Miami Springs Middle School

2014-15 School Improvement Plan

Miami Springs Middle School

150 S ROYAL POINCIANA BLVD, Miami Springs, FL 33166

http://msms.dadeschools.net/

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Middle	Yes	90%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	97%

School Grades History

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

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

The mission of Miami Springs Middle School is to have high academic aspirations for all of our students. A school atmosphere based on harmony, motivation, and a desire for excellence permits our students to develop skills to their fullest potential and to enhance their self-esteem. A working relationship between the school, home, and community can help our students become productive members of society.

Provide the school's vision statement

Miami Springs Middle strives to constantly move forward and be distinguished as an organization that offers quality education for all of its students. Through the many programs offered at Miami Springs Middle School, including our iPrep Math and our Cambridge programs, it is our goal to address the individual needs of our multi-ethnic student population, while at the same time, prepare them to succeed and contribute to society.

School Environment

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

The faculty and staff work hard to build relationships based on respect so that students feel comfortable coming forward and sharing information when the opportunity presents itself. Teachers offer students an avenue to speak freely while maintaining their professionalism. Many of our classes offer students opportunities to share a little bit about themselves through project-based learning which also assists us in learning about student cultures.

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

The administration, teachers, security monitors, and the School Resource Officer are constantly visible throughout the school day. Counselors make themselves available for students before, during, and after school so that students feel they always have someone they can talk to. Our school TRUST program also offers students an additional place to go should they feel they need to speak with someone. The administration also utilizes an "Open Door" policy with students so that they can always see an administrator. Security monitors are also trained and have monthly meetings to ensure that they are treating all students with the respect they deserve.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school-wide behavioral system is in place through our use of progressive discipline. At Miami Springs Middle School we believe that parental involvement is the key to handling behavioral issues. Teachers keep an open line of communication with parents so that they are aware of issues going on in the classroom. Administration contacts parents for each and every referral that is written to ensure that parents are kept in the loop and can follow-up our discipline with their own disciplinary measures at home. The entire staff received training on our school-wide progressive discipline plan and know

that each of the administrators has an open-door policy should they have any questions or if they are in need of guidance. The students were given a thorough presentation on school-wide expectations and consequences by grade level early in the school year so that they better understand the importance of making good decisions as well as the consequences for poor decisions.

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 school ensures that social-emotional needs of all students are being met through constant availability of counselors as well as administrators for anything that our students need. Students also have a TRUST counselor available all day should they have a more sensitive issue that needs attention. We utilize the 5000 Role Models program as a mentorship program to assist students in making better choices and providing our students with mentors and role models within the school that they can turn to. We also offer many sports and clubs so that students have quite a few opportunities to find friends that share similar interests in a positive environment.

Early Warning Systems

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

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

The school's early warning system consists of identifying at-risk students to provide appropriate intervention and support to decrease these early warning signs:
•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
•One or more suspensions, whether in school or out of school
•Course failure in English Language Arts
•A Level 1 score on the statewide, standardized assessments in English Language Arts

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	10	9	15	34
One or more suspensions	95	91	98	284
Course failure in ELA or Math	23	38	14	75
Level 1 on statewide assessment	106	146	160	412
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	201	237	258	696

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

The following intervention strategies are employed to improve the academic performance of the students identified by the early warning system:
-Data Sources are monitored by school leadership team to identify students.
-Student Services personnel provide individual, family or group counseling for academic and behavioral issues
-Parent conferences, home visits and community service referrals are provided as needed
-Students participate in grade level assemblies for orientation regarding academics, attendance and behaviors
-Incentives, such as field trips, prizes, and certificates are provided to motivate students when achievements are attained.

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/196693.

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

Miami Springs Middle strives to involve all families and Community Partners. The entire staff builds strong external relationships. The process includes the following:
• Fostering strong relationships with the PTSA
• Staff works closely with parents to meet the student's needs
• Parent teacher conferences are held regularly
• Parent volunteers are sought out and utilized throughout the school to support the school/student achievement

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
Emmanuel, Kimberly	Principal
Cabrera, Jennifer	Assistant Principal
DeArmas, Mike	Assistant Principal
Roca, Adis	Instructional Coach
Watson, Dwan	Instructional Coach

Duties

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

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The team will include: Administrators-Kimberley F. Emmanuel, Michael DeArmas and Vicky Pestana-Rodriguez; Teachers-Miguel Llerena, Alexander Armenteros, Diana Ocana, Maribel Carvajal, coaches-Adis Roca, Dwan Watson; special education personnel-Mary Slocum, school guidance counselor-Angela Simmons, school psychologist-Pamela Fernandez, school social worker-Marilyn Cohen, and a member of the school advisory committee-Julie Lopez-Donlon.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The Leadership Team will:
1. Use the Tier 1 problem solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year. The team will address the expected levels of progress toward proficiency, will review common assessments, utilize the problem solving process, will monitor progress of interventions, and will provide enrichment opportunities.
2. 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.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.
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 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. Every 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..

