

# Aventura Waterways K 8 Center



2014-15 School Improvement Plan

## Aventura Waterways K 8 Center

21101 NE 26TH AVE, Miami, FL 33180

<http://aventurawaterwaysk8.dadeschools.net>

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Combination	No	46%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	70%

### 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Our mission at Aventura Waterways K-8 Center is for our students to attain the highest academic standards, and to provide a multitude of enriching educational, cultural, and social experiences in a safe and inviting educational environment.

##### **Provide the school's vision statement**

At Aventura Waterways K-8 Center, our vision will be to create a setting where students experience both academic and life lessons in a positive and nurturing environment, where integrity, honesty, fairness and a sense of belonging are integral to the school's climate and culture, and where all stakeholders strive to exceed academic, social and professional expectations.

#### School Environment

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

Aventura Waterways K-8 Center has a large and diverse population. To ensure students and staff are sensitive to all cultures we encourage open expression and educate all stakeholders through celebrations. Classrooms set guidelines that foster respect of different cultures and that honor the diverse population. We infuse cultural diversity in different lessons across grade levels and disciplines, including special areas.

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

Aventura Waterways K-8 Center has an open door policy for administrators, counselors and teachers that encourages students and parents to report any inappropriate actions as related to students. School administration, teachers, and security monitors are visible throughout the school fostering a safe learning environment where all stakeholders are respected and secure.

##### **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**

Aventura Waterways K-8 Center implements a school-wide behavioral system where students are required to follow the rules and regulations as stated in the Student Code of Conduct. This ensures consistent high expectations in both areas, academic and behavior. Students are aware and reminded daily of their job as a student and a citizen of AWK8. Professional Learning Communities are implemented to provide school personnel with strategies to address classroom management and to implement classroom based programs that align with the school-wide behavior system.

##### **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**

Aventura Waterways K-8 Center ensures the social-emotional needs of all students by making counselors and counseling programs accessible to all students. Different grade levels are assigned specific counselors to ensure specialization in program content and facilitate the cognitive and



development levels of those programs. Classroom guidance, small group sessions, referrals to outside and community agencies are conducted on an as needed basis. School staff works as a team with representatives from outside agencies when appropriate.

### 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

- Attendance
- Tardies
- Referrals/Detentions/Suspensions
- Failing ELA/Math
- Level 1 on statewide
- ELL Status
- SWD Status
- Team Meetings with Parents
- Parent Conferences
- Referral to Outside Support Services

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Attendance below 90 percent	23	25	23	18	21	12	21	23	25	191	
One or more suspensions	0	0	0	0	0	0	4	6	5	15	
Course failure in ELA or Math	2	11	18	40	5	43	16	12	16	163	
Level 1 on statewide assessment	0	0	0	32	17	10	16	10	8	93	

*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	10	7	5	22

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

- SWD Resource
- ELL Resource
- ELL Tutoring
- Instruction by Interventionists
- Teacher volunteer after-school tutoring
- Homework Help
- Research based intervention; ie. Reading Plus, Achieve 3000, SuccessMaker, Gizmos, MobyMax, FOCUS,

### 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?**

No

**PIP Link**

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

**Description**

During the 2014-2015 school year 1294 or more parents will attend from one to three school activities, compared to last years 1281, an increase of 1%.

**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**

Aventura Waterways K-8 Center invites local businesses and community members to all functions and builds partnerships by seeking support from these businesses. The PTSA facilitates community awareness of school programs and the community members involved in the school EESAC are intermediaries for these relationships.

**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
Bello, Luis	Principal
Eskin-rosenblatt, Alyssa	Assistant Principal
Lane, Sylvia	Assistant Principal
Robles, Ileana	Assistant Principal

**Duties**

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

- Principal- oversees implementation of the MTSS Team and the Rtl school wide intervention programs, progress monitoring, and the alignment of professional development with students' instructional needs.
- Assistant Principals-meet with MTSS/Rtl Team to identify students in need of intervention, ensure that interventions are scheduled, monitor implementation of interventions, review data with MTSS/Rtl team and, assist with development of professional development.
- Leadership team participants: assist in the implementation of progress monitoring and correlating students' needs with appropriate interventions provide professional development for teachers in the areas of data driven planning and effective core instruction.

