Leisure City K 8 Center

2014-15 School Improvement Plan

Leisure City K 8 Center

14950 SW 288TH ST, Homestead, FL 33033

http://lecityk8dolphins.dadeschools.net

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Combination	Yes	99%

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

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

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Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Leisure City K-8 Center's mission statement is "Our school promotes learning through research-based programs and rigorous instruction to develop the academic,
social, health, and emotional needs of the whole child."

Provide the school's vision statement

Leisure City K-8 Center's vision is "Empowering minds to positively impact a global society."

School Environment

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

Leisure City K - 8 Center learns about students' cultures and builds relationships by hosting a school-wide open house at the beginning of the school year. Additionally, each grade level team hosts a grade level night to inform parents of upcoming events, activities, and assessments specific to the grade level. Parents also have the opportunity to ask questions in a smaller forum. Teachers host a variety of individual parent conferences based on individual needs. Parents are encouraged to request parent conferences or send emails if any concerns may arise. At the beginning of the school year, all teachers involve the students in a "Getting to Know You" activity to share with their classmates their personal likes and customs. During cultural months, such as Hispanic Heritage and Black History, students are given the opportunity to dress in traditional attire and bring in food from their native countries.

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

Leisure City K -8 Center has instituted a school-wide safety plan which includes student supervision before and after school. This plan incorporates an organized supervision of students as they exit the building. In addition, the school has created a safety committee to ensure that student safety on school grounds is a priority. Also, students are encouraged to take part in the school's safety by being part of the safety patrol team. We have also instituted the district policy "See Something. Tell Someone." This strategy encourages students to report incidents to authority figures in the school.

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

At the beginning of the school year, the teachers review the MDCPS Code of student conduct and the student handbook with the students so that they are informed about the school's rules and clear behavioral expectations. Additionally, the student handbook is discussed with parents at open house. When a student misbehaves, there is an established protocol that all teachers follow so that expectations are consistent across the grade levels. Leisure City has created an "alternative to suspension plan" in order to keep students in school and learning.

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

An on-campus counselor is available on a daily basis for students and parents. The counselor addresses any concerns from students and their families. In addition, we have the 5000 Role Model mentoring program for boys from 4th grade to 8th grade.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school's early warning indicators are the following:
*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
*One or more suspensions, whether in school or out of school
*Course failure in English Language Arts or mathematics
*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
*Students retained in a previous grade level.
*Students who failed two or more of any course.

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	22	18	20	11	7	8	14	16	8	124
One or more suspensions	1	0	7	7	10	10	22	28	21	106
Course failure in ELA or Math	8	17	21	28	5	2	3	2	32	118
Level 1 on statewide assessment	0	0	0	42	28	34	27	31	33	195
Students who are retained	6	6	19	28	0	0	4	3	1	67
Students who failed two or more of any course	5	13	18	16	5	2	5	4	21	89

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

Students who are absent 3 or more consecutive days, are contacted by school personnel in order to inquire the reasons for the absences and to offer assistance, if needed, for the student's prompt return. If students are ill, missing work is provided so that students can catch up. In addition, push-in tutoring is provided for ELL students struggling in the content area. Wonder Works Intervention program is in place to provide small group intensive instruction for struggling readers. Saturday tutoring and ELL morning tutoring provides the opportunity for students to receive additional instruction in reading, math and writing.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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
Hunter, Kelli	Principal

Duties

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

The members of the School-based Leadership Team include: Kelli Hunter, Principal; Jennifer Brill and Hilda Milanes, Assistant Principals; Charlotte Brown, Nora Flores, Kimberlie Rodriguez, Patricia Gage, Carrie Lee, and Annie Reid. Grade level Chairs; Priscilla Alexander, Reading Leader; Albertha Harris, Marcia Lewis, Gilberto Alfonso, Department Chairs; Maya Chacón, Test Chair.
Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Assistant Principals: Provide support to the common vision for the use of data-based decision-making that the school is implementing; ensure that interventions and support are being implemented as planned; assist with communicating to parents the school's plans and activities.
Grade Level and Department Chairpersons (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co -teaching.

Instructional Reading Leaders: Develop, lead, and evaluate school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Testing Chairs/Data Analysis Team: Participates in data collection and data analysis; assists in the design and implementation for progress monitoring; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. SCAM Data will be utilized to develop the necessary behavior interventions.

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 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.to The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

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

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

Title I, Part A

Leisure City K – 8 Center provides services to ensure students requiring additional remediation are assisted through morning and after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to elementary and middle school students. The Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. She identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school wide program include Supplemental Educational Services and special support services to special needs populations such as migrant and delinquent students.

Title I, Part C- Migrant

Leisure City K – 8 Center provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

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

Title II

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

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

Training for add-on endorsement programs, such as Reading, Gifted, ESOLtraining and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

Students and parent are interviewed by the Community Involvement Specialist in order to determine grade level and special needs. Student attendance will be monitored daily. Additional support services will be provided through Project Upstart.

Leisure City K – 8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Leisure City K – 8 Center offers a non-violence, anti-bullying, and anti-drug program to students that incorporate field trips and counseling.

Nutrition Programs

1) Leisure City K – 8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.

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

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows

the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Head Start
Leisure City K – 8 Center provides a VPK program.
Other
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Leisure City's parent area in order to inform parents regarding available programs, their rights under No Child Left Behind, and other referral services.
Increase parental involvement through developing Leisure City's Title I School-Parent Compact, Leisure City's Title I Parental Involvement Plan, scheduling the Title I Annual Meeting, and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family survey will be completed by parents/families in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Annette Littlejohn	Teacher
Kelli R. Hunter	Principal
Tanya Cummins	Teacher
Erica Garcia	Education Support Employee
Patricia Gage	Teacher
Nora Flores	Teacher
Ray Broughton	Teacher
Edith Estanislado	Parent
	Student
Oscar Lopez	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 EESAC met at the beginning of the school year to review last year's school improvement plan. Suggestions for updating strategies are recorded in the meeting minutes.