Title I, Part C- Migrant

Miami Springs 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) by the Title I, Part C, Migrant Education Program..

Title I, Part D

Miami Springs Middle School receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs..

Title II

Miami Springs Middle School uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the Mentoring and Induction of New Teachers (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students at Miami Springs Middle School by providing funds to implement and/or provide:
• morning and afternoon tutorial programs in the area of reading, mathematics, and science
• HLAP tutorial services
• parent outreach activities
• professional development on best practices and ELL strategies to content area teachers

• purchase of reading and supplementary instructional materials, hardware and software for the development of language and literacy skills in reading, mathematics, and science
Title VI, Part B - NA
Title X- Homeless
Miami Springs Middle School provides students and parents with a Homeless Awareness Campaign and implements the District assistance programs as follows:
• 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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth 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 Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart 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 twelve homeless shelters in the community.
• The District Homeless Student 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 homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
.
Supplemental Academic Instruction (SAI)
Miami Springs Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation..
Violence Prevention Programs
• Miami Springs Middle School implements the Safe and Drug-Free Schools Program to address violence and provide drug prevention and intervention services for students through curriculum implemented by classroom teachers and the TRUST Specialist.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
The TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
Nutrition Programs
• Miami Springs Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Nutrition education, as per state statute, is taught through physical education.
• The School Food Service Program, school breakfast, school lunch, and after care snacks provided by the Easter Seals Tutoring Program and by FELC, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Housing Programs - N/A
Head Start – N/A
Adult Education – N/A
Career and Technical Education
Miami Springs Middle promotes the District Career Pathways and Programs of Study so students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year pos-tsecondary degrees.
Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.
Readiness for post-secondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.
Job Training – N/A

School Advisory Council (SAC)

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

Name	Stakeholder Group
Robert Roque	Business/Community
Vivian Roque	Teacher
Kimberley F. Emmanuel	Principal
Diana Ocana	Education Support Employee
Julia Lopez-Donlon	Teacher

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council (SAC) reviews the school improvement plan while providing valuable suggestions for enhancing student achievement. SAC must also approve all areas of the school improvement plan prior to it being submitted.

Development of this school improvement plan

The School Advisory Council (SAC) reviews the school improvement plan while providing valuable suggestions for enhancing student achievement. SAC must also approve all areas of the school improvement plan prior to it being submitted.

Preparation of the school's annual budget and plan

The School Advisory Council (SAC) has an important function for the success of Miami Springs Middle School. Listed below are some of the plans for the school's plan and annual budget:
• Assist the school to create and analyze school climate surveys for parents and students
• Reach out to the community to obtain more partners
• Organize school events to increase parental involvement opportunities
• Review, evaluate, and adjust the School Improvement Plan based on the ongoing data analysis
• Develop discipline committee
• Distribute available SAC funds based on student needs and staff proposals (technology, planners, teacher resources)

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

The projected funds of $2,999 was used to purchase educational materials and incentives to help to increase student achievement.

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
Emmanuel, Kimberly	Principal
Cabrera, Jennifer	Assistant Principal
DeArmas, Mike	Assistant Principal
Roca, Adis	Instructional Coach
Watson, Dwan	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the school year is to increase literacy across the curriculum. All reading and intensive reading classes will implement the CRRP. Teachers will place students in intervention programs based on data. Supplemental instruction will be provided for students before and after school. Additionally, there will be a school-wide campaign to promote independent reading and to increase the usage of web based reading programs.

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

The strategies that Miami Springs Middle School employs to encourage positive collaboration and improve instruction include the following:
1. Common planning sessions are held three times per week to develop lessons, share best practices and to provide mini professional development sessions to encourage collaboration.
2. Professional learning communities have been established by department to enhance collaboration.
3. Professional development based on staff needs is provided monthly and includes early release and teacher planning day sessions.