- Select General Education Teachers (elementary and middle): provide information about core instruction and assist in data collection, assist in the development of supplemental and intensive intervention plans.
- Exceptional Student Education (ESE) Teachers: Participate in data collection; assist in the development of behavioral strategies and accommodations as well as in the development of supplemental and intensive intervention plans.
- School Psychologist: participates in collection, interpretation and analysis of data, assists in the selection of screening activities, and assists in the development of supplemental and intensive intervention plans,
- Student Services Personnel: provide interventions to support the student's academic, emotional, behavioral and social success, work to link families with community agencies as well as provide in-school counseling and assistance as needed.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FSA
- End of Course Exams
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions

Alternate to Suspension Program

- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance

Referrals to special education programs

District funded resources will be utilized

Students who have are categorized as Homeless according to the guidelines of Title X-Homeless receive equal access to participation at Aventura Waterways K-8 Center. All efforts are made to provide these students with whatever supplies and other educational and social/emotional support is needed.

AWK8 meets the guidelines of the District nutrition program by offering free breakfast for all students and a free and/or reduced price lunch program. Nutrition Education is taught through physical education courses.

The District Policy Against Bullying and Harassment is implemented by providing all of students and

school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

Miami Lighthouse / Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

AWKS is Anti-Defamation League (ADL) No Place For Hate® Schools site.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Luis Bello	Principal
Alexandra Abreu	Student
Lidia Lechtman	Teacher
Stephanie Krutchik	Teacher
Catherine Cabrera	Teacher
Andrew Beninati	Teacher
Lilia Diaz	Teacher
Maria Novoa	Education Support Employee
Diane Gleit	Parent
Yvette Montevelisky	Parent
Heather Romeu	Parent
Silvia Sullivan	Parent
Shelly Hornstein	Parent
Robyn Markson	Parent
Fabiani Kivilevic	Parent
Rosemarie Camas	Parent
Barbara Alfonso	Business/Community
Valeria Michanie	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 SAC was paramount in constructing and reviewing the school improvement plan. The SAC had input in all areas providing suggestions where necessary.

*Development of this school improvement plan*

The SAC will review and provide input in the development of this school improvement plan.

*Preparation of the school's annual budget and plan*

The principal regularly reviews the school budget and planned expenditures with the SAC.

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

During the 2014-2015 school year, the Aventura Waterways K-8 Center EESAC will meet regularly to review and monitor the implementation of the School Improvement Plan in order to ensure that all strategies are being implemented and discuss its effect on student achievement. SAC members will determine the use of EESAC funds to support student achievement and provide input as to the school budget to ensure compliance with District guidelines.

***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
Bello, Luis	Principal
Eskin-rosenblatt, Alyssa	Assistant Principal
Lane, Sylvia	Assistant Principal
Robles, Ileana	Assistant Principal
Bridges, Tunisha	Teacher, K-12
Dean, Jeffrey	Teacher, K-12
Walker, Pamela	Teacher, K-12
Rosenblatt, Shari	Teacher, K-12
Jurado, Aracely	Teacher, K-12
Kaplan, Lori	Teacher, K-12
Murdoch, Trish	Teacher, K-12
Macko, Melissa	Teacher, K-12
Mijares, Jesssica	Teacher, K-12
Miller, Regina	Teacher, K-12
Vidal, Lourdes	Teacher, K-12
Reiss, David	Teacher, ESE

**Duties*****Describe how the LLT promotes literacy within the school***

- Accelerated Reader
- Readers theater
- Writers academy
- Battle of the Books

- Administrator read-ins
- Daily process writing
- Common core/Florida Standards alignment
- School newspaper (Journalism Club)
- Yearbook
- Model United Nations

## 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**

Aventura Waterways K-8 Center provides teachers with collaborative planning opportunities by scheduling grade level/department planning sessions. Professional Learning Communities are offered to the staff and participation is strongly encouraged. Cross curricula planning and articulation between grade levels occurs regularly to ensure the implementation of one vision from all staff. To maintain staff morale and positive working relationships, the school staff are encouraged to partake in school and family activities such as the talent show, family movie night, family fall harvest, and staff softball team.

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

At Aventura Waterways K-8 Center, we communicate with both district staff and local university advisors to recruit highly qualified teachers to our building. The unique offerings of the K-8, coupled with a positive climate makes AWK8 an inviting environment in which to work.

