

Lawton Chiles Middle School

8190 NW 197TH ST, Hialeah, FL 33015

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

96%

School Grades History

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

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

Mission

We the faculty and staff of Lawton Chiles Middle School will continue to build a professional learning community of life-long learners who will increase student achievement, personal integrity, civic responsibility, and work-place literacy as productive citizens of our community

Provide the school's vision statement

Vision

The Lawton Chiles Middle School faculty, parents, students and community are committed to providing a learning atmosphere that fosters maximum student achievement in a technologically advanced and creative environment for all students.

School Environment

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

iHeat Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention

approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs

that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and

delivery of professional development; and provide support for assessment and implementation monitoring.

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

At Lawton Chiles Middle School students arrive and are supervised by adults up until the homeroom bell. Administrators have an open door policy where students can speak directly to the principal or assistant principal regarding any issues they may have. The counselor pulls students based on both emotional and academic needs. Lawton Chiles Middle School works closely with its school police officer to ensure that students arrive and leave safely from the school campus. The school officer meets with students and makes morning announcement regarding to address safety concerns and respect for all students and staff.

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

At Lawton Chiles Middle School students are dealt with fairly and consistently according to the Code of Student Conduct. Teachers have established discipline plans that address inappropriate behaviors

in their classroom and shared them with the students and parents at the beginning of the school year. Lawton Chiles Middle School participates in the Positive Behavior Support (PBS) system. Through the PBS system, students who are demonstrating model student behavior are recognized and rewarded with "Eagle of the Month" lunch and "Eagle Dollars" to be used as homework incentives. The PBS system has proven to be an effective means to encourage model student behavior and additionally reduce the school's overall suspension rate.

Our in-school counseling strategies include a Student Services Department that provides students with alternatives to suspension as well as a forum for mediation and conflict resolution strategies. The support provided by the Student Services Department allows students to discuss why they committed Code of Student Conduct offenses and what they could have done differently, in an effort to prevent repeat offenses. Members of the Student Services Department take a proactive approach by conducting a Functional Assessment of Behavior (FAB) as well as a Behavior Intervention Plan (BIP) in order to empower students and parents with the strategies needed to avoid suspension. Also as needed, the students are assigned a school mentor to guide and assist them.

The PBS team at Lawton Chiles Middle School meets monthly to monitor each student's number of suspensions and referrals and if needed, help to enforce the non-participation rule as it pertains to athletics and extra-curricular activities.

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

The Student Service counselors and selected Instructional personnel at Lawton Chiles Middle School will implement prevention programs throughout the school year focusing on bullying, anger management, conflict resolution, alternative to suspension, character education, and at-risk screening.

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

- More than 10 absences
- More than 1 suspension (indoor or outdoor)
- Course Failure in English Language Arts or Mathematics
- Level 1 score on the statewide standardized assessment

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	23	21	44	88
One or more suspensions	0	0	89	89
Course failure in ELA or Math	13	24	29	66
Level 1 on statewide assessment	91	83	126	300

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

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

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

1. The Principal provides a common vision for the use of data-based decision making, ensures that the school based team is implementing Rtl, conducts assessments of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation and communicates with parents regarding school based Rtl plans and activities.
2. The Assistant Principals will assist the principal in all duties as related to MTSS/Rtl. Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS/Rtl , conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation and communicates with parents regarding school based Rtl plans and activities.
3. The iHeat Coach will provide guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning and creating intervention plans. Develops, leads and evaluate school core content standards/programs: Identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with personnel to identify appropriate, evidenced based intervention strategies; assists with whole school screening programs that provide early intervening series for children to be considered "at-risk;" assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.
4. The Department Chairpersons will be responsible for the following functions:
 - Implement Rtl requirements at the instructional level
 - Gather individual student data
 - Evaluate Rtl progress by monitoring academic and behavior data
 - Monitor and respond to the needs of subgroups within the expectations for adequate yearly progress.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195809>.

Description

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

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

The School based Title I Community Involvement Specialist (CIS), serves as a bridge between the home and local community through home visits, telephone calls, school site and community activities.

