Myrtle Grove K 8 Center

2014-15 School Improvement Plan

Myrtle Grove K 8 Center

3125 NW 176TH ST, Opa Locka, FL 33056

http://mgrove.dadeschools.net/

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	Yes	96%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	100%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Myrtle Grove, we strive to provide a comprehensive educational program that fosters a love of learning and develops the skills for success in all future endeavors. Integral to that goal is the ability to seize all educational and life opportunities daily. We will reach students at an individual learning platform. In doing this, we will ensure all students make minor and major growth in learning and achievements.

Provide the school's vision statement

Provide a learning environment in which education is purposeful to students, faculty and staff. Through purposeful education, we will foster a love of learning and develop skills for success, seizing all opportunities to teach and learn as they present themselves.

School Environment

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

Myrtle Grove K-8 Center implements a variety of instructional best practices in order to build a cultural and academic connection among teachers and students.
-Student Growth Measures are developed for teachers to monitor student academic progress.
-Professional Development is offered for teachers to enhance their instructional delivery.
-Coaching & Collaboration is implemented for teachers and curriculum support specialists to develop effective instructional action plans.
-Observation and Feedback is conducted among administrators and teachers to offer teachers assistance and feedback about instructional planning and delivery.
-Learning Environment is monitored and encouraged to provide students with an inviting and educational environment needed to maximize their learning.

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

Myrtle Grove K-8 Center has developed and implemented different procedural safety guidelines to assist in the daily operational procedures. These guidelines focus on the concept of student safety and preventive strategies.
-School Arrival/ Dismissal Procedures have been implemented and disseminated to all school personnel and practiced on a daily basis.
-Parent/ Student Handbook has been presented to parents and students to raise awareness of all school rules and regulations.
-Security monitors have been hired and placed in strategic areas to maintain student safety.

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

Myrtle Grove K-8 Center practices systematic and individualized strategies for achieving social and learning outcomes that maximize student learning. Some of these practices include but are not limited

to:
• Self-management programs
• Parent training and collaboration
• School based adult mentors
• Increased academic support and practice
• Alternatives to out-of-school suspension
• Effective Academic Support
• Social skills teaching
• Positive, proactive discipline
• Teaching school behavior expectations
• Active supervision and monitoring
• Positive reinforcement systems
• Firm, fair, and corrective discipline
• Effective classroom managemen

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

Myrtle Grove K-8 Center promotes the social, emotional, physical and academic well-being of individual students through the identification and implementation of programs, services and supports, collaboration with the greater school community, and the creation of a supportive and engaging learning environment to ensure student success in current and future endeavors.
The school support team focuses on A safe, healthy and caring environment, a collaborative approach to problem solving, continuous professional learning to provide the very best approach to supporting students, honesty, integrity and confidentiality throughout the process of support and guidance, use of data to ensure best practice, the individualized approach and flexibility needed to ensure each child's success, and the student's role in achieving social, emotional and physical well-being.

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

Myrtle Grove K-8 Center implements the following early warning system steps:
- Establishment of an EWS team composed of staff who have a diverse knowledge of students in the school
- Establishment of meeting routines and common agendas
- Identification of individual students who show signs of risk
- Understanding of patterns across groups of students and over time that allow the EWS team to begin to
consider the allocation of student support
- Assignment of responsibilities for gathering the additional information and data on specific students and student characteristics
- Compile inventory of supports and interventions available to students in the school
- Assignment of flagged students to supports and interventions on the basis of student needs identified
- Identification of gaps in the available supports and interventions
- Recommendations for school-wide support strategies aimed at addressing the most common student needs
- Knowledge about individual student progress and specific responses to assigned interventions, which allows

the EWS team to make decisions about continuing, reassigning, or terminating interventions for flagged
students
- Identification of gaps in the available supports and interventions for students, recommendations for new
intervention strategies, and prioritization of new interventions that are based on EWS data
- Knowledge about the general effectiveness of interventions, based on data from monitoring students participating in each program
- Information sharing with appropriate stakeholders about student needs, the impact of existing interventions,
and the need for additional interventions, if applicable

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

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

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Attendance below 90 percent	12	11	8	2	4	2	1	2	42
One or more suspensions	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	17	1	2	3	0	1	3	2	29
Level 1 on statewide assessment	0	0	0	15	6	11	11	14	57

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Myrtle Grove K-8 Center implements the RtI process with fidelity throughout the entire school year.
-Interventions are hired early in the year to address students that start the school year as a retained student or students on Tier 3 in the previous school year.
-Students in grades K-8 are monitored through monthly data, FAIR assessment, STAR assesment or content baseline assessments through each grading period to determine eligibility for intervention.
-Parent meetings are scheduled when students move from each Tier to the next.
-The EWS team meets weekly to discuss student progress thrugh each Tier and plan of action.