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

The strategies that Miami Springs Middle School employs to retain highly qualified, certified-in-field, effective teachers to the school include the following:
1. Invite teachers to be part of school leadership committees, including SIP Writing Team and SAC:
2. Hold scheduled meetings of new teachers with Administrator
3. Provide teachers with opportunities for learning and growth through professional development to strengthen their skill and knowledge base in their subject areas
4. Monitor teacher certification

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

There are four qualified staff members who serve as mentors to new teachers, including Julia Lopez-Donlon, Judith McCarthy, Gloria Delgaudio, and Manuel Abreu. Mentors are paired based on subject area as well as need, and they hold weekly meetings with the mentees to assist with planning, curriculum, instruction, and resources.

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

Miami Springs Middle School ensures its core instructional programs and materials are aligned to Florida's standards and being utilized appropriately and strategically through the use of the FCIM (Florida continuous improvement model) Available data sources are monitored monthly, instructional adjustments are made as needed based on the data, feedback is provided to the teachers, and classroom visits are completed to monitor the progress. Additionally, the curriculum team meets weekly to guide the instructional programs and to ensure the resources are aligned to the Florida standards and training is provided as needed to the staff.

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

Data driven instruction is utilized school-wide to address the diverse needs of all of the students at Miami Springs Middle School. Students are also provided with supplemental instruction in intensive reading and intensive mathematics based on results of their statewide assessments in these content areas. Additionally, students are provided with opportunities for enrichment and remediation through the before and after school tutoring program.

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: 2,400

Miami Springs Middle School offers before and after school tutoring. The students are grouped according to their specific academic needs.

Strategy Rationale

Enrichment and intervention

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cabrera, Jennifer, jcabrera2@dadeschools.net

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

Data is derived from student work samples.

Strategy: Extended School Day

Minutes added to school year: 2,700

Miami Springs Middle School offers before school tutoring as an extended learning opportunity for the ELL students. The students receive instruction in the core academic subjects according to the academic needs of the student.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Data is derived from student work samples.

Strategy: Extended School Day

Minutes added to school year: 1,800

Miami Springs Middle School offers Saturday Academy, before school and after school tutoring for all interested students. Pull-out interventions are also implemented, utilizing data to target students and their specific academic needs. For the 2014-2015 school year, 30 minutes will be used Tuesday through Friday, during middle block, to execute push-in interventions, in all classrooms.

Common planning time will be implemented on Mondays and Wednesdays, from 8:30am – 9:00am, to allow teachers to work with their departments and plan accordingly. Professional development will also be offered to staff on teacher planning days. Coaching support in Reading, Language Arts, Math, and Science. Data driven differentiated instruction is implemented across the curriculum.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Teacher assessment data is collected on a regular basis, and this is discussed during common planning time to determine effective teaching strategies that will enhance student achievement. District assessments are collected quarterly, and analyzed during department "data chats."

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

The transition of students from one level to another are supported as follows:
1. Parent/Student orientations are held for incoming students
2. Articulation meetings are held with the feeder pattern schools
3. Magnet and Curriculum fair is held to promote career awareness
4. Student assemblies are held to discuss promotion requirements
5. Individual and group counseling to support students with transition issues

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

Articulation agreements allow students to earn college and post-secondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year post-secondary degrees.

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

Miami Springs Middle promotes the District Career Pathways and Programs of Study so students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Miami Springs Middle School also offers i Prep Math as well as Cambridge Academy to further ready students for the future.

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

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

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

not applicable

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

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

G2.   To decrease the number of students with two or more Early Warning Signs (EWS) indicators by providing support and intervention.

G3.   To increase the number of students that are enrolled in STEM courses to help prepare students for career and college readiness.

G4.   "See Title 1 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. To increase student achievement by improving core instruction in all content areas. `1a`

🔍 G048749

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	63.0
AMO Reading - All Students	67.0
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal `2`

- District ELA & ELL Pacing Guides, Core-McDougal Littell, Inside, Novels, System 44, Read 180; Supplemental-online resources, i.e. classzone, Discovery Education, NBC Learn, CPALMS, ELL-Achieve 3000 and Imagine Learning

- "Core: McGraw Hill Education, Florida Math (Grades 6-8); Ready Florida MAFS Curriculum Associates (Grades 6-8); Prentice Hall Algebra 1 Gold Series; Discovering Geometry McGraw Hill Education, Algebra I Digital Supplement to address MAFS standards not covered in the Prentice Hall Algebra I Gold Series; iPrep Math Only-Carnegie Learning Mathia software and Student Text Grades 6-8, Algebra I and Geometry Supplemental: I-Ready (6-8); Explore Learning Reflex (6-8); Edgenuity MAFS Digital Resources (6-8); Algebra Nation (6-8); Khan Academy (6-8); Illustrative Mathematics items, Unwrapping the Standards template"