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

New teachers are paired with grade level/department chairpersons to develop curriculum strategies and provide classroom management support.

## 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***

Aventura Waterways K-8 Center ensures that the core instructional program is aligned with Florida Standards by following the district pacing guides.

#### **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 Principal reviews data from the previous year with the staff to ensure all stakeholders are aware of students' baseline information. The helps staff the plan accordingly when creating group for small group instruction. Information from professional development attended during the summer months is shared with the staff to ensure all members are aware of current curricula. Following each interim assessment grade levels and departments meet with the leadership team to evaluate and analyze the

data. Data driven instruction is then planned accordingly to provide optimal learning opportunities for students. Students requiring additional learning opportunities follow Response to Intervention and appropriate strategies are implemented to address the specific learning needs of each child.

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

**Strategy:** After School Program

**Minutes added to school year:** 7,500

After School Title III ELL Tutoring Program

**Strategy Rationale**

Students participating in the Title III ELL tutoring program engage in additional learning opportunities fostering both their acquisition of the language as well as the daily applicability of these skills.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Robles, Ileana, irobles@dadeschools.net

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

School site data was collected and analyzed. CELLA scores are used to determine effectiveness of this program.

**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**

All incoming Kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS) and the Florida Assessments for Instruction in Reading (FAIR) to determine their academic skill development and academic school readiness. The screening data will be utilized to develop instructional plans that meet students' needs.

Upon entering Kindergarten our students participate in a three week transition to school program supported by the district reading program.

**College and Career Readiness**

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

NA

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

NA

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

NA

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

NA



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Increase identification of and the assistance provided to at-risk students through the analysis of Early Warning Systems.
- G3.** Use district resources to enhance student STEM activities
- G4.** Increase parent involvement in school activities by increasing parental awareness of school activities.

## Strategic Goals Detail

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

**G1. To increase student achievement by improving core instruction in all content areas. 1a**

G048885

**Targets Supported 1b**

Indicator	Annual Target
Math Gains	70.0
AMO Math - All Students	77.0
AMO Math - African American	64.0
AMO Math - ED	72.0
AMO Math - ELL	71.0
AMO Math - SWD	56.0
AMO Math - White	83.0
Math Lowest 25% Gains	65.0
AMO Reading - All Students	77.0
AMO Reading - Asian	71.0
AMO Reading - African American	67.0
AMO Reading - ED	72.0
AMO Reading - ELL	65.0
AMO Reading - Hispanic	79.0
AMO Reading - SWD	57.0
AMO Reading - White	83.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	82.0
CELLA Listening/Speaking Proficiency	62.0
CELLA Reading Proficiency	42.0
FSA - English Language Arts - Proficiency Rate	65.0
FSA - Mathematics - Proficiency Rate	62.0
FAA Reading Proficiency	69.0
FSA - Mathematics - Proficiency Rate	69.0
FCAT 2.0 Science Proficiency	65.0
CELLA Writing Proficiency	44.0
One or More Suspensions	10.0
Attendance Below 90% Grade 06	11.0
Attendance Below 90% Grade 07	13.0
Attendance Below 90% Grade 08	14.0

**Resources Available to Support the Goal 2**

- Accelerated Reader, Starfall, Tumblebooks, Discovery Education, Successmaker, MobyMax, FOCUS, Achieve 3000, Reading Plus, Computer Labs, Tenmarks, Algebra Nation, CPALMS, Thinkcentral, Khan Academy, GIZMOS, Essential Labs, Engenuity, NBC Learn, District created resources, Virtual Library, Time for Kids

**Targeted Barriers to Achieving the Goal 3**

- Teacher planning is insufficient to adequately incorporate higher order thinking and questioning skills and authentic application of concepts to increase rigor and relevance.

**Plan to Monitor Progress Toward G1. 8**

Classroom, school, and interim assessment data will be collected and reviewed throughout the year to determine progress toward the goal.

**Person Responsible**

Luis Bello

**Schedule**

On 11/26/2014

**Evidence of Completion**

Data chat logs, student review forms, data binders

**G2. Increase identification of and the assistance provided to at-risk students through the analysis of Early Warning Systems. 1a**

G049007

**Targets Supported 1b**

Indicator	Annual Target
Attendance rate	89.0
One or More Suspensions	10.0
Level 1 - All Grades	25.0

**Resources Available to Support the Goal 2**

- Florida Virtual School, Outside Agencies

**Targeted Barriers to Achieving the Goal 3**

- Virtual school is currently the only recovery option for students not participating in summer school.
- Parent are not aware of the attendance policy or do not appreciate the importance of daily school attendance.
- Students with previous behavior problems tend to continue the cycle of inappropriate behavior.

