Miami Lakes K 8 Center

2014-15 School Improvement Plan

Miami Lakes K 8 Center

14250 NW 67TH AVE, Hialeah, FL 33014

http://mles.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	49%

Alternative/ESE Center	Charter School	Minority
No	No	93%

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Miami Lakes K-8 Center is committed to achieving academic excellence and outstanding learing gains, one student at a time.

Provide the school's vision statement

The staff at Miami Lakes K-8 Center pledges to provide educational excellence for all students.

School Environment

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

Miami Lakes K-8 Center establishes positive relationships between teachers and students. The school learns about and embraces all student cultures by providing extracurricular activities that promote cultural awareness. various clubs and organizations provide for an infusion of cultures. Our PTSA for example provides parents of various cultures to collaborate and share their interests for the benefit of our students. Students are also able to build positive relationships with teachers, by taking part in extracurricular activities such Salsa class, competitions, and the International program, which promote cultural awareness. In addition to the extra curricular activities provided by the school, the social studies curriculum also incorporates various cultural awareness opportunities such as Holocaust awareness Hispanic Heritage, and Black History Month.

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

To create an environment where students feel safe and respected before, during, and after school, Miami Lakes K-8 Center has 3 student services counselors available to assist students and parents before, during, and after school. Security personnel is also available to ensure that students arrive and are dismissed safely. In addition, visitors are encouraged to sign-in with security personnel. Miami Lakes K-8 Center also has a zero tolerance policy on bullying, and behavior.

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

Miami Lakes K-8 Center follows the District Code of Student Conduct where procedures, rules, and consequences of student actions are explained in detail. parents are made aware of these procedures, and sign an acknowledgement of receipt and review within the first week of school. Protocols for school-wide discipline have also been established through the use of a behavior chart identifying a progression of steps that lead to a decline in student conduct. Such incidents can lead to verbal warnings, phone calls, notices of misconduct, parent conferences, referrals to student services, and behavior referrals. Early Warning Systems are also in place where student attendance is monitored for the purpose of ensuring students are not demonstrating truant behaviors that will hinder their learning.

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

To ensure social emotional needs of the students are being met Miami Lakes K-8 Center has student services which include; counselors, trust counselors, psychologists, and school social workers. These support personnel provide individual and small group counseling services, academic advisement, consult with parents, teachers, families, and community agencies, while monitoring the academic success of all students.

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

Miami Lakes K-8 Center has a variety of early warning indicators, which monitor the academic and behavioral progress of students in grades K-8. Such indicators include; students whose attendance is below 90 percent, indoor/outdoor suspensions, course failure in English Language Arts or Mathematics, and students who score a Level 1 on state-wide or standardized assessments.

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	14	10	3	6	7	4	8	17	10	79
One or more suspensions	0	0	0	0	0	0	4	6	13	23
Course failure in ELA or Math	12	14	23	25	7	5	7	8	9	110
Level 1 on statewide assessment	0	0	0	11	47	24	18	13	16	129
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

To monitor attendance, students who receive 5 or more excused/unexcused absences and tardies are monitored, parents are contacted, and a plan is established to improve the absences and tardies. The District also complies with Federal and State regulations to ensure that these students are not truant. In the event that further services need to be provided, student support services are provided to the students and families.

To monitor the progress of students who scored a Level 1 on state assessments, a Response to Intervention (RtI) team is established to monitor student progress, areas of strength, and deficiencies. Students who fail a course are also afforded opportunities to be in intensive mathematics/reading courses, and before/afterschool tutoring opportunities are available to assist students in mathematics and reading.

Family and Community Involvement

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

Miami Lakes K-8 Center provides a wide array of opportunities for parents to become involved. Currently, 90% of parents participate in school activities which include, but are not limited to, Open House, Orientation, Grandparents' Breakfast, Fathers Take Your Child to School Day, Honor Roll Ceremonies, Promotion Ceremonies, Dances, Field Trips, Workshops, Parent Resource Fair, Author's Gallery, Magnet Fairs, High School Articulation Meetings, Fine Arts Night, Concerts, and Performances.

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

Miami Lakes K-8 Center builds and sustains partnerships with local community by establishing a positive rapport with our Dade Partners as well as an active PTSA. Throughout the school year community leaders, volunteers, and parents are invited to take part in school events. Our school website also provides dates and times of events open to all families and the community. Miami Lakes K-8 Center was also awarded the Five Star School Award where evidence of exemplary community involvement was demonstrated in the areas of, business partnerships,family involvement, volunteerism, student community service, and school advisory council.

Effective Leadership

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Salcedo, Carlos	Principal
Robayna, Lissett	Assistant Principal
Sasturrias, Veronika	Assistant Principal
Hall, Susan	Instructional Coach
Martinez, Niurka	Assistant Principal
Santelices, Maria	Teacher, K-12
Riol, Elizabeth	Teacher, K-12
Badillo, Oscar	SAC Member

Duties

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

Administrator will ensure commitment, allocate resources, and monitor implementation of intervention and documentation. (Carlos Salcedo, Principal; Veronika Sasturrias, Assistant Principal, Lissett Robayna, Assistant Principal; Niurka Martinez, Assistant Principal)
-Coaches will share the common goal of improving instruction for all students and lead in the design and delivery of professional development to support performance improvement (Susan Hall, Reading Coach).
-Grade and Department chairs will monitor and ensure fidelity of implementation of instructional strategies and support assessment monitoring.