- "Core- 6-8: Pearson Interactive Science - Florida, Course 1, 2, and/or 3, Physical Science Honors-CPO, Foundations of Physical Science Supplemental Resources- Gizmos (6-8), BYOD Resources (6 – 8, Phys Sci Honors) http://science.dadeschools.net/byod/ byod_students_ms.html , Discovery Education, NBC Learn, PBS Learning Media, Florida ACHIEVES FCAT Explorer/FOCUS http://www.fcatexplorer.com/ , CPALMS, PowerMyLearning, Scholastic Study Jams, Edgenuity: Miami-Dade Comprehensive Science Program (6-8), Khan Academy (6-8) Supplemental Resources in Pacing Guides (6-8, Physical Science Honors), Baseline and/or Interim Assessments grade 8, Quarterly Science Benchmarks Assessments (QSBA) in ThinkGate (6-7, Physical Science Honors), District developed Unit Assessments uploaded in ThinkGate found under District Assessments (6-8), Instructional Resources: Benchmark Review- http://science.dadeschools.net/middleSchool/ InstructionalResoucesMS.html , Science Fair, SECME, NSTA: Formative Assessment Probes, Dream in Green, Fairchild Challenge, MAST Outreach (Weather on Wheels, LandSharc), EarthEcho International"

- Core text books for Social Sciences (Mcgraw-Hill seires) , the Florida Law Related Education Curriculum Wheel for Civics, Discovery Education resources, NBC learn resources, and modules created by the Department of Social Sciences found on http://socialsciences.dadeschools.net

Targeted Barriers to Achieving the Goal `3`

- Inconsistent use by ELA & ELL teachers of District Pacing Guides. These pacing guides are designed for instruction which aligns to Language Arts Florida Standards and includes rigorous text-based questions and writing.

Plan to Monitor Progress Toward G1. 8

Leadership Team will analyze data from various school-based and District assessments to ensure that students are making progress and that instruction is being modified appropriately.

> **Person Responsible**
> Kimberly Emmanuel
>
> **Schedule**
> Monthly, from 9/1/2014 to 5/29/2015
>
> *Evidence of Completion*
> District Interim Assessments, Florida Standards Assessments, EOC's or FCAT 2.0 Science

G2. To decrease the number of students with two or more Early Warning Signs (EWS) indicators by providing support and intervention. 1a

🔍 G050537

Targets Supported 1b

Indicator	Annual Target
Students in sixth grade exhibiting two or more EWS indicators	14.0
Attendance Below 90% Grade 07	17.0
Attendance Below 90% Grade 08	18.0

Resources Available to Support the Goal 2

• Student Services department/counselors, school social worker, school psychologist, school discipline committee, code of student conduct

Targeted Barriers to Achieving the Goal 3

• Limited access to intervention and incentives

Plan to Monitor Progress Toward G2. 8

on going progress monitoring of available data sources

> **Person Responsible**
> Kimberly Emmanuel
>
> **Schedule**
> Monthly, from 9/1/2014 to 5/29/2015
>
> *Evidence of Completion*
> attendance reports, suspension reports, interim progress reports, student case management logs

G3. To increase the number of students that are enrolled in STEM courses to help prepare students for career and college readiness. 1a

Targets Supported 1b

🔑 G050540

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	48.0

Resources Available to Support the Goal 2

- Mobile stem labs, Magnet Expo, District STEM competitions (SECME, FairChild Challenge, Dream in Green, Earth Echo), M-DCPS partnerships with state universities, Miami-Dade County Youth Fair contests

Targeted Barriers to Achieving the Goal 3

- Limited awareness of available programs and resources.

Plan to Monitor Progress Toward G3. 8

Monitor available data sources.

Person Responsible

Kimberly Emmanuel

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

sign-in rosters, agendas, event flyers, student case management logs, magnet applications

G4. "See Title 1 PIP" for this goal 1a

Targets Supported 1b

🔑 G050545

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

🔍 G048749

G1.B1 Inconsistent use by ELA & ELL teachers of District Pacing Guides. These pacing guides are designed for instruction which aligns to Language Arts Florida Standards and includes rigorous text-based questions and writing. 2

🔍 B121676

G1.B1.S1 Effective Planning and Instructional Delivery 4

🔍 S133702

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. 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 to ELA/ELL/Reading teachers and the Reading Coach on solid instructional, standards-based instruction using the District Pacing Guides, including technology resources embedded in the guides.

