

Theodore R. And Thelma A. Gibson Charter School



2014-15 School Improvement Plan

Theodore R. And Thelma A. Gibson Charter School

1698 & 1682 NW 4TH AVE, Miami, FL 33136

<http://gibsoncharter.dadeschools.net>

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

99%

Alternative/ESE Center

No

Charter School

Yes

Minority

100%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Gibson Charter School is to prepare our students academically and socially for success in a global community with emphasis in academic proficiency. The core philosophy and underlying purpose of The Gibson Charter School is reflected in the following concepts: high expectations for students and teachers, creative endeavors as an integral part of the student growth and development, and an increase in self-esteem through mechanics that ensure the improvement of the student's self-image as learners. Student and teacher accountability and ownership of the idea that success breeds success. These concepts are embodied in the school program and serve as a vehicle to increase learning opportunities with special emphasis on low performing students.

Provide the school's vision statement

The vision of The Gibson Charter School is to provide an innovative challenging curriculum in an environment that furthers a philosophy of respect and high expectations for all the students, parents, faculty and staff. We will provide a small school experience: classes will be small and the environment will be one in which the entire faculty knows all the students. Involvement of parents and many resources in our community will be encouraged. We will strive to create a thirst for knowledge in all disciplines of the curriculum and to enrich every student in their future educational endeavors.

School Environment

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

The school cultivates a rich and diverse community by integrating a culturally-enriched curriculum, which includes teachers incorporating intercultural activities, such as research papers and projects during Hispanic Heritage Month and Black History Month. The school will also host a fall festival which will celebrate the various cultures of students through food, music and dress. In addition, students are encouraged to share aspects of their culture through curriculum based discussions. Teachers are then provided with tools necessary to better formulate relationships within the student community.

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

The school provides a secure environment through the enforcement of school policies and rules. Uniforms are mandated to maintain structure and to easily identify students. Teachers and staff are assigned posts before and after school to assist in monitoring student activity and maintaining safety on campus. The school follows the Dade County Code of Student Conduct which is enforced by the Dean of Discipline. The school carries a zero tolerance for bullying. Guidelines are specified in the Parent/Student handbook. Additionally, faculty and staff are trained on safety and security measures. Drills, including fire, code red, and code yellow are practiced monthly.

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 school follows the Dade County Code of Student Conduct, which is included in the school's discipline plan. Students and parents are provided with the school's Parent/Student handbook which details the guidelines, expectations, and consequences for student misconduct. Training is provided for faculty and staff to ensure that discipline procedures are adhered to in a consistent manner.

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

Students' social-emotional needs are addressed through counseling and mentoring. The school provides a counselor through private services to assist students with behavioral and social issues. Weekly group sessions are arranged with selected students. In addition, the school partners with local and community agencies, such as The Overtown Youth Center and Touching Miami with Love, to provide mentoring, tutoring, and extra-curricular activities to students in need of additional services.

Early Warning Systems

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

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

The school's Early Warning System indicators are used to predict potential student failure. This prediction is based on school suspensions, course failures, Level 1 scores on standard assessments and attendance. These indicators are targeted and monitored for proper intervention implemented by teachers, staff and administration.

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspensions.
- Students who have referrals that lead to suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Students who fail 2 or more of any course
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level						Total
	3	4	5	6	7	8	
Attendance below 90 percent	0	0	0	4	5	5	14
One or more suspensions	2	0	0	2	1	2	7
Course failure in ELA or Math	0	0	0	1	7	3	11
Level 1 on statewide assessment	18	6	8	10	12	3	57
Students who have referrals that lead to suspension	0	0	0	5	2	0	7
Students who fail 2 or more of any course	0	0	0	1	3	3	7

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

Indicator	Grade Level				Total
	3	6	7	8	
Students exhibiting two or more indicators	2	3	5	3	13

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

Strategies

- Contact parent(s) via phone, email and written notification
- If transportation is an issue, assist in providing alternate contacts of transportation.
- Meet with parent(s) through conferencing.
- Follow Dade Schools Truancy Policy

One or more suspensions, whether in school or out of school

- Conference with parent(s)
- School provide counselor to meet with students and conduct problem-solving activities to rationale through issues of conflict and self-esteem.

Course failure in English Language Arts or mathematics

- Update parent(s) on student grade weekly through student's agenda
- Conference with student and parent(s)
- Course failure notification letters sent home during interim report

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

- Student placed in intensive math or reading class
- Small group instruction focused on students weakness and needs of improvement
- One-on-one pull-outs targeting one skill of weakness twice weekly
- Differentiated computer-based supplement programs
- Provide before and after school tutoring

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

One of the ways our school reaches out into the community it involves starting conversations and planning activities with churches, temples, local ethnic groups, and community-based organizations. We work with the organization to create programs that promote our school image in a positive and

community-oriented way. We establish a developing relationship and implement community outreach programs including social and school orientations and awareness incentives. We also set up internal events, fairs and other community events to incorporate our school into the community.