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 is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of improving student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into the culture of our school.
1. The MTSS/RtI Leadership Team is vital, therefore we have considered the following, in building our team:
• Administrator will ensure commitment and allocate resources (Rosy Calvo, Principal; Veronika Sasturrias, Assistant Principal, Lissett Robayna, Assistant Principal; Carlos A. Salcedo, Assistant Principal.)
• Coach and teachers will hold regularly scheduled meetings, sharing the common goal of improving instruction for all students (Susan Hall, Reading Coach).
2. The MTSS/RtI Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Special education personnel, SPED Chairperson
• School guidance counselor and Trust Counselor
• School psychologist
• Members of the Leadership Team and ESSAC Chairperson
3. The MTSS/RtI Leadership Team will use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. The team will gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
5. The team will ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
Tier I:
The core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
Tier II:
The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
Tier III:

The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

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

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

The Division of Bilingual Education and World Languages has approved Title III funds to provide tutoring. Title III funds and resources will be utilized to hire staff to provide tutoring and supplement technology needs for English Language Learners. Tutoring for ELL students will take place from October 2014 to April 2015.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Carlos Salcedo	Principal
Oscar Badillo	Teacher
Marcelle Suarez	Teacher
Elizabeth Riol	Teacher
Maria Santelices	Teacher
Margarita Llanes	Education Support Employee
Lucy Valdez	Parent
Rosario Wilson	Parent
Erica Santana	Parent
Nelson Rodriguez	Business/Community
Sarah Suarez	Business/Community
Martin Hoffer	Teacher
Argentina Amores	Teacher
Inerda Muniz	Teacher
Monica Santos	Education Support Employee
Karlyn Tymokoso	Parent
Erica Santana	Parent
Adriana Schwinghammer	Parent
Sacha Camajo	Student
Geosi Zangroni	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 EESAC and stakeholders reviewed and provided feedback on the vision and mission of the school. The EESAC reviewed the Executive Summary, the school performance data and the End of Year Report, completed by each department/grade level, and made recommendations based on the proposed goals, objectives and strategies. The Council will also review the draft of the 2014-2015 SIP and make final revisions. The Council assists in the development of the School Improvement Plan and determines how the allocations of the EESAC's budget will be used to support its implementation.

Development of this school improvement plan

The EESAC and stakeholders reviewed and provided feedback on the vision and mission of the school. The EESAC reviewed the Current School Status, Needs Assessment, 8 Step Planning and Problem Solving, and the school performance data. Prior to the submission of the School Improvement Plan, District personnel assisted with the development of an action plan, to target specific barriers and strategies associated with core content.The Council will also review the draft of the 2014-2015 SIP and made final revisions.

Preparation of the school's annual budget and plan

The Council assists in the development of the School Improvement Plan and determines how the allocations of the EESAC's budget will be used to support its implementation.

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

The projected EESAC allocation of $6,820.00 will fund technology programs to support the SIP goals and help improve academic performance.

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
Salcedo, Carlos	Principal
Martinez, Niurka	Assistant Principal
Hall, Susan	Instructional Coach
Mendoza, Ibis	Instructional Media
Sasturrias, Veronika	Assistant Principal
Robayna, Lissett	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The Principal will provide necessary resources to the LLT. The Reading Coach will serve as a member of the Literacy Leadership Team. The coach will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The Reading Coach will work with the literacy Leadership Team to guarantee fidelity of implementation of the Common Core Standards and the newly adopted reading series. The Reading Coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; sharing of best practices; and providing professional development. The LLT will also follow the FCIM to disaggregate data from assessments and make informed decisions to evaluate and modify instructional strategies, programs, and processes as needed.

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

In order to encourage positive working relationships between teachers, an action plan has been implemented and will be monitored on a quarterly basis in order to ensure teachers are applying effective planning strategies to plan and collaborate more effectively. During faculty meetings and professional development days facilitators will also provide strategies based on the Florida Standards and complexity levels.
Teachers will also have opportunities for vertical and horizontal articulation, to discuss student deficiencies and grade level expectations.

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

1. Utilize Teacher Match to identify which teachers are compatible with the student population, community, and grade specific needs of our school.
2. Place pre-service teachers from local colleges and universities to work with highly effective teachers (Assistant Principal)
3. Review resumes and credentials prior to the interview process. (Principal)
4. Inform teachers of course offerings leading to certification and promote professional development opportunities. (Principal)
5. Partner novice teachers with effective veteran teachers. (Principal)
6. Share best practices and foster a collaborative environment. (Leadership Team)

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

Miami Lakes K-8 Center currently has two MINT certified teachers who serve as mentors for beginning teachers, in addition to five National Board Certified teachers who also assist teachers who may need mentoring. We also have co-teachers in several classrooms who work as an instructional team to maximize their strengths. Common planning time and grade-level or departmental meetings also provide support to teachers that require additional mentoring opportunities. Instructional coaches and other subject area experts provide in-house workshops and 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

To ensure that core instructional programs and materials are aligned to Florida Standards teachers are provided with online resources and materials that support the Florida Standards. On a state level, the Florida Department of Education provides resources and links available for parents, teachers, and administrators. On a local level, District pacing guides provide teachers with essential questions, instructional objectives, and formative/summative assessments. These pacing guides enable teachers to teach common content throughout the schools and grade levels within the county. Pacing guides are also linked to various technology resources that are correlated with the Florida Standards. Resources such as CPALMS, Discovery Education, and FloridaAchieves, Explore Learning/Gizmos, and e-books, are among the many resources available to the teachers aligned to the Florida Standards. Students in 7th grade are also provided with ipads for digital learning in the area of social studies, and students are encouraged to bring their own device for learning.

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

Miami Lakes K-8 Center uses data to provide and differentiate instruction based on student needs. Students participate in District Assessments and data is monitored through the use of Thinkgate, and PMRN. Thinkgate enables teachers to monitor the overall progress of students as well as by benchmark. Student gains, strengths, and deficiencies are delineated, and teachers are able to adjust their instruction based on student needs.
The Progress Monitoring and Reporting Network (PMRN) is another resource used to monitor learner progress in the area of reading. In the middle school, students who are not proficient in the areas of reading or mathematics are currently taking intensive classes where they receive remediation and monitoring.