Development of this school improvement plan

The EESAC facilitated a meeting with department grade chairs to evaluate and revise the current SIP strategies.Data pints are reviewed and professional development surveys are analyzed to develop

school-wide improvement goals. The EESAC also met to disucss the preliminary strategies and add additional strategies or condense ones that need to be condensed.

Preparation of the school's annual budget and plan

The school's annual budget is based on student enrollment. The EESAC meets and reviews the school-wide needs to determine the necessary resources for the successful implementation of the School Improvement Plan. The EESAC creates a plan for the proper disbursement of EESAC funds.

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

The projected total of the EESAC funds was $5,236. Of the total, $2,999 was allocated for the purchase of medals, awards, incentives, and assemblies, and $2,000 was spent on educational field trips and instructional supplies.

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
Griffith, Anna	Teacher, K-12
Flores, Nora	Teacher, K-12
Rodriguez, Kimberliee	Teacher, K-12
Gage, Patricia	Teacher, K-12
Lee, Carrie	Teacher, K-12
Reid, Annie	Teacher, K-12
Harris, Albertha	Teacher, K-12
Lewis, Marcia	Teacher, K-12
Robinson, Lydia	Teacher, K-12
Alexander, Priscilla	Instructional Coach
Chacon, Maya	Teacher, K-12
Garcia, Erica	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Leisure City K-8 Center's major initiative will focus on increasing rigor in reading instruction while demonstrating fidelity to the Florida Standards. This involves utilizing technology, infusing academic writing across the curriculum and adopting the Gradual Release Model in order to enhance instruction. Teachers will be trained on the use of the various district-approved software programs and planning for rigorous lessons. Students performing below grade level will continue to receive intervention to improve reading skills, yet they will also be provided with the opportunity to explore

and create through the utilization of reading, collaboration, and discussion. The Literacy Leadership Team is also focusing on developing collegiality and vertical and horizontal collaboration among teachers. This initiative will be facilitated by monthly Professional Learning Community Meetings.

Public and Collaborative Teaching

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

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

Teacher schedules include common planning time so teachers can collaborate and design lessons and activities. Monthly PLC's are conducted based on teacher needs. These provide an opportunity for teachers to share best practices with their colleagues.

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

The Assistant Principal of Curriculum will meet monthly with the beginning teachers to provide continued leadership and support throughout the school year.
The Principal and Assistant Principals will utilize district instructional staffing officers to identify and hire highly qualified staff. We also provide opportunities for professional growth for teachers which encourages the stability of the staff.

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

Leisure City follows the district teacher mentoring program, the MINT program. We have one Mint Mentor at our school site. The Mint mentor provides support to new teachers via observing and modeling lessons as needed. The Mint Mentors have a written agreement and provide support to the new teacher/s all year long. Teachers new to the school are paired with teachers teaching similar subjects or in the same grade level so that the support given meets the new teacher's immediate needs.

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

Instructional materials are provided by the district. The materials aligned to the new Florida Standards. The district-developed pacing guides help teachers navigate through the core instructional programs.

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

Data is discussed and utilized to plan rigorous lessons and differentiate instruction among the students. Science and math interventionists work daily with struggling students in small group settings in order to target those students who are having difficulty attaining the proficient level on state assessments. In addition, math and reading intervention is scheduled daily to target students who are having academic difficulties in these subjects.

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: Weekend Program

Minutes added to school year: 1,800

Leisure City K-8 Center provides Saturday tutoring for 3rd-8th grade students identified as "bubble students" (high level 2/low level 3 in reading and math).

Strategy Rationale

These students will be able to benefit from specific instruction which targets their academic areas in need of improvement in order to achieve proficiency level in the state assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gage, Patricia , 153010@dadeschools.net

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

Students enrolled in Saturday tutoring will complete pre/post-tests in order to ascertain the learning growth in reading, writing, and math. The Reading Leader will collect and share the data with both tutors and teachers to guide and enhance instruction. Additionally, data from monthly assessments will be analyzed to support and guide instruction in the extended learning programs.

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

The neighborhood preschools tour Leisure City K – 8 Center and spend a day, twice a year, in order to smooth the transition from the preschools into the elementary school.
Teachers and department chairs assist with the vertical planning between the Pre-K program and Kindergarten program. Teachers will be responsible for administering baseline assessments in order to determine school readiness. All new Kindergarten students will participate in an orientation process to expose them to the routine and structure of the Kindergarten class. Articulation meetings are held between the prekindergarten teacher and the kindergarten teachers in order to ensure a smooth transition.
All students in VPK Programs were given the Kindergarten Readiness Assessment. Areas assessed include positive self-image, language & literacy skills, and social, emotional & cognitive development. Data is used to plan instruction and determine need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. The Kindergarten Readiness Assessment will be re-administered at the end of the year.
All students in the Kindergarten program are given the FAIR Assessment. Data is used to plan instruction and determine need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. The FAIR Assessment will be re-administered at the end of the year.

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 school counselor assists students in the middle grades to pick courses that are meaningful and contain a high interest for the student.

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

Middle Grade students are offered career related opportunities through AVID courses and Office Aide Electives. The students are exposed to work related activities that help guide them in displaying appropriate professional behaviors and create a positive self-image.

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

N/A

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

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.   To identify at-risk students to provide support and intervention to increase achievement.