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
Khan, Fareed	Principal
anderson, marisa	Registrar
Hickey, John	Instructional Coach
boyd, shyla	Instructional Coach

Duties

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

Fareed Khan - Will review weekly lesson plans, ensure that teachers are using data to complete and carry out action plans, conduct classroom observations, monitor mini-assessment data administration, and analyze mini-assessment data.

Marisa C. Anderson - Ensure teachers are turning in weekly lesson plans, help keep track of student behavioral files, and attend monthly school-wide meetings.

Shyla Boyd - Monitor the middle school's behavioral and academic plans through monthly meetings, data chats, and classroom observations. Will assist Reading teachers in creating lesson plans, class action plans, and analyzing assessment data.

John Hickey - Monitor the elementary school's behavioral and academic plans through monthly meetings, data chats, and classroom observations. Will assist Math and Science teachers in creating lesson plans, class action plans, and analyzing assessment data.

Terelle McDaniel- Monitor elementary and middle school behavior resolution of discipline problems and maintain

records of any action taken to ensure that the discipline policy is administered in a fair and just manner and that an optimum learning environment is maintained.

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 team receives the data from benchmark testing and disseminates it to all teachers. Each teacher then creates an action plan to address every student's strongest and weakest areas. This data is also used to hold Student Data Chats to inform students of their current achievement level.

The MTSS team holds meetings with the staff to ensure the action plans are being honored. Student samples and lesson plans will be reviewed by the MTSS Team along with conducting classroom observations.

The MTSS Team along with the testing coordinator will provide students with Mini-Assessments to

determine if the instruction is being effective. Data will be used to drive classroom instruction, interventions, enrichment activities, and tutoring plans.

The MTSS team will ensure the necessary students are in the appropriate Tier (Tier 1, Tier 2, or Tier 3). The team will also monitor that the necessary data is collected and placed in the RTI Binder.

i-Ready - Reading and Math differentiated-driven computer program for students to work at their own pace and academic level - \$9,900

Field trips, reward parties, recognition assemblies, and other incentives for students putting forth maximum effort - \$600

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Fareed Khan	Principal
John Hickey	Teacher
Marisa Anderson	Education Support Employee
Les Roberts	Business/Community
Charles Gibson	Business/Community
Lisa Arneaud	Business/Community
Demetrius Sands	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC met in May 2014 to discuss the end of the year school improvement plan. The SIP was reviewed by the principal and SAC members had the opportunity to provide input and request modifications.

Development of this school improvement plan

The SAC works with the principal and community to determine what are the best instructional practices and methods to for continuous progression toward student proficiency.

Preparation of the school's annual budget and plan

The SAC will meet to discuss the school's annual budget and plan. SAC members will have the opportunity to provide input as to where funds should be allocated. All decisions are finalized by vote.

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

i-Ready - Reading and Math differentiated-driven computer program - \$700

Field trips, and other incentives for students putting forth maximum effort - \$525

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
Khan, Fareed	Principal
Hickey, John	Instructional Coach
anderson, marisa	Registrar
boyd, shyla	Instructional Coach
	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Teachers, staff and administrators are involved in the continued process of guiding and supporting literacy throughout the school. Coaches and teachers analyze data to drive our instruction. Classes are designed for differentiated instruction to ensure students progression is met. Students goal of achievement is measured to determine the next step of intensive instructions. Level 1 and Level 2 students are given intervention to assist in their progression in both math and reading. Teacher are given Professional Development to guide them in their directive to whole instruction, small group instruction, novel studies and computer supplemental programs. Novel studies are incorporated throughout the curriculum and required for reading and language arts. Students are expected to participate in dialogue, written responses and projects displaying theme, symbolism and interpretation.

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

Positive working relationships between teachers is encouraged by the scheduling of common planning time in which teachers can meet to collaborate within similar grade levels and subject areas. Also, beside whole staff meetings, subject and grade level meetings are scheduled and held throughout the year. In grades 3 through 8, teaching is departmentalized. This allows co-teachers to build relationships with each other and work to efficiently meet the needs of their common students using collaborative ideas.

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

Fareed Khan attends job fairs and uses an intricate rubric to review resumes and conduct interviews. Administration also created an teacher incentive program for returning teachers based on how the teacher's students performed on the FCAT Assessment last year. Students are given a specific amount of points based on the students' scores and the points are then translated to a scale to provide bonuses.

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

Teacher's mentoring program consists of lead teacher being assigned to assist with curriculum, classroom technicalities and school procedures.

Mrs. Jennifer Hubbard Padilla-Ms. Autumn Cawood-Mrs. Padilla is an experienced teacher and has experience teaching in this setting. Meet daily to plan using evidence based strategies as well as differentiated instructional techniques. The program will include lesson plan formulation, model teaches, joint professional developments, and student data evaluation.

Mr. John Hickey - Mr. Danny Elijah Fernandez - Mr. Hickey is an experienced teacher and has experience teaching in math and science. Meet periodically to plan using evidence based strategies to inject math into the curriculum. The program will include lesson plan formulation, model teaches, joint professional developments, and student data evaluation.

