

Miami Arts Studio 6 12 At Zelda Glazer

15015 SW 24TH ST, Miami, FL 33185

<http://zgm.dadeschools.net>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

No

Minority

96%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Together we nurture a society of thinkers who are knowledgeable and confident.

Provide the school's vision statement

Celebrate the magic of learning.

School Environment

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

Establishing productive and successful relationships between teachers and students is an important part of the educational plan at Miami Arts Studio 6-12 @ Zelda Glazer. One method of learning about the students is to begin the school year with an Interest Inventory. Many teachers find that this is a baseline to create conversation that is meaningful. However, the most effectual means of achieving this is to increase discourse between both the students and teachers in many ways. The most basic of these is to infuse sincere discussion into the daily classroom strategies throughout the curriculum. This allows for both parties to exchange ideas, information and opinions. Outside the classroom, teachers and students are interacting during small group tutoring taking place both before and after school in many curriculum areas. A third format that supports a stronger bond between student and teacher is the plethora of club and sports activities available at our school. Students are welcomed to participate in school organizations that range from the academic (Math Club, SECME, United Nations) to less academic endeavors such as Future Educators of America and Youth Crime Watch. There are also numerous sports teams open to students, from soccer to bowling to basketball. Finally, with the creation of our new Magnet Program, there have been increased opportunities for both faculty and students to work together in creative undertakings. These include creation of our new website to a Teacher/Student Talent Show which has switched roles of responsibilities with the students directing the staff.

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

Safety is a primary concern of all the staff at Miami Arts Studio 6-12 @ Zelda Glazer. Our campus physically presents many daily security challenges and we are constantly striving to maintain procedures that will protect both our students and staff. Our first line of defense is a Security team that is vigilant and aware of both the physical campus and the vagaries of middle school students. Security and Staff work together during arrival and dismissal and throughout the day as classes change to maintain stability and order while there is movement around the campus. In addition, a discipline plan is in place which immediately removes students who create situations that may lead to problems. Finally, safety in the communal areas around the campus presents unique problems for our school building. Aside from the presence of our dedicated security team, a highly visible faculty and administration assure students that there is always someone available for them to seek out should they find themselves aware of an unsafe situation.

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 in our school is a three-tiered process. As one would expect, the first line of defense takes place at the classroom level. Classes work on an “assertive discipline” behavioral format, which has a progressive set of consequences for rule infractions with severe clauses for non-negotiable behaviors such as stealing, fighting or insubordination. Students are familiarized with these procedure and expectations for their behavior both during grade level orientation at the beginning of the school year, and also with classroom visits from the counseling staff. This allows for orderly classrooms and more time spent focused upon educational activities. The second tier of the behavioral system takes place outside of the classroom and normally involves more severe infractions. These are met initially with intervention by either the counselors or administration. Intervention at this level requires notification and meeting with the parents of the student. When initial intervention fails to change behavior, or the infraction is non-negotiable, students then are given consequences in line with the severity of their infraction such as detention, or SCS. When all attempts have failed and/or the action is egregious, as a last resort students are placed on outdoor suspension. This is the least desirable outcome as the student is missing crucial education class time.

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

Although academic progress is an imperative portion of our students’ success, their social and emotional health is vital to their overall success and well-being. The faculty and staff at Miami Arts Studio 6-12 @ Zelda Glazer works as a team to ensure that students grow not only in their educational achievement, but their social skills and emotional welfare matures as well. At the opening of the school year, counselors visit classrooms to discuss procedures and help available for students. The administration and counseling staff work with students who are recommended by teachers, parent and staff. Additionally, students who are experiencing difficulties can request meetings with a counselor. Counselors will work with both students and parents to define problems and create a plan with strategies to correct them. When necessary, both counselors and administration offer the assistance of outside agencies and/or organizations which may provide additional assistance. There are many opportunities for students to create a wider, healthier social circle. Academic organizations (such as SECME, Mock United Nations, etc.), cultural activities (Talent Shows, School plays, musical performances), sports teams (Bowling, Soccer, Basketball, Softball) and other school clubs (Future Educators or America, Youth Crime Watch) present various options for social participation outside the classroom. Participation in these organizations not only provides improved social skills, but also emotionally develops confidence and self-worth.

Another layer to our schools’ commitment to students’ social and emotion well-being is through mentoring. Peer tutoring takes place within all curriculum areas. Older students assist younger ones to adjust to the new school and the demands of the middle school setting. Additionally, both faculty and administration provide mentoring of students to not only model appropriate behavior, but to assist in development of strategies and techniques for healthy interactions with people around them.

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 prevention of student disengagement requires attention on a number of fronts. In order to keep students invested in their education, attention is focused through many lines of defense. These

include:

Teachers – watching for warning signs and getting assistance before factors become insurmountable.
Counselors – assisting students through intervention strategies and follow-up to ensure improvement.
Administration – Assisted by the Leadership Team, Administration leads the efforts to identify and follow-up with students whose behavior and academic progress, or lack of, conforms to the factors impacting student disengagement.

The factors which contribute to students' lack of progress are monitored in the following manner:
Attendance- Absences and tardies are monitored through Attendance Manager. The parents of students with excessive tardies are contacted, students are warned and if there is no improvement consequences, such as detentions, are delivered. Students with excessive absences are referred to counselors, administrators and, if necessary, the school's social worker. Conversely, there are rewards for those students demonstrating acceptable attendance records through the grade level TEAM process.

Suspensions – When a student demonstrates severe or repetitive infractions of the discipline code, many steps are taken before students receive either Indoor or Outdoor Suspension. Initially, parents are contacted and students are counseled. If undesirable behavior continues after counselor support, administration is involved and, if needed, outside agency support is supplied.

Multiple Course Failure – Parents and teachers are kept informed of student progress through the Dade County Interim Progress Reports and the Notice of Unsatisfactory Progress throughout each grading period. Through this data, counselors monitor students on a quarterly basis, compiling a list of students in danger of failing essential Core classes. Counselors meet with these students, parents and member of their educational TEAM to assist them with help, such as tutoring. Teachers and counselors also provide technical assistance by offering students programs such as Khan Academy and Reading Plus to bolster academic skills. If the student does fail a Core class and falls behind, other options such as Edgenuity (ED2020) and Florida Virtual School (FLVS) are proposed as a manner for them to get back on track with their classmates.

Level 1 in ELA or Math – There are a variety of programs in place for students who require intervention in ELA and Math. Initially, scores from the previous Spring assessment administration as disaggregated to identify and group students within both demographic and academic subgroups. The first line of assistance is classroom placement. Students are scheduled into homogeneous classes, including special classes such as iPrep Math which services students with innovative instructional techniques and technical support. Additionally, students are placed in the Intensive Reading and Intensive Reading Plus ELA intervention programs. Students are offered tutoring both before and after school in both ELA and Math. Demographic subgroups such as ELL and ED, which data has historically shown to be in need of assistance, are provided tutoring and there is monitoring to assure attendance. Ongoing progress monitoring is done through the MDCPS Interim Assessment Program and the newly instituted iReady Program allowing both classroom teachers and tutoring instructors to determine progress for these students.

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	14	34	39	87
One or more suspensions	39	51	55	145
Course failure in ELA or Math	28	32	36	96
Level 1 on statewide assessment	123	116	138	377

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	21	20	18	59

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

Students who have been identified through the Early Warning System are supported in a number of ways. Once they have been ascertained, a team of school staff works to assist them. At the classroom level, teachers use data to provide differentiated instruction for student having academic difficulties. Classroom teachers also work with the discipline program to reduce behavioral issues and also refer students, as necessary, for attendance concerns. Academically, numerous tutoring and remediation programs are place and used to aide students. At the next level, involvement by the counseling department and school administration goes into effect. Counselors monitor all of the indicators. As necessary they meet with students, parent and the child’s grade level TEAM to provide strategies to improve academic achievement, classroom behavior and attendance. In some cases, a staff mentor is assigned to the student and, in more serious cases, administrative intervention and/or mentoring takes place. When necessary, assistance by outside agencies is provided.