Person Responsible

Jennifer Cabrera

Schedule

On 10/3/2014

Evidence of Completion

Lesson plans which incorporate data and technology, District-created pacing guides in their entirety; text-based student writing with appropriate feedback in notebooks/portfolios

Action Step 2 `5`

Provide professional development to ELA/ELL/Reading teachers and the Reading Coach on addressing the rigor of the new state standards, with particular focus on the progression of standards, academic writing, and collaborative conversations among students.

Person Responsible

Jennifer Cabrera

Schedule

On 10/14/2014

Evidence of Completion

Lesson plans which align to state standards and district pacing guides; classroom observations.

Action Step 3 `5`

Implement the coaching cycle with ELA/ELL/Reading teachers in the classroom which will include planning, developing, and/or preparing lessons formulating and discussing feedback regarding lessons with teachers, reflecting ELA/ELL literacy strategies, differentiated instruction and/or classroom/management routines.

Person Responsible

Dwan Watson

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Evidenced in coaching logs

Action Step 4 `5`

Implement the effective use of both formal and informal data to drive the instructional process and adjust instructional delivery through data chats to include Differentiated Instruction.

Person Responsible

Jennifer Cabrera

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Data binders which contain and reflect targeted instruction based on identified needs

Action Step 5 5

Monitor fidelity of implementation of ELA/ELL/Reading programs weekly.

Person Responsible

Jennifer Cabrera

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Evidenced in classroom walk-through forms

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

Classroom walk- throughs and monitoring of common planning sessions

Person Responsible

Kimberly Emmanuel

Schedule

On 11/26/2014

Evidence of Completion

common planning and training sign-ins and agendas, lesson plans, student work samples, classroom walk-through forms

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

classroom walk-throughs and monitoring of common planning sessions

Person Responsible

Kimberly Emmanuel

Schedule

On 11/26/2014

Evidence of Completion

lesson plans, common planning sign-in and agendas, classroom walkthrough forms

G1.B1.S2 Academic Writing 4

S133705

Strategy Rationale

Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Action Step 1 5

Provide professional development to ELL/ELA/Reading teachers and the Reading Coach on the FSA writing and the state writing standards.

Person Responsible

Jennifer Cabrera

Schedule

On 10/24/2014

Evidence of Completion

Provide professional development to ELL/ELA/Reading teachers and the Reading Coach on the FSA writing and the state writing standards.

Action Step 2 5

Use data from formal and informal assessments to guide instructional practice in writing.

Person Responsible

Jennifer Cabrera

Schedule

On 11/26/2014

Evidence of Completion

Evidenced in classroom walk-through forms.

Action Step 3 `5`

Monitor fidelity of implementation of academic writing programs weekly.

> **Person Responsible**
>
> Jennifer Cabrera
>
> **Schedule**
>
> On 11/26/2014
>
> ***Evidence of Completion***
>
> Evidenced in classroom walk-through forms

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

Analyze teacher-made assessments and student work to monitor progress and modify instructional strategies as needed

> **Person Responsible**
>
> Kimberly Emmanuel
>
> **Schedule**
>
> Biweekly, from 9/15/2014 to 11/26/2014
>
> ***Evidence of Completion***
>
> District Assessment Reports, Think Gate reports, Lesson Plans, Student work

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

Analyze available data sources to monitor progress and modify instructional strategies as needed and conduct classroom walk-through

> **Person Responsible**
>
> Kimberly Emmanuel
>
> **Schedule**
>
> Biweekly, from 9/15/2014 to 11/26/2014
>
> ***Evidence of Completion***
>
> Thinkgate Reports, District Assessment Reports, Lesson Plans, Student work samples, class walk-through forms

G2. To decrease the number of students with two or more Early Warning Signs (EWS) indicators by providing support and intervention. `1`

🔑 G050537

G2.B1 Limited access to intervention and incentives `2`

🔑 B126582

G2.B1.S1 Students with attendance below 90 percent will participate in counseling sessions and support services. `4`

🔑 S138540

Strategy Rationale

Academic/Behavioral counseling services will reduce the EWS indicators of the identified students.

