

Robert Morgan Educational Center



2014-15 School Improvement Plan

Robert Morgan Educational Center

18180 SW 122ND AVE, Miami, FL 33177

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

73%

Alternative/ESE Center

No

Charter School

No

Minority

90%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Robert Morgan Educational Center is committed to impart the knowledge and skills that will facilitate the acquisition of those qualities essential to successful global employment and a productive and prosperous life.

Provide the school's vision statement

Robert Morgan Educational Center sets its sail on a voyage towards achieving quality academic instruction, implementation of community leadership and lifelong learning for all students.

School Environment

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

RMEC embodies its primary purpose as a comprehensive academy school by offering relevant curriculum linked with industry standards in all academy programs, fostering interdisciplinary academic (Language Arts, Mathematics, Science and Social Studies) and academy program planning sessions resulting in project based experiences, maintaining open lines of communication with parents and all community stakeholders in order to consistently provide students the highest standards to seamlessly transition all students into post-secondary programs, college/university programs and/or the workforce. RMEC serves a multi-ethnic school population that consists of over 2300 students from varying socio-economic backgrounds. The student population reflects the RMEC's community with a student demographic population composed of approximately 58% Hispanic, 19% Black, 18% White and 5% Other. The student population consists of 56% female and 44% male. Economically disadvantaged students account for 41.6 % of the population. Additionally, 6.7% of students are Students with Disabilities (SWD), 1.4% are classified as English Language Learners (ELL), and nearly 17.5% of students are Gifted. RMEC's continued success relies heavily on the population it serves along with its wide array of academic and extra curricular programs proving that there is something suitable for every student.

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

There is a high visibility of school personnel monitoring students during the school day.

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

The expectation for students at RMEC is really quite simple: students are expected to act with decorum and actively engage themselves in the learning process for each and everyone of their classes in order to maximize each individual's student potential.

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

During the first week of school, grade-level orientations are held in which very important information regarding academic and graduation requirements are disseminated. Additionally, support personnel such as guidance counselors and school social worker are introduced as not only staff members that would guide their academic journey but as professional's that students could confide in if the need arose in which they were experiencing any challenges or difficulties that would get in the way of their academic endeavors and success at Robert Morgan Educational Center.

Early Warning Systems

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

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

The department chair for Reading introduced/modeled a variety of reading strategies at during professional developments sessions to different departments such Physical Education, Visual and Performing Arts, and all Elective Program teachers. It is important that all teachers, regardless of content area, infuse and implement effective reading strategies in their classrooms. Additionally, students who have traditionally scored a level 2 or below in Reading, have been assigned Intensive Reading classes in order to provide remediation. Students who have traditionally scored below a level 2 in Mathematics receive remediation within their assigned mathematics classes. The school also offers after-school and Saturday tutoring in all core areas impacted by an EOC exam.

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
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	95	104	87	28	314
Level 1 on statewide assessment	98	76	8	1	183

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	90	60	72	18	240

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

The department chair for Reading introduced/modeled a variety of reading strategies at during professional developments sessions to different departments such Physical Education, Visual and Performing Arts, and all Elective Program teachers. It is important that all teachers, regardless of content area, infuse and implement effective reading strategies in their classrooms. Additionally, students who have traditionally scored a level 2 or below in Reading, have been assigned Intensive Reading classes in order to provide remediation. Students who have traditionally scored below a level 2 in Mathematics receive remediation within their assigned mathematics classes. The school also offers after-school and Saturday tutoring in all core areas impacted by an EOC exam.

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 goal for the 2014- 2015 school year is to increase parent participation in school functions to 16% as it relates to their children's academic endeavors. During the previous school year, parent sign-in logs indicated that only 12% of parents attended a school function.

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

Robert Morgan Educational Center's Postsecondary Program maintains a cooperative agreement with the American Dental Association to provide on school site dental services by licensed dentists at a dental clinical located on campus. The dental clinic offers a full range of dental services to families of low socio-economic finances and/or indigent in the community. All services are provided at no cost to patients and services are scheduled with board certified dentists that are volunteering their time as a means of renewing their state license. In addition, the Culinary program offers a comprehensive catering program that serves both the MDCPS's district for a variety of events, recognition ceremonies and celebrations. The Culinary program maintains Giorgio's Café, located on the South Campus, which offers breakfast and lunch services to RMEC students, district staff and the local community. The Cosmetology Program is also open to the community for arrange of aesthetics services, including but not limited to: haircuts, dye, blow outs, manicures and pedicures.

RMEC's Postsecondary administrative team and faculty maintain and actively participate in advisory boards for each of the 23 programs. The following is a listing of advisory boards: Electronics and Computer Systems Technology Advisory Board, Electronics, Consumer Electronics and Computer Repair Advisory Board, Early Childhood Education Advisory Committee, Commercial Foods and Culinary Arts Advisory Committee, Air Conditioning, Refrigeration, & Heating Technology District Advisory Committee, Barbering/Cosmetology Advisory Committee, Advanced Automotive Technology Advisory Committee, Health Science Advisory Committee, Heavy Duty Truck and Bus, Heavy Equipment, Diesel Engine Mechanic, and Machining Program Advisory Committee.

The following are community partners associated with the Postsecondary Program: Alliance for Early Care and Education, WLRN - Ready to Learn, Department of Children and Families, Child Care Training Department, KIDCO Child Care, Inc., District Teenage Parent Program, Miami-Dade College Earl Childhood Education, University of Florida, Miami-Dade Extension Childhood, Education, Miami Dade College, Head Start, American Dental Association, Honda America, Dupont Paint, Esserman Acura, South Motors, AHM Motors, CS Auto Mall, Ed Morse Honda, Snap On Tools, Kelly Track Company, Miami Dade Limestone Association, Florida Detroit Diesel-Allison, Pantropic Power Products, St. Ann's Nursing Home, Greenbraer Nursing Home, Sister Emmanuel Hospital, Community Health of South Florida, Whirlpool, Maytag, Matrix, and High Dimension Salon and Spa.