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

Gibson Charter School follows district pacing guides to ensure that its core instructional programs and materials are aligned to Florida's standards. These district pacing guides drive the lesson plans that are taught in the classroom.

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 use data to drive its instruction. Based on data, students are placed in intensive classes and given supplemental instruction through differentiated computer programs, small group instruction and pull-outs. Each instructional component is tailored to the student's needs to progress towards proficiency. More specifically, students in intensive reading receive independent instruction and dependent guided instruction through a differentiated class rotation. Students are required to read independently, work with instructor in small group and assigned to a computer supplemental program such as i-ready and ixl. Each center focus on the student's needs and is aligned to a specific benchmark

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: After School Program

Minutes added to school year: 8,000

Students will receive differentiated instruction focusing on areas of need in all core subjects. This will take place four days a week in an after-school tutoring program.

Strategy Rationale

The reason we offer after-school tutoring is to provide additional assistance in areas of weakness and to reinforce instruction taught during the day. This method will help students progress towards proficiency and allow them to advance academically.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Khan, Fareed, khanfareed@dadeschools.net

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

Teachers will administer mini-assessments throughout the tutoring process to alter instruction to meet specific needs.

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

One of the ways our school reaches out into the community it involves starting conversations and planning activities with churches, temples, local ethnic groups, and community-based organizations. We work with the organization to create programs that promote our school image in a positive and community-oriented way. We establish a developing relationship and implement community outreach programs including social and school orientations and awareness incentives. We also set up internal events, fairs and other community events to incorporate our school into the community.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction by implementing research based writing strategies in core subject areas.
- G2.** To decrease the number of early warning signals shown by students as it pertains to attendance, behavioral problems, and course failures.
- G3.** To increase the availability of STEM and CTE educational opportunities for students.
- G4.** This requirement is satisfied by the Parent Improvement Plan.

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 by implementing research based writing strategies in core subject areas. **1a**

G047903

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	49.0
FSA - Mathematics - Proficiency Rate	14.0
Math Lowest 25% Gains	73.0
AMO Math - African American	49.0
AMO Math - SWD	43.0
Math Gains	66.0
AMO Math - ED	49.0
Algebra I EOC Pass Rate	92.0
Geometry EOC Pass Rate	100.0
AMO Reading - All Students	45.0
FSA - English Language Arts - Proficiency Rate	4.0
ELA/Reading Gains	59.0
ELA/Reading Lowest 25% Gains	79.0
AMO Reading - African American	45.0
AMO Reading - SWD	43.0
AMO Reading - ED	45.0
FCAT 2.0 Science Proficiency	39.0

Resources Available to Support the Goal **2**

- Gizmos!, i-Ready Computer Program, IXL Computer Program, Success Academy, After School Programs

Targeted Barriers to Achieving the Goal **3**

- Students performed low in the Reading Application subgroup of the 2014 FCAT 2.0 Reading Administration.
- Students performed low in the Number: Fractions subgroup of the 2014 FCAT 2.0 Math Administration.
- Students performed low in the Physical Science subgroup of the 2014 FCAT 2.0 Science Administration.
- Students performed low in the Organization and Function of Government subgroup of the 2014 Civics EOC Administration.

Plan to Monitor Progress Toward G1. 8

Student achievement will be monitored through informal classroom assessments, student work, and formal benchmark assessments to ensure that progress is being made.

Person Responsible

Schedule

Biweekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Data from classroom assessments, student work, mini-benchmark assessments, the Fall Interim Assessment, and Winter Interim Assessment, and the Florida Standards Assessment will be collected and analyzed to be sure that progress is being made in meeting the goal.

G2. To decrease the number of early warning signals shown by students as it pertains to attendance, behavioral problems, and course failures. **1a**

G049530

Targets Supported **1b**

Indicator	Annual Target
Level 1 - All Grades	27.0
Level 1 - Grade 04	30.0
Level 1 - Grade 05	28.0
Level 1 - Grade 06	22.0
2+ Course Failures - Middle Grades	2.0
Level 1 - Grade 07	26.0
Non-proficient Reading by Grade 03	43.0
Level 1 - Grade 08	5.0
Students exhibiting two or more EWS indicators (Total)	
One or More Suspensions	2.0
Course Failures ELA	2.0
Attendance Below 90%	17.0
Attendance Below 90% Kindergarten	40.0
Attendance Below 90% Grade 01	11.0
Attendance Below 90% Grade 02	14.0
Attendance Below 90% Grade 03	11.0
Attendance Below 90% Grade 04	10.0
Attendance Below 90% Grade 05	12.0
Attendance Below 90% Grade 06	19.0
Attendance Below 90% Grade 07	8.0
Attendance Below 90% Grade 08	7.0

Resources Available to Support the Goal **2**

- Time for Parent Communication/Conferences, Parent Education Time, Student Data Chats, Parent Communication Logs

Targeted Barriers to Achieving the Goal **3**

- The educational culture of the surrounding area does not place the proper emphasis on daily and regular attendance.
- Parents are unaware of the academic standing and achievement levels of their students, or they might not place a high emphasis on student educational performance.
- Students who show behavior problems are likely to show a continued pattern of behavior problems.

