Jose Marti Mast 6 12 Academy

2014-15 School Improvement Plan

Jose Marti Mast 6 12 Academy

5701 W 24TH AVE, Hialeah, FL 33016

http://martimast.dadeschools.net

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	77%

Alternative/ESE Center	Charter School	Minority
No	No	95%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At José Martí MAST 6-12 Academy, the entire school is thematically tied to scientific and mathematical research, methodology, and, most importantly, to the application of the sciences. The mission is to graduate students with a firm and enriched background in the sciences as well as all aspects associated with it.

Provide the school's vision statement

José Martí MAST 6-12 Academy of Mathematics and Science Technology is to provide students with a challenging curriculum that will expose them to critical thinking, the nature of science, mathematics, computer technology and scientific research throughout their middle and high school years. Students will become seasoned critical thinkers with well thought out goals for their futures.

School Environment

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

* A wide array of clubs and activities are provided and geared towards inclusive activities.
* Monthly multi-cultural themes
* Students learn about the accomplishments, inventions and discoveries of people from various cultural backgrounds while still maintaining a focus on mathematics and science.
* To promote cultural understanding, students are involved in competitions such as the CISCO Escuela challenge which incorporated scientific dialogue with Mexico and China.

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

* Anti-bullying campaigns
* Gay/ Straight Alliance club
* Sexual Minority network counselor
* Anonymous Bully Box
* Open door policy for counselors and administrators
* Promotion of the district and federal "If you see something, say something" Campaign

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

* Clear behavioral expectations
* Clear procedures in place for the faculty and staff regarding enforcement

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

* Agreements with school community agencies for student-family support
* Schedule of family services, e.g., parent classes, survival skills

* Social classes and services, e.g., bullying, character education
* List of support services available to students
* Description of IEP process

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

* A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.
* Course failure in English Language Arts or Mathematics

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

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

Indicator	Grade Level				Total
	6	7	8	9	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	5	0	5
Course failure in ELA or Math	3	0	2	0	5
Level 1 on statewide assessment	2	3	1	1	7

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 have been placed in an Intensive reading class
* Students have been assigned reading plus and are attending mandatory tutoring

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/51209.

Description

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

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

Partnerships have been established with a variety of organizations ranging from Zoo Miami to local universities. Florida International University (FIU) is working with us to further develop and expand our research curriculum, pairing our student with FIU students to conduct research at the University's facility. FIU also has a standing invitation with the school for students to participate in the Honors College's Advanced Research and Creativity through Honors (ARCH) Symposium. Miami Dade College (MDC) has forged a relationship with our science department where our students conduct labs in their new state of the art facility with both Jose Marti MAST teachers as well as college professors. MDC is also providing our students with a genuine college experience by offering our dual enrollment courses on their campus. LARC Technical Institute provides all interested 10th grade students with the opportunity for an internship at their institute. The Miami Science Museum has also become a partner and is working in conjunction with our teachers to establish and monitor an aquaponics system within the school as part of the science and research curriculum. The National Association for Stock Car Auto Racing (NASCAR) showcases how STEM and teamwork come alive outside the classroom in sports and potential careers through hands on activities and driver integration. We have further expanded our partnership with NASCAR by becoming involved in the Ten80 Racing challenge which is part of the NASCAR STEM league. The Ten80 program uses racing as a platform to discuss STEM curricula as well as teamwork. Students are exposed to various disciplines through the engineering and business components. The school has also partnered with Florida Power and Light (FPL) to pilot a program on the utilization of a Photovoltaic device to convert sunlight into electricity. The University of Miami School of Engineering also provides our students with presentations followed by collaborative activities with the students. Additionally the University's Health System is conducting actual research in conjunction with our students and walkling the students through the entire research process.