These community partnerships benefits all the students at RMEC. Many students who graduate from the high school pursue post secondary educational opportunities right next door at Robert Morgan's Postsecondary campus.

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
Davis, Kimberly	Principal
Ledesma, Jennifer	Assistant Principal
Miller, Marcus	Assistant Principal
Blanco, Ricardo	Assistant Principal

Duties

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

The Leadership Team focuses meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and our students? The team meets bi-weekly to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share best practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Mutli-Tiered System of Supports (MTSS)/ Response to Intervention, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. The vice principal assists in the implementation of the principal's vision to use data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional

development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

The assistant principals assist in the implementation of the principal's vision to use data-based decision-making,

ensure that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff,

ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

Department Chairpersons in the areas of Mathematics, Language Arts, Science, and Social Studies provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Additionally, the Reading Department Chairperson provides guidance on 9-12 reading plan; develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based

curriculum/behavior assessment and intervention approaches. 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;" assists in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Lastly, the Professional Development Liaison provides professional development and technical assistance to teachers regarding data-based instructional planning.

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

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 they are entitled to.

- 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.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust- a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Nutrition Programs

- Qualified students are provided with free or reduced price lunch meals on a daily basis
- breakfast is provided free to all students on a daily basis
- during enrichment programs such as Saturday tutoring sessions and summer course credit recovery and EOC assessment preparation, breakfast and lunch is provided free to all students on a daily basis.

Adult Education

- Students are provided the opportunity to attend Adult Education courses in order to recover course credits
- Students are provided the opportunity to attend Adult Education courses as a 7th period course, at the school site, immediately at the conclusion of the school day, in order to recover course credits
- Students are provided the opportunity to attend Adult Education courses during the summer in order to recover course credits and to gain additional support to become proficient in assessments required for graduation

Career and Technical Education

- Students are afforded the opportunity to enroll in, and become program concentrators in, Career and Technical Education courses that will prepare students for post-graduation options in the world of work

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Larry D. Hildebrandt	Teacher
Kimberly Y. Davis	Principal
Marcus Miller	Education Support Employee
Ron Torres-Gatherer	Teacher
Vivian Vieta	Teacher
Hazel Bethel	Teacher

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

During EESAC meetings, the school improvement process is discussed with all members.

Development of this school improvement plan

Recommendations by SAC members are made to the school administration with the purpose of implementing them in the 2014-2015 SIP.

Preparation of the school's annual budget and plan

This information will be discussed in a future EESAC meeting during the 2014-2015 school year.

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

EESAC has agreed to contribute \$10,000.00 towards our afterschool tutoring program.

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
Ledesma, Jennifer	Assistant Principal
Miller, Marcus	Assistant Principal
Blanco, Ricardo	Assistant Principal
Malouf, Teresa	Teacher, K-12
Summerson, Omelia	Teacher, K-12
Bouza-Kaufman, Angela	Teacher, K-12
Williams, Dennis	Teacher, K-12
Stuck, Regina	Teacher, K-12
Davis, Kimberly	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives will strive to meet two goals: Creating literacy role models among staff and motivating students to read. Monthly meetings will be conducted during the school wide planning time. A professional development (PD) plan offering master plan points (MPP) is scheduled for the 2014-2015, including sessions

on incorporating literacy across the curriculum. The LLT will create and implement literacy partnerships amongst students, parents and teachers to promote literacy at Robert Morgan Educational Center.

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

During the 2014-2015 school year the principal has decided that although common planning amongst teachers is not possible due to scheduling, collaboration is still an important aspect of the professional's duties. As a result, all faculty meetings and professional development days will be utilized for the teachers to effectively collaborate and plan together by subject area and/or grade level.

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

The Vice Principal conducts monthly beginning teacher meetings in order to retain highly qualified teachers.

Additionally, the vice principal assigns all new teachers to veteran teachers providing the new teacher with additional support and mentoring.

Lastly, through the partnerships established with colleges and university programs, recruitment of highly qualified teachers takes place. Once the teachers have been assigned to the school site, leadership opportunities are available with the different academies.

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

Partnerships are usually driven by the academy the teachers are members of. The veteran (mentor) teacher possesses leadership skills and qualities that will provide the mentee with quality experiences to further enhance quality teaching.

The administrators and department chairperson conduct meetings monthly to review school policies, procedures, and provide additional support as needed.

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

Each academic department is assigned a department chair. One of the roles the department chairs play is that of instructional leader. By doing so they support their colleagues by ensuring that they share and convey important and the most up to date information regarding their particular subject area. Department Chairs also participate in curriculum council meetings to discuss data and develop action plans to be implemented in the classroom. Aside from teaching their own students, department chairs attend district wide meetings and provide professional development along with sharing of best practices within their departments and cross curricular when ever possible.

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

The school uses a variety of data sources to drive instruction. This information is shared with teachers in order for them to group their students accordingly and differentiate instruction when ever necessary. Data sources include but are not limited to: MDCPS Year at a Glance Detailed Report, Interim Assessment Data, FCAT Data (if applicable), FAIR-FS, PERT, and teacher developed assessment data. The administrator responsible for each academic area conducts data chats where a conversation is held to address: area(s) of concern, strategies, and plan of action to be implemented in the classroom.

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: 5,040

Teachers in the areas of Mathematics and Language Arts provide supplemental instructional after school to students who need additional support or wish to enhance their subject knowledge base.

Strategy Rationale

The program is offered to all students free of charge in order to maximize student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Davis, Kimberly, pr7371@dadeschools.net

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

Tutoring logs are used to monitor students attendance. Collaboration/consultations with classroom teachers, students, and parents to review students performance to determine an increase in student achievement.