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

G4.   See Title I PIP

Strategic Goals Detail

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

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

G045841

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	56.0
AMO Reading - African American	51.0
AMO Reading - Hispanic	57.0
AMO Reading - White	65.0
AMO Reading - ELL	49.0
AMO Reading - SWD	41.0
AMO Reading - ED	55.0
AMO Math - All Students	63.0
AMO Math - African American	53.0
AMO Math - Hispanic	65.0
AMO Math - White	61.0
AMO Math - ELL	63.0
AMO Math - SWD	49.0
AMO Math - ED	63.0
CELLA Listening/Speaking Proficiency	45.0
CELLA Reading Proficiency	33.0
FSA - English Language Arts - Proficiency Rate	12.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	67.0
FSA - Mathematics - Proficiency Rate	22.0
Math Gains	72.0
Math Lowest 25% Gains	72.0
Algebra I EOC Pass Rate	88.0
Middle School Performance in EOC and Industry Certifications	89.0
FCAT 2.0 Science Proficiency	35.0
CELLA Writing Proficiency	36.0

Resources Available to Support the Goal 2

- Reading Coach
- Leadership Team
- Pacing Guide
- Comprehensive Lesson Plan Template
- Promethean Boards
- Computer Labs
- Laptop Carts
- Tablets
- Writing Rubrics

- State-adopted core instructional materials and resources

- District-provided software.

- Test item specifications

- iHeat teachers

- Science Department chairs

- Mathematics Liaison

Targeted Barriers to Achieving the Goal 3

- Instructional planning is not standards driven.

Plan to Monitor Progress Toward G1. 8

The Leadership Team and teachers will review assessment data to monitor students' progress and adjust instruction as needed.

Person Responsible
Kelli Hunter

Schedule
Quarterly, from 9/15/2014 to 5/28/2015

Evidence of Completion
District Interim Assessments Florida Standards Assessment Algebra I EOC Assessment FCAT Science 2.0

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

G045844

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0
One or More Suspensions	9.0
Level 1 - All Grades	25.0

Resources Available to Support the Goal 2

- i-Ready, WonderWorks Intervention program, Think Central, CCHL tutors.

Targeted Barriers to Achieving the Goal 3

- Low attendance, poor behavior and lack of motivation leads to low academic performance.

Plan to Monitor Progress Toward G2. 8

Monthly assessment data reports will be analyzed to monitor progress.

Person Responsible

Kelli Hunter

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

District Interim Assessments, classroom assessments

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

Targets Supported `1b`

🔑 G045848

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	30.0
Middle School Performance in EOC and Industry Certifications	94.0

Resources Available to Support the Goal `2`

- Promethean Boards, Gizmos, Algebra Nation, Science Fair, Discovery Education, Odyssey Earth Encounters in Excellence

Targeted Barriers to Achieving the Goal `3`

- The barrier is the students' lack the exposure to practice concepts learned in math and science in real-world settings.

- The barriers are that students are limited in their ability to envision career goals and the small number of students enrolled in middle school career courses hinders the opportunity for these courses to be offered.

Plan to Monitor Progress Toward G3. `8`

The Administrators will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.

Person Responsible

Jennifer Brill

Schedule

On 6/4/2015

Evidence of Completion

District Interim assessments Florida Standards Assessment Algebra I EOC Assessment FCAT Science 2.0

G4. See Title I PIP `1a`

Targets Supported `1b`

🔑 G050296

Indicator	Annual Target

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

Action Plan for Improvement

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

Problem Solving Key

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

[1] = Problem Solving Step 🔑 S123456 = Quick Key

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

🔑 G045841

G1.B1 Instructional planning is not standards driven. [2]

🔑 B113314

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

🔑 S124708

Strategy Rationale

Comprehensive standards-driven planning is necessary to deliver rigorous instruction in order for students to be successful on the FSA.

Action Step 1 [5]

Provide professional development "Planning with Technology in Mind."

Person Responsible

Priscilla Alexander

Schedule

On 9/24/2014

Evidence of Completion

Sign-in Sheet, Workshop agendas, Principal Walk-through observation log.

Action Step 2 `5`

Provide a Pacing Guide discovery workshop

Person Responsible

Priscilla Alexander

Schedule

On 9/24/2014

Evidence of Completion

Sign-in sheet, workshop agenda, principal walk-through observation log

Action Step 3 `5`

Promote understanding of the Florida Standards by offering an "Unraveling the Standards" professional development.

Person Responsible

Priscilla Alexander

Schedule

On 10/22/2014

Evidence of Completion

Sign-in sheet, workshop agenda, principal walk-through observation log

Action Step 4 `5`

Writing Rubrics will be utilized to guide instruction in writing.

Person Responsible

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Graded writing assignments

Action Step 5 `5`

Encourage "Sharing of Best Practices" through common planning to implement guidelines for instructional flow.

Person Responsible

Priscilla Alexander

Schedule

On 11/24/2014

Evidence of Completion

Sign-in sheet

Action Step 6 `5`

Enhance students' independence through the use of the Gradual Release model during instruction.

Person Responsible

Priscilla Alexander

Schedule

On 11/24/2014

Evidence of Completion

Lesson Plans, Principal Walk-through logs.

Action Step 7 `5`

Analyze student data to effectively plan for student academic improvement.

Person Responsible

Priscilla Alexander

Schedule

Monthly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Data Binders, Lesson Plans

Action Step 8 `5`

Provide training on the implementation of the i-Ready program.

Person Responsible

Priscilla Alexander

Schedule

On 10/8/2014

Evidence of Completion

i-Ready reports, lab schedules, laptop carts check-out logs

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

Administrators will conduct walk-throughs in order to monitor the implementation of identified strategies.

Person Responsible

Kelli Hunter

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Standards-driven lesson plans

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

The Reading Coach and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.

Person Responsible

Priscilla Alexander

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student work and teacher-made assessments

G1.B1.S2 Utilize effective planning protocols including the use of the MAFS item specification to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standards cognitive complexity level. 4

S127811

Strategy Rationale

Comprehensive standards-driven planning is necessary to deliver rigorous instruction in order for students to be successful on the FSA.

Action Step 1 5

Provide professional development "Planning with Technology in Mind" for mathematics teachers.

Person Responsible

Annie Reid

Schedule

On 9/24/2014

Evidence of Completion

Sign-in Sheet, Workshop agendas, Principal Walk-through observation log.

Action Step 2 5

Provide a Pacing Guide discovery workshop for math teachers

Person Responsible

Annie Reid

Schedule

On 9/24/2014

Evidence of Completion

Sign-in sheet, workshop agenda, principal walk-through observation log

Action Step 3 5

Promote understanding of the MAFS by offering an "Unraveling the Standards" professional development.