Plan to Monitor Progress Toward G2. 8

Student attendance, behavior, and course failure will be monitored for progress toward meeting goal.

Person Responsible

Fareed Khan


Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Student attendance, behavior, and final grades will be evidence of progress toward meeting goal.

G3. To increase the availability of STEM and CTE educational opportunities for students. 1a

 G049671

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	20.0

Resources Available to Support the Goal 2

- Field Trips, Science Club, School Garden, School Recycling Program, School Aquarium Program, Gizmos!, Science Fair. Fairchild Challenge

Targeted Barriers to Achieving the Goal 3

- The number of CTE opportunities for students to participate in need to be increased.
- The number of STEM opportunities for students to participate in need to be increased.

Plan to Monitor Progress Toward G3. 8

The number of opportunities for students to take part in STEM and CTE programs will be monitored.

Person Responsible

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

The number of opportunities for students to take part in STEM and CTE programs will be recorded and analyzed.

G4. This requirement is satisfied by the Parent Improvement Plan. 1a

 G050688

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction by implementing research based writing strategies in core subject areas. **1**

 G047903

G1.B1 Students performed low in the Reading Application subgroup of the 2014 FCAT 2.0 Reading Administration. **2**

 B119313

G1.B1.S1 Students will learn and use research-based writing strategies to improve achievement levels in reading. **4**

 S132107

Strategy Rationale

Improved writing ability is essential to increasing student achievement levels in reading.

Action Step 1 **5**

Students will learn and use research-based writing strategies to improve achievement levels in reading. Strategies that will be implemented include concept mapping, KWL charts, two column notes, etc.

Person Responsible

Fareed Khan

Schedule

Daily, from 9/18/2014 to 11/26/2014

Evidence of Completion

Evidence will be in the form of lesson plans and student work showing the techniques being implemented.

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

Lesson plans, student work and classroom walk-throughs will be used to monitor the fidelity of implementation.

Person Responsible

Fareed Khan

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Lesson plans will be collected to monitor the fidelity of implementation. Student work and classroom walk-throughs will also be used as evidence.

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

Data from mini-benchmark assessments, Fall Interim, Winter Interim will be analyzed to monitor the effectiveness of the strategy. Informal assessments and classwork will also be used to evaluate student growth.

Person Responsible

Fareed Khan


Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Data from mini-benchmark assessments, Fall Interim, Winter Interim will be collected as evidence to monitor the effectiveness of the strategy. Classroom assessments and student work will also be monitored.

G1.B2 Students performed low in the Number: Fractions subgroup of the 2014 FCAT 2.0 Math Administration. **2**

 B119316

G1.B2.S1 Students will learn and use research-based writing strategies to improve achievement levels in math. **4**

 S132173

Strategy Rationale

Improved writing ability is essential to increasing student achievement levels in math.

Action Step 1 **5**

Students will learn and use research-based writing strategies to improve achievement levels in math. Strategies that will be implemented include close reading, RAFTs, scaffolding, etc.

Person Responsible

Fareed Khan

Schedule

Daily, from 9/18/2014 to 11/26/2014

Evidence of Completion

Evidence will be in the form of lesson plans and student work showing the techniques being implemented.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Lesson plans, student work and classroom walk-throughs will be used to monitor the fidelity of implementation.

Person Responsible

Fareed Khan

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Lesson plans will be collected to monitor the fidelity of implementation. Student work and classroom walk-throughs will also be used as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Data from mini-benchmark assessments, Fall Interim, Winter Interim will be analyzed to monitor the effectiveness of the strategy. Informal assessments and classwork will also be used to evaluate student growth.

Person Responsible

Fareed Khan

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Data from mini-benchmark assessments, Fall Interim, Winter Interim will be collected as evidence to monitor the effectiveness of the strategy. Classroom assessments and student work will also be monitored.

G1.B3 Students performed low in the Physical Science subgroup of the 2014 FCAT 2.0 Science Administration. 2

 B119317

G1.B3.S1 Students will learn and use research-based writing strategies to improve achievement levels in science. 4

 S132200

Strategy Rationale

Improved writing ability is essential to increasing student achievement levels in science.

Action Step 1 5

Students will learn and use research-based writing strategies to improve achievement levels in reading. Strategies that will be implemented include Science Journals, CER conclusion format, two column notes, etc.

Person Responsible

Fareed Khan

Schedule

Daily, from 9/18/2014 to 11/26/2014

Evidence of Completion

Evidence will be in the form of lesson plans and student work showing the techniques being implemented.

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

Lesson plans, student work and classroom walk-throughs will be used to monitor the fidelity of implementation.

Person Responsible

Fareed Khan

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Lesson plans will be collected to monitor the fidelity of implementation. Student work and classroom walk-throughs will also be used as evidence.