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
Enriquez, Jose	Principal
Buttacavoli, Sofia	Assistant Principal
Diaz-Rubio, Ivette	Assistant Principal

Duties

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

The MTSS team members at Jose Marti are: Jose Enriquez, Jr., Principal; Ivette Diaz-Rubio, Assistant Principal; Sofia Buttacavoli, Assistant Principal; Gladys Luis, ELL Dept. Chair; Catalina Fonts-Masvidal, Student Services Dept. Chair; Melissa Andrews, Student Services; Martinnette Thompson, Language Arts Dept. Chair; Albina Cruz, Media specialist.
The school's MTSS Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School psychologist

• School social worker
• Member of advisory group
• Community stakeholders

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

MTSS is an extension of Jose Marti's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. The MTSS Team will meet once a month. MTSS is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS uses increasingly more intense instruction and interventions.
• The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
• The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups' targeted students who need additional instructional and/or behavioral support.
• The third level of support consists of intensive instructional and/or behavioral interventions provide in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark.
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention
approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for

parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jose Enriquez	Principal
Anthony Machado	Teacher
Antonio White	Teacher
Charlie Gutierrez	Parent
Loretta Adoghe	Business/Community
Maria Malik	Education Support Employee
Juan Galvis	Student
Tukeliah Gullett	Teacher
Patricia Marrero	Student

Duties

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

Evaluation of last year's school improvement plan

The 2013-2014 School improvement plan was essential in providing the school guidance in instruction. Adjustments were made at the Mid-year point to increase student performance and achievement based on District generated interim assessments.

Development of this school improvement plan

The SAC committee reviews and provides input on a monthly basis. Input was provided at the conclusion of the 2013-2014 school year. Suggestions and recommendations were given by each department and discussed at the final SAC meeting.

Preparation of the school's annual budget and plan

School Improvement funds have been allocated to purchase agendas for the entire student body in order to
assist them with their organizational skills. Additionally, recommendations on purchases are made by teachers and voted on by the SAC committee.

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

School Improvement funds will be allocated to purchase agendas for the entire students body in order to assist them with their organizational skills.

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
Enriquez, Jose	Principal
Buttacavoli, Sofia	Assistant Principal
Diaz-Rubio, Ivette	Assistant Principal
	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT for the 2014 – 2015 school year are to:
• offer professional growth opportunities for team members
• create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school
• creating a collaborative environment that fosters sharing and learning
• develop a school-wide organizational model that supports literacy instruction in all classes
• encouraging the use of data to improve teaching and student achievement

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

•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project
•Common language, protocols and reporting tools
•Agendas and minutes of collaborative learning committees
•Calendar/schedule of learning community meetings
•Examples of improvements to content and instructional practice resulting from collaboration

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

1. Allow internships through local colleges and universities.
2. Soliciting referrals from current employees
3. Meet monthly with new teachers
4. MINT Program

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

We have paired teachers in the same department to provide for a more seamless transition with the day to day
questions, especially since they are in the science department.

They will be meeting with their paired mentor on a bi-weekly basis at first and then transitioning to monthly.

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

* Ongoing subject specific professional development on the Florida Standards that was in effect since April of 2014.
* Consistently monitor the implementation of developed lesson plans that incorporate all components of the Gradual Release of Responsibility model during writing instruction, including intentional planning for accountable student talk.
* Conduct classroom walk-throughs to monitor the implementation of developed lesson plans and the use of collaborative structures.

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

In order to improve conditions that support student learning, our school starts the year analyzing data from the FCAT Assessment results in our first faculty meeting and we continue analyzing school performance and student
data after each Baseline and Interim Assessments in order to provide students with the best curriculum and instructional strategies. With these analyses, we are also able to target the lowest 25% and offer the necessary tutoring and differentiated instruction to allow these students to improve academically. Our faculty, staff, and stakeholders in general are willing to continue working collaboratively to improve and well prepare our students for their future endeavors. The teachers then align their weaknesses with the Florida Standards in order to bridge the gap between the FCAT and the Florida Standards.