Action Step 1 `5`

Monitor data sources to identify at risk students with attendance below 90 percent

Person Responsible

Mike DeArmas

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

attendance bulletin

Action Step 2 `5`

Conduct counseling sessions with identified at risk students by grade level

Person Responsible

Mike DeArmas

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Action Step 3 `5`

Provide incentives for improvements of the identified at-risk students

Person Responsible

Mike DeArmas

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

flyers, event agendas

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

On going progress monitoring of attendance reports for the students will be conducted

Person Responsible

Kimberly Emmanuel

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

attendance reports, truancy reports, interim progress reports, student case management logs

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

On going progress monitoring of available data sources

Person Responsible

Kimberly Emmanuel

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

attendance bulletins, interim progress reports, truancy reports

G2.B1.S2 Students with one or more suspensions will participate in counseling sessions and support services. 4

Strategy Rationale

Academic/Behavioral counseling services will reduce the EWS indicators of the identified students.

Action Step 1 5

monitor data sources to identify at risk students with one or more suspensions

Person Responsible

Kimberly Emmanuel

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

suspension reports, student case management reports, interim progress reports, and attendance bulletin

Action Step 2 5

Conduct counseling sessions with identified at risk students by grade level

Person Responsible

Kimberly Emmanuel

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

suspension reports, student case management reports, interim progress reports, and attendance bulletin

Action Step 3 `5`

Conduct parent-teacher conferences with identified at risk students by grade level

Person Responsible

Kimberly Emmanuel

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

suspension reports, student case management reports, interim progress reports, and attendance bulletin

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

on going progress monitoring of available data sources

Person Responsible

Kimberly Emmanuel

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

suspension reports, student case management logs, interim progress reports, and attendance bulletin

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

on going progress monitoring of available data sources for the identified students

Person Responsible

Kimberly Emmanuel

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

suspension reports, student case management logs, interim progress reports, and attendance bulletin

G2.B1.S3 Students with one or more course failures will participate in counseling sessions and support services. 4

Strategy Rationale

Academic/Behavioral counseling services will reduce the EWS indicators of the identified students.

Action Step 1 5

monitor data sources to identify at risk students with one or more course failures

Person Responsible

Kimberly Emmanuel

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

interim progress reports, student grade reports, failure reports, student case management logs

Action Step 2 5

Conduct counseling sessions with identified at risk students by grade level

Person Responsible

Kimberly Emmanuel

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

interim progress reports, student grade reports, failure reports, student case management logs

Action Step 3 `5`

Provide incentives for improvements of the identified at-risk students

Person Responsible

Kimberly Emmanuel

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

flyers, agendas, event sign-ins, student grade reports

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

on going progress monitoring of available data sources

Person Responsible

Kimberly Emmanuel

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

interim progress reports, student grade reports, failure reports, student case management logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

on going progress monitoring of available data sources

Person Responsible

Kimberly Emmanuel

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

interim progress reports, student grade reports, failure reports, student case management logs

G3. To increase the number of students that are enrolled in STEM courses to help prepare students for career and college readiness. 1

G050540

G3.B1 Limited awareness of available programs and resources. 2

B126598

G3.B1.S1 Increase awareness of available STEM opportunities 4

S138550

Strategy Rationale

Increase awareness of available STEM opportunities and increase enrollment in these courses to help prepare students for career and college readiness.

Action Step 1 5

Provide increased opportunities for students to participate in District STEM events such as Magnet EXPO, Mobile Labs, and competitions, such as Fairchild challenge, SECME, and Earth Echo.

Person Responsible

Kimberly Emmanuel

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

sign-in rosters, flyers and event agendas

Action Step 2 5

Articulation meetings will be held with parents and students to increase STEM awareness

Person Responsible

Kimberly Emmanuel

Schedule

Annually, from 9/1/2014 to 5/29/2015

Evidence of Completion

sign-in rosters, flyers and event agendas

Action Step 3 `5`

Career planning with students

Person Responsible

Kimberly Emmanuel

Schedule

Annually, from 9/1/2014 to 5/29/2015

Evidence of Completion

student case management logs, event flyers and agendas

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

Monitor STEM activities for increased enrollment

Person Responsible

Jennifer Cabrera

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

sign-in rosters, agendas, event flyers, student case management logs, magnet applications

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

Monitoring of available data sources.