**Plan to Monitor Progress Toward G2. 8**

Analyze quarterly grade reports to determine progress toward meeting goal.

**Person Responsible**

Luis Bello

**Schedule**

Quarterly, from 9/24/2014 to 11/26/2014

**Evidence of Completion**

Quarterly grade reports

**G3. Use district resources to enhance student STEM activities** 1a

G049010

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

**Resources Available to Support the Goal** 2

- Engenuity, Discovery Education, Chi Alpha Mu, Gizmos, SECME, Botanical Gardens, Math Counts

**Targeted Barriers to Achieving the Goal** 3

- Students are limited in the competitive level of science activities that enhance depth of knowledge and increase awareness of science content.

**Plan to Monitor Progress Toward G3.** 8

Gizmos and other resource data will be collected and reviewed to determine progress toward the goal.

**Person Responsible**

Luis Bello

**Schedule**

Quarterly, from 9/24/2014 to 11/26/2014

**Evidence of Completion**

Gizmos and other resource data will be collected to demonstrate the goal is monitored and adjustments are made as necessary.

**G4. Increase parent involvement in school activities by increasing parental awareness of school activities.**

1a

G049041

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- PTSA logs, Open House, Remind, Connect-Ed

**Targeted Barriers to Achieving the Goal** 3

- Parent involvement is hindered the time of day of activities, the availability of child care, and their/their child's desire for personnel gain from the activity.

**Plan to Monitor Progress Toward G4.** 8

Sign-in logs will be collected and reviewed throughout the year to determine progress toward the goal.

**Person Responsible**

Luis Bello

**Schedule**

Quarterly, from 9/24/2014 to 5/27/2015

**Evidence of Completion**

Sign-in logs

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 G048885

**G1.B1** Teacher planning is insufficient to adequately incorporate higher order thinking and questioning skills and authentic application of concepts to increase rigor and relevance. **2**

 B122075

**G1.B1.S1** 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 weakness to identify clear and accessible future instructional paths. **4**

 S134124

### Strategy Rationale

This strategy will address the teacher planning insufficiency and provide a framework for effective teacher planning and instruction.

### Action Step 1 **5**

Introduce Professional Development on planning protocols that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

#### Person Responsible

Luis Bello

#### Schedule

On 9/18/2014

#### Evidence of Completion

Agendas, Sign-in sheets, deliverables

### Action Step 2 5

Provide planning sessions that incorporate strategies for effective collaborative discussions, higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

**Person Responsible**

Luis Bello

**Schedule**

Weekly, from 9/22/2014 to 11/26/2014

***Evidence of Completion***

Agendas

### Action Step 3 5

Implement lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

**Person Responsible**

Luis Bello

**Schedule**

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

***Evidence of Completion***

Student work product, lesson plans, walk-through logs

### Action Step 4 5

Provide support for instructional staff as appropriate

**Person Responsible**

Luis Bello

**Schedule**

Quarterly, from 10/8/2014 to 11/26/2014

***Evidence of Completion***

Debrief Notes

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

Monitor implementation of lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

**Person Responsible**

Luis Bello

**Schedule**

Weekly, from 10/15/2014 to 11/26/2014

***Evidence of Completion***

Student work product, lesson plans, walk-through logs

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

Monitor and analyze for effectiveness. Instruction will be adjusted

**Person Responsible**

Luis Bello

**Schedule**


Quarterly, from 10/15/2014 to 11/26/2014

***Evidence of Completion***

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments



**G1.B1.S2** Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional level strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectation of the content standard's cognitive complexity level. 4

 S134125

### Strategy Rationale

This strategy will address the teacher planning insufficiency and provide a framework for effective teacher planning and instruction.