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

Grade levels orientations are conducted the first week of school in order to provide students with pertinent information related to graduation requirements and being successful in high school. This is important to students of all grade levels but of particular importance to students transitioning from middle school or a new school to RMEC. Additionally, for the upperclassmen who graduate from RMEC during their senior year of high school, informational meetings are conducted in the evening for parents and students alike. Topics of discussion include but not limited to: graduation requirements, SAT/ACT prep, Financial Aid, College Tour information, and Scholarship Opportunities. Lastly, college tours are arranged by the activities director to a variety of campuses across the state

in order to provide eligible students with a "college-like experience" prior to the students actually starting class.

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

RMEC offers the following Career Academies and Strands:

Academy of Digital Media Technology (DMT)

- CISCO/Networking
- Graphic Animation & Digital Arts Technology
- Hospitality & Tourism (NAF Academy)
- TV Production & Sound Recording Engineering

The DMT Academy represents the wave of the future. Students will be involved in multimedia activities such as live broadcasting, commercial art, and graphic animation. Hands on experience

with our state of the art equipment will prepare students for careers in design arts and television.

Academy of Engineering

- Engineering Technology

The Engineering Academy presents the cutting edge of technology in the field of Engineering.

Students with

an interest in math and science have the opportunity to develop and showcase their talents and abilities in

this academy.

Academy of Health Science

- Dental Aide
- Medical Assisting
- Nursing
- Physical Therapy
- Sports Medicine
- Veterinary Assisting

The Health Sciences Academy offers a multitude of programs designed to meet the interests of any student

interested in pursuing a career in health care. Our programs are designed to fulfill predicted critical shortage

areas in the health services industry. State of the art equipment, school site working labs, direct clinical

experiences on site medical facilities and high level math and science courses provide students with a well -rounded background to meet today's medical needs.

Academy of Entrepreneurship

- Cosmetology
- Major Appliance Technology
- Automotive Youth Education Systems (AYES)
- Culinary Arts
- Early Childhood Education

The Entrepreneurship Academy covers three diverse strands that have been identified as growth areas in the 21st century. It offers rigorous curriculum in Cosmetology, Culinary Arts, and Early Childhood

Education, which provides students opportunities for success in these service industries. Additionally, students will be given hands-on experience with the mechanical and technological aspects of careers in each strand while

maintaining high academic standards. Within the framework set by industry and government, this academy

offers a curriculum that meets the needs of the participants and the growing industry.

Academy of Visual and Performing Arts

- Band (Music for Stage & Screen)
- Chorus
- Dance
- Drama
- Strings (Orchestra)
- Visual Arts

Students enrolled in this academy will have the opportunity to acquire knowledge in the rapidly growing area of arts and entertainment. This academy is geared towards live stage performance and the performing arts.

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

As a Comprehensive Academy High School, all students are enrolled in a program of study with an intended major. The academy programs ensure content related to a career of study, and focus on job skills and offer internship opportunities.

Students are also given the opportunity to participate in co-curricular clubs and further explore career options and participate in competitions at the district, state and national level.

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

Guidance counselors will conduct "credit analysis" reviews with every 12th grader in order to determine if graduation requirements are on target and if post secondary goals are near completion. Students have access to their portal and electronic portfolios which both contain vital information as it relates to a student's academic record.

Additionally, RMEC will continue to sponsor open dialogue with local, state and national level colleges/universities and/or vocational programs. RMEC will maintain a collaborative relationship with district support staff in order to provide students current and accurate information through the post graduation transition process.

Lastly, through both beginning and mid year orientations, students are presented with a plethora of information which includes resources and information on college readiness preparation.

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

As a Comprehensive Academy High School, all students are enrolled in a program of study with an intended major. The academy programs ensure content related to a career of study, and focus on job skills and offer internship opportunities. Additionally, students who do not score at proficiency levels on the PERT are placed in College Readiness classes to prepare them and get them "college ready."

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To decrease the percentage of 12th grade students who do not meet the 2.0 GPA requirement.
- G3.** For the 2014-2015 school year, we expect to continue our growth in the area of students successfully achieving industry certifications by at least 3% from an overall performance last year of 90%.
- G4.** To increase parental involvement by scheduling school functions to allow parental participation.

Strategic Goals Detail

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

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

G048486

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	68.0
Bio I EOC Pass	74.0

Resources Available to Support the Goal 2

- Core-Content Professional Development Sessions, Curriculum Support Specialists, Florida Standards, MDCPS Pacing Guides, Textbooks, TAG Team (Technical Assistance Guru Team).

Targeted Barriers to Achieving the Goal 3

- Lack of common planning time, lac of rigor, transitioning teachers from the utilization of the old standards to the new standards, infusing technology with the curriculum.

Plan to Monitor Progress Toward G1. 8

The school will utilize the following assessments to monitor effectiveness of the strategy: FAIR-FS Data, Fall Interim Data, Teacher created exams, unit assessments, EOC's (where applicable).

Person Responsible

Kimberly Davis

Schedule

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

Evidence of Completion

The school will utilize the following assessments to monitor effectiveness of the strategy: FAIR-FS Data, Fall Interim Data, Teacher created exams, unit assessments, EOC's (where applicable).

G2. To decrease the percentage of 12th grade students who do not meet the 2.0 GPA requirement. 1a

G050138

Targets Supported 1b

Indicator	Annual Target
GPA below 2.0 - H.S.	1.0

Resources Available to Support the Goal 2

- Core-Content Professional Development Sessions, Curriculum Support Specialists, Florida Standards, MDCPS Pacing Guides, Textbooks, TAG Team (Technical Assistance Guru Team)

Targeted Barriers to Achieving the Goal 3

- Lack of common planning time, lack of rigor, transitioning teachers from the utilizing of the old standards to the new standards, infusing technology within the curriculum.