Person Responsible

Annie Reid

Schedule

On 10/22/2014

Evidence of Completion

Math Journal Entries

Action Step 4 5

Provide opportunities for the students to answer real-world problems in their natural language.

Person Responsible

Annie Reid

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

math journals, student work

Action Step 5 5

Encourage the sharing of best practices during common planning to implement guidelines for instructional flow in the mathematics block.

Person Responsible

Jennifer Brill

Schedule

Weekly, from 9/15/2014 to 11/24/2014

Evidence of Completion

Sign-in sheets, lesson plans

Action Step 6 5

Enhance students' independence through the use of a mathematics problem-solving protocol.

Person Responsible

Annie Reid

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plan, problem-solving protocol anchor chart, math journals

Action Step 7 5

Analyze student data to effectively plan for student academic improvement in the area of mathematics.

Person Responsible

Jennifer Brill

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

data binders, lesson plans

Action Step 8 5

Provide training on the implementation of the i-Ready program.

Person Responsible

Priscilla Alexander

Schedule

On 10/8/2014

Evidence of Completion

i-Ready reports, lab schedules, laptop cart check-out logs

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

Administrators will conduct walk-throughs in order to monitor the implementation of identified strategies.

Person Responsible

Kelli Hunter

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Standards-driven lesson plans

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

The Math Liaison and teachers will review assessment data monthly, using a data protocol, to monitor students' progress and adjust instruction as needed.

Person Responsible

Annie Reid

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student work, teacher-made assessments

G1.B1.S3 Implement collaborative structures to routinely plan through horizontal and vertical teams in order to address the science objectives described in the Pacing Guides and the FLDOE course descriptions. 4

Strategy Rationale

S127812

Comprehensive standards-driven planning is necessary to deliver rigorous instruction in order for students to be successful on the FCAT.

Action Step 1 5

Provide professional development "Planning with Technology in Mind."

Person Responsible

Lydia Robinson

Schedule

On 9/24/2014

Evidence of Completion

Sign-in Sheet, Workshop agendas, Principal Walk-through observation log.

Action Step 2 5

Provide a Pacing Guide discovery workshop.

Person Responsible

Lydia Robinson

Schedule

On 9/24/2014

Evidence of Completion

Sign-in sheet, workshop agenda, principal walk-through observation log

Action Step 3 `5`

Provide frequent opportunities for students to support their rationale by using academic writing.

Person Responsible

Lydia Robinson

Schedule

Weekly, from 9/15/2014 to 5/28/2015

Evidence of Completion

Science Journals

Action Step 4 `5`

Enhance students' independence utilizing the Gradual Release model through science instruction.

Person Responsible

Lydia Robinson

Schedule

Daily, from 10/22/2014 to 5/29/2015

Evidence of Completion

Science journals

Action Step 5 `5`

Increase the level of rigor by utilizing the Claim, Evidence, and Reasoning (CER) strategy through science instruction.

Person Responsible

Lydia Robinson

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Science journals

Action Step 6 `5`

Analyze student data to effectively plan instruction for science standards.

Person Responsible

Lydia Robinson

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Data binder and lesson plans

Action Step 7 `5`

Provide professional development on Gizmos science resource

Person Responsible

Lydia Robinson

Schedule

On 11/4/2014

Evidence of Completion

Sign-in sheets, workshop agenda, walk-through observation log

Action Step 8 `5`

Utilize hourly science instructors to conduct tutoring sessions in order to impact student achievement.

Person Responsible

Kelli Hunter

Schedule

On 6/4/2015

Evidence of Completion

Science Journals, Student data reports

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administrators will conduct walk-throughs in order to monitor the implementation of identified strategies.

Person Responsible

Kelli Hunter

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Standards-driven lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

The Leadership Team and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.

Person Responsible

Lydia Robinson

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student work and teacher-created assessments

G1.B1.S4 Plan for and deliver instruction in social science that is based on standards, and/or specific course benchmarks. Students will experience and master course and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional plans. 4

🔑 S127814

Strategy Rationale

Comprehensive standards-driven planning is necessary to deliver rigorous instruction in order for students to be successful on the FSA.

Action Step 1 5

Provide professional development "Planning with Technology in Mind."

Person Responsible

Priscilla Alexander

Schedule

On 9/24/2014

Evidence of Completion

Sign-in Sheet, Workshop agendas, Principal Walk-through observation log.

Action Step 2 5

Provide a Pacing Guide discovery workshop

Person Responsible

Priscilla Alexander

Schedule

On 9/24/2014

Evidence of Completion

Sign-in sheet, workshop agenda, principal walk-through observation log

Action Step 3 5

Provide frequent opportunities for academic writing.

Person Responsible

Albertha Harris

Schedule

Weekly, from 9/15/2014 to 5/28/2015

Evidence of Completion

Journal Entries

Action Step 4 5

Enhance students' independence through the use of the Gradual Release model during instruction.

Person Responsible

Priscilla Alexander

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student journals, lesson plans

Action Step 5 5

Analyze Civics data to effectively plan for student academic improvement.

Person Responsible

Priscilla Alexander

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Data binders, lesson plans

Action Step 6 `5`

Utilize ELA strategies to enhance the level of rigor provided through social studies lessons.

Person Responsible

Priscilla Alexander

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson plans, walk-through observation log

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Administrators will conduct walk-throughs in order to monitor the implementation of identified strategies.

Person Responsible

Kelli Hunter

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Standards-driven lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

The Reading Coach, Leadership Team, and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.

Person Responsible

Priscilla Alexander

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student work and teacher-created assessments

G1.B1.S5 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

S127815

Strategy Rationale

Comprehensive standards-driven planning is necessary to deliver rigorous instruction in order for students to be successful on the FSA.

Action Step 1 5

Provide professional development "Planning with Technology in Mind."