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/188083.

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

Myrtle Grove K-8 Center sustains partnerships with the local community to support student achievement by:
-Hiring a Community Involvement Specialist (CIS) at the beginning of the school year.
-Consistent meetings between the CIS and administrators are scheduled to address on-going student and parent issues.
-Ensuring that all community partners share a common vision- Introduction meetings take place with administration to establish the school goals.
-Establishing formal and collaborative relationships with all stakeholders- Stakeholders are invited to school activities and celebrations.
-Encouraging open dialogue to develop solutions for any given concern- Stakeholders are invited to EESAC meetings.

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
Pace, John	Principal
Maldonado, Emperatriz	Assistant Principal
Dixon, Sherrae	Instructional Coach
Smith, Elisa	Instructional Coach
Knight, Betsy	Instructional Coach
Wahlberg, Patricia	Teacher, K-12
Knight, Matthew	Instructional Coach

Duties

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

MTSS team members include:
1. John D. Pace, Principal- Ensure commitment and allocate resources
2. Emperatriz Maldonado, Assistant Principal- Ensure commitment and allocate resources
3. Rene Edwards, Counselor- Liason between parents, teachers, and students
4. Sharrae Dixon-Hall, Reading Coach (3-7)- enhance instructional practices
5. Elisa Smith- Math Coach – enhance instructional practices
6. Mathew Knight-Science Coach-enhance instructional practices
7. Paula Lahoud-SPED Teacher- Support and monitor academic progress of SPED students
8. Lawanda Toomer-SPED Teacher- Support and monitor academic progress of SPED students

9. Kurt Payne, Psychologist- Work with staff and parents to build capacity and consistency
10. Elore Bonner-Lewis, Social Worker- Work with staff and parents to build capacity and consistency

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

1. Monitor academic and behavior data evaluating progress by addressing the following:
• Academic standards aligned to the planning of curriculum
• State, district and school benchmark assessments
• Intervention programs offered to students that do not master taught skills
• Enrichment programs offered to students that perform at mastery level
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress
Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or 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 the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum 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. Parents participate in the design of their 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, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
John Pace	Principal
Patricia Wahlberg	Teacher
Elisa Smith	Education Support Employee
Anthony Simons	Teacher
Gina Martin	Teacher
Cleola Horne	Teacher
Patricia Moorer	Teacher
Karen Thompson	Education Support Employee

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

Myrtle Grove K-8 Center uses the following elements to evaluate last year's improvement plan:
-End of Year Data meeting takes place to make all stakeholders aware of the released results of state assessments.
-A Beginning of Year meeting is scheduled to discuss plans of action the leadership/ Literacy Team members have drafted based on last year's student data.
-SAC members are advised of annual school improvement compliance dates and potential meetings to discuss effective and non-effective strategies from the previous year.

Development of this school improvement plan

SAC members met several times since the beginning of the school year to:
1. Monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. Monitor the fidelity of the delivery of instruction and intervention.
3. Make recommendations to provide levels of support and interventions to students based on data.

Preparation of the school's annual budget and plan

The preparation of the school's annual budget is done in collaboration between the principal and region directors. Student enrollment is used to determine allocation of funds and resources. SAC is provided a budget at the beginning of the year that reflects student enrollment for the year.