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

Strategy: Extended School Day

Minutes added to school year: 60

Enrichment as well as remediation for current coursework and homework assistance.
Students who fall into the lowest 25% will be targeted for reading remediation through
the use of reading plus and Common core materials.

Strategy Rationale

Our student population are predominantly proficient in standardized exams, therefore they need
assistance to maintain these high levels of performance

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

The lead teacher will pull reading plus reports as well as student ThinkGate reports to
analyze and review their baseline and interim assessments.

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

Counselors conduct articulation sessions by grade level to inform students of the upcoming course
options are reviewed as well as individual student histories. Following these classroom presentations,
counselors conduct one-on-one student meetings to review and recommend the best academic track
for the student based on their scores and requirements of their cohort 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

In order to achieve this goal, there will be an interdisciplinary approach to science, technology, and
mathematics
instruction. For example, Language Arts curriculum will incorporate the processes of research and
technical writing, and include science topics and concepts in the design of creative literary pieces.
Mathematics will include statistical analysis and interpretation of data. Social studies classes will
incorporate current ethical, political, social, and geographical issues as they relate to science and
technology. A strong theme of this school entails expressing scientific ideas through verbal and
written communication skills.

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

MAST @ Jose Marti will provide students with a challenging curriculum that will expose them to
critical thinking, the nature of science, mathematics/computers/technology, field studies, projects,

competitions, and scientific research throughout their middle and high school years. With this focus in mind, the entire school will be thematically tied to scientific and mathematical research, methodology, and most importantly to the application of the sciences.

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

Students will be given the opportunity to participate in university level courses through a Dual Enrollment program and will participate in internships dealing with computers, mathematics, and scientific research. Students will gain experience in conducting research, gathering data, and communicating ideas with other researchers and the community at large. All students are highly encouraged to enroll in Honors, Advanced Placement, and Dual Enrollment course opportunities to prepare for post-secondary preparation. Students are encouraged to utilize the Khan Academy tutorials for remediation and SAT preparation. All students at Jose Marti MAST Academy take four years of Science and Math.

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

This year marks the graduation of our first graduating class, therefore we do not have this data available.

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 parent involvement by twenty percentage points.

G2. Students will also be provided opportunities to become involved in various competitions that focus on STEM related topics, such as, SECME, Future cities, CISCO Escuela competition, Science Fair and the Fairchild Challenge.

G3. Our school recognizes that attendance and student attendance has a direct impact on student performance and achievement, therefore our goal is to reduce the amount of instructional time lost by one percentage point.

G4. To increase student achievement by improving core instruction in all content areas through the use of the Gradual Release Model.

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 parent involvement by twenty percentage points. `1a`

🔑 G050565

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`
- See Title 1 PIP

Targeted Barriers to Achieving the Goal `3`

G2. Students will also be provided opportunities to become involved in various competitions that focus on STEM related topics, such as, SECME, Future cities, CISCO Escuela competition, Science Fair and the Fairchild Challenge. 1a

Targets Supported 1b 🔑 G049321

Indicator	Annual Target

Resources Available to Support the Goal 2

- Ten80 training, Fairchild challenge training, Science fair training and information packets

Targeted Barriers to Achieving the Goal 3

- An anticipated barrier is to find faculty willing to sponsor and assist in these activities that have the sufficient knowledge on how to successfully compete.

G3. Our school recognizes that attendance and student attendance has a direct impact on student performance and achievement, therefore our goal is to reduce the amount of instructional time lost by one percentage point. 1a

Targets Supported 1b 🔑 G049270

Indicator	Annual Target
Attendance Below 90% Grade 06	0.0
Attendance Below 90% Grade 07	0.0
Attendance Below 90% Grade 08	0.0
Attendance Below 90% Grade 09	0.0
Attendance Below 90% Grade 10	0.0
Attendance Below 90% Grade 11	17.0
1+ Suspensions Grade 06	0.0
Attendance Below 90% Grade 07	0.0
Attendance Below 90% Grade 08	0.0

Resources Available to Support the Goal 2

- Tamperproof ID system, Cognos reports, Gradebook reports

Targeted Barriers to Achieving the Goal 3

- Analysis of 2013-2014 attendance data indicates that 4% of all students missed 10% or more of their instruction time due to transportation issues.

