

Highland Oaks Middle School

2375 NE 203RD ST, Miami, FL 33180

<http://hom.dade.k12.fl.us/>

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

71%

Alternative/ESE Center

No

Charter School

No

Minority

81%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

B

B

A

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Highland Oaks Middle School team is committed to excellence by ensuring that our students develop the knowledge and skills needed to succeed in a global society by providing opportunities for lifelong learning. As part of our mission for "lifelong learning," the Manners Matter Plan is our fundamental ideology incorporated into our curriculum. To that end, students are taught appropriate social behaviors including: manners, respect, and communication skills in order to instill leadership and social confidence in their daily lives.

Provide the school's vision statement

Highland Oaks Middle School envisions that our students are prepared to face the future with a set of moral values, academic and intellectual skills, a desire for knowledge, strong self-esteem, and a tolerance and respect for others. Highland Oaks Middle School provides our students with a quality education and ensures that parents, teachers, students, community, and administration work cohesively to achieve all the goals set forth. Highland Oaks Middle School's vision and mission are defined by high academic standards, the middle school philosophy, and the implementation of the most current educational practices so that all students become valuable and productive members of their community and society as a whole.

School Environment

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

Teachers learn about their students through homeroom discussions, data chats, and in classroom discussions. Assignments are given to the students to write about their cultural, family "ROOTS" in order to learn about their heritages and appreciate why their families came to the United States. In some cases, home visits by the teacher also add much information for the teacher in understanding how to better assist the students. Additionally, our school has several clubs, such as the Haitian Club and the Spanish Club, which help build better relationships between each student and their teachers.

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

Highland Oaks Middle School has created, implemented, and monitored a fundamental ideology of "Manners Matter" through our curriculum. Students are taught appropriate social behaviors including: manners, respect, conflict resolution, and communication skills in order to instill leadership and social confidence in their daily lives. Since our school is located in a diverse and evolving urban community, we promote and celebrate diversity within our curriculum, morning announcements, and school clubs. Furthermore, our school promotes a non-bullying climate. Administrators and counselors conduct grade-level assemblies for bullying and violence prevention. Language Arts teachers follow up by completing several lessons on the same subject. Finally, students are encouraged to report bullying or any incident or person who makes them feel unsafe.

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

Grade level discipline assemblies are held twice a year to give information about our school policies. A school-wide Discipline Plan is given to each child. This plan is linked to the Student Code of Conduct. Parents are required to sign their copy of the plan stating that they have read and understand the school policy plan.

Team leaders and counselors are in place to help with discipline and to mediate with students when needed.

The Alternative to Suspension Model is utilized and the Progressive Discipline Plan is in place.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school has in-house mentoring programs such as the Barry University CROP Program. This program provides individual and group counseling on a weekly basis.

Our school has referral services. Teachers refer students who exhibit any social or emotional needs to team leaders, counselors, and administrators. The counselors and administrators evaluate the students and treat the situation accordingly. The child may be referred to outside agencies.

After-school mentoring programs are in place for both boys and girls. These include the 5000 Role Models and DIVAS programs. These programs target at-risk students in order to help them towards behavior modification.

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

Since the mission for our school is to create life-long learners, we realize that both behavior as well as academic progression or digressions need to be monitored. Therefore, the following early warning system indicators are monitored at our school:

- Attendance - Students who miss more than 10% of instructional time
- Behavior - Students who have referrals that lead to suspension
- Performance - Students score at FCAT (FSA) Level 1 in either ELA or Math
- Performance - Students who fail either ELA or Math
- Performance - Students who fail 2 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
	6	7	8	
Attendance below 90 percent	38	57	93	188
One or more suspensions	0	0	0	
Course failure in ELA or Math	43	49	50	142
Level 1 on statewide assessment	112	142	164	418
Failed 2 or more courses in any subject	12	32	37	81
Retention	2	11	3	16

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

Indicator	Grade Level	Total
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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 are taught how to use their student portal to get assistance from the web. This gives them access to all school programs that are available to them. The Media Center is available to all students from 8:30-9:00 daily. This allows students access to information and computers in order to improve their educational experiences.

Many Academic Clubs are in place and students are encouraged to join these after school programs. The National Honor Society also tutors students in all areas in which they may need assistance. These meetings take place after school.

Parent/teacher conferences are scheduled weekly if the student is exhibiting needed intervention. Assemblies are held with students who are not performing at grade level. Ways of improving performance are discussed and encouraged.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Our Parental Target for the 2014-2015 school year is to increase parent engagement and participation in our school, especially parents of students scoring in the lowest performing subgroups not meeting AMO. Therefore, several communication methods have been implemented in an effort to build positive relationships with families. Our school's website and marquee are constantly updated; Connect-Ed phone messages are issued whenever parents need to be informed; weekly team meetings with parents are held with the purpose of partnering with the parents to help our students; our counselors assist parents in creating parent portal accounts; our PTA holds regular parent meetings; and we have instituted an I-Care Customer Service methodology when servicing our parents.

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

Through the partnership with our PTSA, we encourage our local community to join our school in partnering with us to further educate and collaborate with our school to better our students and ultimately our community. We seek partnerships through word of mouth, advertisement on our fence on Ives Dairy Road and tennis court, Open House Community Resource Fair, monthly PTSA meetings, and partnerships with local Home Owners Associations. Parents with local businesses, whose children attend the school, reach out to other local businesses and wonderful partnerships are formed for the

school for both students and teachers. These businesses have provided incentive programs for faculty, staff, and students.