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/48737>.

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

With the establishment of our Magnet Program and extension into the high school grades, partnerships with the community have become even more integral to the success of our students. We have continued the practices from the past which included visitations by Visiting Experts and extending invitations to the community for school events, but expanded to include:

- Partnerships with other educational institutions. At this time, Miami Arts Studio 6-12 @ Zelda Glazer is working closely with Florida International University to provide mentors to the student in our Arts Magnet. Workshops have been provided and student mentoring has been provided. Florida International University is an integral part in the growth of the Magnet Program, particularly in Theater, Dance and Music. Local professionals present Master Classes to students and visit classrooms on a frequent basis.
- Local broadcast entities have both visited the school to assist students and provided students with visits to stations to provide them with a realistic picture of their chosen field of study.
- Students who have “graduated” from Miami Arts Studio 6-12 @ Zelda Glazer often return to become mentors and tutoring for students both experiencing difficulty and those wishing to accelerate in Math

and Science.

- Community Leaders have a consistent presence in our school. School officials visit to observe our unique programs and interact with students benefiting from them. School Board Members and other Civic leaders provide support and inspiration for our students during their visits. Our unique curricular programs, both academic and cultural, have prompted visits from school systems across the state and around the country.

- Both our Civics classes and our Law Studies classes have had the opportunity to speak first hand with Civic Judges from various types of courts.

One of the most exciting new outreaches into the community involves our 9th graders, who are performing their Community Service hour together by visiting and assisting at Camillus House, Ronald McDonald House and The Rescue Mission.

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
Balsera, Miguel	Principal
Diaz, Ana	Assistant Principal
Gonzalez, Jesus	Assistant Principal

Duties

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

Tier 1(Leadership Team)

- Miguel Balsera (Principal), Jesus Gonzalez (Assistant Principal) and Ana Diaz (Assistant Principal) who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources.

In addition to the schools' administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

- Katia Lopez, L.A. Department Head
- Michelle Mestre, Reading Intervention Department Head
- Hans Gonzalez, Math Department Head
- Sully Fernandez, Science Department Head
- Leinad Coya, Social Studies Department Head
- Sandra Espinoza, BIP/Behavioral Contact
- Maria Fernandez, ESE Department Head
- Anamaria Delgado, Counselor
- Amy Dorta-Mendez, Counselor
- MaryLou Raymet, School Psychologist
- Deborah Gonzalez, School Social Worker

In addition to Tier 1 problem solving, the Leadership Team members will meet quarterly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2:

Members of the MTSS Leadership Team listed below will conduct monthly meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or

revise efforts.

- Miguel Balsera (Principal)
- Jesus Gonzalez (Assistant Principal)
- Ana Diaz (Assistant Principal)
- Maria Fernandez, ESE Department Head
- Anamaria Delgado, Counselor
- Department Head of relevant curriculum department

Tier 3 SST

Members of the MTSS Leadership Team/ Tier 2 Team listed below and parent/guardian will make up the Tier 3 SST Problem Solving Team.

- Jesus Gonzalez (Assistant Principal)
- Ana Diaz (Assistant Principal)
- Maria Fernandez, ESE Department Head
- Anamaria Delgado, Counselor

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

Tier 1:

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

1. The MTSS Leadership Team will meet quarterly with problem solving being the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation the MTSS Leadership Team will focus on increasing student achievement or behavioral success.
3. The MTSS Leadership Team will determine expected levels of progress necessary on the most recent assessment administered in the core subject areas
4. The MTSS Leadership Team will respond when grades, subject areas, classes, or individual students have not shown a positive response by determining the most appropriate intervention for the students that is available in the school. In addition, if outside assistance is necessary that will also be considered.
5. The MTSS Leadership Team will respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. The team will gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. The team will ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2:

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support as they have not met the proficiency level determined in Tier 1. Tier 2 problem solving meetings occur monthly in order to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students who will require SST Tier 3 intervention

Near the conclusion of the school year, the MTSS evaluates the SIP efforts to determine their successes and deficiencies. This review will dictate strategies for the next year's SIP. At this time,

previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Title I money will be used to support a before/after school tutoring program for students who are at risk of scoring below proficiency on the Spring 2015 FCAT 2.0 Assessment.

Title III money will be used to fund a similar before/after school tutoring program to assist ELL students in both Math and Reading.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Miguel Balsera	Principal
Jesus Gonzalez	Principal
Yesenia Ortega	Teacher
Hans Gonzalez	Teacher
Ernesto Roche	Teacher
Maria Marzoa	Teacher
Nicolas Garcia	Teacher
Katia Lopez	Teacher
Rebecca DeArmas	Teacher
Teresa Suarez	Education Support Employee
Maria Forjan	Education Support Employee
Alina DelRio	Parent
Jackline Revuelta	Parent
Sonia Asencio	Parent
Joanna Ocasio	Parent
Nelida Wolman	Parent
Barbara Alba	Parent
Catherine Fuentes	Student
Megan Garcia	Student
Arnold Ledesma	Business/Community
Manuel del Rio	Business/Community
Alfredo Mesa	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

The EESAC Committee at Miami Arts Studio 6-12 @ Zelda Glazer was integral in evaluating the 13-14 SIP plan both during its creation and as we reviewed the effectiveness of the strategies

implemented. A review of the SIP was held both at mid-year and as the school year closed. Efficacy of strategies was discussed and suggestions were made by members for new strategies in the 14-15 year. The diverse perspectives of staff, parent, students and community provided a direction for change that will be implemented this school year.

Development of this school improvement plan

Members of the EESAC Committee began their involvement in the development of the 2014-2015 School Improvement Plan at the end of the 2012-2013 school year. As data became available, discussion was held with both staff members and SAC members to determine areas of need and how SAC could contribute to SIP. During every step of the development SAC members were consulted and their opinions and ideas incorporated into the plan. As the draft of the plan was completed, the committee reviewed and offered suggestions to create a more comprehensive plan. As changes are made through the review process, EESAC members will be kept informed and will meet to approve the final plan.

Preparation of the school's annual budget and plan

The administration of the school meets regularly with the EESAC Committee to facilitate input in the development of the school's budget. Within the parameters of the District guidelines, suggestions are taken into account and, whenever feasible, possible and beneficial, are put into place. Once the budget has been initially been created, the EESAC is again visited to tweak the plan. As funding becomes available or availability is changed, their input into expenditures or money-saving ideas are solicited and welcomed.