The

CIS schedules meetings and activities, encourages parents and local businesses to support their child's education, provides materials, and encourages parental participation in the decision making processes at Lawton Chiles Middle School.

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
Izquierdo, Nelson	Principal
Molina, Ilia	Assistant Principal

Duties

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

Tier 1 Leadership Team

Mr. Nelson Izquierdo Jr. Principal, will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; in addition to the school administrator the school's Leadership Team will include the following team members: who will carry out SIP Planning and MTSS problem solving.

Dr. Ilia Molina Assistant Principal for Curriculum, will assist the Principal in all duties as related to MTSS/Rtl, provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation and communicates with parents regarding school-based Rtl plans and activities.

The Department Chairpersons who are the following:

Electives – Linda Carter, ESE – Francois Guillen, Language Arts – Berenice Delgado, Mathematics- Cheryl Thames, Science- Patricia Bennett, Social Studies- Brian Firtell

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 Lawton Chiles Middle MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress toward those goals at least three times per year by:

- Holding regular team meetings where problem solving is the sole focus.
- Using 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
- Determining how we will know if students have made expected levels of progress towards proficiency.
- Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
- Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively
- 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
- 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.

Tier 2

The Second level of support consists of supplemental instruction and interventions 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 2 problem solving meetings occur regularly to:

- Review OPM data for intervention groups to evaluate group and individual student response
- Support interventions where there is not an overall positive group response
- Select students (see SST Guidelines) for SST Tier 3 Intervention.

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 to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS problem solving process is used to first carry out, monitor, and adjust as 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 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.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Title I, Part A At Lawton Chiles Middle School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities during school tutoring pull-out and push-in programs, after-school programs, Saturday Academy or summer school. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Support Services are provided to students and families. The school based Title I Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at Lawton Chiles Middle School. Academic

Department Leadership develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of Lawton Chiles Middle School’s Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings) to complete. Other components that are integrated into the school-wide include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as the homeless, migrant, and neglected and delinquent students. In addition, the Student Service counselors and special instructional personnel at Lawton Chiles Middle School will implement prevention programs throughout the school year focusing on bullying, anger management, conflict resolution, alternative to suspension, character education, and at-risk screening.

Title I, Part C- Migrant Lawton Chiles Middle School provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school , and summer school) by Title I, Part C, Migrant Education Program

Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention Programs.

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

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

Title III Lawton Chiles use Title II funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (6-8)
- parent outreach activities (6-8) through the Bilingual Parent Outreach Program (The Parent Academy) professional development on best practices for ESOL and the content area teachers.

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools’ School Board approved the School Board Policy 5111.01 titled Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized,

separated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools – each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI) Lawton Chiles will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Program - NA

Nutrition Programs

1) Lawton Chiles Middle School adheres to and implements the nutritional requirements stated in the District Wellness Policy

2) Nutrition education, as per state statute, is taught through physical education

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start - NA

Adult Education - NA

Career and Technical Education Lawton Chiles utilizes the Florida Choices Assessment to match students with their skills and interests to career pathways available to the students in the academies, magnet and IB programs at the high school level.

Job Training - NA

Other - NA

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Patricia Bennett	Teacher
Nelson Izquierdo	Principal
Brian Firtell	Teacher
Maislyn Ricketts	Teacher
Vivian Marques	Teacher
Lottie Roy	Teacher
Gisel Sanchez	Teacher
Maida Garcia	Education Support Employee
Gaby Millares	Parent
Sharon Singh Hagyan	Parent
Felix Vasquez	Parent
Darius Hagyan	Student
Christian Vasquez	Student
Zurama Arancibia	Parent
Luis Garcia	Parent
Sean Pinna	Parent
Joshua Morejon	Student
Taylor Pinna	Student
Jennifer Ortiz	Business/Community
Martha Schragar	Teacher
Linda Carter	Teacher
Alexandra Rubio	Parent
Juan Molina	Business/Community
Christy Mutt	Business/Community
Everado Bradford	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

EESAC members reviewed with the school leadership team data collected from all on-going District interim assessments, school generated assessments, district and school reports and the 2013-2014 FCAT Test and made recommendations for modifications to the current strategies utilized to reach the goals established in the SIP. These recommendations included increasing Higher Order Thinking Questions and Strategies throughout the school and as a result student achievement in Reading, Mathematics, Science and Social Studies would increase. They also suggested at the End of Year SIP review to increasing Data Disaggregation and Differentiated Instruction and Strategies throughout the school and would then result in student achievement in Reading, Mathematics, Science and Social Studies increasing.