Person Responsible

Kimberly Emmanuel

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

sign-in rosters, agendas, event flyers, student case management logs, magnet applications

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development to ELA/ELL/Reading teachers and the Reading Coach on solid instructional, standards-based instruction using the District Pacing Guides, including technology resources embedded in the guides.	Cabrera, Jennifer	10/3/2014	Lesson plans which incorporate data and technology, District-created pacing guides in their entirety; text-based student writing with appropriate feedback in notebooks/portfolios	10/3/2014 one-time
G1.B1.S2.A1	Provide professional development to ELL/ELA/Reading teachers and the Reading Coach on the FSA writing and the state writing standards.	Cabrera, Jennifer	10/24/2014	Provide professional development to ELL/ELA/Reading teachers and the Reading Coach on the FSA writing and the state writing standards.	10/24/2014 one-time
G2.B1.S1.A1	Monitor data sources to identify at risk students with attendance below 90 percent	DeArmas, Mike	9/1/2014	attendance bulletin	5/29/2015 daily
G2.B1.S2.A1	monitor data sources to identify at risk students with one or more suspensions	Emmanuel, Kimberly	9/1/2014	suspension reports, student case management reports, interim progress reports, and attendance bulletin	5/29/2015 monthly
G2.B1.S3.A1	monitor data sources to identify at risk students with one or more course failures	Emmanuel, Kimberly	9/1/2014	interim progress reports, student grade reports, failure reports, student case management logs	5/29/2015 monthly
G3.B1.S1.A1	Provide increased opportunities for students to participate in District STEM events such as Magnet EXPO, Mobile Labs, and competitions, such as Fairchild challenge, SECME, and Earth Echo.	Emmanuel, Kimberly	9/1/2014	sign-in rosters, flyers and event agendas	5/29/2015 quarterly
G1.B1.S1.A2	Provide professional development to ELA/ELL/Reading teachers and the Reading Coach on addressing the rigor of the new state standards, with particular focus on the progression of standards, academic writing, and collaborative conversations among students.	Cabrera, Jennifer	10/14/2014	Lesson plans which align to state standards and district pacing guides; classroom observations.	10/14/2014 one-time
G1.B1.S2.A2	Use data from formal and informal assessments to guide instructional practice in writing.	Cabrera, Jennifer	11/26/2014	Evidenced in classroom walk-through forms.	11/26/2014 one-time
G2.B1.S1.A2	Conduct counseling sessions with identified at risk students by grade level	DeArmas, Mike	9/1/2014		5/29/2015 biweekly
G2.B1.S2.A2	Conduct counseling sessions with identified at risk students by grade level	Emmanuel, Kimberly	9/1/2014	suspension reports, student case management reports, interim progress reports, and attendance bulletin	5/29/2015 weekly
G2.B1.S3.A2	Conduct counseling sessions with identified at risk students by grade level	Emmanuel, Kimberly	9/1/2014	interim progress reports, student grade reports, failure reports, student case management logs	5/29/2015 monthly
G3.B1.S1.A2	Articulation meetings will be held with parents and students to increase STEM awareness	Emmanuel, Kimberly	9/1/2014	sign-in rosters, flyers and event agendas	5/29/2015 annually
G1.B1.S1.A3	Implement the coaching cycle with ELA/ELL/Reading teachers in the classroom which will include planning, developing, and/or preparing lessons formulating and discussing feedback regarding lessons with teachers, reflecting ELA/ELL literacy strategies, differentiated instruction and/or classroom/ management routines.	Watson, Dwan	9/1/2014	Evidenced in coaching logs	5/29/2015 weekly
G1.B1.S2.A3	Monitor fidelity of implementation of academic writing programs weekly.	Cabrera, Jennifer	11/26/2014	Evidenced in classroom walk-through forms	11/26/2014 one-time
G2.B1.S1.A3	Provide incentives for improvements of the identified at-risk students	DeArmas, Mike	9/1/2014	flyers, event agendas	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A3	Conduct parent-teacher conferences with identified at risk students by grade level	Emmanuel, Kimberly	9/1/2014	suspension reports, student case management reports, interim progress reports, and attendance bulletin	5/29/2015 quarterly
G2.B1.S3.A3	Provide incentives for improvements of the identified at-risk students	Emmanuel, Kimberly	9/1/2014	flyers, agendas, event sign-ins, student grade reports	5/29/2015 quarterly
G3.B1.S1.A3	Career planning with students	Emmanuel, Kimberly	9/1/2014	student case management logs, event flyers and agendas	5/29/2015 annually
G1.B1.S1.A4	Implement the effective use of both formal and informal data to drive the instructional process and adjust instructional delivery through data chats to include Differentiated Instruction.	Cabrera, Jennifer	9/1/2014	Data binders which contain and reflect targeted instruction based on identified needs	5/29/2015 monthly