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
Kushi, Cheryl	Principal
Diaz, Fernando	Assistant Principal
Bello, Veronica	Assistant Principal
Green, Edith	Teacher, K-12
Brito-Miguez, Zorida	Guidance Counselor
Carr, Connie	Teacher, K-12
Kocur, John	Teacher, K-12
Landon, Kent	Teacher, K-12
Marron, Dianna	Teacher, K-12
McFarland, Robert	Teacher, K-12
McMillan, Amy	Teacher, K-12
Messinger, E	Teacher, K-12
Reaney, Bill	SAC Member
Robinson, Valda	Teacher, K-12
Stein, Marcia	Teacher, K-12
Tomlinson, Matthew	Teacher, K-12
Tookes, Kenneth	Teacher, K-12
Torres, Angel	Teacher, K-12
Weitzner, Lesli	Teacher, ESE
Wiley, Kimberly	Teacher, Career/Technical
Beghin, Erica	Other
Salgado, Gabriel	Psychologist

Duties

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

Tier 1: Leadership Team

Principal: (Mrs. Cheryl Kushi) Schedules and facilitates regular Rtl meetings, ensures attendance of team members, ensures follow up of action steps, and allocates resources. Also, she provides the instructional leadership that ensures the commitment to data-driven decision making, strategic planning, and the effective implementation of the Florida Continuous Improvement Model. The principal also insures the implementation of the MTSS/Rtl and provides the necessary development

to determine its success.

Assistant Principal: (Mr. Fernando Diaz and Ms. Veronica Bello) Facilitate the effective implementation of the goals and objectives delineated by the principal. They ensure that the instructional programs are monitored and modified with efficacy while providing support for the total instructional and non-instructional staff.

Student Service Department Chairperson: (Ms. Zoraida Brito-Miguez) provides expertise in the balancing of academic pressure and social development of students. The counselor develops interventions needed by students and families while providing a link to community organizations for continuous support.

SWD Department Chairperson: (Lesli Weitzner) Provides guidance for SWD teachers, students, and families to support their academic and social development. She facilitates the monitoring and maintaining of all documentation and professional growth activities related to Exceptional Student Education.

Reading Department Chairperson: (Ms. Connie Carr) Provides guidance in the Comprehensive Reading Plan, facilitates and supports data collection activities, assists in data analysis, and provides professional development and technical assistance to teachers regarding data-based instructional planning.

Speech/Language Therapist: (Ms. Ericka Beghin) Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systematic patterns of student need with respect to language skills.

Behavioral Therapist: (Dr. Gabriel Salgado) Helps our students understand that if they change their behavior, they can change their mood, surroundings and reactions to stimuli.

Language Arts Department Chairperson and the Testing Chairperson (Mrs. Edith Green) - Monitors school-wide assessments, provides assessment data results, assists in monitoring the implementation of reading strategies and best practices.

ESSAC Members: (see list section B)

Social Studies Department Chairperson: (Mr. John Kocur)

Mathematics Department Chairperson - Ms. Marcia Stein

Science Department Chairperson - Ms. Kent Landon

Gifted Department Chairperson - Ms E. Messinger

ELL Department Chairperson - Mr. Robert McFarland

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2:

These members of the MTSS Leadership Team will conduct regular monthly meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

Language Arts Department Chairperson and Testing Chairperson- Mrs. Edith Green

Reading Department Chairperson - Ms. Connie Carr

Social Studies Department Chairperson - Mr. John Kocur

Mathematics Department Chairperson - Ms. Marcia Stein

Science Department Chairperson - Ms. Kent Landon

Gifted Department Chairperson - Ms E. Messinger

ELL Department Chairperson - Mr. Robert McFarland

Electives Department Chairperson - Amy McMillan

8th Grade Team Leaders - Ms. Dianna Marron and Mr. Kenneth Tookes

7th Grade Team Leaders - Mr. Angel Torres and Ms. Kimberly Wiley

6th Grade Team Leader - Ms. Valda Robinson and Mr. Matthew Tomlinson

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3:

The Principal, counselors, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The MTSS/RtI Leadership Team in conjunction with the Educational Excellence School Advisory Council (EESAC) and principal will be instrumental in compiling the information for implementation of the School Improvement Plan. The team will disaggregate data, monitor the delivery of instructional programs with fidelity, and provide additional support services for students' social and academic success. The problem solving process will begin with identifying the desired behaviors replacing the problem behaviors. Goal statements will be written including the behavior to be measured. Brainstorming will take place and a criterion for achievement will be in place as part of the School Improvement Plan. Progress monitoring will allow students to receive interventions in order to ensure success and growth. Progress of students and evaluation of the educational needs of individual students will be assessed in a continuous manner by the team.

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons are purchased for selected schools to be used by ELL students and recently arrived immigrant students, (K-12, RFP Process)

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services to which they are entitled.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

Nutrition Programs

- 1) The school 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, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cheryl Kushi	Principal
Veronica Bello	Education Support Employee
Karen Black	Education Support Employee
William Reaney	Teacher
Susan Greenfield	Teacher
Ellen Nusbaum	Teacher
Dianna Marron	Teacher
Brian Bernstein	Teacher
Nate Williams	Teacher
Vicky Socarras	Education Support Employee
Annette Price	Education Support Employee
Jamie Stephens	Parent
Shawana Joseph	Parent
Monica Goldstein	Parent
Amy Sherit	Parent
Lauri Shannon	Parent
Gia Marquez	Parent
David Diaz	Parent
Lauren Stephens	Student
Zajah Green	Student
Gang Chen	Student
Lisa Mannis	Business/Community
Mindi Ratner	Business/Community
Jodi Sklar	Business/Community

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 Highland Oaks Middle SAC Committee reviewed and gave feedback to the school's annual School Improvement Plan. As we received data and feedback from all stakeholders, we modified the living document as needed to reach the highest student achievement possible.