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

The projected use of school improvement funds is as follows:
1. Student Incentives (Honor Roll / Perfect Attendance assemblies) $ 800.00
2. FCAT Family Night Event $ 300.00
3. Technology Materials $ 400.00

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
Pace, John	Principal
Dixon, Sherrae	Instructional Coach
Simons, Anthony	Instructional Media
Maldonado, Emperatriz	Assistant Principal
Knight, Betsy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT team this year is to implement the use of visual aids and graphic organizers in all classrooms and subject areas. Anchor charts will be studied and effectively developed in order to use them in classrooms as instructional tools for students. Thinking Maps will also be promoted in the areas of reading for grades K-2 and in science and mathematics for grades 3 -7.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings and or Professional Learning Comminities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The school's strategies to recruit and retain highly qualified, certified-in-field and effective teachers include:
1. Weekly meetings with instructional coaches and grade level teachers to provide feedback and assistance in effective planning- Principal, Assistant Principal
2. Professional Development through Professional Learning Communities on differentiated instruction in all content areas- Principal, Assistant Principal, Reading Coach, Math Coach, and Grade Level Chairs.
3. Provide all teachers with common planning time to promote collaboration and sharing of best practices- Principal, Assistant Principal, Instructional Coaches
4. Establish and maintain relationships with colleges and officials in the field of education to promote the District such as Florida Memorial University.

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

The school's mentoring program includes:
1. Providing assistance from exemplary teachers during planning time.
2. Scheduled time to meet with instructional coaches to enhance instructional practices.
3. Providing assistance from administrators focused on feedback from classroom observations.

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

Myrtle Grove K-8 Center develops ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss content curriculum that aligns to the standards. These conversations and learning opportunities promote dialogue that can dismiss misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. McGraw Hill and Houghton Mifflin and McDougal Litell are some of the instructional resources utilized by teachers that are aligned to the Florida Standards.

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

Myrtle Grove K-8 Center ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS).
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with an additional 30 minute reading intervention block (for selected students)
•Providing instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during data chats
•Conducting data chats with students
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

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: 4,080

A teacher per grade level has been identified to begin tutoring services before and after school hours. Tutoring will offer differentiated instruction in core subject areas that include Reading, Writing, Mathematics, and Science. There will also be a tutor in the computer line to enhance learning in reading and mathematics.

Strategy Rationale

Providing students with a smaller group setting and more individualized instruction plan will enable them to gain exposure and practice needed on specific skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Pace, John, pr3581@dadeschools.net

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

Pre-tests and Post-tests are administered at the beginning and closing of each tutoring session in order to determine mastery of targeted skills. Throughout tutoring, teachers will benchmark students every week to ensure satisfactory progress.

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three and four year old children.

Establish the "Welcome to Kindergarten" program to build partnerships with local early education programs. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.

Main office staff will be directed to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

All students were assessed prior to entering Kindergarten areas that were assessed using FLKRS. ECHOS and FAIR assessments are used throughout the year.

-Print/letter knowledge and level of phonological awareness/processing is assessed through FAIR will be re-administered mid-year and at the end of the year .

-Social/emotional development is also assessed using FLKRS.

-Data was used to plan instruction and determine need for interventions.
-Core academic and behavioral instruction is based on data and includes social skills instruction

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

NA

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

NA

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

NA

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

NA

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.   Our goal is to increase student achievement by improving the quality of instruction and differentiated instruction in all content areas.

G2.   Our goal is to provide interventions and strategies in order to address specific elements in the areas of student attendance, academic performance, and student academic behavior to increase student achievement.

G3.   Increase student participation and exposure in STEM related programs and activities to prepare for college and career pathways.

G4.   See Title I PIP

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. Our goal is to increase student achievement by improving the quality of instruction and differentiated instruction in all content areas. 1a

🔍 G048316

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	52.0
AMO Math - All Students	51.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- Instructional Coaches, Curriculum Support Specialists (CSS's) from Educational Transformation Office (ETO), Collaborative planning sessions, Professional Learning Communities. I-Ready Program Thinkgate Assessment Tool CPalms Gizmos District Pacing Guides Wonders Reading Program FCRR Activities Go Math Houghton Miflin Math Program

Targeted Barriers to Achieving the Goal 3

- Teachers lack in depth knowledge of Florida Standards across all content areas in grades kindergarten through eighth grade.

Plan to Monitor Progress Toward G1. 8

Analyze student performance data.

Person Responsible
John Pace

Schedule
Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion
Increase in performance data.