Person Responsible

Priscilla Alexander

Schedule

On 9/24/2014

Evidence of Completion

Sign-in Sheet, Workshop agendas, Principal Walk-through observation log.

Action Step 2 5

Provide a Pacing Guide discovery workshop.

Person Responsible

Priscilla Alexander

Schedule

On 9/24/2014

Evidence of Completion

Sign-in sheet, workshop agenda, principal walk-through observation log

Action Step 3 `5`

Provide opportunities for students to practice opinion and informative/explanatory writing.

Person Responsible

Priscilla Alexander

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Writing Journal entries

Action Step 4 `5`

Provide an Informative/Explanatory and Opinion writing rubrics training.

Person Responsible

Priscilla Alexander

Schedule

On 10/8/2014

Evidence of Completion

Scored writing assignments

Plan to Monitor Fidelity of Implementation of G1.B1.S5 `6`

Administrators will conduct walk-throughs in order to monitor the implementation of identified strategies.

Person Responsible

Kelli Hunter

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Standards-driven lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

The Reading Coach, Leadership Team, and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.

Person Responsible

Priscilla Alexander

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student work and teacher-created assessments

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

G045844

G2.B1 Low attendance, poor behavior and lack of motivation leads to low academic performance. `2`

B113336

G2.B1.S1 Provide attendance incentives through the use of EESAC funds. `4`

S124739

Strategy Rationale

Attendance incentives are a motivational tool to keep students coming to school.

Action Step 1 `5`

Assemblies are held to acknowledge perfect attendance students and awards are distributed.

Person Responsible

Erica Garcia

Schedule

Quarterly, from 10/23/2014 to 6/4/2015

Evidence of Completion

Attendance reports

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

Administrators and office personnel will ensure that attendance is accurate for all students.

Person Responsible

Jennifer Brill

Schedule

Quarterly, from 10/23/2014 to 6/4/2015

Evidence of Completion

Attendance Reports

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

Administrators and grade level chairs will review assessment data to ensure that students with attendance issues are identified and needs are being met.

Person Responsible

Jennifer Brill

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Assessment Data and Attendance reports

G2.B1.S2 Review the Code of Student Conduct and Student Handbook during student orientation meetings and Open House. 4

🔑 S124740

Strategy Rationale

To remind students of the established rules and compliance expectations.

Action Step 1 5

Quarterly assemblies are held and Citizenship certificates are awarded to students who exemplify good behavior.

Person Responsible

Erica Garcia

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student conduct and effort grades in report cards.

Action Step 2 5

Distribute the Code of Student Conduct Handbook to parents at the beginning of the school year.

Person Responsible

Jennifer Brill

Schedule

On 9/10/2014

Evidence of Completion

Sign in sheets, returned parent forms

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Review of conduct and effort grades on report cards

Person Responsible

Erica Garcia

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

List of students who meet criteria for Citizenship certificate

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor school suspension list

Person Responsible

Kelli Hunter

Schedule

On 6/4/2015

Evidence of Completion

School suspension list

G2.B1.S3 Establish tutorial programs to address students' areas of needs 4

S124741

Strategy Rationale

Tutorial programs address students' areas of needs in a smaller group setting in order to increase achievement.

Action Step 1 5

Encourage students to enroll in Saturday Tutoring Program.

Person Responsible

Patricia Gage

Schedule

Weekly, from 10/18/2014 to 3/7/2015

Evidence of Completion

Saturday Tutoring attendance roster

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Review Saturday school tutoring attendance roster, and promote field trip incentive for those students who participate a minimum of 10 Saturdays.

Person Responsible

Patricia Gage

Schedule

On 3/7/2015

Evidence of Completion

Saturday school tutoring attendance roster

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Review assessment data monthly to monitor students' progress and adjust instruction as needed.

Person Responsible

Patricia Gage

Schedule

Monthly, from 10/18/2014 to 3/7/2015

Evidence of Completion

Monthly Benchmark Assessments

G3. To prepare students to be college and career ready through STEM and/or CTE initiatives and programs. 1

G045848

G3.B1 The barrier is the students' lack the exposure to practice concepts learned in math and science in real-world settings. 2

B113341

G3.B1.S1 Integrate Gizmos on-line program within the science and math focus calendar to ensure standards are taught with rigor. 4

S124750

Strategy Rationale

To enhance math and science instruction through the use of technology, and to expose students to real-world problems in an interactive way.

Action Step 1 5

Utilize the Gizmos usage report to determine program fidelity.

Person Responsible

Lydia Robinson

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Assessments

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

Gizmos monthly usage report will be analyzed

Person Responsible

Lydia Robinson

Schedule

On 6/4/2015

Evidence of Completion

Gizmos monthly usage report

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

District, classroom, and benchmark assessments will be analyzed

Person Responsible

Jennifer Brill

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

District, classroom, and benchmark assessments

G3.B2 The barriers are that students are limited in their ability to envision career goals and the small number of students enrolled in middle school career courses hinders the opportunity for these courses to be offered. 2

B125933

G3.B2.S1 Provide work experience opportunities for students within the school as office aides and media center aides. 4

S138850

Strategy Rationale

Work experience opportunities within the school will allow the students to envision career goals.

Action Step 1 5

Utilize the AVID program strategies to sharpen students' organizational skills and integrate the Florida Standards for Literacy in Science and technical subjects into CTE related courses.

Person Responsible

Marcia Lewis

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, administrator's walk through log

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

Administrators will conduct walk-throughs in order to monitor the implementation of identified strategies.

Person Responsible

Kelli Hunter

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Standards-driven lesson plans

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

The leadership team, reading coach and teachers will review assessment data monthly to monitor student's progress and adjust instruction as needed.