Development of this school improvement plan

The SAC will monitor and review the implementation of the SIP at each meeting. The SAC serves as the representative for input from all education professionals, parents, students, business community, and interest citizens.

Preparation of the school's annual budget and plan

On an annual basis, the principal meets with the EESAC and develops the school's budget for the school year utilizing both school and EESAC funds to meet the needs of the students. The final

budget is then presented to the EESAC committee in October. The principal reviews the school's allocated funds and distributes the budget for the year to all stakeholders.

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

SAC funds were used to support hourly teacher service and the Manner Matters Program. Additionally, SAC funds was used to buy or purchase supplies for the program. The SAC ensured alignment with the use of funds included in each goal area.

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
Kushi, Cheryl	Principal
Bello, Veronica	Assistant Principal
Diaz, Fernando	Assistant Principal
Carr, Connie	Teacher, K-12
Green, Edith	Teacher, K-12
Brito-Miguez, Zorida	Guidance Counselor
Stein, Marcia	Teacher, K-12
Kocur, John	Teacher, K-12
Landon, Kent	Teacher, K-12
McFarland, Robert	Teacher, K-12
Messinger, E	Teacher, K-12
McMillan, Amy	Teacher, K-12
Weitzner, Lesli	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The major initiatives will be to collectively discuss and make decisions in order to enhance the momentum of the school's educational literacy goals in a positive direction. The team works together to problem solve in all areas of curriculum and provide reading best practices and strategies.

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

Our school-wide theme this year is "Let's Do This." We realized that it took all of us working together to obtain the school grade of an 'A', and it will take all of us to maintain this superior rating. Furthermore, since this year is like no other in terms of new standards and assessments being implemented, the teachers and leaders have decided that positive working relationships are our norm. Teachers meet departmentally every Monday to disseminate information and data. Then they meet departmentally by grade level, every first, second, and third Friday each month to collaboratively plan, collect resources, share best practices and unpack the standards.

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

1. Regular meetings with new teachers and Principal - Principal June 3, 2014
2. Partnering new faculty with veteran faculty - Assistant Principal August 16, 2014
3. Recruiting at job fairs - Counselor/Principal April 5, 2015
4. Soliciting referrals from current employees - Principal August 16- June 3, 2015

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

After reviewing the VAM Detailed Report, teachers whose scores were low were paired with Highly Effective teachers within their department and grade level. Mentor teachers shared best practices, effective strategies and creative implementations of the standards. Additionally, every department within our school meets every Friday within their collaborative planning grade level groups to discuss their data, share best practices, review lesson plans, and discuss effective strategies.

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

All departments at Highland Oaks Middle School is following the District Pacing Guides which is aligned to the Florida Standards. Also, teachers are utilizing resources from FSassessment.org such as the Item Specification and other Reading, Writing, Mathematics and EOC resources. They are also utilizing resources from CPALMS, Discovery Learning and Learning Village as it pertains to items on the Pacing Guide.

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

School-wide use of Thinkgate and Pearson Access allows the school to collect data during baseline, fall, and winter exams. The resulting data is analyzed during departmental and faculty meetings, at grade level PLC meetings, and during professional development activities.

The principal, assistant principals, department heads, and testing chairperson are responsible for the dissemination of the resultant data. Teachers will then implement strategies to modify instruction based on these results.

Data chats will be conducted to continually analyze student performance in order to drive teacher

collaboration on implementing innovative learning strategies involving reteaching and use of additional Computer Assisted Programs.

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: 1,200

The school provides after-school enrichment and tutorial activities including, but not limited to clubs such as SECME, Peer-Tutoring, Homework Labs, athletic activities, before and after school computer lab accessibility to programs such as Reading Plus, FCAT Explorer, Gizmos, Florida Achieve Focus, and Compass Learning.

Professional Development will be provided during early release instructional days, and departmental and team meetings for instructional staff. School staff will participate in activities to understand basic MTSS/RtI principles and procedures and data chats using region data protocols. Departmental data chats will be conducted during August, October, January, and February using the evaluation tool, North Regional Data Protocols.

Strategy Rationale

In order to meet the new Florida State Standards, implementation of these programs will enhance the educational goals of the school and lead to success in all academic areas.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Kushi, Cheryl, pr6241@dadeschools.net

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

School-wide use of Thinkgate and Pearson Access allows the school to collect data during baseline, fall, and winter interim exams. The resulting data is analyzed during departmental and faculty meetings, at grade level PLC meetings, and during professional development activities.

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

At Highland Oaks Middle School, we host several opportunities for parents and students that are in the elementary schools to attend our events to ensure a smooth transition from elementary to middle school. These events are: the Annual Curriculum Fair in January, the annual school tour and PTSA meeting in March, and the annual School Orientation Assembly for new parents and students in August. At these events, teachers meet with parents and students to provide assistance and information regarding the school.