G2. Our goal is to provide interventions and strategies in order to address specific elements in the areas of student attendance, academic performance, and student academic behavior to increase student achievement. 1a

🔍 G048762

Targets Supported 1b

Indicator	Annual Target
Attendance rate	
One or More Suspensions	
Non-proficient Reading by Grade 03	

Resources Available to Support the Goal 2

- School Counselor Community Involvement Specialist Social Worker Truancy Program

Targeted Barriers to Achieving the Goal 3

- Students with truancy patterns

Plan to Monitor Progress Toward G2. 8

Control D attendance reports and MDCPS attendance reports will be analyzed for attendance patterns.

Person Responsible
John Pace

Schedule
Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion
End of Year Attendance Reports

G3. Increase student participation and exposure in STEM related programs and activities to prepare for college and career pathways. 1a

🔑 G049631

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	2.0

Resources Available to Support the Goal 2

- Educational Transformation Office (ETO) Science Coach District's Science Fair Discovery STEM Opportunities

Targeted Barriers to Achieving the Goal 3

- Limited use of higher order questioning and exposure to experimental investigations.

Plan to Monitor Progress Toward G3. 8

Participate in science collaborative planning meetings.

Person Responsible
John Pace

Schedule
Weekly, from 8/24/2014 to 6/5/2015

Evidence of Completion
Student data reports Sign in sheets Meeting Agendas

G4. See Title I PIP 1a

🔑 G049640

Targets Supported 1b

Indicator	Annual Target

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. Our goal is to increase student achievement by improving the quality of instruction and differentiated instruction in all content areas. [1]

🔑 G048316

G1.B1 Teachers lack in depth knowledge of Florida Standards across all content areas in grades kindergarten through eighth grade. [2]

🔑 B120483

G1.B1.S4 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. [4]

🔑 S132366

Strategy Rationale

Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths

Action Step 1 [5]

Provide Professional Development for teachers during common planning sessions on Florida Standards across all subject areas.

Person Responsible

John Pace

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson Plans Student folders Classroom observations PD Agendas/ Sign In sheets

Action Step 2 5

Collaborative on-going meetings will take place between administration, curriculum support specialists, instructional coaches and teachers to enhance the planning process throughout all grade levels.

Person Responsible

John Pace

Schedule

Weekly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Meeting Agendas Coaches Logs

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

Administration will participate in weekly collaborative planning sessions.

Person Responsible

John Pace

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans that demonstrate a clear understanding of the Florida Standards and aligned implementation. Student work folders Student journals Coaches Logs Performance Data

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

Administration will conduct teacher observations and informal walk-throughs to monitor the quality of instruction.

Person Responsible

John Pace

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Increases in performance data.

G2. Our goal is to provide interventions and strategies in order to address specific elements in the areas of student attendance, academic performance, and student academic behavior to increase student achievement. [1]

G048762

G2.B1 Students with truancy patterns [2]

B124242

G2.B1.S1 The school will monitor student attendance weekly through the use of Control D reports and teacher referrals. [4]

S136916

Strategy Rationale

This process will guide the attendance committee to take necessary steps in preventing additional truancy.

Action Step 1 [5]

Attendance Committee will monitor attendance reports to develop plans of action.

Person Responsible

John Pace

Schedule

On 6/5/2015

Evidence of Completion

Attendance Reports

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

Consistent teacher conferences will take place to monitor student attendance progress.

Person Responsible

John Pace

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Weekly attendance reports

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

Report cards, progress reports and attendance reports will be monitored.

Person Responsible

John Pace

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student academic grades

G3. Increase student participation and exposure in STEM related programs and activities to prepare for college and career pathways. `1`

🔑 G049631

G3.B1 Limited use of higher order questioning and exposure to experimental investigations. `2`

🔑 B124265

G3.B1.S1 Increase the use of higher order questioning skills in DOK. `4`

🔑 S136182

Strategy Rationale

Students will increase understanding of challenging scientific concepts.

Action Step 1 `5`

Provide teachers professional development during collaborative planning sessions.

Person Responsible

Emperatriz Maldonado

Schedule

Weekly, from 11/3/2014 to 3/2/2015

Evidence of Completion

The amount of students participating in the districts science fair.

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

Classroom visitations to monitor the quality of instruction

Person Responsible

John Pace

Schedule

Weekly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Student sample work of weekly activities such as lab reports.

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

Scientific student performance data will be analyzed monthly.