Person Responsible

Priscilla Alexander

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student work and teacher-created assessments

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development "Planning with Technology in Mind."	Alexander, Priscilla	9/9/2014	Sign-in Sheet, Workshop agendas, Principal Walk-through observation log.	9/24/2014 one-time
G2.B1.S1.A1	Assemblies are held to acknowledge perfect attendance students and awards are distributed.	Garcia, Erica	10/23/2014	Attendance reports	6/4/2015 quarterly
G2.B1.S2.A1	Quarterly assemblies are held and Citizenship certificates are awarded to students who exemplify good behavior.	Garcia, Erica	8/18/2014	Student conduct and effort grades in report cards.	6/4/2015 quarterly
G2.B1.S3.A1	Encourage students to enroll in Saturday Tutoring Program.	Gage, Patricia	10/18/2014	Saturday Tutoring attendance roster	3/7/2015 weekly
G3.B1.S1.A1	Utilize the Gizmos usage report to determine program fidelity.	Robinson, Lydia	8/18/2014	Classroom Assessments	6/4/2015 monthly
G1.B1.S2.A1	Provide professional development "Planning with Technology in Mind" for mathematics teachers.	Reid, Annie	9/24/2014	Sign-in Sheet, Workshop agendas, Principal Walk-through observation log.	9/24/2014 one-time
G1.B1.S3.A1	Provide professional development "Planning with Technology in Mind."	Robinson, Lydia	9/24/2014	Sign-in Sheet, Workshop agendas, Principal Walk-through observation log.	9/24/2014 one-time
G1.B1.S4.A1	Provide professional development "Planning with Technology in Mind."	Alexander, Priscilla	9/24/2014	Sign-in Sheet, Workshop agendas, Principal Walk-through observation log.	9/24/2014 one-time
G1.B1.S5.A1	Provide professional development "Planning with Technology in Mind."	Alexander, Priscilla	9/24/2014	Sign-in Sheet, Workshop agendas, Principal Walk-through observation log.	9/24/2014 one-time
G3.B2.S1.A1	Utilize the AVID program strategies to sharpen students' organizational skills and integrate the Florida Standards for Literacy in Science and technical subjects into CTE related courses.	Lewis, Marcia	8/18/2014	Lesson plans, administrator's walk through log	6/4/2015 daily
G1.B1.S1.A2	Provide a Pacing Guide discovery workshop	Alexander, Priscilla	9/24/2014	Sign-in sheet, workshop agenda, principal walk-through observation log	9/24/2014 one-time
G1.B1.S2.A2	Provide a Pacing Guide discovery workshop for math teachers	Reid, Annie	9/24/2014	Sign-in sheet, workshop agenda, principal walk-through observation log	9/24/2014 one-time
G1.B1.S3.A2	Provide a Pacing Guide discovery workshop.	Robinson, Lydia	9/24/2014	Sign-in sheet, workshop agenda, principal walk-through observation log	9/24/2014 one-time
G1.B1.S4.A2	Provide a Pacing Guide discovery workshop	Alexander, Priscilla	9/24/2014	Sign-in sheet, workshop agenda, principal walk-through observation log	9/24/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S5.A2	Provide a Pacing Guide discovery workshop.	Alexander, Priscilla	9/24/2014	Sign-in sheet, workshop agenda, principal walk-through observation log	9/24/2014 one-time
G2.B1.S2.A2	Distribute the Code of Student Conduct Handbook to parents at the beginning of the school year.	Brill, Jennifer	9/10/2014	Sign in sheets, returned parent forms	9/10/2014 one-time
G1.B1.S1.A3	Promote understanding of the Florida Standards by offering an "Unraveling the Standards" professional development.	Alexander, Priscilla	10/22/2014	Sign-in sheet, workshop agenda, principal walk-through observation log	10/22/2014 one-time
G1.B1.S2.A3	Promote understanding of the MAFS by offering an "Unraveling the Standards" professional development.	Reid, Annie	10/22/2014	Math Journal Entries	10/22/2014 one-time
G1.B1.S3.A3	Provide frequent opportunities for students to support their rationale by using academic writing.	Robinson, Lydia	9/15/2014	Science Journals	5/28/2015 weekly
G1.B1.S4.A3	Provide frequent opportunities for academic writing.	Harris, Albertha	9/15/2014	Journal Entries	5/28/2015 weekly
G1.B1.S5.A3	Provide opportunities for students to practice opinion and informative/ explanatory writing.	Alexander, Priscilla	9/15/2014	Writing Journal entries	5/29/2015 weekly
G1.B1.S1.A4	Writing Rubrics will be utilized to guide instruction in writing.		8/18/2014	Graded writing assignments	6/4/2015 monthly
G1.B1.S2.A4	Provide opportunities for the students to answer real-world problems in their natural language.	Reid, Annie	8/18/2014	math journals, student work	6/4/2015 weekly
G1.B1.S3.A4	Enhance students' independence utilizing the Gradual Release model through science instruction.	Robinson, Lydia	10/22/2014	Science journals	5/29/2015 daily
G1.B1.S4.A4	Enhance students' independence through the use of the Gradual Release model during instruction.	Alexander, Priscilla	9/15/2014	Student journals, lesson plans	5/29/2015 daily
G1.B1.S5.A4	Provide an Informative/Explanatory and Opinion writing rubrics training.	Alexander, Priscilla	10/7/2014	Scored writing assignments	10/8/2014 one-time
G1.B1.S1.A5	Encourage "Sharing of Best Practices" through common planning to implement guidelines for instructional flow.	Alexander, Priscilla	11/24/2014	Sign-in sheet	11/24/2014 one-time
G1.B1.S2.A5	Encourage the sharing of best practices during common planning to implement guidelines for instructional flow in the mathematics block.	Brill, Jennifer	9/15/2014	Sign-in sheets, lesson plans	11/24/2014 weekly
G1.B1.S3.A5	Increase the level of rigor by utilizing the Claim, Evidence, and Reasoning (CER) strategy through science instruction.	Robinson, Lydia	8/18/2014	Science journals	6/4/2015 weekly
G1.B1.S4.A5	Analyze Civics data to effectively plan for student academic improvement.	Alexander, Priscilla	9/15/2014	Data binders, lesson plans	5/29/2015 monthly
G1.B1.S1.A6	Enhance students' independence through the use of the Gradual Release model during instruction.	Alexander, Priscilla	11/24/2014	Lesson Plans, Principal Walk-through logs.	11/24/2014 one-time
G1.B1.S2.A6	Enhance students' independence through the use of a mathematics problem-solving protocol.	Reid, Annie	8/18/2014	Lesson plan, problem-solving protocol anchor chart, math journals	6/4/2015 weekly