When students in grade 8 graduate from our school, we provide several opportunities for parents to meet with the new principal and guidance counselors of the high school to assist with the transition to

the next school. The first meeting is held in March to provide information about classes and schedules for their ninth grade year. The second meeting held in April is for parents and students to learn more about the school and ask questions. The final meeting is held in August for orientation at the school site. Additionally, once a year both the high school and middle school have a joint PTSA meeting to further collaborate with our community.

Through our feeder pattern initiatives, all area elementary, middle, and high school administration and leadership teams meet at least twice a year to review and align curriculum and provide activities to strengthen community relationships and partnerships.

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase student achievement by improving core instruction in all content areas.
- G2.** We will utilize the Early Warning System to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement.
- G3.** We will increase the number STEM-related experiences provided to the students and increase the number of participants in STEM related activities in order to prepare students to be college and career ready.
- G4.** We will increase the number of parent engagement opportunities offered in the school. Additionally, we will increase the percent of parent participation of our struggling students.

Strategic Goals Detail

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

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

G048126

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	96.0
AMO Math - All Students	69.0
AMO Math - Asian	76.0
AMO Math - African American	63.0
AMO Math - Hispanic	68.0
AMO Math - White	86.0
AMO Math - ELL	52.0
AMO Math - SWD	48.0
AMO Math - ED	63.0
FSA - Mathematics - Proficiency Rate	51.0
Math Gains	75.0
Math Lowest 25% Gains	77.0
Algebra I EOC Pass Rate	91.0
Geometry EOC Pass Rate	99.0
AMO Reading - All Students	73.0
AMO Reading - Asian	76.0
AMO Reading - African American	70.0
AMO Reading - Hispanic	72.0
AMO Reading - SWD	52.0
AMO Reading - ED	69.0
FSA - English Language Arts - Proficiency Rate	73.0
ELA/Reading Gains	78.0
ELA/Reading Lowest 25% Gains	72.0
CELLA Listening/Speaking Proficiency	69.0
CELLA Reading Proficiency	40.0
FCAT 2.0 Science Proficiency	47.0
Bio I EOC Pass	97.0
CELLA Writing Proficiency	36.0

Resources Available to Support the Goal 2

- Promethean/SMART Boards, , , , ,
- Math Department Meetings
- District Pacing Guides
- Item Specifications
- Math Department Chair
- Veteran teachers
- Core text
- CPALMS

- Discovery Learning
- Reading Plus
- Classzone On-line Teacher Resources
- Language Arts and Reading Department Meetings
- Language Arts and Reading Department Chairs
- Science Department Chair
- Social Science Department Chair
- Insight

Targeted Barriers to Achieving the Goal 3

- Effective implementation of Gradual Release of Responsibility Model (GRRM)
- Students lack computer skills as related to writing.
- Lack of motivation and self-direction to complete tasks in Science.
- Limited writing, reading, and vocabulary skills.

Plan to Monitor Progress Toward G1. 8

Data disaggregation, Interim Assessments, Florida Standards Assessments, EOC and FCAT 2.0 Science

Person Responsible

Cheryl Kushi

Schedule

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

Evidence of Completion

Formative and Summative Assessments

G2. We will utilize the Early Warning System to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement. **1a**

 G048591

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90%	188.0
Attendance Below 90% Grade 06	38.0
Attendance Below 90% Grade 07	57.0
Attendance Below 90% Grade 08	93.0
Truancy rate	
Attendance rate	
One or More Suspensions	
1+ Suspensions Grade 06	
1+ Suspensions Grade 07	
1+ Suspensions Grade 08	
Students exhibiting two or more EWS indicators (Total)	
Students in sixth grade exhibiting two or more EWS indicators	
Students in seventh grade exhibiting two or more EWS indicators	
Students in seventh grade exhibiting two or more EWS indicators	
Level 1 - All Grades	
Level 1 - Grade 06	
Level 1 - Grade 07	
Level 1 - Grade 08	
2+ Course Failures - Middle Grades	81.0
Course Failures ELA	64.0
Course Failures Mathematics	78.0

Resources Available to Support the Goal **2**

- Manners Matter Program
- Attorney General Chief of the Victim Services Division
- Miami Dade County Anti-Bullying Curriculum
- DIVA - Dynamic Intelligent Virtuous Adolescence
- 500 Role Model
- Providing counselling services in CSI
- Guidance Counselors

Targeted Barriers to Achieving the Goal **3**

- Students' lack of social and problem solving skills in everyday interpersonal relationships is a barrier to decreasing the number of students receiving referral notices.

Plan to Monitor Progress Toward G2. 8

Information from EWS Dashboard concerning our students' attendance, behavior, referral and retention will be reviewed.

Person Responsible

Cheryl Kushi

Schedule

Quarterly, from 8/25/2014 to 11/21/2014

Evidence of Completion

Summative Early Warning Systems Report

G3. We will increase the number STEM-related experiences provided to the students and increase the number of participants in STEM related activities in order to prepare students to be college and career ready. 1a

G049227

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Science Fair
- SECME
- Builder's Club
- Career Technical Student Organization (CTSO) Career Development Events and related curriculum

Targeted Barriers to Achieving the Goal 3

- Students have few opportunities for advanced level STEM learning activities within the school.

Plan to Monitor Progress Toward G3. 8

Formative Assessments and Rubrics

Person Responsible

Cheryl Kushi

Schedule

Quarterly, from 9/29/2014 to 12/5/2014

Evidence of Completion

Science Fair Projects

G4. We will increase the number of parent engagement opportunities offered in the school. Additionally, we will increase the percent of parent participation of our struggling students. 1a

G049231

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Social Networking tools
- phone calls
- PTSA meetings are held in the PM
- parent workshops
- Connected Messages
- Flyers

Targeted Barriers to Achieving the Goal 3

- Parent participation needs to increase due to scheduling problems.