Plan to Monitor Progress Toward G2. 8

The school will utilize the following assessments to monitor effectiveness of the strategy: FAIR-FS Data, Fall Interim Data, Teacher created exams, unit assessments, EOC's (where applicable) along guidance counseling sessions, grade book, and computer systems to identify students who do not meet the 2.0 GPA requirement.

Person Responsible

Kimberly Davis

Schedule

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

Evidence of Completion

Conduct teacher and student data chats based on FAIR-FS Data, Fall Interim Data, Teacher created exams, unit assessments, EOC's (where applicable), guidance counselor meetings with students of all grade levels (discussion of graduation requirements and status, GPA analysis, community service project status, scholarship opportunities).

G3. For the 2014-2015 school year, we expect to continue our growth in the area of students successfully achieving industry certifications by at least 3% from an overall performance last year of 90%. 1a

G050153

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	92.0

Resources Available to Support the Goal 2

- Core-Content Professional Development Sessions, Curriculum Support Specialists, Florida Standards, MDCPS and State Pacing Guides, Textbooks, TAG Team (Technical Assistance Guru Team), After school and Saturday tutoring for ICE, Incentive for becoming certified.

Targeted Barriers to Achieving the Goal 3

- Lack of common planning time, CTE teachers effectively infusing and implementing the Core Content and reading strategies into their curriculum.

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

G4. To increase parental involvement by scheduling school functions to allow parental participation. 1a

G050609

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- PTO, Parent Resource Center, The Parent Academy, School Media Center, parent portal.

Targeted Barriers to Achieving the Goal 3

- Parents inability to attend school functions.

Plan to Monitor Progress Toward G4. 8

A school administrator will attend a parent workshop conducted by PTO to raise awareness on the benefits of being an involved parent.

Person Responsible

Kimberly Davis

Schedule

On 10/23/2014

Evidence of Completion

increased parent attendance, meeting logs

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


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

 G048486

G1.B1 Lack of common planning time, lac of rigor, transitioning teachers from the utilization of the old standards to the new standards, infusing technology with the curriculum. **2**

 B120951

G1.B1.S1 Effective Planning and Instructional Delivery: Literacy *Teachers will be grouped by subject area and-or grade level. *Setting up protocols for structured and effective planning will be established. *During the planning sessions teachers would share best practices, share student samples if necessary, discuss the standards to identify the best forms to "unpack" the standards for instructional purposes. **4**

 S132888

Strategy Rationale

In order to address the priority barrier, collectively as a school, we have determined to maximize the pockets of time allotted in which the instructional staff can collaborate to share best practices, analyze student work samples, discuss and plan for instruction based on Florida Standards for the purpose of classroom implementation and develop lessons to improve student achievement in all content areas.

Action Step 1 **5**

There will be professional development in the core content areas to begin the process of effective instructional planning. Protocols for structured and effective planning will be established. Sessions will include: sharing of best practices, analysis of student samples, discussion and planning for instruction based on Florida Standards for the purpose of classroom implementation.

Person Responsible

Kimberly Davis

Schedule

On 9/9/2014

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

Action Step 2 5

Bi-weekly department planning sessions will be conducted. During effective planning instructional staff will share best practices, analyze student work samples, discuss and plan for instruction based on Florida Standards for the purpose of classroom implementation.

Person Responsible

Kimberly Davis

Schedule

Biweekly, from 9/18/2014 to 11/4/2014

Evidence of Completion

Agendas, protocols, reflections

Action Step 3 5

Implement lessons developed during planning sessions. Lessons will reflect sharing of high yield instructional strategies, analysis of student samples, and targeted Florida Standards which will lead to mastery.

Person Responsible

Kimberly Davis

Schedule

Daily, from 9/18/2014 to 11/4/2014

Evidence of Completion

Action Step 4 5

Follow-up and support will be provided for teachers in need of additional assistance. This will include: Professional Learning Communities (PLCs), lesson studies, and or visitations to observational classes that display components of instructional best practices.

Person Responsible

Kimberly Davis

Schedule

Weekly, from 9/18/2014 to 11/4/2014

Evidence of Completion

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

Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.

Person Responsible

Kimberly Davis

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

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

Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.

Person Responsible

Kimberly Davis

Schedule

Monthly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

G1.B1.S2 Effective Planning and Instructional Delivery: Mathematics *Teachers will be grouped by subject area and-or grade level. *Setting up protocols for structured and effective planning will be established. *During the planning sessions teachers would share best practices, share student samples if necessary, discuss the standards to identify the best forms to "unpack" the standards for instructional purposes. 4

 S132906

Strategy Rationale

In order to address the priority barrier, collectively as a school, we have determined to maximize the pockets of time allotted in which the instructional staff can collaborate to share best practices, analyze student work samples, discuss and plan for instruction based on Florida Standards for the purpose of classroom implementation and develop lessons to improve student achievement in all content areas.

Action Step 1 5

There will be professional development in the core content areas to begin the process of effective instructional planning. Protocols for structured and effective planning will be established. Sessions will include: sharing of best practices, analysis of student samples, discussion and planning for instruction based on Florida Standards for the purpose of classroom implementation.

Person Responsible

Kimberly Davis

Schedule

On 9/29/2014

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

Action Step 2 5

Bi-weekly department planning sessions will be conducted. During effective planning instructional staff will share best practices, analyze student work samples, discuss and plan for instruction based on Florida Standards for the purpose of classroom implementation, and develop an exemplar lesson to be taught by cohort.

Person Responsible

Kimberly Davis

Schedule

Biweekly, from 9/18/2014 to 11/4/2014

Evidence of Completion

Agendas, protocols, reflections

Action Step 3 5

Implement exemplar lessons developed by cohort during planning session through whole and small group differentiated instruction. Lessons will reflect sharing of high yield instructional strategies, analysis of student data, and targeted Florida Standards which will lead to mastery.