### Action Step 1 5

Introduce Professional Development on planning protocols that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

#### Person Responsible

Luis Bello

#### Schedule

#### *Evidence of Completion*

Agendas, Sign-in sheets, deliverables

### Action Step 2 5

Provide planning sessions that incorporate strategies for effective collaborative discussions, higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

#### Person Responsible

Luis Bello

#### Schedule

Weekly, from 9/24/2014 to 11/26/2014

#### *Evidence of Completion*

Agendas

### Action Step 3 5

Implement lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

#### **Person Responsible**

Luis Bello

#### **Schedule**

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

#### **Evidence of Completion**

Student work product, lesson plans, walk-through logs

### Action Step 4 5

Provide support for instructional staff as appropriate

#### **Person Responsible**

Luis Bello

#### **Schedule**

Quarterly, from 10/8/2014 to 11/26/2014

#### **Evidence of Completion**

Debrief Notes

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

Monitor implementation of lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

#### **Person Responsible**

Luis Bello

#### **Schedule**

Weekly, from 10/15/2014 to 11/26/2014

#### **Evidence of Completion**

Student work product, lesson plans, walk-through logs

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

Data will be monitored and analyzed. Instruction will be adjusted as necessary.

**Person Responsible**

Luis Bello

**Schedule**

Quarterly, from 10/15/2014 to 11/26/2014

**Evidence of Completion**

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments

**G1.B1.S3** 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

 S134126

**Strategy Rationale**

This strategy will address the teacher planning insufficiency and provide a framework for effective teacher planning and instruction.

**Action Step 1 5**

Introduce Professional Development on planning protocols that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

**Person Responsible**

Luis Bello

**Schedule**

On 11/26/2014

**Evidence of Completion**

Agendas, sign-in sheets, deliverables

### Action Step 2 5

Provide planning sessions that incorporate strategies for effective collaborative discussions, higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

**Person Responsible**

Luis Bello

**Schedule**

Weekly, from 9/24/2014 to 11/26/2014

***Evidence of Completion***

Agendas

### Action Step 3 5

Implement lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

**Person Responsible**

Luis Bello

**Schedule**

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

***Evidence of Completion***

Student work product, lesson plans, walk-through logs

### Action Step 4 5

Provide support for instructional staff as appropriate

**Person Responsible**

Luis Bello

**Schedule**

Quarterly, from 10/8/2014 to 11/26/2014

***Evidence of Completion***

Debrief Notes

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Monitor implementation of lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

**Person Responsible**

Luis Bello

**Schedule**

Weekly, from 10/15/2014 to 11/26/2014

***Evidence of Completion***

Student work product, lesson plans, walk-through logs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Data will be monitored and analyzed. Instruction will be adjusted as necessary.

**Person Responsible**

Luis Bello


**Schedule**

Quarterly, from 10/15/2014 to 11/26/2014

***Evidence of Completion***

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments

**G1.B1.S4** 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

 S134128

### Strategy Rationale

This strategy will address the teacher planning insufficiency and provide a framework for effective teacher planning and instruction.

### Action Step 1 5

Introduce Professional Development on planning protocols that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

#### Person Responsible

Luis Bello

#### Schedule

On 9/18/2014

#### Evidence of Completion

Agendas, Sign-in sheets, deliverables

### Action Step 2 5

Provide planning sessions that incorporate strategies for effective collaborative discussions, higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

#### Person Responsible

Luis Bello

#### Schedule

Weekly, from 9/24/2014 to 11/26/2014

#### Evidence of Completion

Agendas

### Action Step 3 5

Implement lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

#### **Person Responsible**

Luis Bello

#### **Schedule**

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

#### **Evidence of Completion**

Student work product, lesson plans, walk-through logs

### Action Step 4 5

Provide support for instructional staff as appropriate

#### **Person Responsible**

Luis Bello

#### **Schedule**

Quarterly, from 9/30/2014 to 11/26/2014

#### **Evidence of Completion**

Debrief Notes

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

Monitor implementation of lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

#### **Person Responsible**

Luis Bello

#### **Schedule**

Weekly, from 10/15/2014 to 11/26/2014

#### **Evidence of Completion**

Student work product, lesson plans, walk-through logs

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

Monitor and analyze for effectiveness. Instruction will be adjusted

**Person Responsible**

Luis Bello


**Schedule**

Quarterly, from 10/15/2014 to 11/26/2014


**Evidence of Completion**

Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments


**G2.** Increase identification of and the assistance provided to at-risk students through the analysis of Early Warning Systems. 1

 G049007

**G2.B1** Virtual school is currently the only recovery option for students not participating in summer school. 2

 B122426

**G2.B1.S1** Middle School Students who are failing a course will participate in bi-monthly academic counseling sessions to determine causes of class failure and develop plans to overcome identified challenges. 4

 S134341

**Strategy Rationale**

Counseling sessions will provide individual and small group settings for students to review their progress, identify their challenges, and make plans address different situations.