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

Dependent upon the amount of funding available the use of SAC monies will be used for the following programs, in order of importance:

1. Before/After School tutoring for both "bubble" remediation and enrichment . (\$2000.00)
2. STEM Competition supplies and fees.(\$1000.0)
3. Expenditures for supplies to support the Magnet program (\$2000.00)

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
Balsera, Miguel	Principal
Diaz, Ana	Assistant Principal
Gonzalez, Jesus	Assistant Principal
Lopez, Katia	Teacher, K-12
Castro, Rachel	Teacher, K-12
Brandreth, Alice	Teacher, ESE
Coya, Leinad	Teacher, K-12
DeArmas, Rebecca	Teacher, K-12
DeMoya, Suzette	Teacher, K-12
Fernandez, Sully	Teacher, K-12
Garcia, Marie	Teacher, K-12
Granda, Natalie	Teacher, K-12
Haayen, Carolina	Teacher, K-12
Martin, Jennifer	Teacher, ESE
Medina, Melissa	Teacher, K-12
Mestre, Michelle	Teacher, K-12
Ramirez, Monica	Teacher, ESE
Zayas, Norma	Teacher, K-12
Vance, Colleen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team is the driving force behind our school wide initiative for effective planning and instructional delivery. It will also guide teachers in the infusion of literacy skills, based on the new Florida Standards (LAFS). Monthly meetings of the LLT will provide not only strategies and techniques to infuse literacy in all curriculum areas, but will be a forum for sharing best practices in all areas. In addition, time will be spent unpacking literacy standards as strategies and techniques are presented in order for teachers to understand the exact student expectations for literacy across the curriculum. Another integral part of the LLT meetings will be facilitating the transition to the new Florida State Assessments (FSA) and District Developed End of Course (DDEOC) assessments. As both the assessment implementation and standards transition are major shifts in the curricular paradigm, the members of this team will disseminate vital information to all members of the staff.

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

This academic school year has brought a school wide initiative that is both novel and exciting for the faculty and staff of our school. Our overarching strategy this year to both improve student achievement and implement the new Florida Standards in many curriculum areas is to focus on effective planning. The process for the enactment of this strategy involves dedicated common planning times and both homogeneous and heterogeneous planning. It is not only imperative that the program is both rigorous

and complex within the subject area, but also across curriculum disciplines. In order to obtain this unity and focus, we are creating cohorts that will plan and implement together sharing best practices across subject areas and grade levels. Content Area experts will demonstrate and model instructional techniques, while providing support for teachers new to the profession.

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

In order to recruit highly qualified teachers, our administrators participate in collegial activities with others in the field that can assist them in finding quality educators as the need arises. In addition, teachers presently at the school are aware of the school's needs and, as they are immersed in various learning communities, share success stories and other information about the unique educational programs at Miami Arts Studio 6-12 @ Zelda Glazer. Additionally, new teachers are supported in a number of ways to assure their retention in the educational field. Each teacher is assigned a more veteran educator in their curriculum area to help them with planning and other subject matter questions. Department Heads are also charged with making sure that newer teachers have materials and support necessary to be successful. Finally, site administrators regularly visit classrooms and meet with new teachers, either formally or informally to assess their needs.

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

Each teacher new to the profession and other teachers requiring assistance will be assigned a mentor within their curriculum area. This mentor will be a veteran teacher and will preferably work in the same subject and grade level as the mentee. Each pair will meet regularly (minimally monthly) and on a quarterly basis meet with their respective administrator to discuss progress. Whenever possible, mutual planning time will be scheduled in order for the pairs to work together on both short and long term planning for the classroom.

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

Initially, teachers met over the summer and early in the school year to unpack the standards as related to both their subject area and grade level. This unpacking was done both horizontally and vertically within each department. Student performance requirements were delineated and curriculum mapping was done, in conjunction with District developed Pacing Guides, to set up long range instructional goals. Each department has also set up frequent, consistent and common planning times to create weekly or bi-weekly lesson plans which will incorporate the new standards and work to create a gradual release model of instruction. These plans are being created with the assistance of District Level resources made available by District Departments and technology resources such as C-PALMS. This process will continue as the school year progresses, with realignment of instructional techniques and strategies as deemed necessary from data received from on-going assessment and progress monitoring.

Additionally, through Department Heads and the Literacy Team standards will be addressed cross-curriculum and infusion of Literacy Standards will take place in all curriculum areas. Curriculum departments will no longer stand alone, but will complement and support instructional plans in other areas.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The use of data to drive instruction is prevalent throughout all levels of the school building. From the creation of classes during the summer based on the needs determined by Spring FCAT/EOC assessments, to the scheduling of students into appropriate classes for their level of academic achievement, data is an integral part of the development of the curriculum even before the school year begins.

At the administrative level, there are frequent and focused data chats held initially with Department Heads to look at the “Big Picture” of school achievement and followed-up by individual meeting with teachers throughout the year as assessments are administered and more current data becomes available. Teachers whose data demonstrates lack of achievement are mentored by Content Area experts and given additional assistance in planning and carrying out their plans in the classroom. Ultimately, at the classroom level teachers disaggregate data from not only the Spring state assessments, but also from the most recent assessments as they become available. They participate in data chats with the school administration and also with the students themselves to create a sense of ownership for their growth and achievement. From the data, teachers create instructional strategies that will compensate for student weaknesses and take advantage of student strengths. Additionally, small focus groups requiring differentiated instruction are developed to assure that all students are reaching their potential achievement.

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

Strategy: Extended School Day

Minutes added to school year: 4,600

Before or after school program:

Instruction in core academic subjects:

Through both before and after school care tutoring programs, students will be instructed within the core areas to assist them in achieving success both in the classroom and on the state-mandated assessments. Students participate in various programs that are created to service specific needs such as student within the ELL program are assisted not only in the core subjects but also in language skills. Level 1 and Level 2 FCAT students in Reading, Math and Science are given the opportunity to attend tutoring in order to assist them in closing the gaps in their knowledge and support their classroom learning curriculum.

Teacher collaboration, planning, and professional development:

Through the Literacy Leadership Team, teachers are presented with the opportunity to develop professionally through collaboration and sharing of best practices. Also, focused unpacking and implementation of the new standards and the instructional techniques most effective in their lesson planning will be provided.

Enrichment activities that contribute to a well-rounded education:

There are two facets of the before/after school academic program which enrich students. The first of these is a support program made available for students that are accelerated in Mathematics and are preparing for the Algebra and Geometry End-of-course assessments. Students meet with tutors who assist them in their preparation and practice for these tests.

The second avenue for enrichment is provided by our Science Club, the Math Club and both the Law Debate and Mock United Nations organizations. Student meet with these groups to receive additional information and opportunities in each of the specialized areas and are often in preparation for competitions.

Strategy Rationale

Employing a number of effective strategies in the extended school day will create an overarching unity for the educational program at Miami Arts Studio 6-12 @ Zelda Glazer. Focus is on both the instructional delivery by teachers and the opportunities presented to students for increased student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Hans, gonzalezh@dadeschools.net

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

Data collection takes place throughout the entire school year. Initially data from the Spring 2014 FCAT 2.0 will be used to assess students for participation in the tutoring program. Baseline Benchmark Assessment will also be used as a guiding force in placement As the year progresses, various other assessments such as both the Fall and Winter Interim Assessments will determine student's continued participation or withdrawal from the program dependent upon progress and growth made. Collaboration between administration, department heads, test/data

chair, classroom teachers and tutors will determine movement within the program. Suggestions from classroom teachers for additional students to be placed in the program will be considered as the data warrants. These evaluations will take place after each assessment is administered. Unique groups will be created in the Thinkgate assessment system to monitor these students.

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

As we receive incoming 6th graders and say farewell to outgoing 8th graders, there are a number of things to make their transition easier. For the incoming 6th graders, there is an Orientation meeting held before the school year begins in order to familiarize them with both the procedures of the school and its' physical plant. There is a pervasive feeling of anxiety within these students as they enter the building, which is quite large and overwhelming when coming from the smaller elementary setting. Explanation of the color coded buildings and the fact that the majority of their classes take place on the first floor eases this stress. Additionally, during the first few weeks of school there is another orientation held to reiterate the rules and to answer questions that have arisen. Conversely, as some of our eighth graders leave us for traditional high schools, we plan visits from the high schools in our feeder patten and hold a "high school fair" where magnets and other schools of choice present their curriculum programs to students, advising them of their options as they depart. Visits from students who have moved on from our school to the high school give students a firsthand view of the changes that are coming. Visits to feeder pattern school s are arranged whenever possible.