Person Responsible

John Pace

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Various assessments

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.S4.A1	Provide Professional Development for teachers during common planning sessions on Florida Standards across all subject areas.	Pace, John	8/25/2014	Lesson Plans Student folders Classroom observations PD Agendas/ Sign In sheets	6/5/2015 weekly
G3.B1.S1.A1	Provide teachers professional development during collaborative planning sessions.	Maldonado, Emperatriz	11/3/2014	The amount of students participating in the districts science fair.	3/2/2015 weekly
G2.B1.S1.A1	Attendance Committee will monitor attendance reports to develop plans of action.	Pace, John	8/25/2014	Attendance Reports	6/5/2015 one-time
G1.B1.S4.A2	Collaborative on-going meetings will take place between administration, curriculum support specialists, instructional coaches and teachers to enhance the planning process throughout all grade levels.	Pace, John	9/3/2014	Meeting Agendas Coaches Logs	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Analyze student performance data.	Pace, John	8/25/2014	Increase in performance data.	6/5/2015 quarterly
G1.B1.S4.MA1	Administration will conduct teacher observations and informal walk-throughs to monitor the quality of instruction.	Pace, John	8/25/2014	Increases in performance data.	6/5/2015 biweekly
G1.B1.S4.MA1	Administration will participate in weekly collaborative planning sessions.	Pace, John	8/25/2014	Lesson plans that demonstrate a clear understanding of the Florida Standards and aligned implementation. Student work folders Student journals Coaches Logs Performance Data	6/5/2015 weekly
G2.MA1	Control D attendance reports and MDCPS attendance reports will be analyzed for attendance patterns.	Pace, John	8/25/2014	End of Year Attendance Reports	6/5/2015 monthly
G2.B1.S1.MA1	Report cards, progress reports and attendance reports will be monitored.	Pace, John	8/25/2014	Student academic grades	6/5/2015 monthly
G2.B1.S1.MA1	Consistent teacher conferences will take place to monitor student attendance progress.	Pace, John	8/25/2014	Weekly attendance reports	6/5/2015 weekly
G3.MA1	Participate in science collaborative planning meetings.	Pace, John	8/24/2014	Student data reports Sign in sheets Meeting Agendas	6/5/2015 weekly
G3.B1.S1.MA1	Scientific student performance data will be analyzed monthly.	Pace, John	8/25/2014	Various assessments	6/5/2015 weekly
G3.B1.S1.MA1	Classroom visitations to monitor the quality of instruction	Pace, John	11/3/2014	Student sample work of weekly activities such as lab reports.	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Our goal is to increase student achievement by improving the quality of instruction and differentiated instruction in all content areas.

G1.B1 Teachers lack in depth knowledge of Florida Standards across all content areas in grades kindergarten through eighth grade.

G1.B1.S4 Plan for and deliver instruction that is based on standards and/or specific course benchmarks.

PD Opportunity 1

Provide Professional Development for teachers during common planning sessions on Florida Standards across all subject areas.

Facilitator

Curriculum Support Specialists Instructional Coaches

Participants

All subject area teachers in grades K-8

Schedule

Weekly, from 8/25/2014 to 6/5/2015

G3. Increase student participation and exposure in STEM related programs and activities to prepare for college and career pathways.

G3.B1 Limited use of higher order questioning and exposure to experimental investigations.

G3.B1.S1 Increase the use of higher order questioning skills in DOK.

PD Opportunity 1

Provide teachers professional development during collaborative planning sessions.

Facilitator

Science Coach; Mathew Knight

Participants

Science teachers in K-8

Schedule

Weekly, from 11/3/2014 to 3/2/2015

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: Our goal is to increase student achievement by improving the quality of instruction and differentiated instruction in all content areas.	300
Goal 2: Our goal is to provide interventions and strategies in order to address specific elements in the areas of student attendance, academic performance, and student academic behavior to increase student achievement.	600
Grand Total	**900**

Goal 1: Our goal is to increase student achievement by improving the quality of instruction and differentiated instruction in all content areas.		
Description	**Source**	**Total**
B1.S4.A1 - Differentiated Instruction Folders	General Fund	300
Total Goal 1		**300**

Goal 2: Our goal is to provide interventions and strategies in order to address specific elements in the areas of student attendance, academic performance, and student academic behavior to increase student achievement.		
Description	**Source**	**Total**
B1.S1.A1 - School will purchase student certificates and incentives to promote good attendance.	Title I Part A	600
Total Goal 2		**600**