Person Responsible

Kimberly Davis

Schedule

Weekly, from 9/18/2014 to 11/4/2014

Evidence of Completion

Student work samples, collaborative conversations, exit tickets, quizzes, and topic exams

Action Step 4 5

Follow-up and support will be provided for teachers in need of additional assistance. This will include: Professional Learning Communities (PLCs), lesson studies, and or visitations to observational classes that display components of instructional best practices.

Person Responsible

Kimberly Davis

Schedule

Weekly, from 9/18/2014 to 11/4/2014

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

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

Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.

Person Responsible

Kimberly Davis

Schedule

Weekly, from 9/18/2014 to 11/4/2014

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

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

Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.

Person Responsible

Kimberly Davis

Schedule

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

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

G1.B1.S3 Effective Planning and Instructional Delivery: Social Studies *Teachers will be grouped by subject area and-or grade level. *Setting up protocols for structured and effective planning will be established. *During the planning sessions teachers would share best practices, share student samples if necessary, discuss the standards to identify the best forms to "unpack" the standards for instructional purposes. 4

 S132918

Strategy Rationale

In order to address the priority barrier, collectively as a school, we have determined to maximize the pockets of time allotted in which the instructional staff can collaborate to share best practices, analyze student work samples, discuss and plan for instruction based on Florida Standards for the purpose of classroom implementation and develop lessons to improve student achievement in all content areas.

Action Step 1 5

There will be professional development in the core content areas to begin the process of effective instructional planning. Protocols for structured and effective planning will be established. Sessions will include: sharing of best practices, analysis of student samples, discussion and planning for instruction based on Florida Standards, and higher order thinking questions for the purpose of classroom implementation.

Person Responsible

Kimberly Davis

Schedule

On 9/9/2014

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

Action Step 2 5

Bi-weekly department planning sessions will be conducted. During effective planning instructional staff will share best practices, analyze student work samples, discuss and plan for instruction based on Florida Standards for the purpose of classroom implementation, and develop an exemplar lesson to be taught by cohort.

Person Responsible

Kimberly Davis

Schedule

Biweekly, from 9/18/2014 to 11/4/2014

Evidence of Completion

Agendas, protocols, reflections

Action Step 3 5

Implement exemplar lessons developed by cohort during planning session. Lessons will reflect the shared high yield instructional strategies, higher order thinking questions, analysis of student data, and targeted Florida Standards that which will lead to student mastery.

Person Responsible

Kimberly Davis

Schedule

Daily, from 9/18/2014 to 11/4/2014

Evidence of Completion

Student work samples, note-taking activities, collaborative conversations, exit tickets, quizzes, and topic exams

Action Step 4 **5**

Follow-up and support will be provided for teachers in need of additional assistance. This will include: Professional Learning Communities (PLCs), lesson studies, and or visitations to observational classes that display components of instructional best practices.

Person Responsible

Kimberly Davis

Schedule

Weekly, from 9/18/2014 to 11/4/2014

Evidence of Completion

Lesson plans, note -taking activities, administrative walk-throughs, data, teacher feedback

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

Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.

Person Responsible

Kimberly Davis

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

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

Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.

Person Responsible

Kimberly Davis


Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

G1.B1.S4 Effective Planning and Instructional Delivery: Science *Teachers will be grouped by subject area and-or grade level. *Setting up protocols for structured and effective planning will be established. *During the planning sessions teachers would share best practices, share student samples if necessary, discuss the standards to identify the best forms to "unpack" the standards for instructional purposes. 4

 S132919

Strategy Rationale

In order to address the priority barrier, collectively as a school, we have determined to maximize the pockets of time allotted in which the instructional staff can collaborate to share best practices, analyze student work samples, discuss and plan for instruction based on Florida Standards for the purpose of classroom implementation and develop lessons to improve student achievement in all content areas.

Action Step 1 5

There will be professional development in the core content areas to begin the process of effective instructional planning. Protocols for structured and effective planning will be established. Sessions will include: 5 E Learning Cycle, Gradual Release of Responsibility Model, integrate reading strategies using science literature, sharing of best practices, analysis of student samples, discussion and planning for instruction based on Florida Standards, and higher order thinking questions for the purpose of classroom implementation.

Person Responsible

Kimberly Davis

Schedule

On 9/9/2014

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

Action Step 2 5

Bi-weekly department planning sessions will be conducted. During effective planning instructional staff will share best practices, analyze student work samples, discuss and plan for instruction based on Florida Standards for the purpose of classroom implementation, and develop an exemplar lesson to be taught by cohort.

Person Responsible

Kimberly Davis

Schedule

Biweekly, from 9/18/2014 to 11/4/2014

Evidence of Completion

Agendas, protocols, reflections

Action Step 3 5

During a PLC session, department chair and group leaders reviewed the 5 E Model and introduced the Gradual Release Model. A model lesson was provided in order to display how the components that will be implemented in the classroom.

Person Responsible

Kimberly Davis

Schedule

On 9/23/2014

Evidence of Completion

Developed sample lesson plans utilizing the Gradual Release Model

Action Step 4 5

Implement exemplar lessons developed by cohort during planning session. Lessons will reflect the shared high yield instructional strategies, higher order thinking questions, analysis of student data, and targeted Florida Standards that which will lead to student mastery.

Person Responsible

Kimberly Davis

Schedule

Daily, from 9/18/2014 to 11/4/2014

Evidence of Completion

Action Step 5 5

Follow-up and support will be provided for teachers in need of additional assistance. This will include: Professional Learning Communities (PLCs), lesson studies, and or visitations to observational classes that display components of instructional best practices.