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

At this time, our school is in a transition from a traditional middle school to a 6-12 Magnet program. Through a partnership with Florida International University, we are presenting students with exposure to, and mentoring from members of the Florida International University faculty and alumni. Areas where mentoring is taking place includes Theater and Theater Production and Law. Furthermore, members of the academic and professional community are creating and presenting Master Classes for many of our areas of study.

Additionally, 9th grade students will participate in college tours, both locally and on a statewide level. A Career and College Readiness link has been added to both our school website and was placed on our new mobile APP.

Through the SECME and STEM Programs, career opportunities and programs of college study are presented to students.

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

Although we do not yet offer industry certifications, we have developed courses which will eventually lead into career and technical programs. With the transition from a traditional middle school to a 6-12 Magnet program we are offering specialized courses in both Theatre Production and Technical Production. As students advance in these courses they will participate in real-world applications of learned knowledge and also the participation in competitions that will allow students to apply their knowledge to challenges that exist in the real-world and in technical careers that are in high demand.

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Goal #1 Core Curriculum Goal - To increase student achievement by improving core instruction in all areas

- G2.** Goal #2 Early Warning System Goal - Increase overall student academic performance particularly those students who have failed one or more core classes and/or scored Level 1 on either the ELA or Math state assessment, which are indicators of high-risk students.

- G3.** Goal # 3 STEM/CTE Goal - Increase college and career readiness by Increasing the number of opportunities for students to participate in both STEM and CTE activities, such as competitions and contests.

- G4.** Goal #4 Parent and Community Involvement - See Title I Parent Involvement Plan (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. Goal #1 Core Curriculum Goal - To increase student achievement by improving core instruction in all areas 1a

G049804

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	87.0
AMO Math - All Students	75.0
AMO Math - Asian	92.0
AMO Math - Hispanic	75.0
AMO Math - White	74.0
AMO Math - ELL	65.0
AMO Math - SWD	56.0
AMO Math - ED	72.0
Algebra I EOC Pass Rate	86.0
Geometry EOC Pass Rate	92.0
Math Gains	68.0
Math Lowest 25% Gains	62.0
AMO Reading - All Students	79.0
AMO Reading - Asian	92.0
AMO Reading - Hispanic	79.0
AMO Reading - White	80.0
AMO Reading - ELL	59.0
AMO Reading - SWD	55.0
AMO Reading - ED	76.0
CELLA Listening/Speaking Proficiency	60.0
CELLA Reading Proficiency	40.0
FSA - English Language Arts - Proficiency Rate	73.0
FSA - Mathematics - Proficiency Rate	59.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	55.0
CELLA Writing Proficiency	44.0

Resources Available to Support the Goal 2

- Common planning time within departments and across the curriculum and grade levels
- Technology such as CPALMS, Reading Plus, Khan Academy, Reflex Math, Gizmos, Discovery School, National Geographic
- Core Materials aligned with Florida Standards
- Content Area experts across the curriculum
- District Interim Assessments and District created on-going progress monitoring assessments
- Before and After School tutoring program
- Strong leadership team

- Math Curriculum Support Specialist
- Curriculum Support Specialists in ELA, Science and Social Sciences
- Specially designed and equipped Lab rooms

Targeted Barriers to Achieving the Goal 3

- Limited time across all content areas to plan and develop lessons aligned with the new standards and state mandated assessment configurations; develop exploratory and inquiry based activities to increase student engagement; for both horizontal and vertical planning; to meet and share best practices, while creating fluid curriculum maps for all areas of the curriculum and allow instructors to "fine tune" instructional focus and techniques chosen to implement benchmark instruction.

Plan to Monitor Progress Toward G1. 8

Disaggregation of data collected from the MDCPS Fall Interim Assessments for Core areas. Also data from the Florida Standards Assessment, FCAT 2.0 (Science) and End-of-Course Assessments (both FSA and NGSSS).

Person Responsible

Ana Diaz

Schedule

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

Evidence of Completion

Observation Notes

G2. Goal #2 Early Warning System Goal - Increase overall student academic performance particularly those students who have failed one or more core classes and/or scored Level 1 on either the ELA or Math state assessment, which are indicators of high-risk students. 1a

G049992

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- School wide effective planning and instructional delivery initiative
- Strong Leadership Team
- Content Area experts
- Intervention classes in both ELA and Math
- Technology sources such as Khan Academy, Reflex Math, Reading Plus, CPALMS to assist in both planning and delivery of intervention.
- Ongoing progress monitoring and data disaggregation.
- IPrep Math Lab
- Core and supplemental intervention materials aligned with the Florida standards, LAFS and MAFS
- Common planning time for both teachers and interventionists

Targeted Barriers to Achieving the Goal 3

- Lack of focused data collection and analysis in the development of intervention programs and differentiated instruction for students historically scoring Level 1 or failing core courses.

Plan to Monitor Progress Toward G2. 8

Ongoing informal assessment, MDCPS Interim Assessment student reports of students in focus groups, attendance rosters from intervention programs.

Person Responsible

Ana Diaz

Schedule

Biweekly, from 10/10/2014 to 11/26/2014

Evidence of Completion

Data reports, Data chat notations, attendance rosters

G3. Goal # 3 STEM/CTE Goal - Increase college and career readiness by Increasing the number of opportunities for students to participate in both STEM and CTE activities, such as competitions and contests. 1a

G049989

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Content Area experts
- Technology programs available to students, both online and on campus
- Well designed and equipped Science Labs
- Technology Labs with up-to-date hardware and software for students
- Extracurricular opportunities for students interested in additional participation in the STEM/CTE activities
- District curriculum support specialists
- Numerous functioning computer labs available for instruction and production.
- Magnet Tech Production instructor and courses available for students

Targeted Barriers to Achieving the Goal 3

- Lack of formal organization of STEM/CTE opportunities for students.

Plan to Monitor Progress Toward G3. 8

Winter Science/Math Department Interim Assessments
Attendance sheets for subject area STEM clubs
Recording of competition registrations and contest entries

Person Responsible

Ana Diaz

Schedule

Monthly, from 10/10/2014 to 1/23/2015

Evidence of Completion

Interim Assessment Data Club roster/sign in sheets Registration forms for competitions and contests.

G4. Goal #4 Parent and Community Involvement - See Title I Parent Involvement Plan (PIP) 1a

G049991

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

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Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

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. Goal #1 Core Curriculum Goal - To increase student achievement by improving core instruction in all areas


1

 G049804

G1.B1 Limited time across all content areas to plan and develop lessons aligned with the new standards and state mandated assessment configurations; develop exploratory and inquiry based activities to increase student engagement; for both horizontal and vertical planning; to meet and share best practices, while creating fluid curriculum maps for all areas of the curriculum and allow instructors to "fine tune" instructional focus and techniques chosen to implement benchmark instruction. **2**

 B124664

G1.B1.S1 LANGUAGE ARTS -Effective Planning and Instructional Delivery -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 **4**

 S136673

Strategy Rationale

By creating a school wide initiative of common effective planning and standard focused instructional delivery, student achievement across all areas of the curriculum will benefit and increase.

Action Step 1 **5**

Teachers will meet during planning time to develop lessons by grade level, using the LAFS and texts of appropriate complexity. Lessons should be rigorous, purposeful and engaging.

Person Responsible

Miguel Balsera

Schedule

Weekly, from 10/4/2014 to 11/26/2014

Evidence of Completion

Sign-In Sheets —Agendas Follow-Up Assignments –Curriculum Maps Meeting Notes

Action Step 2 5

Teachers will implement lessons that were collaboratively planned. Plans should be aligned to the LAFS standards and reflect effective instructional strategies.