Development of this school improvement plan

EESAC members review with the school leadership team data collected from all on-going District interim assessments, school generated assessments, district and school reports and the 2013-2014 FCAT Test and made recommendations for modifications to the current strategies utilized to reach the goals established in the SIP.

Preparation of the school's annual budget and plan

EESAC members reviewed the goals set out for the school improvement plan and then decided what resources were necessary and would directly impact student achievement.

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

- Support of Student Incentives for PBS (positive Behavior System) program at the school. \$1000.00
- Tutorial Services for Students \$1,500.00
- STEM Experiences for students \$500.00

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
Izquierdo, Nelson	Principal
Molina, Ilia	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Lawton Chiles Middle LLT will implement initiatives that are aligned to the District K-12 Comprehensive Research Based Reading Plan 2014-2015. The major emphasis for the Lawton Chiles initiative will focus primarily on developing fluency in the classroom environment through the following strategies:

- Organizing and structuring the classrooms so students are grouped to facilitate collaboration
- Teacher instruction focuses more on modeling and thinking aloud to demonstrate literacy strategies
- Utilization of word walls in all content areas
- Writing across the curriculum utilized as a daily strategy in all classrooms

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

Mondays and Fridays from 8:30-9:00 are used for common planning. During this time teachers unwrap the new Florida standards, create lessons that utilize higher order thinking questions, technology, formative assessments, and opportunities for students to collaborate.

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

As a guide

1. Create effective environment for professional cooperation and collaboration
2. Empowering teachers to participate in school decision making processes
3. Recognize teachers on an on-going basis for contributing to positive and rigorous learning environment

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

Minimum of three years of successful teaching experience

Certified at the same level (intermediate, etc), or in same subject area.

Mentor teachers will be matched to beginning teachers who are new to the school or grade level.

Mentor teacher and beginning teachers will be matched according to like discipline and/or grade level.

Mentoring teams will meet biweekly to observe each others techniques, modeling best practices, and discussing improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful.

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

Teachers during common planning unpack the new Florida Standards and align the instruction to meet the rigor of these standards. Textbooks are dissected during these common planning sessions to identify the content that meets the rigor required by the standards and falls within the content limits. CPALMS and other items released by the Florida department of education are used in planning and dissemination of the content.

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

1. Data will be used to guide instructional decisions and system procedures for all students to
 - adjust the delivery of curriculum and instruction to met the specific needs of students
 - adjust the delivery of behavior management system,
 - adjust the allocation of school based resources
 - drive decisions regarding targeted professional development
 - create student growth trajectories in order to identify and develop interventions.
2. Lawton Chiles Middle School utilizes the Think Gate Assessment Management System to manage the following data:
 - Academic
 - FAIR Assessment
 - Interim assessments
 - State/Local Mathematics and Science Assessments
 - FCAT
 - Student grades

- School site specific assessments
- Behavior
- Student Case Management System
 - Detentions
 - Suspensions/expulsions
 - Referrals by student behavior, staff behavior, and administrative content
 - Office referrals per day per month
 - Team climate surveys
 - Referrals to special education programs

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

Strategy: Extended School Day

Minutes added to school year: 230

Strategy Type (select one) Strategy Purpose (select all that apply)

- ? Extended day for all students
- ? Before or after school program
- ? Weekend program
- ? Summer program
- ? Instruction in core academic subjects
- ? Enrichment activities that contribute to a well-rounded education
- ? Teacher collaboration, planning, and professional development

Minutes of Learning Time Added to the School Year

230 hours Engineering Enrichment 312 hours After-School All-Stars Program

Strategy Description

The engineering enrichment program (local SECME program) is designed to develop students' critical thinking and creative thinking skills through engineering style projects. Students gain experience in the design, development and construction of projects such as basswood bridges, mousetrap cars, egg drop container systems, and water bottle rockets for the annual SECME Olympiad competition. The program requires students to also explain the development and testing of their project prototypes in a written narrative. Student progress is measured through the use of rubrics developed to competitively score the different projects' effectiveness.