Plan to Monitor Progress Toward G4. 8

Sign-in sheets, phone logs, and parent surveys. Parental Involvement Monthly, and School Reports.

Person Responsible

Cheryl Kushi

Schedule

Quarterly, from 9/15/2014 to 12/12/2014

Evidence of Completion

: Sign-in sheets, phone logs, and parent surveys. Parental Involvement Monthly, and School Reports.

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

 G048126

G1.B3 Effective implementation of Gradual Release of Responsibility Model (GRRM) **2**

 B121051

G1.B3.S1 Gradual Release of Responsibility Model **4**

 S133013

Strategy Rationale

To increase teacher's knowledge and proper implementation of this strategy to help students achieve and become independent learners.

Action Step 1 **5**

Provide a professional development on the GRRM that will focus on the implementation of the Gradual Release Model, and planning effective lessons that follow the framework.

Person Responsible

Veronica Bello

Schedule

On 10/8/2014

Evidence of Completion

Sign-In Sheets, Agenda, Lesson Plans

Action Step 2 5

Technology Enhanced Learning

Person Responsible

Edith Green

Schedule

Weekly, from 9/5/2014 to 12/12/2014

Evidence of Completion

Sign-in Sheets, Agenda, lesson plans

Action Step 3 5

Academic Writing

Person Responsible

John Kocur

Schedule

Biweekly, from 9/15/2014 to 12/12/2014

Evidence of Completion

Agenda, Lesson Plans, Walk-through Notes

Action Step 4 5

Provide a professional development in the use of the Promethean Board and technological applications aligned to science curriculum and district pacing guides.

Person Responsible

Kent Landon

Schedule

Monthly, from 9/11/2014 to 10/24/2014

Evidence of Completion

Agenda, Sign-In Sheets, Classroom Walk Throughs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Conduct classroom walk-through to monitor the effective delivery of lessons that follow the GRRM.

Person Responsible

Veronica Bello

Schedule

Biweekly, from 10/9/2014 to 11/12/2014

Evidence of Completion

Walk-through notes, Reflections, and Debriefing Notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom walk-through will be conducted and coaching cycles will be implemented

Person Responsible

Veronica Bello


Schedule

Monthly, from 10/15/2014 to 11/12/2014


Evidence of Completion

CSS Calendar, CSS Coaching Log, Debriefing Logs, Principal/AP Reflection

G1.B6 Students lack computer skills as related to writing. **2**

 B121067

G1.B6.S1 Technology Enhanced Learning **4**

 S136691

Strategy Rationale

To help students learn the basic writing skills when they use the computer in order to assist students master the course content and skills.

Action Step 1 **5**

Technology Enhanced Learning

Person Responsible

Edith Green

Schedule

Weekly, from 9/5/2014 to 12/12/2014

Evidence of Completion

Sign-in Sheets, Agenda, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

Provide mini-professional developments on technology-based Classzone Teacher Resources including Essay Smart and Grammar Arcade, Writer's Choice Online Grammar Resources, TypingWeb.com and Reading Plus.

Person Responsible

Edith Green

Schedule

Biweekly, from 9/8/2014 to 12/12/2014

Evidence of Completion

Walk-throughs and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

School-wide implementation and monitoring of the Reading Plus program and integration of technology during classroom instruction during walk-throughs.

Person Responsible

Veronica Bello


Schedule

Monthly, from 9/15/2014 to 12/18/2014


Evidence of Completion

student work, data chats and quizzes

G1.B11 Lack of motivation and self-direction to complete tasks in Science. 2

 B121072

G1.B11.S1 Technology Enhanced Learning 4

 S136712

Strategy Rationale

Increase technology in all aspect of instruction in order to increase student engagement.

Action Step 1 5

Provide a professional development in the use of the Promethean Board and technological applications aligned to science curriculum and district pacing guides.

Person Responsible

Kent Landon

Schedule

On 10/17/2014

Evidence of Completion

Agenda, Lesson Plan

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Follow-up on the implementation of technological applications to be used on the Promethean Board throughout bell-to-bell instruction.

Person Responsible

Veronica Bello

Schedule

Evidence of Completion

Lesson Plans, Walk-through

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Conduct classroom walk-through to monitor the effective delivery of lessons that utilize technological applications and the Promethean Board, and provide coaching cycles to teachers as needed.

Person Responsible

Veronica Bello


Schedule

Monthly, from 9/8/2014 to 12/15/2014


Evidence of Completion

Walk-through notes, Debriefing Notes

G1.B13 Limited writing, reading, and vocabulary skills. **2**

 B121074

G1.B13.S1 Academic Writing **4**

 S137345

Strategy Rationale

Students have insufficient writing, reading, and vocabulary skill in order to meet the new standards.

Action Step 1 **5**

Provide a professional development in strategies that support students in the analysis and interpretation of text in order to produce a clear and relevant writing piece.

Person Responsible

John Kocur

Schedule

On 11/7/2014

Evidence of Completion

Agenda, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B13.S1 **6**

Conduct coaching cycles on the analysis and interpretation of content in order to produce a relevant writing piece based on teacher's needs.