Person Responsible

Katia Lopez

Schedule

Daily, from 10/4/2014 to 11/4/2014

Evidence of Completion

Follow-Up Assignments –Meeting Notes Lesson Plans

Action Step 3 5

Follow up and support the implementation of effective lesson plans. Teachers will continue to meet in order to share best practices and instructional techniques

Person Responsible

Ana Diaz

Schedule

Weekly, from 10/4/2014 to 11/26/2014

Evidence of Completion

Lesson Plans Meeting notes Samples of Student work

Action Step 4 5

Monitor the implementation of collaboratively developed lessons. Lesson plans should be rigorous, purposeful, and demonstrate engaging instructional activities that are aligned to the LAFS.

Person Responsible

Miguel Balsera

Schedule

Biweekly, from 10/4/2014 to 11/26/2014

Evidence of Completion

Observation Notes

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

Biweekly classroom visits/teacher conferencing/mentoring support/if necessary, lesson modeling

Person Responsible

Ana Diaz

Schedule

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

Evidence of Completion

Observation Notes

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

Biweekly classroom visits/teacher conferencing/mentoring support/if necessary, lesson modeling

Person Responsible

Ana Diaz


Schedule

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

Evidence of Completion

Observation Notes

G1.B1.S2 WRITING - 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. **4**

 S136987

Strategy Rationale

By creating a school wide initiative of common effective planning and standard focused instructional delivery, student achievement across all areas of the curriculum will benefit and increase

Action Step 1 **5**

Teachers will meet during planning time to develop lessons by grade level, using the LAFS and encompassing various modes of writing including narrative, expository and argumentative. Lessons should include all components of the writing process and be reflective of text.

Person Responsible

Miguel Balsera

Schedule

Weekly, from 8/18/2014 to 9/18/2014

Evidence of Completion

Sign-In Sheets Agendas Follow-Up Assignments Curriculum Maps Meeting Note

Action Step 2 **5**

Teachers will implement writing lessons that were collaboratively planned. Plans should be aligned to the LAFS standards and reflect effective instructional strategies.

Person Responsible

Ana Diaz

Schedule

Daily, from 10/4/2014 to 11/4/2014

Evidence of Completion

Follow-Up Assignments– Meeting Notes Lesson Plans

Action Step 3 5

Follow up and support the implementation of effective lesson plans. Teachers will continue to meet in order to share best practices and instructional techniques.

Person Responsible

Ana Diaz

Schedule

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

Evidence of Completion

Lesson Plans Meeting notes Samples of Student work

Action Step 4 5

Monitor the implementation of collaboratively developed lessons. Lesson plans should be rigorous, purposeful, and demonstrate engaging instructional activities that are aligned to the LAFS.

Person Responsible

Ana Diaz


Schedule

Weekly, from 10/1/2014 to 11/26/2014

Evidence of Completion

Observation Notes

G1.B1.S3 MATHEMATICS - Use and evidence of effective planning utilizing the Item Specifications. Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. 4

 S136988

Strategy Rationale

By creating a school wide initiative of common effective planning and standard focused instructional delivery, student achievement across all areas of the curriculum will benefit and increase.

Action Step 1 5

Math Department Chair will meet with Math Department to discuss the components of an effective lesson plan. Lesson plans should include but are not limited to: student collaboration, differentiated instruction, real world applications and tasks aligned with the expectations of the content standards' cognitive complexity. Teachers will create a model lesson plan that will serve as a guide for planning.

Person Responsible

Ana Diaz

Schedule

On 10/9/2014

Evidence of Completion

Sign-In Sheets Meeting Notes Lesson Plans

Action Step 2 5

Teachers will collaborate to develop lesson plans that reflect effective instructional strategies that are aligned to the MAFS.

Person Responsible

Ana Diaz

Schedule

On 10/21/2014

Evidence of Completion

Sign-In Sheets Meeting Notes Lesson Plans

Action Step 3 5

Follow up and support the implementation of collaboratively developed lessons. They will share best practices and instructional techniques. Lesson plans should include the components of an effective lesson plan.

Person Responsible

Ana Diaz

Schedule

Weekly, from 10/9/2014 to 11/26/2014

Evidence of Completion

Lesson Plans Observation Notes

Action Step 4 5

Monitor the implementation of collaboratively developed lessons. Lesson plans should include but are not limited to student collaboration, differentiated instruction, real world applications and tasks aligned with the expectations of the content standards' cognitive complexity.

Person Responsible

Miguel Balsera

Schedule

Weekly, from 10/9/2014 to 11/26/2014

Evidence of Completion

Observation Notes

G1.B1.S4 SCIENCE - Effective Planning. Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions. 4

 S136990

Strategy Rationale

By creating a school wide initiative of common effective planning and standard focused instructional delivery, student achievement across all areas of the curriculum will benefit and increase.

Action Step 1 5

Teachers will meet during planning time to develop lessons both horizontally and vertically, using the NGSSS for Science. Lessons should be rigorous, purposeful and engaging and incorporate the components of an effective lesson: student collaboration, differentiated instruction, real world applications and tasks aligned with the content standards' cognitive complexity.

Person Responsible

Miguel Balsera

Schedule

Weekly, from 8/25/2014 to 9/18/2014

Evidence of Completion

Sign-In Sheets —Agendas —Follow-Up Assignments —Curriculum Maps —Meeting Notes

Action Step 2 5

Teachers will implement lessons that were collaboratively planned. Plans should be aligned to the NGSSS Science standards and reflect effective instructional strategies.

Person Responsible

Ana Diaz

Schedule

Daily, from 9/18/2014 to 11/4/2014

Evidence of Completion

Follow-Up Assignments —Meeting Notes Lesson Plans

Action Step 3 5

Follow up and support the implementation of effective lesson plans. Teachers will continue to meet in order to share best practices and instructional techniques.

Person Responsible

Ana Diaz

Schedule

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

Evidence of Completion

Lesson Plans Meeting notes

Action Step 4 5

Monitor the implementation of collaboratively developed lessons. Lesson plans should be rigorous, purposeful, and demonstrate engaging instructional activities that are aligned to the LAFS.

Person Responsible

Miguel Balsera


Schedule

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

Evidence of Completion

Observation Notes

G1.B1.S5 SOCIAL SCIENCES - Effective Planning and Instructional Delivery - 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. 4

 S137019

Strategy Rationale

By creating a school wide initiative of common effective planning and standard focused instructional delivery, student achievement across all areas of the curriculum will benefit and increase.

Action Step 1 5

Teachers will meet during planning time to develop lessons by grade level, using the Florida Standards for Social Sciences and texts of appropriate complexity. Lessons should be rigorous, purposeful and engaging.

Person Responsible

Miguel Balsera

Schedule

Weekly, from 9/1/2014 to 9/18/2014

Evidence of Completion

Sign-In Sheets —Agendas –Follow-Up Assignments –Curriculum Maps –Meeting Notes

Action Step 2 5

Teachers will implement lessons that were collaboratively planned. Plans should be aligned to the Florida Standards for Social Sciences and reflect effective instructional strategies.

Person Responsible

Ana Diaz

Schedule

Daily, from 9/18/2014 to 11/4/2014

Evidence of Completion

Follow-Up Assignments –Meeting Notes Lesson Plans

Action Step 3 5

Follow up and support the implementation of effective lesson plans. Teachers will continue to meet in order to share best practices and instructional techniques.

Person Responsible

Ana Diaz

Schedule

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

Evidence of Completion

Lesson Plans Meeting notes

Action Step 4 5

Monitor the implementation of collaboratively developed lessons. Lesson plans should be rigorous, purposeful, and demonstrate engaging instructional activities that are aligned to the Florida Standards for Social Sciences.