The After-School All-Stars enrichment program is designed to develop students' understanding of themselves and their basic life skills, their career opportunity choices, readiness for high school, reading fluency and mathematics skills, science inquiry skills, nutrition, and personal physical fitness development.

The SECME program data is collected as project prototypes are completed and tested.

Students will also write reflections about their experiences which are then shared and discussed by the members of the program. The person responsible for the program is the School SECME Coordinator. Student progress is shared with school administration.

The After-School enrichment program collects student data generally by component category through pre and post-tests and in several components through a pre, mid-year and post component assessment. Surveys are also accomplished to enable the program staff to modify the component delivery so that all individuals have a positive achievement in the component. The overall progress of the students is shared with school administration.

Strategy Rationale

The additional time with the program facilitators and small group sessions will increase dents' critical thinking and creative thinking skills, students' understanding of themselves and their basic life skills, their career opportunity choices, readiness for high school, reading fluency and mathematics skills, science inquiry skills, nutrition, and personal physical fitness development.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Izquierdo, Nelson, pr6161@dadeschools.net

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

The SECME program data is collected as project prototypes are completed and tested.

Students will also write reflections about their experiences which are then shared and discussed

by the members of the program. The person responsible for the program is the School SECME Coordinator. Student progress is shared with school administration. The After-School All-Stars enrichment program collects student data generally by component category through pre and post tests and in several components through a pre, mid-year and post component assessment. Surveys are also accomplished to enable the program staff to modify the component delivery so that all individuals have a positive achievement in the component. The overall progress of the students is shared with school administration.

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

School teams have been developed to identify students who require additional support during the transition process. These teams problem solve and identify instructional, motivational, and emotional strategies to assist the child in all facets. The counselor works closely with these teams to provide in-house support and to identify outside agents that can be called upon should further support be needed. These teams, in collaboration with the counselor and administration, meet with the guardians of these students in order to have an open path of communication that assists in mirroring the strategies employed at the school site.

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase student achievement by improving core instruction in all content areas.
- G2.** In order to increase student achievement our school will monitor the Early Warning Systems, and will increase student attendance by 1 percentage point by decreasing the number of truant students.
- G3.** Our goal for the 2014-2015 school year is to increase the number of students participating in STEM programs and activities. This number will increase by 10 percentage points.
- G4.** Parental Involvement - "See Title I PIP" for this goal

Strategic Goals Detail

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

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

G048602

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	50.0
AMO Math - All Students	59.0
AMO Math - Hispanic	63.0
AMO Math - White	75.0
AMO Math - ELL	53.0
AMO Math - ED	56.0
AMO Reading - All Students	66.0
AMO Reading - African American	57.0
AMO Reading - Hispanic	72.0
AMO Reading - White	79.0
AMO Math - SWD	39.0
AMO Reading - SWD	43.0

Resources Available to Support the Goal 2

- Differentiated Instruction Plan, iHeat Grant, iHeat Coaches

Targeted Barriers to Achieving the Goal 3

- Varying levels of teacher's comfortability with higher order thinking strategies

Plan to Monitor Progress Toward G1. 8

District Interim Assessments

Person Responsible

Nelson Izquierdo

Schedule

Quarterly, from 11/7/2014 to 6/5/2015

Evidence of Completion

Growth in student proficiency from fall interim assessment, winter interim assessment, and the state standardized assessment

G2. In order to increase student achievement our school will monitor the Early Warning Systems, and will increase student attendance by 1 percentage point by decreasing the number of truant students. 1a

G047656

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	1.0

Resources Available to Support the Goal 2

- MTSS/RtI and EESAC
- Counselors
- CSI Instructor
- Tutorials
- PTSA Meetings
- Alternate to Suspension Program

Targeted Barriers to Achieving the Goal 3

- Our school recognizes that there is a high correlation between school attendance and academic achievement. In monitoring the Early Warning System, our school will increase attendance by reducing the number of students who missed 10 or more of the available instructional time.