Plan to Monitor Progress Toward G3. 8

Social Worker referrals, daily attendance logs

Person Responsible
Sofia Buttacavoli

Schedule
Weekly, from 10/1/2014 to 6/3/2015

Evidence of Completion
Reduction of absences

G4. To increase student achievement by improving core instruction in all content areas through the use of the Gradual Release Model. 1a

Targets Supported 1b

G049224

Indicator	Annual Target
Postsecondary Enrollments	100.0
Middle School Participation in EOC and Industry Certifications	80.0
AMO Math - All Students	85.0
AMO Math - African American	80.0
AMO Math - ED	84.0
AMO Math - ELL	71.0
AMO Math - Hispanic	86.0
Algebra I EOC Pass Rate	95.0
Geometry EOC Pass Rate	97.0
Math Gains	77.0
Math Lowest 25% Gains	82.0
AMO Reading - All Students	83.0
AMO Reading - African American	83.0
AMO Reading - ELL	68.0
AMO Reading - ED	81.0
AMO Reading - Hispanic	84.0
ELA/Reading Gains	78.0
ELA/Reading Lowest 25% Gains	78.0
Bio I EOC Pass	99.0
FCAT 2.0 Science Proficiency	82.0
4-Year Grad Rate (Standard Diploma)	100.0

Resources Available to Support the Goal 2

- www.fsassessments.org, Discovery Education, NBC Learn, Gizmos, Reading Plus, SpringBoard Curriculum, MathType, Geometer's Sketchpad, Thinkgate, Imagine learning, Inspire calculators, TeenBiz, Tween Tibune, Edmodo

Targeted Barriers to Achieving the Goal 3

- Limited use of the Gradual Release of Responsibility model across all content areas.

Plan to Monitor Progress Toward G4. `8`

Consistently monitor the implementation of developed lesson plans that incorporate all components of the Gradual Release of Responsibility model, including intentional planning for accountable student talk.

Person Responsible
Jose Enriquez

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

Evidence of Completion
The 2014-2015 data results as compared to those of the 2013-2014 school year.

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

G2. Students will also be provided opportunities to become involved in various competitions that focus on STEM related topics, such as, SECME, Future cities, CISCO Escuela competition, Science Fair and the Fairchild Challenge. 1

🔑 G049321

G2.B1 An anticipated barrier is to find faculty willing to sponsor and assist in these activities that have the sufficient knowledge on how to successfully compete. 2

🔑 B123254

G2.B1.S1 Providing these teachers with the appropriate professional development. 4

🔑 S135182

Strategy Rationale

To increase knowledge base and participation in competitions.

Action Step 1 5

Providing these teachers with the appropriate professional development to increase knowledge base and participation in competitions.

Person Responsible

Sofia Buttacavoli

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Student participation and successful completion will gauge the effectiveness of their participation in order to make adjustments and improve for the following year.

G3. Our school recognizes that attendance and student attendance has a direct impact on student performance and achievement, therefore our goal is to reduce the amount of instructional time lost by one percentage point. [1]

G049270

G3.B1 Analysis of 2013-2014 attendance data indicates that 4% of all students missed 10% or more of their instruction time due to transportation issues. [2]

B123130

G3.B1.S1 Provide school based incentive for good attendance such as special activities and first access to field trips. [4]

S135088

Strategy Rationale

Positive reinforcement.

Action Step 1 [5]

Refer targeted students to the School Social Worker.

Person Responsible

Sofia Buttacavoli

Schedule

Weekly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Reduction in loss of instructional time

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

Social Worker Referals

Person Responsible

Sofia Buttacavoli

Schedule

Weekly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Reduction of loss of instructional time through increased attendance.