Person Responsible

John Kocur

Schedule

Biweekly, from 10/6/2014 to 10/30/2014

Evidence of Completion

Debriefing logs, Principal/AP Reflections, Lesson Plans, Walk-through notes and student writing samples.

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Conduct classroom walk-throughs to monitor student progress when writing responses to social science content.

Person Responsible

Veronica Bello

Schedule

Monthly, from 10/10/2014 to 11/13/2014

Evidence of Completion

Walk-through notes, Interim Assessment, Teacher-created Assessments

G2. We will utilize the Early Warning System to identify at-risk students in order to provide them with support and intervention that will increase their academic achievement. 1

 G048591

G2.B2 Students' lack of social and problem solving skills in everyday interpersonal relationships is a barrier to decreasing the number of students receiving referral notices. 2

 B122925

G2.B2.S1 Incorporate school-wide safety and Anti-bullying curriculum. Incorporate the continuing school-wide behavior motto: "IT IS A MATTER OF P.R.I.D.E." - Perseverance, respect, integrity, diversity, and excellence. Students and teachers will be a part of incorporating this program into the established school discipline procedures. Also, we incorporate the Manners Matter Program that supports positive student behavior, reinforcement of good manners, counseling and intervention. 4

 S134841

Strategy Rationale

The sole purpose of this program is to teach students behavior modification strategies.

Action Step 1 5

Anti Bully Program and Manners Matter Program

Person Responsible

Zorida Brito-Miguez

Schedule

Monthly, from 9/15/2014 to 11/21/2014

Evidence of Completion

Number of referrals, indoor suspension and Parent/Teacher Conference Log, Assembly and Lesson Plans

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

Monitor behavior referral issued.

Person Responsible

Fernando Diaz

Schedule

Biweekly, from 8/25/2014 to 11/21/2014

Evidence of Completion

COGNOS

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

Monitor the amount of behavior referrals written and analyze trends of students being referred.

Person Responsible

Fernando Diaz


Schedule

Monthly, from 8/25/2014 to 11/21/2014

Evidence of Completion

COSNOS

G2.B2.S2 Send automate, automatic student absence notification to parents. 4

 S137479

Strategy Rationale

This will be implemented in order to increase student attendance.

Action Step 1 5

Homeroom teachers input absent students in the grade book.

Person Responsible

Fernando Diaz

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Gradebook

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Absent student information is downloaded from grade-book to ISIS and the automated absent student notification is sent to the parent.

Person Responsible

Fernando Diaz

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance Bulletin, Phone Calls

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

The Social worker will visit the home of students with 3 or more consecutive, unexcused absences.

Person Responsible


Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Home visitation logs

G2.B2.S3 Provide counselling and mentoring services for students in jeopardy of failing two or more classes. 4

 S137482

Strategy Rationale

Action Step 1 5

After Progress Reports are sent home, counselors will begin to identify at-risk students.

Person Responsible

Zorida Brito-Miguez

Schedule

Quarterly, from 9/19/2014 to 5/20/2015

Evidence of Completion

Progress Report

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Conduct Parent/Teacher Conferences to assist in make-up work and possible interventions

Person Responsible

Zorida Brito-Miguez

Schedule

Biweekly, from 9/19/2014 to 5/22/2015

Evidence of Completion

Counselor's notes, Team notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Meet with students biweekly to discuss progress, barriers and strategies of successful students.

Person Responsible

Zorida Brito-Miguez

Schedule

Monthly, from 9/19/2014 to 5/22/2015


Evidence of Completion

Counselor and mentor's notes

G3. We will increase the number STEM-related experiences provided to the students and increase the number of participants in STEM related activities in order to prepare students to be college and career ready. 1

 G049227

G3.B2 Students have few opportunities for advanced level STEM learning activities within the school. 2

 B123003

G3.B2.S1 Engages students in hands-on, real-world STEM applications through projects and activities.

4

 S134896

Strategy Rationale

To provide students with an opportunity to participate in STEM related activities.

Action Step 1 5

Provide professional development on programs and actives that are part of our STEM Initiatives.

Person Responsible

Kent Landon

Schedule

Biweekly, from 8/25/2014 to 11/26/2014

Evidence of Completion

Science and Mathematics Department Agendas

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

Teachers will incorporate critical thinking and problem-solving skills and provide classroom opportunities for students to design and develop science and engineering projects to increase scientific thinking.

Person Responsible

Kent Landon

Schedule

Biweekly, from 9/3/2014 to 12/1/2014

Evidence of Completion

Participation Logs, Lesson Plans, Science Department Meeting Agenda

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

Develop experiences that provides the students with the opportunity to participate in STEM-related experiences

Person Responsible

Kent Landon

Schedule

Quarterly, from 9/3/2014 to 12/5/2014

Evidence of Completion

Student participation Log in Science and Mathematics related activities.

G4. We will increase the number of parent engagement opportunities offered in the school. Additionally, we will increase the percent of parent participation of our struggling students. 1

G049231

G4.B3 Parent participation needs to increase due to scheduling problems. 2

B123017

G4.B3.S1 Conduct parent related functions at a time that is convenient for the parents and keeping parents informed using several methods. 4

S134913

Strategy Rationale

To increase parent participation

Action Step 1 5

Notify parents in a timely manner concerning parent/student related activities. Using Social Networking tools to create another forum for meeting information to be dispersed. Additionally, staff will make phone calls to personally invite parents to school functions that are held at convenient times for parents. Ensure that PTSA meetings are held in the PM.