Person Responsible

Miguel Balsera

Schedule

Biweekly, from 11/4/2014 to 11/26/2014

Evidence of Completion

Observation Notes

G2. Goal #2 Early Warning System Goal - Increase overall student academic performance particularly those students who have failed one or more core classes and/or scored Level 1 on either the ELA or Math state assessment, which are indicators of high-risk students. 1

G049992

G2.B3 Lack of focused data collection and analysis in the development of intervention programs and differentiated instruction for students historically scoring Level 1 or failing core courses. 2

B125203

G2.B3.S1 Use data to set goals, determine sound instructional practices based on research and differentiate instruction to meet the various needs of students requiring intervention.. 4

S137116

Strategy Rationale

As students are offered opportunities for instructional remediation, instructional time would be most efficiently used when focused on the specific areas of weakness of students. Differentiation for students is imperative for successful progress in academic achievement.

Action Step 1 5

Using current data, the Leadership Team meets to identify and place students who populate category of the Early Warning System (Level 1 in core class OR failure of one or more core courses.) and create instructional groups.

Person Responsible

Jesus Gonzalez

Schedule

On 10/3/2014

Evidence of Completion

Intervention Lists, Tutoring rosters, Student Data Lists,

Action Step 2 5

Develop appropriate tutoring curriculum for each group based upon subject, grade level and instructional needs. Create instructional guidelines. Provide interventionists with relevant student data.

Person Responsible

Ana Diaz

Schedule

On 10/6/2014

Evidence of Completion

Curriculum maps, class rosters with pertinent data

Action Step 3 5

Implement initial phase of intervention program, using materials and information developed in Steps 1 and 2.

Person Responsible

Jesus Gonzalez

Schedule

Daily, from 10/6/2014 to 11/26/2014

Evidence of Completion

Lesson plans progress monitoring data student work samples

Action Step 4 5

After Fall Interim Assessment, re-evaluate data to determine the effectiveness of the instruction and realign focus, participation and instructional strategies as necessary.

Person Responsible

Ana Diaz

Schedule

On 11/28/2014

Evidence of Completion

Interim Assessment Data created on focus groups of students in EWS system, new rosters as necessary.

Action Step 5 5

Monitor the implementation of the intervention for students identified as either Level 1 in Math/ELA OR who have historically failed one or more core classes.

Person Responsible

Ana Diaz

Schedule

Biweekly, from 10/10/2014 to 11/28/2014

Evidence of Completion

Observation notes

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

Review of ongoing progress monitoring and administrative observations

Person Responsible

Miguel Balsera

Schedule

Biweekly, from 10/10/2014 to 11/26/2014

Evidence of Completion

Assessments used to monitor progress in intervention groups, observation note

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

Data analysis to determine effectiveness of instructional plan and intervention program.

Person Responsible

Ana Diaz

Schedule

Biweekly, from 10/10/2014 to 11/26/2014

Evidence of Completion

Informal ongoing assessments for intervention groups; MDCPS District Interim Assessments; Student data files for intervention focus groups.

G3. Goal # 3 STEM/CTE Goal - Increase college and career readiness by Increasing the number of opportunities for students to participate in both STEM and CTE activities, such as competitions and contests.

1

G049989

G3.B1 Lack of formal organization of STEM/CTE opportunities for students. 2

B125204

G3.B1.S1 Organization and publication of STEM/CTE opportunities for students by both the Science and Technology Departments 4

S137117

Strategy Rationale

Students are unlikely to participate if they are unaware that the opportunities exist. Rather than keeping information within the two departments, it should be disseminated through more numerous venues.

Action Step 1 5

Creation of formal STEM plan and activity calendar for by Science, Math and Technology Departments

Person Responsible

Ana Diaz

Schedule

On 10/17/2014

Evidence of Completion

Meeting minutes, calendar of events, organization names and sponsors

Action Step 2 5

Dissemination of initial information and organization opportunities to student population

Person Responsible

Ana Diaz

Schedule

On 10/24/2014

Evidence of Completion

Announcements on in-house news broadcast. Placement of information on school website
Flyers placed throughout building. Meeting information Included in end of the day announcements

Action Step 3 5

Implementation of ongoing participation in competitions related to STEM/CTE organizations.

Person Responsible

Ana Diaz

Schedule

Weekly, from 10/6/2014 to 1/23/2015

Evidence of Completion

Club minutes Science/Math/Technology club sign in sheets Competition registration forms Awards and recognition from competitions.

Action Step 4 5

Monitoring implementation and participation in STEM/CTE activities and competitions.

Person Responsible

Ana Diaz

Schedule

On 1/23/2015

Evidence of Completion

Observation Notes

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

Staff and administration attendance at meetings and competitions.

Person Responsible

Ana Diaz

Schedule

Biweekly, from 10/10/2014 to 1/23/2015

Evidence of Completion

Meeting agendas Meeting minutes Sign in sheets Competition Registrations Recognition and awards from competitions.

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

Increased participation by both the school as a whole and number of students in particular, in STEM activities