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: 4,800

Miami Lakes K-8 Center will provide before and after school tutoring, to students performing in the Lowest Quartile, in the areas of Reading, ESOL, and Mathematics. Instruction will target the specific benchmarks identified as areas for most improvement, based on the 2014 FCAT 2.0 and CELLA results.

Strategy Rationale

Providing before and after school tutoring to the lowest quartile as well as the ELL subgroup will enable students to receive additional support and more individualized instruction, for the purpose of targeting specific benchmarks where students are most deficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Student data from the District Interim Assessments will be collected and analyzed to determine the effectiveness of this strategy.

Strategy: Extended School Day

Minutes added to school year: 2,880

Increase student participation in SECME and Chess Club

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Attendance rosters are collected. Competition results will be monitored to determine effectiveness of these enrichment activities.

Strategy: Extended School Day

Minutes added to school year: 7,360

Increase student participation in the International Foreign Language Program.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Attendance Rosters will be collected. Classroom assessment data will be used to monitor effectiveness of foreign language program.

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

Miami Lakes K-8 Center offers the Voluntary Prekindergarten Education Program to children who turn 4 years old by September 1st. The school has a pool of students and a lottery is conducted at the end of each school year. Students are not automatically transferred from Head Start programs since a lottery is conducted each year. Many students in the Pre-K program transition directly to our Kindergarten program. The Pre-K teacher meets with parents several time during the school year to report on student progress, involving many areas, including pre-literacy and socialization. Additionally, Kindergarten students are screened on their English Language skills and teachers administer the Florida Kindergarten Readiness Screener (FLKRS). On-going progress of reading skills is monitored throughout the year using the Florida Assessments in Reading (FAIR) so that students who need immediate support and interventions can be identified early.

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

Students participate in the academic magnet fair to explore their choices among High School Magnet Programs and ensure their middle school courses meet their academic prerequisites for their chosen Magnet Program. Students also have a variety of elective opportunities and extra-curricular clubs to explore their talents and interests in Guitar, Orchestra, Chorus, Art, Photography, French, Spanish, Dance, Chess, Science/Technology (SECME), Future Educators, and Honor Society.

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

Middle school students participate in the Technology Academy and are provided a variety of opportunities to integrate the use of computers into their core academic subjects. Technology projects are completed each year in all core subject areas where the students explore the relationships between the subjects and practical, real world applications.

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

Miami Lakes K-8 Center offers high school courses in Algebra I, Geometry, Biology, Spanish, and French to 7th and 8th graders, supporting the Pre-Graduation indicators of the High School Feedback Report pertaining to graduates enrolled in Algebra I in a public school prior to 9th grade and also graduates who completed at least one level 3 high school science course.

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

Currently, there are 59.1% of students attending post secondary schools. In order to improve student readiness for the post secondary level the following strategies will be implemented; identify the lowest quartile of students in reading and math for the purpose of providing them with intensive level courses as well as tutoring; increase the number of students who take part in advanced courses prior to ninth grade, and monitor their progress; and monitor the progress of those students who complete at least one level 3 high school science course.

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.   Use the Early Warning Systems to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement.

G3.   Increase Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) initiatives to prepare students to be college and career ready.

G4.   Build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

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]

Targets Supported [1b]

[G048601]

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	98.0
AMO Math - All Students	75.0
Math Gains	75.0
Math Lowest 25% Gains	76.0
AMO Reading - All Students	76.0
FSA - English Language Arts - Proficiency Rate	61.0
ELA/Reading Gains	78.0
FCAT 2.0 Science Proficiency	54.0
CELLA Writing Proficiency	32.0
AMO Reading - All Students	76.0
AMO Reading - Hispanic	76.0
AMO Reading - ELL	63.0
AMO Reading - SWD	49.0
AMO Reading - ED	68.0
AMO Math - African American	73.0
AMO Math - ELL	64.0
AMO Math - SWD	54.0
AMO Math - ED	66.0

Resources Available to Support the Goal [2]

- Reading Coach
- McGraw-Hill Reading Wonders Series (K-5th)
- Reading Elective (6th grade)
- Intensive Reading Program (7th-8th grade)
- Before/Afterschool tutoring
- Scholastic Scope magazine
- Discovery Education
- RtI portfolios
- Collaborative Planning
- Media Specialist
- Computer Labs
- Achieve 3000
- Reading Plus
- Accelerated Reader
- Waterford

- Mind Play

- I-Ready

- Parent Volunteers

- Reading Elective (6th grade)

- Intensive Reading Program (7th-8th grade)

- Before/Afterschool tutoring

- Scholastic Scope magazine

- Discovery Education

- RtI portfolios

- Collaborative Planning

- Media Specialist

- Computer Labs

- Achieve 3000

- Reading Plus

- Accelerated Reader

- Waterford

- Mind Play

- I-Ready

- Parent Volunteers

Targeted Barriers to Achieving the Goal 3

- Lack of Effective Collaborative Planning

Plan to Monitor Progress Toward G1. 8

Data will be collected and disaggregated to determine goal progress will be used and reviewed throughout the year for the purpose of modifying and identifying strengths and growth opportunities. District Interim Assessment data will be used to determine how effective collaborative planning is impacting student learning. Also, data results from our resources will assist teachers and administrators in identifying and monitoring student progress. Results of the Florida Standards Assessment as well as End of Year Courses (EOCs) and Science FCAT 2.0 will be used to further monitor student progress.

Person Responsible
Veronika Sasturrias

Schedule
Quarterly, from 10/2/2014 to 6/3/2015

Evidence of Completion
Data and reports from the various resources will be collected to determine if progress is being met toward the selected targets. Examples include; AR reports, Thinkgate reports, Reflex math reports, and formative/summative assessment data.