Plan to Monitor Progress Toward G2. 8

Monthly assessment data based upon individual student absences, grades, and suspensions and teacher feedback will be reviewed and adjustments will be made as needed.

Person Responsible

Ilia Molina

Schedule

Quarterly, from 10/31/2014 to 6/5/2015

Evidence of Completion

Formative Assessment: Interim academic reports, quarterly report cards, SPOT Success report, and daily attendance report. Summative Assessment: Interim academic reports, quarterly report cards, SPOT Success report, and daily attendance report.

G3. Our goal for the 2014-2015 school year is to increase the number of students participating in STEM programs and activities. This number will increase by 10 percentage points. 1a

G047653

Targets Supported 1b

Indicator	Annual Target
	10.0

Resources Available to Support the Goal 2

- Math and Science technology
- Robotics
- Information Technology
- Computer Applications

Targeted Barriers to Achieving the Goal 3

- In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating Project Based Learning in STEM.
- In order to increase interest in the STEM program, we need to increase the number of experiences offered for students to participate in such as the Regional Science Fair, SECME Olympiad, and the Fairchild Challenge.

Plan to Monitor Progress Toward G3. 8

Following the FCIM model, the administrators and STEM team will review inquiry based activities, student lab reports, and results from computer assisted programs on a monthly basis to ensure adequate student progress and will adjust classroom instruction as needed.

Person Responsible

Ilia Molina

Schedule

On 2/27/2015

Evidence of Completion

Formative Assessment: Student participation logs for during and after-school school activities and participation in school, District and State level competitions.

G4. Parental Involvement - "See Title I PIP" for this goal 1a

G051191

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

 G048602

G1.B1 Varying levels of teacher's comfortability with higher order thinking strategies **2**

 B121252

G1.B1.S1 Infuse a variety of Higher Order Thinking Strategies into the delivery of instruction to increase rigor. **4**

 S133209

Strategy Rationale

The use of Higher Order Thinking Strategies will assist the students in mastering the Florida Standards.

Action Step 1 **5**

Professional Development: Higher Order Questioning Strategies. First PD took place during opening of schools meeting. PDs will be ongoing (faculty meetings, common planning sessions, and teacher planning days)

Person Responsible

Ilia Molina

Schedule

Monthly, from 8/14/2014 to 10/27/2014

Evidence of Completion

PD agendas, PD sign in sheets, common planning agendas, common planning sign in sheets

Action Step 2 5

Effective Common Planning: Where teachers collaboratively create HOT questions, activities, and assessments.

Person Responsible

Ilia Molina

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

common planning agendas, common planning sign in sheets, lesson plans with inclusion of HOT questions, assessments with inclusion of HOT questions

Action Step 3 5

Unwrapping the new Florida Standards in order to understand the expected level of rigor that students will be required to demonstrate in order to be successful on the AIR assessment.

Person Responsible

Ilia Molina

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

common planning agendas, common planning sign in sheets, lesson plans with inclusion of HOT questions, assessments with inclusion of HOT questions

Action Step 4 5

Create and use task cards with students in order to familiarize them with the new standards and expected level of responses.

Person Responsible

Ilia Molina

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

observation of task card use, samples of student work using the task cards, administration walkthroughs

Action Step 5 5

Use the Gradual Release Model to explicitly teach students how to answer HOT questions with the goal of releasing it to the students in order for them to answer similar questions independently.

Person Responsible

Nelson Izquierdo

Schedule

Daily, from 9/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans that delineate the gradual release of HOT questions, samples of written student responses, administration walkthroughs

Action Step 6 5

Use data in order to identify students who require additional assistance in the form of differentiated instruction in order to address each students' strength and weaknesses.

Person Responsible

Nelson Izquierdo

Schedule

Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Data binders, Differentiated Instruction plans, Administration walkthroughs to observe teacher led small group instruction and differentiated instruction

Action Step 7 5

Conduct data chats with students to make them aware of their current level of understanding, to make them accountable for their learning, and to assist them in creating academic goals.