Person Responsible

Ana Diaz

Schedule

Monthly, from 10/10/2014 to 1/23/2015

Evidence of Completion

Number of students participating in STEM related clubs Number of competitions school is participating in Number of students participating in those competitions.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will meet during planning time to develop lessons by grade level, using the LAFS and texts of appropriate complexity. Lessons should be rigorous, purposeful and engaging.	Balsera, Miguel	10/4/2014	Sign-In Sheets —Agendas Follow-Up Assignments –Curriculum Maps Meeting Notes	11/26/2014 weekly
G1.B1.S2.A1	Teachers will meet during planning time to develop lessons by grade level, using the LAFS and encompassing various modes of writing including narrative, expository and argumentative. Lessons should include all components of the writing process and be reflective of text.	Balsera, Miguel	8/18/2014	Sign-In Sheets Agendas Follow-Up Assignments Curriculum Maps Meeting Note	9/18/2014 weekly
G1.B1.S3.A1	Math Department Chair will meet with Math Department to discuss the components of an effective lesson plan. Lesson plans should include but are not limited to: student collaboration, differentiated instruction, real world applications and tasks aligned with the expectations of the content standards' cognitive complexity. Teachers will create a model lesson plan that will serve as a guide for planning.	Diaz, Ana	9/18/2014	Sign-In Sheets Meeting Notes Lesson Plans	10/9/2014 one-time
G1.B1.S4.A1	Teachers will meet during planning time to develop lessons both horizontally and vertically, using the NGSSS for Science. Lessons should be rigorous, purposeful and engaging and incorporate the components of an effective lesson: student collaboration, differentiated instruction, real world applications and tasks aligned with the content standards' cognitive complexity.	Balsera, Miguel	8/25/2014	Sign-In Sheets —Agendas –Follow-Up Assignments –Curriculum Maps –Meeting Notes	9/18/2014 weekly
G1.B1.S5.A1	Teachers will meet during planning time to develop lessons by grade level, using the Florida Standards for Social	Balsera, Miguel	9/1/2014	Sign-In Sheets —Agendas –Follow-Up Assignments –Curriculum Maps –Meeting Notes	9/18/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Sciences and texts of appropriate complexity. Lessons should be rigorous, purposeful and engaging.				
G2.B3.S1.A1	Using current data, the Leadership Team meets to identify and place students who populate category of the Early Warning System (Level 1 in core class OR failure of one or more core courses.) and create instructional groups.	Gonzalez, Jesus	9/26/2014	Intervention Lists, Tutoring rosters, Student Data Lists,	10/3/2014 one-time
G3.B1.S1.A1	Creation of formal STEM plan and activity calendar for by Science, Math and Technology Departments	Diaz, Ana	10/10/2014	Meeting minutes, calendar of events, organization names and sponsors	10/17/2014 one-time
G1.B1.S1.A2	Teachers will implement lessons that were collaboratively planned. Plans should be aligned to the LAFS standards and reflect effective instructional strategies.	Lopez, Katia	10/4/2014	Follow-Up Assignments –Meeting Notes Lesson Plans	11/4/2014 daily
G1.B1.S2.A2	Teachers will implement writing lessons that were collaboratively planned. Plans should be aligned to the LAFS standards and reflect effective instructional strategies.	Diaz, Ana	10/4/2014	Follow-Up Assignments– Meeting Notes Lesson Plans	11/4/2014 daily
G1.B1.S3.A2	Teachers will collaborate to develop lesson plans that reflect effective instructional strategies that are aligned to the MAFS.	Diaz, Ana	10/20/2014	Sign-In Sheets Meeting Notes Lesson Plans	10/21/2014 one-time
G1.B1.S4.A2	Teachers will implement lessons that were collaboratively planned. Plans should be aligned to the NGSSS Science standards and reflect effective instructional strategies.	Diaz, Ana	9/18/2014	Follow-Up Assignments –Meeting Notes Lesson Plans	11/4/2014 daily
G1.B1.S5.A2	Teachers will implement lessons that were collaboratively planned. Plans should be aligned to the Florida Standards for Social Sciences and reflect effective instructional strategies.	Diaz, Ana	9/18/2014	Follow-Up Assignments –Meeting Notes Lesson Plans	11/4/2014 daily
G2.B3.S1.A2	Develop appropriate tutoring curriculum for each group based upon subject, grade level and instructional needs. Create instructional guidelines. Provide interventionists with relevant student data.	Diaz, Ana	9/30/2014	Curriculum maps, class rosters with pertinent data	10/6/2014 one-time
G3.B1.S1.A2	Dissemination of initial information and organization opportunities to student population	Diaz, Ana	10/6/2014	Announcements on in-house news broadcast. Placement of information on school website Flyers placed throughout building. Meeting information Included in end of the day announcements	10/24/2014 one-time
G1.B1.S1.A3	Follow up and support the implementation of effective lesson plans. Teachers will continue to meet in order to share best practices and instructional techniques	Diaz, Ana	10/4/2014	Lesson Plans Meeting notes Samples of Student work	11/26/2014 weekly
G1.B1.S2.A3	Follow up and support the implementation of effective lesson plans. Teachers will continue to meet in order to share best practices and instructional techniques.	Diaz, Ana	9/18/2014	Lesson Plans Meeting notes Samples of Student work	11/26/2014 weekly
G1.B1.S3.A3	Follow up and support the implementation of collaboratively developed lessons. They will share best practices and instructional techniques.	Diaz, Ana	10/9/2014	Lesson Plans Observation Notes	11/26/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Lesson plans should include the components of an effective lesson plan.				
G1.B1.S4.A3	Follow up and support the implementation of effective lesson plans. Teachers will continue to meet in order to share best practices and instructional techniques.	Diaz, Ana	9/18/2014	Lesson Plans Meeting notes	11/26/2014 weekly
G1.B1.S5.A3	Follow up and support the implementation of effective lesson plans. Teachers will continue to meet in order to share best practices and instructional techniques.	Diaz, Ana	9/18/2014	Lesson Plans Meeting notes	11/26/2014 weekly
G2.B3.S1.A3	Implement initial phase of intervention program, using materials and information developed in Steps 1 and 2.	Gonzalez, Jesus	10/6/2014	Lesson plans progress monitoring data student work samples	11/26/2014 daily
G3.B1.S1.A3	Implementation of ongoing participation in competitions related to STEM/CTE organizations.	Diaz, Ana	10/6/2014	Club minutes Science/Math/Technology club sign in sheets Competition registration forms Awards and recognition from competitions.	1/23/2015 weekly
G1.B1.S1.A4	Monitor the implementation of collaboratively developed lessons. Lesson plans should be rigorous, purposeful, and demonstrate engaging instructional activities that are aligned to the LAFS.	Balsera, Miguel	10/4/2014	Observation Notes	11/26/2014 biweekly
G1.B1.S2.A4	Monitor the implementation of collaboratively developed lessons. Lesson plans should be rigorous, purposeful, and demonstrate engaging instructional activities that are aligned to the LAFS.	Diaz, Ana	10/1/2014	Observation Notes	11/26/2014 weekly
G1.B1.S3.A4	Monitor the implementation of collaboratively developed lessons. Lesson plans should include but are not limited to student collaboration, differentiated instruction, real world applications and tasks aligned with the expectations of the content standards' cognitive complexity.	Balsera, Miguel	10/9/2014	Observation Notes	11/26/2014 weekly
G1.B1.S4.A4	Monitor the implementation of collaboratively developed lessons. Lesson plans should be rigorous, purposeful, and demonstrate engaging instructional activities that are aligned to the LAFS.	Balsera, Miguel	9/18/2014	Observation Notes	11/26/2014 biweekly
G1.B1.S5.A4	Monitor the implementation of collaboratively developed lessons. Lesson plans should be rigorous, purposeful, and demonstrate engaging instructional activities that are aligned to the Florida Standards for Social Sciences.	Balsera, Miguel	11/4/2014	Observation Notes	11/26/2014 biweekly
G2.B3.S1.A4	After Fall Interim Assessment, re-evaluate data to determine the effectiveness of the instruction and realign focus, participation and instructional strategies as necessary.	Diaz, Ana	11/25/2014	Interim Assessment Data created on focus groups of students in EWS system, new rosters as necessary.	11/28/2014 one-time
G3.B1.S1.A4	Monitoring implementation and participation in STEM/CTE activities and competitions.	Diaz, Ana	10/10/2014	Observation Notes	1/23/2015 one-time
G2.B3.S1.A5	Monitor the implementation of the intervention for students identified as either Level 1 in Math/ELA OR who	Diaz, Ana	10/10/2014	Observation notes	11/28/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	have historically failed one or more core classes.				
G1.MA1	Disaggregation of data collected from the MDCPS Fall Interim Assessments for Core areas. Also data from the Florida Standards Assessment, FCAT 2.0 (Science) and End-of-Course Assessments (both FSA and NGSSS).	Diaz, Ana	9/18/2014	Observation Notes	11/26/2014 biweekly
G1.B1.S1.MA1	Biweekly classroom visits/teacher conferencing/mentoring support/if necessary, lesson modeling	Diaz, Ana	9/18/2014	Observation Notes	11/26/2014 biweekly
G1.B1.S1.MA1	Biweekly classroom visits/teacher conferencing/mentoring support/if necessary, lesson modeling	Diaz, Ana	9/18/2014	Observation Notes	11/26/2014 biweekly
G2.MA1	Ongoing informal assessment, MDCPS Interim Assessment student reports of students in focus groups, attendance rosters from intervention programs.	Diaz, Ana	10/10/2014	Data reports, Data chat notations, attendance rosters	11/26/2014 biweekly
G2.B3.S1.MA1	Data analysis to determine effectiveness of instructional plan and intervention program.	Diaz, Ana	10/10/2014	Informal ongoing assessments for intervention groups; MDCPS District Interim Assessments; Student data files for intervention focus groups.	11/26/2014 biweekly
G2.B3.S1.MA1	Review of ongoing progress monitoring and administrative observations	Balsera, Miguel	10/10/2014	Assessments used to monitor progress in intervention groups, observation note	11/26/2014 biweekly
G3.MA1	Winter Science/Math Department Interim Assessments Attendance sheets for subject area STEM clubs Recording of competition registrations and contest entries	Diaz, Ana	10/10/2014	Interim Assessment Data Club roster/sign in sheets Registration forms for competitions and contests.	1/23/2015 monthly
G3.B1.S1.MA1	Increased participation by both the school as a whole and number of students in particular, in STEM activities	Diaz, Ana	10/10/2014	Number of students participating in STEM related clubs Number of competitions school is participating in Number of students participating in those competitions.	1/23/2015 monthly
G3.B1.S1.MA1	Staff and administration attendance at meetings and competitions.	Diaz, Ana	10/10/2014	Meeting agendas Meeting minutes Sign in sheets Competition Registrations Recognition and awards from competitions.	1/23/2015 biweekly
G4.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Goal #1 Core Curriculum Goal - To increase student achievement by improving core instruction in all areas