G2. Use the Early Warning Systems to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. `1a`

🔍 G048600

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	4.0
2+ Behavior Referrals	8.0
Level 1 - All Grades	9.0
Course Failures ELA	3.0
2+ Course Failures - Middle Grades	4.0

Resources Available to Support the Goal `2`

- School Counselors, Trust Counselor, Social Worker, Administrators, Media Specialist, Teachers, District Truancy Program, Attendance Review Committee
-

Targeted Barriers to Achieving the Goal `3`

- Identifying students who demonstrate a pattern of non-attendance early for the purpose of providing intervention and support services.

- Providing students with two or more behavior referrals with adequate access and time to meet with counselors and families.

- Identifying students in need of interventions early, for the purpose of providing adequate intervention strategies (RtI)

Plan to Monitor Progress Toward G2. `8`

Adjust (RtI) Tier level if student is demonstrating adequate progress, or revise strategies to ensure progress is being made.

Person Responsible
Lissett Robayna

Schedule
Biweekly, from 9/2/2014 to 6/3/2015

Evidence of Completion
Evidence collected will be student grades, District Assessments, data from computer-based intervention programs, and teacher instruction.

G3. Increase Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) initiatives to prepare students to be college and career ready. `1a`

Targets Supported `1b`

🔍 G048598

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Gizmos, Virtual labs, Science labs, computer labs, laptop carts, CPALMS, SECME, District Pacing Guides
-

Targeted Barriers to Achieving the Goal `3`

- Students would benefit from increased opportunities to participate in science, technology, engineering, and mathematics exhibitions and competitions

Plan to Monitor Progress Toward G3. `8`

Data collected ad reviewed to address targets will include; science fair entries and STEM competition registrations

Person Responsible

Schedule
Annually, from 9/22/2014 to 6/3/2015

Evidence of Completion
Evidence collected to determine the goal is being monitored will include District Interim Assessment Data reflecting an increase in scientific inquiry, and classroom assessments.

G4. Build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1a

🔑 G048592

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- School Volunteers, PTSA, Volunteer Liaison, Administration, ConnectEd messages

Targeted Barriers to Achieving the Goal 3

- A need to increase communication related to the Volunteer Application Process for the purpose of increasing parent volunteers

Plan to Monitor Progress Toward G4. 8

Identify teacher chaperone lists and PTSA Volunteers that are active and have assisted with school functions.

Person Responsible
Veronika Sasturrias

Schedule
Monthly, from 9/17/2014 to 6/3/2015

Evidence of Completion
Chaperone lists, PTSA membership list, Volunteer 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

🔍 G048601

G1.B4 Lack of Effective Collaborative Planning 2

🔍 B123578

G1.B4.S1 Effective Planning and Instructional Delivery 4

🔍 S135480

Strategy Rationale

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

Action Step 1 5

Provide Professional Development to staff introducing action plan as well as planning sessions that will include critical thinking and questioning skills as an instructional tool to drive instruction.

Person Responsible

Elizabeth Riol

Schedule

Quarterly, from 9/24/2014 to 6/3/2015

Evidence of Completion

Agendas, sign-in sheets, deliverables

Action Step 2 `5`

Provide professional development to staff on developing a learning target to drive effective instruction.

Person Responsible

Niurka Martinez

Schedule

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

Evidence of Completion

Agenda, sign-in sheets, deliverables

Action Step 3 `5`

Provide opportunities for collaborative planning sessions that focus on introducing action plans as well as planning sessions that will include critical thinking and questioning skills as an instructional tool to drive instruction.

Person Responsible

Susan Hall

Schedule

Weekly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, Grade Level Minutes, sign-in sheets

Action Step 4 `5`

Provide opportunities for collaborative planning sessions to the staff that focus on developing a learning target to drive effective instruction.

Person Responsible

Carlos Salcedo

Schedule

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

Evidence of Completion

lesson plans, grade level minutes, sign-in sheets

Action Step 5 [5]

Instructional staff will implement effective lessons that are critical thinking skills and questioning skills

Person Responsible

Carlos Salcedo

Schedule

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

Evidence of Completion

student work folders, lesson plans, walkthrough logs

Action Step 6 [5]

Instructional Staff will implement effective lessons that include instructional focus using learning targets.

Person Responsible

Lissett Robayna

Schedule

Weekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

student work folders, lesson plans, walkthrough logs

Action Step 7 [5]

Instructional Coach, Department Heads, and Grade Level Chairpersons will support instructional staff in implementing lessons that incorporate critical thinking and questioning skills; and instructional focus using learning targets.

Person Responsible

Carlos Salcedo

Schedule

Weekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

Instructional Coach logs, Department Leader/Chair debriefings and notes

Action Step 8 [5]

Administrators will support instructional staff in implementing lessons that incorporate critical thinking and questioning skills; and instructional focus using learning targets.

Person Responsible

Carlos Salcedo

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 [6]

Lesson plans, agendas, sign-in sheets, logs, deliverables and debriefing notes will be reviewed by administration, and grade level/department leaders to ensure that implementation is taking place. Administrators will also conduct walkthroughs to ensure that effective collaborative planning is taking place.

Person Responsible

Veronika Sasturrias

Schedule

Monthly, from 9/24/2014 to 6/3/2015

Evidence of Completion

Evidence used to demonstrate fidelity of the implementation of the action plan will be collected by grade level leaders/department heads on a monthly basis. examples will include; debriefing notes, agendas, grade level meetings, and leadership team meetings.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

To monitor effectiveness, formative/summative assessments will be used to determine student achievement. Student data chats will also be used for the purpose of improving student learning and teacher effectiveness.