Person Responsible

Veronica Bello

Schedule

Biweekly, from 8/25/2014 to 12/5/2014

Evidence of Completion

Review sign in sheets to determine the number of parents attending school functions.

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

Review sign in sheets to determine the number of parents attending school functions.

Person Responsible

Fernando Diaz

Schedule

Biweekly, from 9/3/2014 to 12/12/2014

Evidence of Completion

Sign-in sheets, Parental Involvement, Monthly, and School Reports.

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

Review sign in sheets to determine the number of parents attending school functions.

Person Responsible

Cheryl Kushi

Schedule

Every 2 Months, from 9/8/2014 to 12/12/2014

Evidence of Completion

Sign-in sheets, Parental Involvement, Monthly, and School Reports.

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.B3.S1.A1	Provide a professional development on the GRRM that will focus on the implementation of the Gradual Release Model, and planning effective lessons that follow the framework.	Bello, Veronica	9/29/2014	Sign-In Sheets, Agenda, Lesson Plans	10/8/2014 one-time
G2.B2.S1.A1	Anti Bully Program and Manners Matter Program	Brito-Miguez, Zorida	9/15/2014	Number of referrals, indoor suspension and Parent/Teacher Conference Log, Assembly and Lesson Plans	11/21/2014 monthly
G3.B2.S1.A1	Provide professional development on programs and actives that are part of our STEM Initiatives.	Landon, Kent	8/25/2014	Science and Mathematics Department Agendas	11/26/2014 biweekly
G4.B3.S1.A1	Notify parents in a timely manner concerning parent/student related activities. Using Social Networking tools to create another forum for meeting information to be dispersed. Additionally, staff will make phone calls to personally invite parents to school functions that are held at convenient times for parents. Ensure that PTSA meetings are held in the PM.	Bello, Veronica	8/25/2014	Review sign in sheets to determine the number of parents attending school functions.	12/5/2014 biweekly
G1.B6.S1.A1	Technology Enhanced Learning	Green, Edith	9/5/2014	Sign-in Sheets, Agenda, lesson plans	12/12/2014 weekly
G1.B11.S1.A1	Provide a professional development in the use of the Promethean Board and technological applications aligned to science curriculum and district pacing guides.	Landon, Kent	9/11/2014	Agenda, Lesson Plan	10/17/2014 one-time
G1.B13.S1.A1	Provide a professional development in strategies that support students in the analysis and interpretation of text in order to produce a clear and relevant writing piece.	Kocur, John	9/15/2014	Agenda, lesson plans	11/7/2014 one-time
G2.B2.S2.A1	Homeroom teachers input absent students in the grade book.	Diaz, Fernando	8/18/2014	Gradebook	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S3.A1	After Progress Reports are sent home, counselors will begin to identify at-risk students.	Brito-Miguez, Zorida	9/19/2014	Progress Report	5/20/2015 quarterly
G1.B3.S1.A2	Technology Enhanced Learning	Green, Edith	9/5/2014	Sign-in Sheets, Agenda, lesson plans	12/12/2014 weekly
G1.B3.S1.A3	Academic Writing	Kocur, John	9/15/2014	Agenda, Lesson Plans, Walk-through Notes	12/12/2014 biweekly
G1.B3.S1.A4	Provide a professional development in the use of the Promethean Board and technological applications aligned to science curriculum and district pacing guides.	Landon, Kent	9/11/2014	Agenda, Sign-In Sheets, Classroom Walk Throughs	10/24/2014 monthly
G1.MA1	Data disaggregation, Interim Assessments, Florida Standards Assessments, EOC and FCAT 2.0 Science	Kushi, Cheryl	8/25/2014	Formative and Summative Assessments	5/29/2015 monthly
G1.B3.S1.MA1	Classroom walk-through will be conducted and coaching cycles will be implemented	Bello, Veronica	10/15/2014	CSS Calendar, CSS Coaching Log, Debriefing Logs, Principal/AP Reflection	11/12/2014 monthly
G1.B3.S1.MA1	Conduct classroom walk-through to monitor the effective delivery of lessons that follow the GRRM.	Bello, Veronica	10/9/2014	Walk-through notes, Reflections, and Debriefing Notes	11/12/2014 biweekly
G1.B6.S1.MA1	School-wide implementation and monitoring of the Reading Plus program and integration of technology during classroom instruction during walk-throughs.	Bello, Veronica	9/15/2014	student work, data chats and quizzes	12/18/2014 monthly
G1.B6.S1.MA1	Provide mini-professional developments on technology-based Classzone Teacher Resources including Essay Smart and Grammar Arcade, Writer's Choice Online Grammar Resources, TypingWeb.com and Reading Plus.	Green, Edith	9/8/2014	Walk-throughs and lesson plans	12/12/2014 biweekly
G1.B11.S1.MA1	Conduct classroom walk-through to monitor the effective delivery of lessons that utilize technological applications and the Promethean Board, and provide coaching cycles to teachers as needed.	Bello, Veronica	9/8/2014	Walk-through notes, Debriefing Notes	12/15/2014 monthly
G1.B11.S1.MA1	Follow-up on the implementation of technological applications to be used on the Promethean Board throughout bell-to-bell instruction.	Bello, Veronica	10/24/2014	Lesson Plans, Walk-through	monthly
G1.B13.S1.MA1	Conduct classroom walk-throughs to monitor student progress when writing responses to social science content.	Bello, Veronica	10/10/2014	Walk-through notes, Interim Assessment, Teacher-created Assessments	11/13/2014 monthly
G1.B13.S1.MA1	Conduct coaching cycles on the analysis and interpretation of content in order to produce a relevant writing piece based on teacher's needs.	Kocur, John	10/6/2014	Debriefing logs, Principal/AP Reflections, Lesson Plans, Walk-through notes and student writing samples.	10/30/2014 biweekly
G2.MA1	Information from EWS Dashboard concerning our students' attendance, behavior, referral and retention will be reviewed.	Kushi, Cheryl	8/25/2014	Summative Early Warning Systems Report	11/21/2014 quarterly
G2.B2.S1.MA1	Monitor the amount of behavior referrals written and analyze trends of students being referred.	Diaz, Fernando	8/25/2014	COSNOS	11/21/2014 monthly
G2.B2.S1.MA1	Monitor behavior referral issued.	Diaz, Fernando	8/25/2014	COGNOS	11/21/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.MA1	The Social worker will visit the home of students with 3 or more consecutive, unexcused absences.		8/18/2014	Home visitation logs	6/5/2015 monthly
G2.B2.S2.MA1	Absent student information is downloaded from grade-book to ISIS and the automated absent student notification is sent to the parent.	Diaz, Fernando	8/18/2014	Attendance Bulletin, Phone Calls	6/5/2015 daily
G2.B2.S3.MA1	Meet with students biweekly to discuss progress, barriers and strategies of successful students.	Brito-Miguez, Zorida	9/19/2014	Counselor and mentor's notes	5/22/2015 monthly
G2.B2.S3.MA1	Conduct Parent/Teacher Conferences to assist in make-up work and possible interventions	Brito-Miguez, Zorida	9/19/2014	Counselor's notes, Team notes	5/22/2015 biweekly
G3.MA1	Formative Assessments and Rubrics	Kushi, Cheryl	9/29/2014	Science Fair Projects	12/5/2014 quarterly
G3.B2.S1.MA1	Develop experiences that provides the students with the opportunity to participate in STEM-related experiences	Landon, Kent	9/3/2014	Student participation Log in Science and Mathematics related activities.	12/5/2014 quarterly
G3.B2.S1.MA1	Teachers will incorporate critical thinking and problem-solving skills and provide classroom opportunities for students to design and develop science and engineering projects to increase scientific thinking.	Landon, Kent	9/3/2014	Participation Logs, Lesson Plans, Science Department Meeting Agenda	12/1/2014 biweekly
G4.MA1	Sign-in sheets, phone logs, and parent surveys. Parental Involvement Monthly, and School Reports.	Kushi, Cheryl	9/15/2014	: Sign-in sheets, phone logs, and parent surveys. Parental Involvement Monthly, and School Reports.	12/12/2014 quarterly
G4.B3.S1.MA1	Review sign in sheets to determine the number of parents attending school functions.	Kushi, Cheryl	9/8/2014	Sign-in sheets, Parental Involvement, Monthly, and School Reports.	12/12/2014 every-2-months
G4.B3.S1.MA1	Review sign in sheets to determine the number of parents attending school functions.	Diaz, Fernando	9/3/2014	Sign-in sheets, Parental Involvement, Monthly, and School Reports.	12/12/2014 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B3 Effective implementation of Gradual Release of Responsibility Model (GRRM)