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

Social worker referrals

Person Responsible

Sofia Buttacavoli

Schedule

Weekly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Reduction of absences

G4. To increase student achievement by improving core instruction in all content areas through the use of the Gradual Release Model. `1`

🔑 G049224

G4.B1 Limited use of the Gradual Release of Responsibility model across all content areas. `2`

🔑 B122973

G4.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. `4`

🔑 S134883

Strategy Rationale

This will allow for students to genuinely internalize the material and reach a high depth of knowledge.

Action Step 1 `5`

Professional development on the introduction of the Gradual Release of Responsibility Model. Administrators will actively participate in the professional development.

Person Responsible

Ivette Diaz-Rubio

Schedule

On 10/9/2014

Evidence of Completion

PD exits slips. Observed in classroom observations as well as in exams or class activities.

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

Conduct classroom walk-throughs to monitor the implementation of developed lesson plans and the use of collaborative structures. Administrators will debrief to determine which teachers could serve as observational classrooms.

Person Responsible

Sofia Buttacavoli

Schedule

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

Evidence of Completion

Observation form, student work, student discourse

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

Based on administrative walk-throughs determine teacher partners for teacher observation in order to scaffold and support teacher needs.

Person Responsible

Jose Enriquez

Schedule

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

Evidence of Completion

Lesson Plans, student work and student discourse

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.B1.S1.A1	Professional development on the introduction of the Gradual Release of Responsibility Model. Administrators will actively participate in the professional development.	Diaz-Rubio, Ivette	10/9/2014	PD exits slips. Observed in classroom observations as well as in exams or class activities.	10/9/2014 one-time
G3.B1.S1.A1	Refer targeted students to the School Social Worker.	Buttacavoli, Sofia	10/1/2014	Reduction in loss of instructional time	6/3/2015 weekly
G2.B1.S1.A1	Providing these teachers with the appropriate professional development to increase knowledge base and participation in competitions.	Buttacavoli, Sofia	10/1/2014	Student participation and successful completion will gauge the effectiveness of their participation in order to make adjustments and improve for the following year.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Social Worker referrals, daily attendance logs	Buttacavoli, Sofia	10/1/2014	Reduction of absences	6/3/2015 weekly
G3.B1.S1.MA1	Social worker referrals	Buttacavoli, Sofia	10/1/2014	Reduction of absences	6/3/2015 weekly
G3.B1.S1.MA1	Social Worker Referals	Buttacavoli, Sofia	10/1/2014	Reduction of loss of instructional time through increased attendance.	6/3/2015 weekly
G4.MA1	Consistently monitor the implementation of developed lesson plans that incorporate all components of the Gradual Release of Responsibility model, including intentional planning for accountable student talk.	Enriquez, Jose	10/10/2014	The 2014-2015 data results as compared to those of the 2013-2014 school year.	11/26/2014 weekly
G4.B1.S1.MA1	Based on administrative walk-throughs determine teacher partners for teacher observation in order to scaffold and support teacher needs.	Enriquez, Jose	10/10/2014	Lesson Plans, student work and student discourse	11/26/2014 weekly
G4.B1.S1.MA1	Conduct classroom walk-throughs to monitor the implementation of developed lesson plans and the use of collaborative structures. Administrators will debrief to determine which teachers could serve as observational classrooms.	Buttacavoli, Sofia	10/10/2014	Observation form, student work, student discourse	11/26/2014 daily

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.

G4. To increase student achievement by improving core instruction in all content areas through the use of the Gradual Release Model.

G4.B1 Limited use of the Gradual Release of Responsibility model across all content areas.

G4.B1.S1 Implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Professional development on the introduction of the Gradual Release of Responsibility Model. Administrators will actively participate in the professional development.

Facilitator

Ivette Diaz-Rubio, Assistant Principal; Sofia Buttacavoli, Assistant Principal

Participants

All teachers

Schedule

On 10/9/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**