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

Data from mini-benchmark assessments, Fall Interim, Winter Interim will be analyzed to monitor the effectiveness of the strategy. Informal assessments and classwork will also be used to evaluate student growth.

Person Responsible

Fareed Khan


Schedule

Monthly, from 9/18/2014 to 11/26/2014


Evidence of Completion

Data from mini-benchmark assessments, Fall Interim, Winter Interim will be collected as evidence to monitor the effectiveness of the strategy. Classroom assessments and student work will also be monitored.

G1.B4 Students performed low in the Organization and Function of Government subgroup of the 2014 Civics EOC Administration. 2

 B127026

G1.B4.S1 Students will learn and use research-based writing strategies to improve achievement levels in Civics. 4

 S139064

Strategy Rationale

Improved writing ability is essential to increasing student achievement levels in Civics.

Action Step 1 5

Students will learn and use research-based writing strategies to improve achievement levels in reading. Strategies that will be implemented include RAFTs, KWL charts, two column notes, etc.

Person Responsible

Fareed Khan

Schedule

Daily, from 9/18/2014 to 11/26/2014

Evidence of Completion

Evidence will be in the form of lesson plans and student work showing the techniques being implemented.

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

Lesson plans, student work and classroom walk-throughs will be used to monitor the fidelity of implementation.

Person Responsible

Fareed Khan

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Lesson plans will be collected to monitor the fidelity of implementation. Student work and classroom walk-throughs will also be used as evidence.

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

Data from mini-benchmark assessments, Fall Interim, Winter Interim will be analyzed to monitor the effectiveness of the strategy. Informal assessments and classwork will also be used to evaluate student growth.

Person Responsible

Fareed Khan

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Data from mini-benchmark assessments, Fall Interim, Winter Interim will be collected as evidence to monitor the effectiveness of the strategy. Classroom assessments and student work will also be monitored.


G2. To decrease the number of early warning signals shown by students as it pertains to attendance, behavioral problems, and course failures. 1

 G049530

G2.B1 The educational culture of the surrounding area does not place the proper emphasis on daily and regular attendance. 2

 B124322

G2.B1.S1 Students and parents who show a pattern of attendance problems will be communicated with by the faculty and staff through student agenda, emails, phone calls, and parent conferences. 4

 S136250

Strategy Rationale

More communication will show the importance of attending school on a regular, daily basis.

Action Step 1 5

Teachers, office staff and administration will communicate with students and parents when attendance issues become a pattern and relate the importance of daily, regular attendance through student agenda, emails, phone calls, and parent conferences.

Person Responsible

Fareed Khan

Schedule

Daily, from 9/18/2014 to 11/26/2014

Evidence of Completion

Parent communication logs will show attempts at communicating concerns.

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

Parent communication logs will be monitored and collected to be sure that attendance issues are being communicated with fidelity.

Person Responsible

Fareed Khan

Schedule

Biweekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Parent communication logs will be monitored and collected to be sure that attendance issues are being communicated with fidelity.

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

Daily attendance of all students will be monitored to monitor the effectiveness of parent communication.

Person Responsible

Fareed Khan


Schedule

Daily, from 9/18/2014 to 11/26/2014


Evidence of Completion

Attendance logs will be monitored to assess the effectiveness of the strategy.

G2.B2 Parents are unaware of the academic standing and achievement levels of their students, or they might not place a high emphasis on student educational performance. 2

 B124323

G2.B2.S1 Student academic standing as it pertains to failures will be communicated with students and parents through standard forms of communication, student data chats, and conferences. 4

 S136253

Strategy Rationale

More informed students and parents will place a higher value on educational achievement.

Action Step 1 5

Student academic standing as it pertains to course failures will be communicated with students and parents through student agendas, email, phone calls, student data chats, and parent conferences.

Person Responsible

Fareed Khan

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Parent communication logs will show evidence that the strategy is being carried out.

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

Parent communication logs will be monitored and collected to be sure that the strategy is being implemented with fidelity.

Person Responsible

Fareed Khan

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Parent communication logs will be monitored and collected to be sure that the strategy is being implemented with fidelity.

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

Student academic standing as it pertains to course failures will be monitored for effectiveness.

Person Responsible

Fareed Khan

Schedule


Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Student final course grades will show evidence and be monitored for effectiveness.

G2.B3 Students who show behavior problems are likely to show a continued pattern of behavior problems.

2

 B127023

G2.B3.S1 Students who show a pattern of behavior problems will be placed on a behavior plan and parent contact will be regularly carried out. 4

 S139057

Strategy Rationale

A behavior plan will outline and explain behaviors that are not acceptable and these behaviors will be communicated clearly to both the student and parent.

Action Step 1 5

Students who show a pattern of behavior problems will be placed on a behavior plan and proper punishments will be established and communicated based on the individual student.

Person Responsible

Fareed Khan

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Individual student behavior plans will be established and kept as evidence.

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

Student behavior will be implemented and individual plans will be monitored and adjusted as needed.

Person Responsible

Fareed Khan

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Individual student behavior plans will be kept as evidence.

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

Student behavior will be implemented and individual plans will be monitored and adjusted as needed.