Person Responsible

Kimberly Davis

Schedule

Weekly, from 9/18/2014 to 11/4/2014

Evidence of Completion

Lesson plans, note-taking activities, administrative walk-throughs, data, teacher feedback

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

Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.

Person Responsible

Kimberly Davis

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

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

Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.

Person Responsible

Kimberly Davis

Schedule

Weekly, from 9/9/2014 to 11/26/2014

Evidence of Completion

Lesson plans, administrative walk-throughs, data, teacher feedback

G2. To decrease the percentage of 12th grade students who do not meet the 2.0 GPA requirement. 1

G050138

G2.B1 Lack of common planning time, lack of rigor, transitioning teachers from the utilizing of the old standards to the new standards, infusing technology within the curriculum. 2

B125593

G2.B1.S1 Through grade level orientations, data chats, and guidance counseling sessions, students will be informed of expectations and current graduation status. 4

S137480

Strategy Rationale

This process will begin at the very beginning of the school year in order for students to have the time necessary to register for recovery classes through adult education or FLVS programs in order to become "graduate" ready.

Action Step 1 5

Monitor students attendance , grades, and behavior.

Person Responsible

Kimberly Davis

Schedule

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

Evidence of Completion

Grade Book, ISIS (Attendance Screen), ITS reports

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

Each assigned guidance counselor will meet with students to discuss credit analysis and graduation status.

Person Responsible

Kimberly Davis

Schedule

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

Evidence of Completion

Guidance counselor meeting logs, teacher grade book, ITS reports

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

The guidance counselor will meet with their assigned students to review credit analysis and graduation status.

Person Responsible

Kimberly Davis

Schedule

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

Evidence of Completion

Guidance counselor logs, grade book, ITS reports


G3. For the 2014-2015 school year, we expect to continue our growth in the area of students successfully achieving industry certifications by at least 3% from an overall performance last year of 90%. 1

 G050153

G3.B1 Lack of common planning time, CTE teachers effectively infusing and implementing the Core Content and reading strategies into their curriculum. 2

 B125659

G3.B1.S1 Effective Planning and Instructional Delivery 4

 S137541

Strategy Rationale

*CTE teachers will be grouped with a reading instructor. *Setting up protocols for structured and effective planning will be established. *During the planning sessions teachers would share best practices, share student samples if necessary, discuss the standards to identify the best forms to "unpack" and implement the standards for instructional purposes.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G4. To increase parental involvement by scheduling school functions to allow parental participation. 1

G050609

G4.B1 Parents inability to attend school functions. 2

B126744

G4.B1.S1 Conduct meetings/school functions during flexible hours in order to accommodate the working parent. 4

S138698

Strategy Rationale

Meetings are held throughout multiple days including Saturdays to maximize parental participation.

Action Step 1 5

Conduct a parent workshop to raise awareness and increase PTO involvement.

Person Responsible

Kimberly Davis

Schedule

On 10/23/2014

Evidence of Completion

Parent logs.

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

Person Responsible

Kimberly Davis

Schedule

Evidence of Completion

Meeting log

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

A school administrator will attend a parent workshop conducted by PTO to raise awareness on the benefits of being an involved parent.

Person Responsible

Kimberly Davis

Schedule

Evidence of Completion

Meeting log

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	There will be professional development in the core content areas to begin the process of effective instructional planning. Protocols for structured and effective planning will be established. Sessions will include: sharing of best practices, analysis of student samples, discussion and planning for instruction based on Florida Standards for the purpose of classroom implementation.	Davis, Kimberly	9/9/2014	Lesson plans, administrative walk-throughs, data, teacher feedback	9/9/2014 one-time
G1.B1.S2.A1	There will be professional development in the core content areas to begin the process of effective instructional planning. Protocols for structured and effective planning will be established. Sessions will include: sharing of best practices, analysis of student samples, discussion and planning for instruction based on Florida Standards for the purpose of classroom implementation.	Davis, Kimberly	9/9/2014	Lesson plans, administrative walk-throughs, data, teacher feedback	9/29/2014 one-time
G1.B1.S3.A1	There will be professional development in the core content areas to begin the process of effective instructional planning. Protocols for structured and effective planning will be established. Sessions will include: sharing of best practices, analysis of student samples, discussion and planning for instruction based on Florida Standards, and higher order thinking questions for the purpose of classroom implementation.	Davis, Kimberly	9/9/2014	Lesson plans, administrative walk-throughs, data, teacher feedback	9/9/2014 one-time
G1.B1.S4.A1	There will be professional development in the core content areas to begin the process of effective instructional planning. Protocols for structured and effective planning will be established. Sessions will include: 5 E Learning Cycle, Gradual Release of	Davis, Kimberly	9/9/2014	Lesson plans, administrative walk-throughs, data, teacher feedback	9/9/2014 one-time