Person Responsible

Niurka Martinez

Schedule

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

Evidence of Completion

Evidence collected to determine the effectiveness of the action plan will be as follows; walkthrough logs, grade level/department meetings, lesson plans, deliverables, and notes.

G2. Use the Early Warning Systems to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement. `1`

🔑 G048600

G2.B1 Identifying students who demonstrate a pattern of non-attendance early for the purpose of providing intervention and support services. `2`

🔑 B123821

G2.B1.S1 Teachers will monitor attendance patterns more closely and report excessive non attendance to counselors and administration in a more timely and consistent manner. `4`

🔑 S135685

Strategy Rationale

Monitoring attendance patterns more closely will enable teachers, counselors, and administrators to assist students and families more effectively.

Action Step 1 `5`

Increase communication with parents and inform them of additional support services that will assist with increasing student attendance.

Person Responsible

Peggy Dufresne

Schedule

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

Evidence of Completion

Parent communication will be shown on attendance referrals as well as school conference documentation logs.

Action Step 2 `5`

Ensure that parents are aware of procedures for excessive absences and tardies as well as truancy policies

Person Responsible

Niurka Martinez

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teachers will submit notification of absence/tardy logs and submit them along with their referrals as evidence of parent notification.

Action Step 3 `5`

Identify non-attendance patterns and refer students to counselors and administration immediately. Document excused and non-excused absences and tardies effectively and refer students to student services in a timely and efficient manner.

Person Responsible

Niurka Martinez

Schedule

Biweekly, from 10/2/2014 to 6/3/2015

Evidence of Completion

Teachers will monitor their attendance reports and administrators will monitor school-wide attendance reports.

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

To monitor fidelity of implementation, Student Case Management referrals will be monitored, along with attendance records.

Person Responsible

Orlando Gonzalez

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Collect attendance/tardy referrals as well as parent notification of absences and tardies.

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

To monitor the effectiveness of implementation, administrators will monitor attendance records as well as referrals to determine adequate intervention, and whether or not the targeted students have improved their attendance.

Person Responsible

Carlos Salcedo

Schedule

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

Evidence of Completion

Use attendance reports to monitor the increase/decrease of students who continue to demonstrate excessive absences and tardies.

G2.B2 Providing students with two or more behavior referrals with adequate access and time to meet with counselors and families. `2`

🔑 B123823

G2.B2.S1 Administrators will monitor behavior referrals for the purpose of identifying students' behavioral patterns, and providing services to these students. `4`

🔑 S136637

Strategy Rationale

Monitoring behavioral referrals will enable administrators to identify which students are in need of support early on, so that they are not repeating negative patterns of behavior.

Action Step 1 `5`

Increase communication with parents and inform them of additional support services that will reduce behavior referrals and behavioral patterns.

Person Responsible

Orlando Gonzalez

Schedule

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

Evidence of Completion

Student Case Management Forms (SCAMS) will be collected as evidence as well as notification of behavior documentation.

Action Step 2 `5`

Provide more access to counselors and student support services for students who demonstrate negative behavior patterns

Person Responsible

Schedule

Every 2 Months, from 9/2/2014 to 6/3/2015

Evidence of Completion

Communication Logs and behavioral referrals will be utilized for the purpose of monitoring effective communiation

Action Step 3 `5`

Identify and document behavior patterns and refer students to counselors and administration immediately for the purpose of intervening and providing support efficiently.

Person Responsible

Niurka Martinez

Schedule

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

Evidence of Completion

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

Student Case Management System behavioral referrals will be documented and monitored.

Person Responsible

Niurka Martinez

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Communication Logs and behavioral referrals will be used to monitor fidelity

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

Collaborate with counselors and support staff to identify if behavior patterns have improved with students who receive a referral.

Person Responsible

Orlando Gonzalez

Schedule

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

Evidence of Completion

Communication logs, meeting notes, and behavioral referrals will be collected and used to demonstrate the strategy was effective.

G2.B3 Identifying students in need of interventions early, for the purpose of providing adequate intervention strategies (RtI) 2

B124178

G2.B3.S1 Monitor student performance in core subjects for the purpose of identifying students that are in need of additional support. 4

S136644

Strategy Rationale

Monitoring student performance will ensure that if students are identified early, and given adequate services, that they will be less at risk of failure in their core subjects.

Action Step 1 5

Identify students who are not making adequate progress for the purpose of providing support.

Person Responsible

Susan Hall

Schedule

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

Evidence of Completion

RtI documentation as well as student data and work folders will be used to demonstrate completion of activity.

Action Step 2 `5`

Provide support for students who are not making adequate progress, and monitor their learning.

Person Responsible

Carlos Salcedo

Schedule

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

Evidence of Completion

Action Step 3 `5`

Provide students with increased support and more access to resources including; intervention programs, and before/after school tutoring.

Person Responsible

Veronika Sasturrias

Schedule

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

Evidence of Completion

RtI folders, student data, District assessment data, and teacher assessment data will be collected to identify completion of the activity.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

RtI support teams will meet to discuss learner progress and adjust goals.

Person Responsible

Lissett Robayna

Schedule

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

Evidence of Completion

Data collected from assessments will be used to determine if (RtI) strategies are being implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Utilize student work and strategies provided by RtI to determine student needs and progress

Person Responsible

Lissett Robayna

Schedule

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

Evidence of Completion

Student RtI folders, District Interim Assessment data, computer-based software data, and teacher assessments will be used as evidence to monitor for effectiveness.

G3. Increase Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) initiatives to prepare students to be college and career ready. `1`

🔑 G048598

G3.B1 Students would benefit from increased opportunities to participate in science, technology, engineering, and mathematics exhibitions and competitions `2`

🔑 B124961

G3.B1.S1 Expose students to completed science fair projects, guidelines, and criteria to produce individual science fair projects that are up to competition standards. `4`

🔑 S136890

Strategy Rationale

Providing students with examples of science fair projects, guidelines, and criteria will enable them to visualize and apply the scientific process as well as promote inquiry.