Person Responsible

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Individual student behavior plans will be kept as evidence.

G3. To increase the availability of STEM and CTE educational opportunities for students. 1

G049671

G3.B1 The number of CTE opportunities for students to participate in need to be increased. 2

B124330

G3.B1.S1 The school will hold a career fair during the year to expose students to different career opportunities. 4

S136257

Strategy Rationale

Students who are exposed to different career opportunities have a better understanding of their options.

Action Step 1 5

The school will hold a career fair to expose students to different career opportunities.

Person Responsible

Fareed Khan

Schedule

On 11/26/2014

Evidence of Completion

Records will be kept as evidence of a career fair being planned and implemented.

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

Planning and implementing a career fair will be monitored for fidelity of implementation.

Person Responsible

Fareed Khan

Schedule

Monthly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Records will be kept that a career plan is being planned and implemented.

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

Student participation and reflection activities will be monitored to ensure effectiveness.

Person Responsible

Fareed Khan

Schedule

Monthly, from 9/18/2014 to 11/26/2014


Evidence of Completion

Student participation and evidence of their personal reflection will be proof of effectiveness.

G3.B2 The number of STEM opportunities for students to participate in need to be increased. 2

 B124331

G3.B2.S1 Students will be given opportunities to take part in STEM educational activities will be increased through the further development of Science Fair participation, Science Club, recycling program, and school aquarium program. Students will be given opportunities to take part in caring for the school garden, science related field trips and implementing an increased usage of Gizmos! in the classroom. 4

 S136258

Strategy Rationale

Students who take part in these activities will be further exposed to a STEM curriculum.

Action Step 1 5

Students will take part in a mandatory school Science Fair and be given opportunities to join the school Science Club and take part in the recycling and aquarium program. Teachers will be encouraged to implement the school garden, field trips, and Gizmos! in their classroom instruction.

Person Responsible

Fareed Khan

Schedule

Daily, from 9/18/2014 to 11/26/2014

Evidence of Completion

Evidence of strategy will be in the form of documentation of participation and lesson plans.

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

Lesson plans and student participation records will be used to monitor the fidelity of implementation.

Person Responsible

Fareed Khan

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Lesson plans and student participation records will be monitored as evidence of implementation.

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

The number of STEM opportunities given to students will be monitored for the effectiveness of the strategy.

Person Responsible

Fareed Khan

Schedule

Weekly, from 9/18/2014 to 11/26/2014

Evidence of Completion

Lesson plans and student participation records will be monitored as evidence of the effectiveness of the strategy.