Person Responsible

Nelson Izquierdo

Schedule

Quarterly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Data binders, Data Chats (prescription forms) with students, Data Chats with teachers

Action Step 8 5

Planning for and using technology to personalize learning and to increase student understanding and engagement.

Person Responsible

Ilia Molina

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Technology planned for in lesson plans, promethean boards in use, plan for student use of technology, administration walkthroughs

Action Step 9 5

An increase of student achievement through different assessment models (oral, projects, paper based assessments, etc)

Person Responsible

Nelson Izquierdo

Schedule

Monthly, from 9/5/2014 to 6/4/2015

Evidence of Completion

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

Walkthroughs, Assistance and Monitoring of Common Planning Sessions, Facilitation of Professional Development, Quarterly Data Chats with Teachers.

Person Responsible

Nelson Izquierdo

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans that delineate the gradual release of HOT questions, samples of written student responses, Data binders, Differentiated Instruction plans, Administration walkthroughs to observe teacher led small group instruction and differentiated instruction, Samples of a variety of assessments, rubrics,

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

Person Responsible

Schedule

Evidence of Completion


G2. In order to increase student achievement our school will monitor the Early Warning Systems, and will increase student attendance by 1 percentage point by decreasing the number of truant students. 1

 G047656

G2.B1 Our school recognizes that there is a high correlation between school attendance and academic achievement. In monitoring the Early Warning System, our school will increase attendance by reducing the number of students who missed 10 or more of the available instructional time. 2

 B118652

G2.B1.S1 Student attendance will increase through close monitoring of student attendance and prevention strategies such as parental awareness and education on the importance of attendance and its impact on student achievement. 4

 S130430

Strategy Rationale

Student achievement is impacted by student attendance.

Action Step 1 5

-Students who are identified as developing a pattern of non-attendance will be referred to the MTSS/Rtl team.

Person Responsible

Ilia Molina

Schedule

Monthly, from 10/31/2014 to 6/5/2015

Evidence of Completion

Attendance rosters, attendance contracts, student services documentation.

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

Following the FCIM, rosters and student attendance contracts will be used to monitor student attendance.

Person Responsible

Iliia Molina

Schedule

Monthly, from 10/31/2014 to 6/5/2015

Evidence of Completion

Attendance rosters, attendance contracts, student services documentation.

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

Following the FCIM, rosters and student attendance contracts will be used to monitor student attendance.

Person Responsible

Schedule

Evidence of Completion

Attendance rosters, attendance contracts, student services documentation.

G3. Our goal for the 2014-2015 school year is to increase the number of students participating in STEM programs and activities. This number will increase by 10 percentage points. 1

G047653

G3.B1 In order to emphasize/engage students in the problem solving process, we need to increase the number of students participating Project Based Learning in STEM. 2

B118644

G3.B1.S1 Students participating in STEM related courses and activities will be provided with more opportunities to engage in Project based Learning. 4

S130422

Strategy Rationale

High quality activities will assist in increasing the number of students who wish to participate in STEM activities.

Action Step 1 5

-Teachers will establish a plan and timeline for the development of student projects and increase the participation in STEM related activities.

Person Responsible

Schedule

On 1/15/2015

Evidence of Completion

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction and participation will be adjusted as needed.

Person Responsible

Ilia Molina

Schedule

On 2/27/2015

Evidence of Completion

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction and participation will be adjusted as needed

Person Responsible

Ilia Molina


Schedule

On 2/27/2015


Evidence of Completion

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.

G3.B2 In order to increase interest in the STEM program, we need to increase the number of experiences offered for students to participate in such as the Regional Science Fair, SECME Olympiad, and the Fairchild Challenge. 2

 B118645

G3.B2.S1 Students will be provided with opportunities to apply literacy and STEM related skills when solving real-world problems during a myriad of experiences such as SECME Olympiad, Regional Science Fair, and the Fairchild Challenge. 4

 S130423

Strategy Rationale

Action Step 1 5

- Students will be provided with opportunities to participate in a myriad of experiences such as the Regional Science Fair, SECME Olympiad, and the Fairchild Challenge.
- Teachers will ensure that students apply literacy and STEM related skills when solving real-world problems during competitions.