Action Step 1 `5`

Teachers will provide students with opportunities to engage in critical thinking and scientific inquiry.

Person Responsible

Oscar Badillo

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Science lab reports, projects, science labs, and Gizmos data reports will demonstrate student critical thinking and scientific inquiry.

Action Step 2 `5`

Utilize the District website to identify STEM activities and resources available to students.

Person Responsible

Oscar Badillo

Schedule

Evidence of Completion

Science lab reports, projects, science labs, and Gizmos data reports will demonstrate student critical thinking and scientific inquiry.

Action Step 3 `5`

Teachers will expose students to various STEM competitions and Community STEM events that engage students in scientific thinking.

Person Responsible

Oscar Badillo

Schedule

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

Evidence of Completion

virtual labs, science labs, competition results and participants

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

To monitor and support the fidelity of implementation, teachers will enter their students in science fair competitions on a school, and community level.

Person Responsible

Oscar Badillo

Schedule

Annually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Science Fair projects and science lab reports will be used to determine implementation and monitor fidelity.

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

To monitor the support and effectiveness of implementation, the number of winning projects and STEM related events will increase.

Person Responsible

Oscar Badillo

Schedule

Annually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student lab interactive notebooks, science fair entries, and STEM event registration

G3.B1.S2 Include more technology based projects across the curriculum as part of the Middle School Technology Academy `4`

`S136900`

Strategy Rationale

Incorporating technology based projects will enable students to use critical thinking skills, and utilize computers more frequently.

Action Step 1 `5`

Students will utilize the library, computer labs, and tablets to explore software programs such as paint, PowerPoint, Movie Maker, and Excel.

Person Responsible

Ibis Mendoza

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Technology completion reports will be used to demonstrate completion of the activity.

Action Step 2 `5`

Students will be encouraged to participate in Magnet Fairs that promote Science, Technology, Engineering, and Mathematics programs.

Person Responsible

Orlando Gonzalez

Schedule

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

Evidence of Completion

Magnet Fair brochures, District deliverables, and High School Field trips will be used to demonstrate completion of this activity.

Action Step 3 `5`

Introduce robotics to students in the SECME club for the purpose of exposing them to STEM related activities.

Person Responsible

Argentina Amores

Schedule

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

Evidence of Completion

Robotics competition registration, SECME

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

To support implementation, teachers will incorporate more technology-based projects throughout core instruction.

Person Responsible

Carlos Salcedo

Schedule

Quarterly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Classroom Assessments, classroom assignments, Department meetings, technology project submission schedules

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Monitor the use of computer usage and lab schedules, and adjust instruction as needed.

Person Responsible

Carlos Salcedo

Schedule

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

Evidence of Completion

Computer usage schedules and Technology Project Completion Reports

G4. Build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. `1`

🔍 G048592

G4.B1 A need to increase communication related to the Volunteer Application Process for the purpose of increasing parent volunteers `2`

🔍 B125758

G4.B1.S1 Increase communication with parents pertaining to the Volunteer Application Process in the form of deliverables, announcements, ConnectEd messages, Volunteer Orientation meetings, and announcements during PTSA meetings `4`

🔍 S137628

Strategy Rationale

Increasing positive two-way communication will enable parents to become more aware of procedures for becoming volunteers

Action Step 1 `5`

Provide parents with volunteer orientation for the purpose of completing the Volunteer Application process accurately.

Person Responsible

Veronika Sasturrias

Schedule

Every 2 Months, from 9/17/2014 to 6/3/2015

Evidence of Completion

Volunteer orientation sign-in sheets, District Volunteer website, community portal

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

Monitor the volunteers who register and assist them with the online application process to receive level 1 clearance.

Person Responsible

Peggy Dufresne

Schedule

Weekly, from 9/17/2014 to 6/3/2015

Evidence of Completion

Volunteer Application Logs

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

Identify volunteers by grade level to ensure all classrooms have adequate volunteers for school activities.