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	Students will learn and use research-based writing strategies to improve achievement levels in reading. Strategies that will be implemented include concept mapping, KWL charts, two column notes, etc.	Khan, Fareed	9/18/2014	Evidence will be in the form of lesson plans and student work showing the techniques being implemented.	11/26/2014 daily
G1.B2.S1.A1	Students will learn and use research-based writing strategies to improve achievement levels in math. Strategies that will be implemented include close reading, RAFTs, scaffolding, etc.	Khan, Fareed	9/18/2014	Evidence will be in the form of lesson plans and student work showing the techniques being implemented.	11/26/2014 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Students will learn and use research-based writing strategies to improve achievement levels in reading. Strategies that will be implemented include Science Journals, CER conclusion format, two column notes, etc.	Khan, Fareed	9/18/2014	Evidence will be in the form of lesson plans and student work showing the techniques being implemented.	11/26/2014 daily
G2.B1.S1.A1	Teachers, office staff and administration will communicate with students and parents when attendance issues become a pattern and relate the importance of daily, regular attendance through student agenda, emails, phone calls, and parent conferences.	Khan, Fareed	9/18/2014	Parent communication logs will show attempts at communicating concerns.	11/26/2014 daily
G2.B2.S1.A1	Student academic standing as it pertains to course failures will be communicated with students and parents through student agendas, email, phone calls, student data chats, and parent conferences.	Khan, Fareed	9/18/2014	Parent communication logs will show evidence that the strategy is being carried out.	11/26/2014 weekly
G3.B1.S1.A1	The school will hold a career fair to expose students to different career opportunities.	Khan, Fareed	9/18/2014	Records will be kept as evidence of a career fair being planned and implemented.	11/26/2014 one-time
G3.B2.S1.A1	Students will take part in a mandatory school Science Fair and be given opportunities to join the school Science Club and take part in the recycling and aquarium program. Teachers will be encouraged to implement the school garden, field trips, and Gizmos! in their classroom instruction.	Khan, Fareed	9/18/2014	Evidence of strategy will be in the form of documentation of participation and lesson plans.	11/26/2014 daily
G2.B3.S1.A1	Students who show a pattern of behavior problems will be placed on a behavior plan and proper punishments will be established and communicated based on the individual student.	Khan, Fareed	9/18/2014	Individual student behavior plans will be established and kept as evidence.	11/26/2014 weekly
G1.B4.S1.A1	Students will learn and use research-based writing strategies to improve achievement levels in reading. Strategies that will be implemented include RAFTs, KWL charts, two column notes, etc.	Khan, Fareed	9/18/2014	Evidence will be in the form of lesson plans and student work showing the techniques being implemented.	11/26/2014 daily
G1.MA1	Student achievement will be monitored through informal classroom assessments, student work, and formal benchmark assessments to ensure that progress is being made.		9/18/2014	Data from classroom assessments, student work, mini-benchmark assessments, the Fall Interim Assessment, and Winter Interim Assessment, and the Florida Standards Assessment will be collected and analyzed to be sure that progress is being made in meeting the goal.	11/26/2014 biweekly
G1.B1.S1.MA1	Data from mini-benchmark assessments, Fall Interim, Winter Interim will be analyzed to monitor the effectiveness of the strategy. Informal assessments and classwork will also be used to evaluate student growth.	Khan, Fareed	9/18/2014	Data from mini-benchmark assessments, Fall Interim, Winter Interim will be collected as evidence to monitor the effectiveness of the strategy. Classroom assessments and student work will also be monitored.	11/26/2014 monthly
G1.B1.S1.MA1	Lesson plans, student work and classroom walk-throughs will be used to monitor the fidelity of implementation.	Khan, Fareed	9/18/2014	Lesson plans will be collected to monitor the fidelity of implementation. Student work and classroom walk-throughs will also be used as evidence.	11/26/2014 weekly
G1.B2.S1.MA1	Data from mini-benchmark assessments, Fall Interim, Winter Interim will be analyzed to monitor the	Khan, Fareed	9/18/2014	Data from mini-benchmark assessments, Fall Interim, Winter Interim will be collected as evidence to	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
	effectiveness of the strategy. Informal assessments and classwork will also be used to evaluate student growth.			monitor the effectiveness of the strategy. Classroom assessments and student work will also be monitored.	
G1.B2.S1.MA1	Lesson plans, student work and classroom walk-throughs will be used to monitor the fidelity of implementation.	Khan, Fareed	9/18/2014	Lesson plans will be collected to monitor the fidelity of implementation. Student work and classroom walk-throughs will also be used as evidence.	11/26/2014 weekly
G1.B3.S1.MA1	Data from mini-benchmark assessments, Fall Interim, Winter Interim will be analyzed to monitor the effectiveness of the strategy. Informal assessments and classwork will also be used to evaluate student growth.	Khan, Fareed	9/18/2014	Data from mini-benchmark assessments, Fall Interim, Winter Interim will be collected as evidence to monitor the effectiveness of the strategy. Classroom assessments and student work will also be monitored.	11/26/2014 monthly
G1.B3.S1.MA1	Lesson plans, student work and classroom walk-throughs will be used to monitor the fidelity of implementation.	Khan, Fareed	9/18/2014	Lesson plans will be collected to monitor the fidelity of implementation. Student work and classroom walk-throughs will also be used as evidence.	11/26/2014 weekly
G1.B4.S1.MA1	Data from mini-benchmark assessments, Fall Interim, Winter Interim will be analyzed to monitor the effectiveness of the strategy. Informal assessments and classwork will also be used to evaluate student growth.	Khan, Fareed	9/18/2014	Data from mini-benchmark assessments, Fall Interim, Winter Interim will be collected as evidence to monitor the effectiveness of the strategy. Classroom assessments and student work will also be monitored.	11/26/2014 weekly
G1.B4.S1.MA1	Lesson plans, student work and classroom walk-throughs will be used to monitor the fidelity of implementation.	Khan, Fareed	9/18/2014	Lesson plans will be collected to monitor the fidelity of implementation. Student work and classroom walk-throughs will also be used as evidence.	11/26/2014 weekly
G2.MA1	Student attendance, behavior, and course failure will be monitored for progress toward meeting goal.	Khan, Fareed	9/18/2014	Student attendance, behavior, and final grades will be evidence of progress toward meeting goal.	11/26/2014 monthly
G2.B1.S1.MA1	Daily attendance of all students will be monitored to monitor the effectiveness of parent communication.	Khan, Fareed	9/18/2014	Attendance logs will be monitored to assess the effectiveness of the strategy.	11/26/2014 daily
G2.B1.S1.MA1	Parent communication logs will be monitored and collected to be sure that attendance issues are being communicated with fidelity.	Khan, Fareed	9/18/2014	Parent communication logs will be monitored and collected to be sure that attendance issues are being communicated with fidelity.	11/26/2014 biweekly
G2.B2.S1.MA1	Student academic standing as it pertains to course failures will be monitored for effectiveness.	Khan, Fareed	9/18/2014	Student final course grades will show evidence and be monitored for effectiveness.	11/26/2014 monthly
G2.B2.S1.MA1	Parent communication logs will be monitored and collected to be sure that the strategy is being implemented with fidelity.	Khan, Fareed	9/18/2014	Parent communication logs will be monitored and collected to be sure that the strategy is being implemented with fidelity.	11/26/2014 monthly
G2.B3.S1.MA1	Student behavior will be implemented and individual plans will be monitored and adjusted as needed.		9/18/2014	Individual student behavior plans will be kept as evidence.	11/26/2014 weekly
G2.B3.S1.MA1	Student behavior will be implemented and individual plans will be monitored and adjusted as needed.	Khan, Fareed	9/18/2014	Individual student behavior plans will be kept as evidence.	11/26/2014 weekly
G3.MA1	The number of opportunities for students to take part in STEM and CTE programs will be monitored.		9/18/2014	The number of opportunities for students to take part in STEM and CTE programs will be recorded and analyzed.	11/26/2014 monthly
G3.B1.S1.MA1	Student participation and reflection activities will be monitored to ensure effectiveness.	Khan, Fareed	9/18/2014	Student participation and evidence of their personal reflection will be proof of effectiveness.	11/26/2014 monthly
G3.B1.S1.MA1	Planning and implementing a career fair will be monitored for fidelity of implementation.	Khan, Fareed	9/18/2014	Records will be kept that a career plan is being planned and implemented.	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
G3.B2.S1.MA1	The number of STEM opportunities given to students will be monitored for the effectiveness of the strategy.	Khan, Fareed	9/18/2014	Lesson plans and student participation records will be monitored as evidence of the effectiveness of the strategy.	11/26/2014 weekly
G3.B2.S1.MA1	Lesson plans and student participation records will be used to monitor the fidelity of implementation.	Khan, Fareed	9/18/2014	Lesson plans and student participation records will be monitored as evidence of implementation.	11/26/2014 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 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 by implementing research based writing strategies in core subject areas.