G1.B1.S3.A6	Analyze student data to effectively plan instruction for science standards.	Robinson, Lydia	9/15/2014	Data binder and lesson plans	5/29/2015 monthly
G1.B1.S4.A6	Utilize ELA strategies to enhance the level of rigor provided through social studies lessons.	Alexander, Priscilla	9/15/2014	Lesson plans, walk-through observation log	5/29/2015 daily
G1.B1.S1.A7	Analyze student data to effectively plan for student academic improvement.	Alexander, Priscilla	9/8/2014	Data Binders, Lesson Plans	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A7	Analyze student data to effectively plan for student academic improvement in the area of mathematics.	Brill, Jennifer	9/22/2014	data binders, lesson plans	5/29/2015 monthly
G1.B1.S3.A7	Provide professional development on Gizmos science resource	Robinson, Lydia	11/4/2014	Sign-in sheets, workshop agenda, walk-through observation log	11/4/2014 one-time
G1.B1.S1.A8	Provide training on the implementation of the i-Ready program.	Alexander, Priscilla	10/8/2014	i-Ready reports, lab schedules, laptop carts check-out logs	10/8/2014 one-time
G1.B1.S2.A8	Provide training on the implementation of the i-Ready program.	Alexander, Priscilla	10/8/2014	i-Ready reports, lab schedules, laptop cart check-out logs	10/8/2014 one-time
G1.B1.S3.A8	Utilize hourly science instructors to conduct tutoring sessions in order to impact student achievement.	Hunter, Kelli	10/6/2014	Science Journals, Student data reports	6/4/2015 one-time
G1.MA1	The Leadership Team and teachers will review assessment data to monitor students' progress and adjust instruction as needed.	Hunter, Kelli	9/15/2014	District Interim Assessments Florida Standards Assessment Algebra I EOC Assessment FCAT Science 2.0	5/28/2015 quarterly
G1.B1.S1.MA1	The Reading Coach and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.	Alexander, Priscilla	9/15/2014	Student work and teacher-made assessments	5/29/2015 monthly
G1.B1.S1.MA1	Administrators will conduct walk-throughs in order to monitor the implementation of identified strategies.	Hunter, Kelli	8/18/2014	Standards-driven lesson plans	6/4/2015 weekly
G1.B1.S2.MA1	The Math Liaison and teachers will review assessment data monthly, using a data protocol, to monitor students' progress and adjust instruction as needed.	Reid, Annie	9/15/2014	Student work, teacher-made assessments	5/29/2015 monthly
G1.B1.S2.MA1	Administrators will conduct walk-throughs in order to monitor the implementation of identified strategies.	Hunter, Kelli	8/18/2014	Standards-driven lesson plans	6/4/2015 weekly
G1.B1.S3.MA1	The Leadership Team and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.	Robinson, Lydia	9/15/2014	Student work and teacher-created assessments	5/29/2015 monthly
G1.B1.S3.MA1	Administrators will conduct walk-throughs in order to monitor the implementation of identified strategies.	Hunter, Kelli	8/18/2014	Standards-driven lesson plans	6/4/2015 weekly
G1.B1.S4.MA1	The Reading Coach, Leadership Team, and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.	Alexander, Priscilla	9/15/2014	Student work and teacher-created assessments	5/29/2015 monthly
G1.B1.S4.MA1	Administrators will conduct walk-throughs in order to monitor the implementation of identified strategies.	Hunter, Kelli	8/18/2014	Standards-driven lesson plans	6/4/2015 weekly
G1.B1.S5.MA1	The Reading Coach, Leadership Team, and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.	Alexander, Priscilla	9/15/2014	Student work and teacher-created assessments	5/29/2015 monthly
G1.B1.S5.MA1	Administrators will conduct walk-throughs in order to monitor the implementation of identified strategies.	Hunter, Kelli	8/18/2014	Standards-driven lesson plans	6/4/2015 weekly
G2.MA1	Monthly assessment data reports will be analyzed to monitor progress.	Hunter, Kelli	8/18/2014	District Interim Assessments, classroom assessments	6/4/2015 monthly
G2.B1.S1.MA1	Administrators and grade level chairs will review assessment data to ensure that students with attendance issues are identified and needs are being met.	Brill, Jennifer	8/18/2014	Assessment Data and Attendance reports	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Administrators and office personnel will ensure that attendance is accurate for all students.	Brill, Jennifer	10/23/2014	Attendance Reports	6/4/2015 quarterly
G2.B1.S2.MA1	Monitor school suspension list	Hunter, Kelli	8/18/2014	School suspension list	6/4/2015 one-time
G2.B1.S2.MA1	Review of conduct and effort grades on report cards	Garcia, Erica	8/18/2014	List of students who meet criteria for Citizenship certificate	6/4/2015 quarterly
G2.B1.S3.MA1	Review assessment data monthly to monitor students' progress and adjust instruction as needed.	Gage, Patricia	10/18/2014	Monthly Benchmark Assessments	3/7/2015 monthly
G2.B1.S3.MA1	Review Saturday school tutoring attendance roster, and promote field trip incentive for those students who participate a minimum of 10 Saturdays.	Gage, Patricia	10/18/2014	Saturday school tutoring attendance roster	3/7/2015 one-time
G3.MA1	The Administrators will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.	Brill, Jennifer	8/18/2014	District Interim assessments Florida Standards Assessment Algebra I EOC Assessment FCAT Science 2.0	6/4/2015 one-time
G3.B1.S1.MA1	District, classroom, and benchmark assessments will be analyzed	Brill, Jennifer	8/18/2014	District, classroom, and benchmark assessments	6/4/2015 monthly
G3.B1.S1.MA1	Gizmos monthly usage report will be analyzed	Robinson, Lydia	8/18/2014	Gizmos monthly usage report	6/4/2015 one-time
G3.B2.S1.MA1	The leadership team, reading coach and teachers will review assessment data monthly to monitor student's progress and adjust instruction as needed.	Alexander, Priscilla	9/15/2014	Student work and teacher-created assessments	5/29/2015 monthly
G3.B2.S1.MA1	Administrators will conduct walk-throughs in order to monitor the implementation of identified strategies.	Hunter, Kelli	8/18/2014	Standards-driven lesson plans	6/4/2015 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 Opportuntities

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.B1 Instructional planning is not standards driven.