Person Responsible

Veronika Sasturrias

Schedule

Quarterly, from 9/17/2014 to 6/3/2015

Evidence of Completion

Volunteer Application Logs, class lists

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.B4.S1.A1	Provide Professional Development to staff introducing action plan as well as planning sessions that will include critical thinking and questioning skills as an instructional tool to drive instruction.	Riol, Elizabeth	9/24/2014	Agendas, sign-in sheets, deliverables	6/3/2015 quarterly
G2.B1.S1.A1	Increase communication with parents and inform them of additional support services that will assist with increasing student attendance.	Dufresne, Peggy	9/2/2014	Parent communication will be shown on attendance referrals as well as school conference documentation logs.	6/3/2015 monthly
G2.B2.S1.A1	Increase communication with parents and inform them of additional support services that will reduce behavior referrals and behavioral patterns.	Gonzalez, Orlando	9/2/2014	Student Case Management Forms (SCAMS) will be collected as evidence as well as notification of behavior documentation.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1	Identify students who are not making adequate progress for the purpose of providing support.	Hall, Susan	9/2/2014	RtI documentation as well as student data and work folders will be used to demonstrate completion of activity.	6/3/2015 monthly
G3.B1.S1.A1	Teachers will provide students with opportunities to engage in critical thinking and scientific inquiry.	Badillo, Oscar	8/18/2014	Science lab reports, projects, science labs, and Gizmos data reports will demonstrate student critical thinking and scientific inquiry.	6/3/2015 monthly
G3.B1.S2.A1	Students will utilize the library, computer labs, and tablets to explore software programs such as paint, PowerPoint, Movie Maker, and Excel.	Mendoza, Ibis	8/18/2014	Technology completion reports will be used to demonstrate completion of the activity.	6/3/2015 quarterly
G4.B1.S1.A1	Provide parents with volunteer orientation for the purpose of completing the Volunteer Application process accurately.	Sasturrias, Veronika	9/17/2014	Volunteer orientation sign-in sheets, District Volunteer website, community portal	6/3/2015 every-2-months
G1.B4.S1.A2	Provide professional development to staff on developing a learning target to drive effective instruction.	Martinez, Niurka	10/1/2014	Agenda, sign-in sheets, deliverables	6/3/2015 quarterly
G2.B1.S1.A2	Ensure that parents are aware of procedures for excessive absences and tardies as well as truancy policies	Martinez, Niurka	8/18/2014	Teachers will submit notification of absence/tardy logs and submit them along with their referrals as evidence of parent notification.	6/3/2015 monthly
G2.B2.S1.A2	Provide more access to counselors and student support services for students who demonstrate negative behavior patterns		9/2/2014	Communication Logs and behavioral referrals will be utilized for the purpose of monitoring effective communiation	6/3/2015 every-2-months
G2.B3.S1.A2	Provide support for students who are not making adequate progress, and monitor their learning.	Salcedo, Carlos	9/2/2014		6/3/2015 monthly
G3.B1.S1.A2	Utilize the District website to identify STEM activities and resources available to students.	Badillo, Oscar	10/6/2014	Science lab reports, projects, science labs, and Gizmos data reports will demonstrate student critical thinking and scientific inquiry.	one-time
G3.B1.S2.A2	Students will be encouraged to participate in Magnet Fairs that promote Science, Technology, Engineering, and Mathematics programs.	Gonzalez, Orlando	10/6/2014	Magnet Fair brochures, District deliverables, and High School Field trips will be used to demonstrate completion of this activity.	6/3/2015 quarterly
G1.B4.S1.A3	Provide opportunities for collaborative planning sessions that focus on introducing action plans as well as planning sessions that will include critical thinking and questioning skills as an instructional tool to drive instruction.	Hall, Susan	9/29/2014	Lesson Plans, Grade Level Minutes, sign-in sheets	6/3/2015 weekly
G2.B1.S1.A3	Identify non-attendance patterns and refer students to counselors and administration immediately. Document excused and non-excused absences and tardies effectively and refer students to student services in a timely and efficient manner.	Martinez, Niurka	10/2/2014	Teachers will monitor their attendance reports and administrators will monitor school-wide attendance reports.	6/3/2015 biweekly
G2.B2.S1.A3	Identify and document behavior patterns and refer students to counselors and administration immediately for the purpose of intervening and providing support efficiently.	Martinez, Niurka	9/2/2014		6/3/2015 monthly
G2.B3.S1.A3	Provide students with increased support and more access to resources including; intervention programs, and before/after school tutoring.	Sasturrias, Veronika	9/2/2014	RtI folders, student data, District assessment data, and teacher assessment data will be collected to identify completion of the activity.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A3	Teachers will expose students to various STEM competitions and Community STEM events that engage students in scientific thinking.	Badillo, Oscar	10/6/2014	virtual labs, science labs, competition results and participants	6/3/2015 quarterly
G3.B1.S2.A3	Introduce robotics to students in the SECME club for the purpose of exposing them to STEM related activities.	Amores, Argentina	10/6/2014	Robotics competition registration, SECME	6/3/2015 quarterly
G1.B4.S1.A4	Provide opportunities for collaborative planning sessions to the staff that focus on developing a learning target to drive effective instruction.	Salcedo, Carlos	10/6/2014	lesson plans, grade level minutes, sign-in sheets	6/3/2015 weekly
G1.B4.S1.A5	Instructional staff will implement effective lessons that are critical thinking skills and questioning skills	Salcedo, Carlos	10/6/2014	student work folders, lesson plans, walkthrough logs	6/3/2015 weekly
G1.B4.S1.A6	Instructional Staff will implement effective lessons that include instructional focus using learning targets.	Robayna, Lissett	10/13/2014	student work folders, lesson plans, walkthrough logs	6/3/2015 weekly
G1.B4.S1.A7	Instructional Coach, Department Heads, and Grade Level Chairpersons will support instructional staff in implementing lessons that incorporate critical thinking and questioning skills; and instructional focus using learning targets.	Salcedo, Carlos	10/13/2014	Instructional Coach logs, Department Leader/Chair debriefings and notes	6/3/2015 weekly
G1.B4.S1.A8	Administrators will support instructional staff in implementing lessons that incorporate critical thinking and questioning skills; and instructional focus using learning targets.	Salcedo, Carlos	10/2/2014		one-time
G1.MA1	Data will be collected and disaggregated to determine goal progress will be used and reviewed throughout the year for the purpose of modifying and identifying strengths and growth opportunities. District Interim Assessment data will be used to determine how effective collaborative planning is impacting student learning. Also, data results from our resources will assist teachers and administrators in identifying and monitoring student progress. Results of the Florida Standards Assessment as well as End of Year Courses (EOCs) and Science FCAT 2.0 will be used to further monitor student progress.	Sasturrias, Veronika	10/2/2014	Data and reports from the various resources will be collected to determine if progress is being met toward the selected targets. Examples include; AR reports, Thinkgate reports, Reflex math reports, and formative/ summative assessment data.	6/3/2015 quarterly