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Robert Morgan Educational Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Responsibility Model, integrate reading strategies using science literature, sharing of best practices, analysis of student samples, discussion and planning for instruction based on Florida Standards, and higher order thinking questions for the purpose of classroom implementation.				
G2.B1.S1.A1	Monitor students attendance , grades, and behavior.	Davis, Kimberly	8/18/2014	Grade Book, ISIS (Attendance Screen), ITS reports	6/4/2015 weekly
G3.B1.S1.A1	[no content entered]			one-time	
G4.B1.S1.A1	Conduct a parent workshop to raise awareness and increase PTO involvement.	Davis, Kimberly	8/18/2014	Parent logs.	10/23/2014 one-time
G1.B1.S1.A2	Bi-weekly department planning sessions will be conducted. During effective planning instructional staff will share best practices, analyze student work samples, discuss and plan for instruction based on Florida Standards for the purpose of classroom implementation.	Davis, Kimberly	9/18/2014	Agendas, protocols, reflections	11/4/2014 biweekly
G1.B1.S2.A2	Bi-weekly department planning sessions will be conducted. During effective planning instructional staff will share best practices, analyze student work samples, discuss and plan for instruction based on Florida Standards for the purpose of classroom implementation, and develop an exemplar lesson to be taught by cohort.	Davis, Kimberly	9/18/2014	Agendas, protocols, reflections	11/4/2014 biweekly
G1.B1.S3.A2	Bi-weekly department planning sessions will be conducted. During effective planning instructional staff will share best practices, analyze student work samples, discuss and plan for instruction based on Florida Standards for the purpose of classroom implementation, and develop an exemplar lesson to be taught by cohort.	Davis, Kimberly	9/18/2014	Agendas, protocols, reflections	11/4/2014 biweekly
G1.B1.S4.A2	Bi-weekly department planning sessions will be conducted. During effective planning instructional staff will share best practices, analyze student work samples, discuss and plan for instruction based on Florida Standards for the purpose of classroom implementation, and develop an exemplar lesson to be taught by cohort.	Davis, Kimberly	9/18/2014	Agendas, protocols, reflections	11/4/2014 biweekly
G1.B1.S1.A3	Implement lessons developed during planning sessions. Lessons will reflect sharing of high yield instructional strategies, analysis of student samples, and targeted Florida Standards which will lead to mastery.	Davis, Kimberly	9/18/2014		11/4/2014 daily
G1.B1.S2.A3	Implement exemplar lessons developed by cohort during planning session through whole and small group differentiated instruction. Lessons will reflect sharing of high yield instructional strategies, analysis of student data, and targeted Florida Standards which will lead to mastery.	Davis, Kimberly	9/18/2014	Student work samples, collaborative conversations, exit tickets, quizzes, and topic exams	11/4/2014 weekly

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Robert Morgan Educational Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A3	Implement exemplar lessons developed by cohort during planning session. Lessons will reflect the shared high yield instructional strategies, higher order thinking questions, analysis of student data, and targeted Florida Standards that which will lead to student mastery.	Davis, Kimberly	9/18/2014	Student work samples, note-taking activities, collaborative conversations, exit tickets, quizzes, and topic exams	11/4/2014 daily
G1.B1.S4.A3	During a PLC session, department chair and group leaders reviewed the 5 E Model and introduced the Gradual Release Model. A model lesson was provided in order to display how the components that will be implemented in the classroom.	Davis, Kimberly	9/23/2014	Developed sample lesson plans utilizing the Gradual Release Model	9/23/2014 one-time
G1.B1.S1.A4	Follow-up and support will be provided for teachers in need of additional assistance. This will include: Professional Learning Communities (PLCs), lesson studies, and or visitations to observational classes that display components of instructional best practices.	Davis, Kimberly	9/18/2014		11/4/2014 weekly
G1.B1.S2.A4	Follow-up and support will be provided for teachers in need of additional assistance. This will include: Professional Learning Communities (PLCs), lesson studies, and or visitations to observational classes that display components of instructional best practices.	Davis, Kimberly	9/18/2014	Lesson plans, administrative walk-throughs, data, teacher feedback	11/4/2014 weekly
G1.B1.S3.A4	Follow-up and support will be provided for teachers in need of additional assistance. This will include: Professional Learning Communities (PLCs), lesson studies, and or visitations to observational classes that display components of instructional best practices.	Davis, Kimberly	9/18/2014	Lesson plans, note -taking activities, administrative walk-throughs, data, teacher feedback	11/4/2014 weekly
G1.B1.S4.A4	Implement exemplar lessons developed by cohort during planning session. Lessons will reflect the shared high yield instructional strategies, higher order thinking questions, analysis of student data, and targeted Florida Standards that which will lead to student mastery.	Davis, Kimberly	9/18/2014		11/4/2014 daily
G1.B1.S4.A5	Follow-up and support will be provided for teachers in need of additional assistance. This will include: Professional Learning Communities (PLCs), lesson studies, and or visitations to observational classes that display components of instructional best practices.	Davis, Kimberly	9/18/2014	Lesson plans, note -taking activities, administrative walk-throughs, data, teacher feedback	11/4/2014 weekly
G1.MA1	The school will utilize the following assessments to monitor effectiveness of the strategy: FAIR-FS Data, Fall Interim Data, Teacher created exams, unit assessments, EOC's (where applicable).	Davis, Kimberly	8/18/2014	The school will utilize the following assessments to monitor effectiveness of the strategy: FAIR-FS Data, Fall Interim Data, Teacher created exams, unit assessments, EOC's (where applicable).	6/4/2015 daily
G1.B1.S1.MA1	Monitor the implementation of structured effective planning throughout the process as well as the delivery of	Davis, Kimberly	9/9/2014	Lesson plans, administrative walk-throughs, data, teacher feedback	11/26/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	lessons that include instructional best practices and strategies discussed during planning sessions.				
G1.B1.S1.MA1	Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.	Davis, Kimberly	9/9/2014	Lesson plans, administrative walk-throughs, data, teacher feedback	11/26/2014 monthly
G1.B1.S2.MA1	Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.	Davis, Kimberly	11/26/2014	Lesson plans, administrative walk-throughs, data, teacher feedback	11/26/2014 weekly
G1.B1.S2.MA1	Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.	Davis, Kimberly	9/18/2014	Lesson plans, administrative walk-throughs, data, teacher feedback	11/4/2014 weekly
G1.B1.S3.MA1	Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.	Davis, Kimberly	9/9/2014	Lesson plans, administrative walk-throughs, data, teacher feedback	11/26/2014 weekly
G1.B1.S3.MA1	Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.	Davis, Kimberly	9/9/2014	Lesson plans, administrative walk-throughs, data, teacher feedback	11/26/2014 weekly
G1.B1.S4.MA1	Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.	Davis, Kimberly	9/9/2014	Lesson plans, administrative walk-throughs, data, teacher feedback	11/26/2014 weekly
G1.B1.S4.MA1	Monitor the implementation of structured effective planning throughout the process as well as the delivery of lessons that include instructional best practices and strategies discussed during planning sessions.	Davis, Kimberly	9/9/2014	Lesson plans, administrative walk-throughs, data, teacher feedback	11/26/2014 weekly
G2.MA1	The school will utilize the following assessments to monitor effectiveness of the strategy: FAIR-FS Data, Fall Interim Data, Teacher created exams, unit assessments, EOC's (where applicable) along guidance counseling sessions, grade book, and computer systems to identify students who do not meet the 2.0 GPA requirement.	Davis, Kimberly	8/18/2014	Conduct teacher and student data chats based on FAIR-FS Data, Fall Interim Data, Teacher created exams, unit assessments, EOC's (where applicable), guidance counselor meetings with students of all grade levels (discussion of graduation requirements and status, GPA analysis, community service project status, scholarship opportunities).	6/4/2015 weekly
G2.B1.S1.MA1	The guidance counselor will meet with their assigned students to review credit analysis and graduation status.	Davis, Kimberly	8/18/2014	Guidance counselor logs, grade book, ITS reports	6/4/2015 biweekly
G2.B1.S1.MA1	Each assigned guidance counselor will meet with students to discuss credit analysis and graduation status.	Davis, Kimberly	8/18/2014	Guidance counselor meeting logs, teacher grade book, ITS reports	6/4/2015 biweekly
G3.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	[no content entered]			one-time	
G4.MA1	A school administrator will attend a parent workshop conducted by PTO to raise awareness on the benefits of being an involved parent.	Davis, Kimberly	8/18/2014	increased parent attendance, meeting logs	10/23/2014 one-time
G4.B1.S1.MA1	A school administrator will attend a parent workshop conducted by PTO to raise awareness on the benefits of being an involved parent.	Davis, Kimberly	10/23/2014	Meeting log	one-time
G4.B1.S1.MA1	[no content entered]	Davis, Kimberly	10/23/2014	Meeting log	one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Lack of common planning time, lac of rigor, transitioning teachers from the utilization of the old standards to the new standards, infusing technology with the curriculum.