G1.B1 Limited time across all content areas to plan and develop lessons aligned with the new standards and state mandated assessment configurations; develop exploratory and inquiry based activities to increase student engagement; for both horizontal and vertical planning; to meet and share best practices, while creating fluid curriculum maps for all areas of the curriculum and allow instructors to "fine tune" instructional focus and techniques chosen to implement benchmark instruction.

G1.B1.S1 LANGUAGE ARTS -Effective Planning and Instructional Delivery -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

PD Opportunity 1

Teachers will implement lessons that were collaboratively planned. Plans should be aligned to the LAFS standards and reflect effective instructional strategies.

Facilitator

Katia Lopez

Participants

Language Arts/Reading Teachers

Schedule

Daily, from 10/4/2014 to 11/4/2014

G1.B1.S2 WRITING - 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.

PD Opportunity 1

Follow up and support the implementation of effective lesson plans. Teachers will continue to meet in order to share best practices and instructional techniques.

Facilitator

Katia Lopez

Participants

Language Arts/Reading Teachers

Schedule

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

G1.B1.S3 MATHEMATICS - Use and evidence of effective planning utilizing the Item Specifications. Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

PD Opportunity 1

Math Department Chair will meet with Math Department to discuss the components of an effective lesson plan. Lesson plans should include but are not limited to: student collaboration, differentiated instruction, real world applications and tasks aligned with the expectations of the content standards' cognitive complexity. Teachers will create a model lesson plan that will serve as a guide for planning.

Facilitator

Hans Goznalez

Participants

Math Department Teachers

Schedule

On 10/9/2014

PD Opportunity 2

Teachers will collaborate to develop lesson plans that reflect effective instructional strategies that are aligned to the MAFS.

Facilitator

Hans Gonzalez

Participants

Math Department Teachers

Schedule

On 10/21/2014

PD Opportunity 3

Follow up and support the implementation of collaboratively developed lessons. They will share best practices and instructional techniques. Lesson plans should include the components of an effective lesson plan.

Facilitator

Hans Gonzalez

Participants

Math Department Teachers

Schedule

Weekly, from 10/9/2014 to 11/26/2014

G1.B1.S4 SCIENCE - Effective Planning. Implement collaborative structures to routinely plan through horizontal (same content) and vertical teams in order to address the course objectives described in the pacing guides and the FLDOE course descriptions.

PD Opportunity 1

Teachers will meet during planning time to develop lessons both horizontally and vertically, using the NGSSS for Science. Lessons should be rigorous, purposeful and engaging and incorporate the components of an effective lesson: student collaboration, differentiated instruction, real world applications and tasks aligned with the content standards' cognitive complexity.

Facilitator

Sully Fernandez/Glenda Puente

Participants

Science Department Teachers

Schedule

Weekly, from 8/25/2014 to 9/18/2014

PD Opportunity 2

Teachers will implement lessons that were collaboratively planned. Plans should be aligned to the NGSSS Science standards and reflect effective instructional strategies.

Facilitator

Sully Fernandez/Glenda Puente

Participants

Science Department Teachers

Schedule

Daily, from 9/18/2014 to 11/4/2014

PD Opportunity 3

Follow up and support the implementation of effective lesson plans. Teachers will continue to meet in order to share best practices and instructional techniques.

Facilitator

Sully Fernandez/Glenda Puente

Participants

Science Department Teachers

Schedule

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

G1.B1.S5 SOCIAL SCIENCES - Effective Planning and Instructional Delivery - 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.

PD Opportunity 1

Teachers will meet during planning time to develop lessons by grade level, using the Florida Standards for Social Sciences and texts of appropriate complexity. Lessons should be rigorous, purposeful and engaging.

Facilitator

Leinad Coya

Participants

Social Science Department Teachers

Schedule

Weekly, from 9/1/2014 to 9/18/2014

PD Opportunity 2

Teachers will implement lessons that were collaboratively planned. Plans should be aligned to the Florida Standards for Social Sciences and reflect effective instructional strategies.

Facilitator

Leinad Coya

Participants

Social Science Department Teachers

Schedule

Daily, from 9/18/2014 to 11/4/2014

PD Opportunity 3

Follow up and support the implementation of effective lesson plans. Teachers will continue to meet in order to share best practices and instructional techniques.

Facilitator

Leinad Coya

Participants

Social Science Department Teachers

Schedule

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

Technical Assistance Items

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

G1. Goal #1 Core Curriculum Goal - To increase student achievement by improving core instruction in all areas

G1.B1 Limited time across all content areas to plan and develop lessons aligned with the new standards and state mandated assessment configurations; develop exploratory and inquiry based activities to increase student engagement; for both horizontal and vertical planning; to meet and share best practices, while creating fluid curriculum maps for all areas of the curriculum and allow instructors to "fine tune" instructional focus and techniques chosen to implement benchmark instruction.

G1.B1.S1 LANGUAGE ARTS -Effective Planning and Instructional Delivery -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

PD Opportunity 1

Teachers will meet during planning time to develop lessons by grade level, using the LAFS and texts of appropriate complexity. Lessons should be rigorous, purposeful and engaging.

Facilitator

Katia Lopez

Participants

Language Arts and Reading Teachers

Schedule

Weekly, from 10/4/2014 to 11/26/2014

G1.B1.S2 WRITING - 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.

PD Opportunity 1

Teachers will meet during planning time to develop lessons by grade level, using the LAFS and encompassing various modes of writing including narrative, expository and argumentative. Lessons should include all components of the writing process and be reflective of text.

Facilitator

Katia Lopez

Participants

Language Arts/Reading Teachers

Schedule

Weekly, from 8/18/2014 to 9/18/2014

Budget Rollup

Summary

Description	Total
Goal 2: Goal #2 Early Warning System Goal - Increase overall student academic performance particularly those students who have failed one or more core classes and/or scored Level 1 on either the ELA or Math state assessment, which are indicators of high-risk students.	0
Goal 3: Goal # 3 STEM/CTE Goal - Increase college and career readiness by Increasing the number of opportunities for students to participate in both STEM and CTE activities, such as competitions and contests.	0
Grand Total	0

Goal 2: Goal #2 Early Warning System Goal - Increase overall student academic performance particularly those students who have failed one or more core classes and/or scored Level 1 on either the ELA or Math state assessment, which are indicators of high-risk students.

Description	Source	Total
B3.S1.A2 - EESAC Funding	Other	0
B3.S1.A2 - Tutoring Funding	Title III	0
Total Goal 2		0

Goal 3: Goal # 3 STEM/CTE Goal - Increase college and career readiness by Increasing the number of opportunities for students to participate in both STEM and CTE activities, such as competitions and contests.

Description	Source	Total
B1.S1.A3 - EESAC Monies for competition supplies and fees	Other	0
Total Goal 3		0