G1.B4.S1.MA1	To monitor effectiveness, formative/ summative assessments will be used to determine student achievement. Student data chats will also be used for the purpose of improving student learning and teacher effectiveness.	Martinez, Niurka	10/1/2014	Evidence collected to determine the effectiveness of the action plan will be as follows; walkthrough logs, grade level/department meetings, lesson plans, deliverables, and notes.	6/3/2015 biweekly
G1.B4.S1.MA1	Lesson plans, agendas, sign-in sheets, logs, deliverables and debriefing notes will be reviewed by administration, and grade level/department leaders to ensure that implementation is taking place. Administrators will also conduct walkthroughs to ensure that effective collaborative planning is taking place.	Sasturrias, Veronika	9/24/2014	Evidence used to demonstrate fidelity of the implementation of the action plan will be collected by grade level leaders/department heads on a monthly basis. examples will include; debriefing notes, agendas, grade level meetings, and leadership team meetings.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Adjust (RtI) Tier level if student is demonstrating adequate progress, or revise strategies to ensure progress is being made.	Robayna, Lissett	9/2/2014	Evidence collected will be student grades, District Assessments, data from computer-based intervention programs, and teacher instruction.	6/3/2015 biweekly
G2.B1.S1.MA1	To monitor the effectiveness of implementation, administrators will monitor attendance records as well as referrals to determine adequate intervention, and whether or not the targeted students have improved their attendance.	Salcedo, Carlos	9/2/2014	Use attendance reports to monitor the increase/decrease of students who continue to demonstrate excessive absences and tardies.	6/3/2015 biweekly
G2.B1.S1.MA1	To monitor fidelity of implementation, Student Case Management referrals will be monitored, along with attendance records.	Gonzalez, Orlando	8/18/2014	Collect attendance/tardy referrals as well as parent notification of absences and tardies.	6/3/2015 biweekly
G2.B2.S1.MA1	Collaborate with counselors and support staff to identify if behavior patterns have improved with students who receive a referral.	Gonzalez, Orlando	9/2/2014	Communication logs, meeting notes, and behavioral referrals will be collected and used to demonstrate the strategy was effective.	6/3/2015 monthly
G2.B2.S1.MA1	Student Case Management System behavioral referrals will be documented and monitored.	Martinez, Niurka	8/18/2014	Communication Logs and behavioral referrals will be used to monitor fidelity	6/3/2015 biweekly
G2.B3.S1.MA1	Utilize student work and strategies provided by RtI to determine student needs and progress	Robayna, Lissett	9/2/2014	Student RtI folders, District Interim Assessment data, computer-based software data, and teacher assessments will be used as evidence to monitor for effectiveness.	6/3/2015 monthly
G2.B3.S1.MA1	RtI support teams will meet to discuss learner progress and adjust goals.	Robayna, Lissett	9/2/2014	Data collected from assessments will be used to determine if (RtI) strategies are being implemented with fidelity.	6/3/2015 monthly
G3.MA1	Data collected ad reviewed to address targets will include; science fair entries and STEM competition registrations		9/22/2014	Evidence collected to determine the goal is being monitored will include District Interim Assessment Data reflecting an increase in scientific inquiry, and classroom assessments.	6/3/2015 annually
G3.B1.S1.MA1	To monitor the support and effectiveness of implementation, the number of winning projects and STEM related events will increase.	Badillo, Oscar	8/18/2014	Student lab interactive notebooks, science fair entries, and STEM event registration	6/3/2015 annually
G3.B1.S1.MA1	To monitor and support the fidelity of implementation, teachers will enter their students in science fair competitions on a school, and community level.	Badillo, Oscar	8/18/2014	Science Fair projects and science lab reports will be used to determine implementation and monitor fidelity.	6/3/2015 annually
G3.B1.S2.MA1	Monitor the use of computer usage and lab schedules, and adjust instruction as needed.	Salcedo, Carlos	9/2/2014	Computer usage schedules and Technology Project Completion Reports	6/3/2015 quarterly
G3.B1.S2.MA1	To support implementation, teachers will incorporate more technology-based projects throughout core instruction.	Salcedo, Carlos	9/29/2014	Classroom Assessments, classroom assignments, Department meetings, technology project submission schedules	6/3/2015 quarterly
G4.MA1	Identify teacher chaperone lists and PTSA Volunteers that are active and have assisted with school functions.	Sasturrias, Veronika	9/17/2014	Chaperone lists, PTSA membership list, Volunteer Logs	6/3/2015 monthly
G4.B1.S1.MA1	Identify volunteers by grade level to ensure all classrooms have adequate volunteers for school activities.	Sasturrias, Veronika	9/17/2014	Volunteer Application Logs, class lists	6/3/2015 quarterly
G4.B1.S1.MA1	Monitor the volunteers who register and assist them with the online application process to receive level 1 clearance.	Dufresne, Peggy	9/17/2014	Volunteer Application Logs	6/3/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

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

G1.B4 Lack of Effective Collaborative Planning

G1.B4.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Provide Professional Development to staff introducing action plan as well as planning sessions that will include critical thinking and questioning skills as an instructional tool to drive instruction.

Facilitator

Administrators

Participants

PreK-8th grade teachers

Schedule

Quarterly, from 9/24/2014 to 6/3/2015

PD Opportunity 2

Provide professional development to staff on developing a learning target to drive effective instruction.

Facilitator

Niurka Martinez

Participants

PreK-8th grade teachers

Schedule

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

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: To increase student achievement by improving core instruction in all content areas.	3,500
Goal 3: Increase Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) initiatives to prepare students to be college and career ready.	500
Grand Total	**4,000**

Goal 1: To increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B4.S1.A8 - Supplemental technology, software, and online resources to provide instructional enrichment and interventions	General Fund	3,500
Total Goal 1		**3,500**

Goal 3: Increase Science, Technology, Engineering, and Mathematics (STEM) and Career Technical Education (CTE) initiatives to prepare students to be college and career ready.		
Description	**Source**	**Total**
B1.S1.A3 - Competition fees, materials, and projects	General Fund	500
Total Goal 3		**500**