G1.B1.S1 Effective Planning and Instructional Delivery: Literacy *Teachers will be grouped by subject area and-or grade level. *Setting up protocols for structured and effective planning will be established. *During the planning sessions teachers would share best practices, share student samples if necessary, discuss the standards to identify the best forms to "unpack" the standards for instructional purposes.

PD Opportunity 1

There will be professional development in the core content areas to begin the process of effective instrcutional planning. Protocols for structured and effective planning will be established. Sessions will include: sharing of best practices, analysis of student samples, discussion and planning for instruction based on Florida Standards for the purpose of classroom implementation.

Facilitator

Department Chairs (Teresa Malouf - ELA, Omelia Summerson - Reading, Dennis Williams, Mathematics, Regina Stuck, Social Science, Angela Bouza-Kaufman, Science)

Participants

Instructional Staff

Schedule

On 9/9/2014

G1.B1.S2 Effective Planning and Instructional Delivery: Mathematics *Teachers will be grouped by subject area and-or grade level. *Setting up protocols for structured and effective planning will be established. *During the planning sessions teachers would share best practices, share student samples if necessary, discuss the standards to identify the best forms to "unpack" the standards for instructional purposes.

PD Opportunity 1

There will be professional development in the core content areas to begin the process of effective instructional planning. Protocols for structured and effective planning will be established. Sessions will include: sharing of best practices, analysis of student samples, discussion and planning for instruction based on Florida Standards for the purpose of classroom implementation.

Facilitator

Department Chairs (Teresa Malouf - ELA, Omelia Summerson - Reading, Dennis Williams, Mathematics, Regina Stuck, Social Science, Angela Bouza-Kaufman, Science)

Participants

Instructional Staff

Schedule

On 9/29/2014

G1.B1.S3 Effective Planning and Instructional Delivery: Social Studies *Teachers will be grouped by subject area and-or grade level. *Setting up protocols for structured and effective planning will be established. *During the planning sessions teachers would share best practices, share student samples if necessary, discuss the standards to identify the best forms to "unpack" the standards for instructional purposes.

PD Opportunity 1

There will be professional development in the core content areas to begin the process of effective instructional planning. Protocols for structured and effective planning will be established. Sessions will include: sharing of best practices, analysis of student samples, discussion and planning for instruction based on Florida Standards, and higher order thinking questions for the purpose of classroom implementation.

Facilitator

Department Chairs (Teresa Malouf - ELA, Omelia Summerson - Reading, Dennis Williams, Mathematics, Regina Stuck, Social Science, Angela Bouza-Kaufman, Science)

Participants

Instructional Staff

Schedule

On 9/9/2014

G1.B1.S4 Effective Planning and Instructional Delivery: Science *Teachers will be grouped by subject area and-or grade level. *Setting up protocols for structured and effective planning will be established. *During the planning sessions teachers would share best practices, share student samples if necessary, discuss the standards to identify the best forms to "unpack" the standards for instructional purposes.

PD Opportunity 1

There will be professional development in the core content areas to begin the process of effective instructional planning. Protocols for structured and effective planning will be established. Sessions will include: 5 E Learning Cycle, Gradual Release of Responsibility Model, integrate reading strategies using science literature, sharing of best practices, analysis of student samples, discussion and planning for instruction based on Florida Standards, and higher order thinking questions for the purpose of classroom implementation.

Facilitator

Department Chairs (Teresa Malouf - ELA, Omelia Summerson - Reading, Dennis Williams, Mathematics, Regina Stuck, Social Science, Angela Bouza-Kaufman, Science)

Participants

Instructional Staff

Schedule

On 9/9/2014

Budget Rollup

Summary

Description	Total
Grand Total	0