration will monitor student participation in school and district STEM related competitions/fairs.	Garcia, Carmen	9/2/2014	Results for 2015 Algebra EOC and Geometry EOC, Science Fair and District competition results.	6/4/2015 quarterly
G3.MA1	Consistent monitoring of Reports will help decrease the number of Early Warning System indicators.	Garcia, Carmen	8/25/2014	Data Reports	5/29/2015 monthly
G3.B1.S1.MA1	Consistent monitoring of Attendance Reports will increase students' attendance.	Garcia, Carmen	8/25/2014	Monthly Attendance Reports	5/29/2015 monthly
G3.B1.S1.MA1	Attendance will be monitored monthly.	Garcia, Carmen	8/18/2014	Monthly Attendance Report	5/29/2015 monthly
G4.MA1	Consistently monitor the implementation of developed lesson plans that infuse text-based writing across all content areas.	Garcia, Carmen	10/16/2014	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	5/15/2015 weekly
G4.B3.S1.MA1	Monitor the effectiveness of the developed lesson plans that infused writing and writing instruction across all content areas. Students are able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.	Garcia, Carmen	10/15/2014	Diagnostic Assessments and Florida Standard Assessment (FSA)	6/4/2015 quarterly
G4.B3.S1.MA1	Administration will conduct classroom walk through to monitor the implementation of developed lesson plans that infuse writing and writing instruction across all content areas . Principal and Assistant Principal will debrief to determine next steps.	Garcia, Carmen	10/15/2014	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	3/6/2015 weekly
G4.B3.S2.MA1	Monitor the effectiveness of the developed lesson plans that infused writing and writing instruction across all content areas. Students are able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.	Garcia, Carmen	10/10/2014	Diagnostic Assessments and Florida Standard Assessment (FSA)	6/4/2015 quarterly
G4.B3.S2.MA1	Administration will conduct classroom walk through to monitor the implementation of developed lesson plans that infuse writing and writing instruction across all content areas . Principal and Assistant Principal will debrief to determine next steps.	Garcia, Carmen	10/16/2014	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	3/6/2015 weekly
G4.B3.S3.MA1	Monitor the effectiveness of the developed lesson plans that infused writing and writing instruction across all content areas. Students are able to	Garcia, Carmen	10/10/2014	Diagnostic Assessments and Florida Standard Assessment (FSA)	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.				
G4.B3.S3.MA1	Administration will conduct classroom walk through to monitor the implementation of developed lesson plans that infuse writing and writing instruction across all content areas. They will monitor the implementations of developed lesson plans that infuse the Language Arts Florida Standards (LAFS) to enhance mathematical learning through the use of text-dependent questions, summarizing strategies and opportunity for academic writing. Principal and Assistant Principal will debrief to determine next steps.	Garcia, Carmen	10/10/2014	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	3/6/2015 weekly
G4.B3.S4.MA1	Monitor the effectiveness of the developed lesson plans that infused writing and writing instruction across all content areas. Students are able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.	Garcia, Carmen	10/10/2014	Diagnostic Assessments and Florida Standard Assessment (FSA)	6/4/2015 quarterly
G4.B3.S4.MA1	Administration will conduct classroom walk through to monitor the implementation of developed lesson plans that infuse writing and writing instruction across all content areas . They will monitor the implementation of developed lesson plans that infuse the Language Arts Florida Standards (LAFS) to enhance scientific learning through the use of text-dependent questions, summarizing strategies, and opportunities for academic writing. Principal and Assistant Principal will debrief to determine next steps.	Garcia, Carmen	10/10/2014	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	3/6/2015 one-time
G4.B3.S5.MA1	Monitor the effectiveness of the developed lesson plans that infused writing and writing instruction across all content areas. Students are able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.	Garcia, Carmen	10/16/2014	Diagnostic Assessments and Florida Standard Assessment (FSA)	6/4/2015 quarterly
G4.B3.S5.MA1	Administration will conduct classroom walk through to monitor the implementation of developed lesson plans that infuse writing and writing instruction across all content areas. Principal and Assistant Principal will debrief to determine next steps.	Garcia, Carmen	10/16/2014	Classroom Walkthrough Notes, Lesson Plans, Journals, Student Work, Student Discourse	11/7/2014 weekly

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.

G4. To increase student achievement by improving core instruction in all content areas.

G4.B3 Limited evidence of incorporating analytical writing across all content areas.

G4.B3.S1 Reading: Implement academic writing as a part of an instructional framework during reading instruction 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 during Faculty Meeting on the different modalities and genres of academic writing and how it links to texts across all content areas. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.

Facilitator

Annette Garcia-Acosta

Participants

All Teachers

Schedule

On 10/15/2014

G4.B3.S2 Writing: 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 during Faculty Meeting on the infusion of the Language Arts Florida Standards (LAFS) to enhance mathematical learning through the use of text-dependent questions, summarizing strategies, and opportunities for academic writing. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.

Facilitator

Annette Garcia-Acosta

Participants

All Teachers

Schedule

On 10/15/2014

G4.B3.S3 Mathematics: Utilize research-based Reading, Writing and ESOL Strategies to enhance instruction in core curriculum areas.

PD Opportunity 1

Provide professional development during Faculty Meeting on the infusion of the Mathematics Florida Standards (MAFS) to enhance mathematical learning through the use of text-dependent questions, summarizing strategies, and opportunities for academic writing. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.

Facilitator

Annette Garcia-Acosta

Participants

All Teachers

Schedule

On 10/15/2014

G4.B3.S4 Science: Provide students with multiple opportunities to write argumentative and informative pieces focused on discipline specific content.

PD Opportunity 1

Provide professional development during Faculty Meeting on the infusion of the Language Arts Florida Standards (LAFS) to enhance scientific learning through the use of text-dependent questions, summarizing strategies, and opportunities for academic writing. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.

Facilitator

Annette Garcia-Acosta

Participants

All Teachers

Schedule

On 10/15/2014

G4.B3.S5 Social Science: 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 during Faculty Meeting on the different modalities and genres of academic writing and how it links to texts across all content areas. The professional development will end with teachers finding opportunities to include text-based writing instruction within their instructional framework.

Facilitator

Annette Garcia-Acosta

Participants

All Teachers

Schedule

On 10/15/2014

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 2: Incorporate STEM-related experiences for our students and increase the percentage of students participating in STEM-related activities.	300
Grand Total	300

Goal 2: Incorporate STEM-related experiences for our students and increase the percentage of students participating in STEM-related activities.		
Description	Source	Total
B1.S1.A1 - Ribbons and Trophies	General Fund	300
Total Goal 2		300