Person Responsible

Schedule

Evidence of Completion

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction and participation will be adjusted as needed.

Person Responsible

Schedule

Evidence of Completion

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.

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

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction and participation will be adjusted as needed

Person Responsible

Schedule

Evidence of Completion

Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.

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
G3.B1.S1.A1	-Teachers will establish a plan and timeline for the development of student projects and increase the participation in STEM related activities.		8/25/2014	Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.	1/15/2015 one-time
G3.B2.S1.A1	-Students will be provided with opportunities to participate in a myriad of experiences such as the Regional Science Fair, SECME Olympiad, and the Fairchild Challenge. -Teachers will ensure that students apply literacy and STEM related skills when solving real-world problems during competitions.		Formative Assessment: Student participation logs for during and after school activities and participation in school, District	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			and State level competitions.		
G2.B1.S1.A1	-Students who are identified as developing a pattern of non-attendance will be referred to the MTSS/RtI team.	Molina, Ilia	10/31/2014	Attendance rosters, attendance contracts, student services documentation.	6/5/2015 monthly
G1.B1.S1.A1	Professional Development: Higher Order Questioning Strategies. First PD took place during opening of schools meeting. PDs will be ongoing (faculty meetings, common planning sessions, and teacher planning days)	Molina, Ilia	8/14/2014	PD agendas, PD sign in sheets, common planning agendas, common planning sign in sheets	10/27/2014 monthly
G1.B1.S1.A2	Effective Common Planning: Where teachers collaboratively create HOT questions, activities, and assessments.	Molina, Ilia	9/1/2014	common planning agendas, common planning sign in sheets, lesson plans with inclusion of HOT questions, assessments with inclusion of HOT questions	6/4/2015 weekly
G1.B1.S1.A3	Unwrapping the new Florida Standards in order to understand the expected level of rigor that students will be required to demonstrate in order to be successful on the AIR assessment.	Molina, Ilia	9/1/2014	common planning agendas, common planning sign in sheets, lesson plans with inclusion of HOT questions, assessments with inclusion of HOT questions	6/4/2015 weekly
G1.B1.S1.A4	Create and use task cards with students in order to familiarize them with the new standards and expected level of responses.	Molina, Ilia	9/1/2014	observation of task card use, samples of student work using the task cards, administration walkthroughs	6/4/2015 monthly
G1.B1.S1.A5	Use the Gradual Release Model to explicitly teach students how to answer HOT questions with the goal of releasing it to the students in order for them to answer similar questions independently.	Izquierdo, Nelson	9/1/2014	Lesson plans that delineate the gradual release of HOT questions, samples of written student responses, administration walkthroughs	6/4/2015 daily
G1.B1.S1.A6	Use data in order to identify students who require additional assistance in the form of differentiated instruction in order to address each students' strength and weaknesses.	Izquierdo, Nelson	9/1/2014	Data binders, Differentiated Instruction plans, Administration walkthroughs to observe teacher led small group instruction and differentiated instruction	6/4/2015 quarterly
G1.B1.S1.A7	Conduct data chats with students to make them aware of their current level of understanding, to make them accountable for their learning, and to assist them in creating academic goals.	Izquierdo, Nelson	10/1/2014	Data binders, Data Chats (prescription forms) with students, Data Chats with teachers	6/4/2015 quarterly
G1.B1.S1.A8	Planning for and using technology to personalize learning and to increase student understanding and engagement.	Molina, Ilia	9/29/2014	Technology planned for in lesson plans, promethean boards in use, plan for student use of technology, administration walkthroughs	6/4/2015 weekly
G1.B1.S1.A9	An increase of student achievement through different assessment models (oral, projects, paper based assessments, etc)	Izquierdo, Nelson	9/5/2014		6/4/2015 monthly
G1.MA1	District Interim Assessments	Izquierdo, Nelson	11/7/2014	Growth in student proficiency from fall interim assessment, winter interim assessment, and the state standardized assessment	6/5/2015 quarterly
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Walkthroughs, Assistance and Monitoring of Common Planning Sessions, Facilitation of Professional Development, Quarterly Data Chats with Teachers.	Izquierdo, Nelson	9/1/2014	Lesson plans that delineate the gradual release of HOT questions, samples of written student responses, Data binders, Differentiated Instruction plans, Administration walkthroughs to observe teacher led small group	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				instruction and differentiated instruction, Samples of a variety of assessments, rubrics,	
G2.MA1	Monthly assessment data based upon individual student absences, grades, and suspensions and teacher feedback will be reviewed and adjustments will be made as needed.	Molina, Ilia	10/31/2014	Formative Assessment: Interim academic reports, quarterly report cards, SPOT Success report, and daily attendance report. Summative Assessment: Interim academic reports, quarterly report cards, SPOT Success report, and daily attendance report.	6/5/2015 quarterly
G2.B1.S1.MA1	Following the FCIM, rosters and student attendance contracts will be used to monitor student attendance.		Attendance rosters, attendance contracts, student services documentation.	one-time	
G2.B1.S1.MA1	Following the FCIM, rosters and student attendance contracts will be used to monitor student attendance.	Molina, Ilia	10/31/2014	Attendance rosters, attendance contracts, student services documentation.	6/5/2015 monthly
G3.MA1	Following the FCIM model, the administrators and STEM team will review inquiry based activities, student lab reports, and results from computer assisted programs on a monthly basis to ensure adequate student progress and will adjust classroom instruction as needed.	Molina, Ilia	9/5/2014	Formative Assessment: Student participation logs for during and after-school school activities and participation in school, District and State level competitions.	2/27/2015 one-time
G3.B1.S1.MA1	Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction and participation will be adjusted as needed	Molina, Ilia	9/5/2014	Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.	2/27/2015 one-time
G3.B1.S1.MA1	Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction and participation will be adjusted as needed.	Molina, Ilia	9/5/2014	Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.	2/27/2015 one-time
G3.B2.S1.MA1	Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction and participation will be adjusted as needed		Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.	one-time	
G3.B2.S1.MA1	Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction and participation will be adjusted as needed.		Formative Assessment: Student participation logs for during and after school activities and participation in school, District and State level competitions.	one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Varying levels of teacher's comfortability with higher order thinking strategies