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

PD Opportunity 1

Provide professional development "Planning with Technology in Mind."

Facilitator

Reading Coach, Leadership Team, iHeat teachers

Participants

Teachers

Schedule

On 9/24/2014

PD Opportunity 2

Provide a Pacing Guide discovery workshop

Facilitator

Reading Coach, Leadership Team, iHeat teachers

Participants

Teachers

Schedule

On 9/24/2014

PD Opportunity 3

Promote understanding of the Florida Standards by offering an "Unraveling the Standards" professional development.

Facilitator

Reading Coach, Leadership Team, iHeat teachers

Participants

Teachers

Schedule

On 10/22/2014

PD Opportunity 4

Enhance students' independence through the use of the Gradual Release model during instruction.

Facilitator

Reading Coach, Leadership Team, iHeat teachers

Participants

Teachers

Schedule

On 11/24/2014

G1.B1.S2 Utilize effective planning protocols including the use of the MAFS item specification to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standards cognitive complexity level.

PD Opportunity 1

Provide professional development "Planning with Technology in Mind" for mathematics teachers.

Facilitator

Leadership Team, Math Liaison, iHeat Teachers

Participants

Teachers

Schedule

On 9/24/2014

PD Opportunity 2

Provide a Pacing Guide discovery workshop for math teachers

Facilitator

Leadership Team, Math Liaison, iHeat Teachers

Participants

Teachers

Schedule

On 9/24/2014

PD Opportunity 3

Promote understanding of the MAFS by offering an "Unraveling the Standards" professional development.

Facilitator

Leadership Team, Math Liaison, iHeat Teachers

Participants

Teachers

Schedule

On 10/22/2014

G1.B1.S3 Implement collaborative structures to routinely plan through horizontal and vertical teams in order to address the science objectives described in the Pacing Guides and the FLDOE course descriptions.

PD Opportunity 1

Provide professional development "Planning with Technology in Mind."

Facilitator

Science Department Chair, Leadership Team, iHeat teachers

Participants

Teachers

Schedule

On 9/24/2014

PD Opportunity 2

Provide a Pacing Guide discovery workshop.

Facilitator

Science Department Chair, Leadership Team, iHeat teachers

Participants

Teachers

Schedule

On 9/24/2014

PD Opportunity 3

Provide professional development on Gizmos science resource

Facilitator

Science Department Chairperson, Leadership Team, iHeat Teachers

Participants

Teachers

Schedule

On 11/4/2014

G1.B1.S4 Plan for and deliver instruction in social science that is based on standards, and/or specific course benchmarks. Students will experience and master course and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional plans.

PD Opportunity 1

Provide professional development "Planning with Technology in Mind."

Facilitator

Reading Coach, Leadership Team, iHeat teachers

Participants

Teachers

Schedule

On 9/24/2014

PD Opportunity 2

Provide a Pacing Guide discovery workshop

Facilitator

Reading Coach, Leadership Team, iHeat teachers

Participants

Teachers

Schedule

On 9/24/2014

G1.B1.S5 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 "Planning with Technology in Mind."

Facilitator

Reading Coach, Leadership Team, iHeat teachers

Participants

Teachers

Schedule

On 9/24/2014

PD Opportunity 2

Provide a Pacing Guide discovery workshop.

Facilitator

Reading Coach, Leadership Team, iHeat teachers

Participants

Teachers

Schedule

On 9/24/2014

PD Opportunity 3

Provide an Informative/Explanatory and Opinion writing rubrics training.

Facilitator

Reading Coach, Leadership Team

Participants

Third through Eighth grade teachers

Schedule

On 10/8/2014

Technical Assistance Items

Technical Assistance 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.B1 Instructional planning is not standards driven.

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

PD Opportunity 1

Provide training on the implementation of the i-Ready program.

Facilitator

Reading Coach

Participants

K-8 Teachers

Schedule

On 10/8/2014

G1.B1.S2 Utilize effective planning protocols including the use of the MAFS item specification to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standards cognitive complexity level.

PD Opportunity 1

Provide training on the implementation of the i-Ready program.

Facilitator

Reading Coach

Participants

K-8 Teachers

Schedule

On 10/8/2014

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase student achievement by improving core instruction in all content areas.	20,600
Goal 2: To identify at-risk students to provide support and intervention to increase achievement.	50,000
Grand Total	**70,600**

Goal 1: To increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B1.S1.A3 - Copy materials for professional development.	General Fund	200
B1.S2.A3 - Used to copy materials for professional development	General Fund	200
B1.S3.A8 - Hiring of hourly teachers	Title I Part A	20,000
B1.S5.A4 - Copying of materials	General Fund	200
Total Goal 1		**20,600**

Goal 2: To identify at-risk students to provide support and intervention to increase achievement.		
Description	**Source**	**Total**
B1.S1.A1 - EESAC	Other	5,000
B1.S2.A1 - EESAC funds used to buy incentives for behavior	Other	0
B1.S2.A2 - Money used to duplicate and distribute the Code of Student Conduct.	Title I Part A	5,000
B1.S3.A1 - Hiring of Saturday School Teachers, copying of materials for Saturday School, and Funds used for the incentive field trip.	Title I Part A	40,000
Total Goal 2		**50,000**