G1.B1.S1.A5	Monitor fidelity of implementation of ELA/ELL/Reading programs weekly.	Cabrera, Jennifer	9/1/2014	Evidenced in classroom walk-through forms	5/29/2015 weekly
G1.MA1	Leadership Team will analyze data from various school-based and District assessments to ensure that students are making progress and that instruction is being modified appropriately.	Emmanuel, Kimberly	9/1/2014	District Interim Assessments, Florida Standards Assessments, EOC's or FCAT 2.0 Science	5/29/2015 monthly
G1.B1.S1.MA1	classroom walk-throughs and monitoring of common planning sessions	Emmanuel, Kimberly	9/11/2014	lesson plans, common planning sign-in and agendas, classroom walkthrough forms	11/26/2014 one-time
G1.B1.S1.MA1	Classroom walk- throughs and monitoring of common planning sessions	Emmanuel, Kimberly	9/11/2014	common planning and training sign-ins and agendas, lesson plans, student work samples, classroom walk-through forms	11/26/2014 one-time
G1.B1.S2.MA1	Analyze available data sources to monitor progress and modify instructional strategies as needed and conduct classroom walk-through	Emmanuel, Kimberly	9/15/2014	Thinkgate Reports, District Assessment Reports, Lesson Plans, Student work samples, class walk-through forms	11/26/2014 biweekly
G1.B1.S2.MA1	Analyze teacher-made assessments and student work to monitor progress and modify instructional strategies as needed	Emmanuel, Kimberly	9/15/2014	District Assessment Reports, Think Gate reports, Lesson Plans, Student work	11/26/2014 biweekly
G2.MA1	on going progress monitoring of available data sources	Emmanuel, Kimberly	9/1/2014	attendance reports, suspension reports, interim progress reports, student case management logs	5/29/2015 monthly
G2.B1.S1.MA1	On going progress monitoring of available data sources	Emmanuel, Kimberly	9/1/2014	attendance bulletins, interim progress reports, truancy reports	5/29/2015 weekly
G2.B1.S1.MA1	On going progress monitoring of attendance reports for the students will be conducted	Emmanuel, Kimberly	9/1/2014	attendance reports, truancy reports, interim progress reports, student case management logs	5/29/2015 weekly
G2.B1.S2.MA1	on going progress monitoring of available data sources for the identified students	Emmanuel, Kimberly	9/1/2014	suspension reports, student case management logs, interim progress reports, and attendance bulletin	5/29/2015 monthly
G2.B1.S2.MA1	on going progress monitoring of available data sources	Emmanuel, Kimberly	9/1/2014	suspension reports, student case management logs, interim progress reports, and attendance bulletin	5/29/2015 monthly
G2.B1.S3.MA1	on going progress monitoring of available data sources	Emmanuel, Kimberly	9/1/2014	interim progress reports, student grade reports, failure reports, student case management logs	5/29/2015 monthly
G2.B1.S3.MA1	on going progress monitoring of available data sources	Emmanuel, Kimberly	9/1/2014	interim progress reports, student grade reports, failure reports, student case management logs	5/29/2015 monthly
G3.MA1	Monitor available data sources.	Emmanuel, Kimberly	9/1/2014	sign-in rosters, agendas, event flyers, student case management logs, magnet applications	5/29/2015 monthly
G3.B1.S1.MA1	Monitoring of available data sources.	Emmanuel, Kimberly	9/1/2014	sign-in rosters, agendas, event flyers, student case management logs, magnet applications	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Monitor STEM activities for increased enrollment	Cabrera, Jennifer	9/1/2014	sign-in rosters, agendas, event flyers, student case management logs, magnet applications	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

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

G1.B1 Inconsistent use by ELA & ELL teachers of District Pacing Guides. These pacing guides are designed for instruction which aligns to Language Arts Florida Standards and includes rigorous text-based questions and writing.

G1.B1.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Provide professional development to ELA/ELL/Reading teachers and the Reading Coach on solid instructional, standards-based instruction using the District Pacing Guides, including technology resources embedded in the guides.

Facilitator

Reading Coach/District Curriculum Support Specialist

Participants

ELA/ELL/Reading Teachers

Schedule

On 10/3/2014

PD Opportunity 2

Provide professional development to ELA/ELL/Reading teachers and the Reading Coach on addressing the rigor of the new state standards, with particular focus on the progression of standards, academic writing, and collaborative conversations among students.

Facilitator

Reading Coach/District Curriculum Support Specialist

Participants

ELA/ELL/Reading Teachers

Schedule

On 10/14/2014

G1.B1.S2 Academic Writing

PD Opportunity 1

Provide professional development to ELL/ELA/Reading teachers and the Reading Coach on the FSA writing and the state writing standards.

Facilitator

District Curriculum Support Specialist

Participants

ELA/ELL/Reading Teachers

Schedule

On 10/24/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**