G1.B1 Students performed low in the Reading Application subgroup of the 2014 FCAT 2.0 Reading Administration.

G1.B1.S1 Students will learn and use research-based writing strategies to improve achievement levels in reading.

PD Opportunity 1

Students will learn and use research-based writing strategies to improve achievement levels in reading. Strategies that will be implemented include concept mapping, KWL charts, two column notes, etc.

Facilitator

Administration/Lead Teachers

Participants

Teachers

Schedule

Daily, from 9/18/2014 to 11/26/2014

G1.B2 Students performed low in the Number: Fractions subgroup of the 2014 FCAT 2.0 Math Administration.

G1.B2.S1 Students will learn and use research-based writing strategies to improve achievement levels in math.

PD Opportunity 1

Students will learn and use research-based writing strategies to improve achievement levels in math. Strategies that will be implemented include close reading, RAFTs, scaffolding, etc.

Facilitator

Administration/Lead Teachers

Participants

Teacher

Schedule

Daily, from 9/18/2014 to 11/26/2014

G1.B3 Students performed low in the Physical Science subgroup of the 2014 FCAT 2.0 Science Administration.

G1.B3.S1 Students will learn and use research-based writing strategies to improve achievement levels in science.

PD Opportunity 1

Students will learn and use research-based writing strategies to improve achievement levels in reading. Strategies that will be implemented include Science Journals, CER conclusion format, two column notes, etc.

Facilitator

Administration/Lead Teachers

Participants

Teachers

Schedule

Daily, from 9/18/2014 to 11/26/2014

G1.B4 Students performed low in the Organization and Function of Government subgroup of the 2014 Civics EOC Administration.

G1.B4.S1 Students will learn and use research-based writing strategies to improve achievement levels in Civics.

PD Opportunity 1

Students will learn and use research-based writing strategies to improve achievement levels in reading. Strategies that will be implemented include RAFTs, KWL charts, two column notes, etc.

Facilitator

Administration/Lead Teachers

Participants

Teachers

Schedule

Daily, from 9/18/2014 to 11/26/2014

G3. To increase the availability of STEM and CTE educational opportunities for students.

G3.B2 The number of STEM opportunities for students to participate in need to be increased.

G3.B2.S1 Students will be given opportunities to take part in STEM educational activities will be increased through the further development of Science Fair participation, Science Club, recycling program, and school aquarium program. Students will be given opportunities to take part in caring for the school garden, science related field trips and implementing an increased usage of Gizmos! in the classroom.

PD Opportunity 1

Students will take part in a mandatory school Science Fair and be given opportunities to join the school Science Club and take part in the recycling and aquarium program. Teachers will be encouraged to implement the school garden, field trips, and Gizmos! in their classroom instruction.

Facilitator

Administration/Lead Teachers

Participants

Teachers

Schedule

Daily, from 9/18/2014 to 11/26/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: To increase student achievement by improving core instruction by implementing research based writing strategies in core subject areas.	10,000
Grand Total	10,000

Goal 1: To increase student achievement by improving core instruction by implementing research based writing strategies in core subject areas.

Description	Source	Total
B1.S1.A1 - Students will be provided accounts on our supplemental computer programs, IXL and Vocabulary City, to enrich overall academic skills.	Title I Part A	5,000
B2.S1.A1 - Students will be provided accounts on our supplemental computer programs, IXL and Vocabulary City, to enrich overall academic skills.	Title I Part A	5,000
Total Goal 1		10,000