G1.B1.S1 Infuse a variety of Higher Order Thinking Strategies into the delivery of instruction to increase rigor.

PD Opportunity 1

Professional Development: Higher Order Questioning Strategies. First PD took place during opening of schools meeting. PDs will be ongoing (faculty meetings, common planning sessions, and teacher planning days)

Facilitator

iHeat Coaches, Dr. Ricketts, Ms. Delgado, Ms. Thames, Ms. Lawrence, Ms. Bennett.

Participants

All Instructional Staff

Schedule

Monthly, from 8/14/2014 to 10/27/2014

PD Opportunity 2

Unwrapping the new Florida Standards in order to understand the expected level of rigor that students will be required to demonstrate in order to be successful on the AIR assessment.

Facilitator

iHeat Coaches, Department Chairs

Participants

All Instructional Staff

Schedule

Weekly, from 9/1/2014 to 6/4/2015

PD Opportunity 3

Create and use task cards with students in order to familiarize them with the new standards and expected level of responses.

Facilitator

iHeat Coaches, Department Chairs

Participants

All Instructional Staff

Schedule

Monthly, from 9/1/2014 to 6/4/2015

PD Opportunity 4

Planning for and using technology to personalize learning and to increase student understanding and engagement.

Facilitator

iHeat Coaches, Department Chairs

Participants

All Instructional Staff

Schedule

Weekly, from 9/29/2014 to 6/4/2015

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: We will increase student achievement by improving core instruction in all content areas.	500
Grand Total	500

Goal 1: We will increase student achievement by improving core instruction in all content areas.		
Description	Source	Total
B1.S1.A8 - Headphones and mice will be purchased so that students can have a maximized experience when working on the intervention software	School Improvement Funds	500
Total Goal 1		500