G1.B3.S1 Gradual Release of Responsibility Model

PD Opportunity 1

Provide a professional development on the GRRM that will focus on the implementation of the Gradual Release Model, and planning effective lessons that follow the framework.

Facilitator

CSS - Curtis Harris

Participants

Mathematics Department

Schedule

On 10/8/2014

PD Opportunity 2

Technology Enhanced Learning

Facilitator

Edith Green

Participants

Reading and Language Arts Department

Schedule

Weekly, from 9/5/2014 to 12/12/2014

PD Opportunity 3

Academic Writing

Facilitator

Edith Green

Participants

Reading, Language Arts, Social Studies and Science Department

Schedule

Biweekly, from 9/15/2014 to 12/12/2014

PD Opportunity 4

Provide a professional development in the use of the Promethean Board and technological applications aligned to science curriculum and district pacing guides.

Facilitator

Mr. Etienne and District Provided PD

Participants

All Departments

Schedule

Monthly, from 9/11/2014 to 10/24/2014

G1.B6 Students lack computer skills as related to writing.

G1.B6.S1 Technology Enhanced Learning

PD Opportunity 1

Technology Enhanced Learning

Facilitator

Edith Green

Participants

Language Arts Department

Schedule

Weekly, from 9/5/2014 to 12/12/2014

G1.B11 Lack of motivation and self-direction to complete tasks in Science.

G1.B11.S1 Technology Enhanced Learning

PD Opportunity 1

Provide a professional development in the use of the Promethean Board and technological applications aligned to science curriculum and district pacing guides.

Facilitator

Mr. Etienne

Participants

All Teachers

Schedule

On 10/17/2014

G1.B13 Limited writing, reading, and vocabulary skills.

G1.B13.S1 Academic Writing

PD Opportunity 1

Provide a professional development in strategies that support students in the analysis and interpretation of text in order to produce a clear and relevant writing piece.

Facilitator

John Kocur and Edith Green

Participants

All Teachers in all departments

Schedule

On 11/7/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: We will increase student achievement by improving core instruction in all content areas.	100
Grand Total	100

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Description	Source	Total
B11.S1.A1	General Fund	100
Total Goal 1		100