**Action Step 1** 5

Counselors will monitor grade reports and schedule meetings with students as necessary

**Person Responsible**

Rosa Sierra

**Schedule**

Biweekly, from 9/24/2014 to 11/26/2014

**Evidence of Completion**

Meeting logs of student meetings



**Action Step 2** 5

Counselors will monitor grade reports and schedule Team meetings with parents, teachers, and students as necessary

**Person Responsible**

Rosa Sierra

**Schedule**

Biweekly, from 9/24/2014 to 11/26/2014

***Evidence of Completion***

Meeting logs of Team meetings

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

Use student meeting logs to monitor individual needs of students

**Person Responsible**

Rosa Sierra

**Schedule**

Biweekly, from 9/17/2014 to 11/26/2014

***Evidence of Completion***

Meeting logs

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

Monitor grade reports to determine if grades are improving thus reducing the number of course failures as a result of counseling sessions

**Person Responsible**

Rosa Sierra

**Schedule**

Biweekly, from 9/24/2014 to 11/26/2014


***Evidence of Completion***

Grade Reports, Interim Progress Reports, Report Cards

**G2.B2** Parent are not aware of the attendance policy or do not appreciate the importance of daily school attendance. 2

 B123004

**G2.B2.S1** Parents will receive notification more often regarding the importance of school attendance and the attendance procedures at the school. 4

 S134897

### Strategy Rationale

If parents are aware of the attendance policy and the importance of daily attendance more students will be in school regularly.

### Action Step 1 5

Parents will receive information regularly regarding the importance of daily attendance and attendance procedures.

#### Person Responsible

Luis Bello

#### Schedule

Quarterly, from 9/24/2014 to 5/27/2015

#### Evidence of Completion

Remind logs, Connect-Ed logs, PTSA minutes, Open House Sign-In Sheets

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

Monitor implementation of calls, texts, and flyers to ensure information regarding attendance is getting distributed to parents.

#### Person Responsible

Luis Bello

#### Schedule

Monthly, from 9/24/2014 to 5/27/2015

#### Evidence of Completion

Remind logs, Connect-Ed logs, Flyers

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

Monitor the number of absences and tardies school wide and by grade level

**Person Responsible**

Luis Bello


**Schedule**

Monthly, from 9/24/2014 to 5/27/2015


**Evidence of Completion**

Reduction in the amount of absences and tardies, especially unexcused absences and tardies as evidenced by attendance logs

**G2.B3** Students with previous behavior problems tend to continue the cycle of inappropriate behavior. 2

 B123006

**G2.B3.S1** Students with previous behavior will participate in monthly behavior counseling sessions to determine causes of poor choices with regards to behavior and assist them in overcoming identified challenges. 4

 S142273

**Strategy Rationale**

Students receiving intervention will make better choices when faced with challenging situations.

**Action Step 1** 5

Counselors will monitor referrals and schedule meetings with students as necessary

**Person Responsible**

Rosa Sierra

**Schedule**

Monthly, from 10/27/2014 to 5/15/2015

**Evidence of Completion**

Sessions logs

**Action Step 2** 5

Counselors will monitor referrals and schedule Team meetings with parents, teachers, and students as necessary

**Person Responsible**

Rosa Sierra

**Schedule**

Monthly, from 10/27/2014 to 5/15/2015

***Evidence of Completion***

Session logs

**Action Step 3** 5

Administration will monitor referrals and schedule interventions with parents, teachers, and students as necessary.

**Person Responsible**

Luis Bello

**Schedule**

Monthly, from 10/27/2014 to 5/15/2015

***Evidence of Completion***

Session logs

**Action Step 4** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G3. Use district resources to enhance student STEM activities** 1

G049010

**G3.B1** Students are limited in the competitive level of science activities that enhance depth of knowledge and increase awareness of science content. 2

B122430

**G3.B1.S1** Encourage students to become involved in and participate in regional and state science fair activities, SECME, Math Counts, Fairchild Botanical Gardens and other types of mathematics and science competitions. 4

S134343

**Strategy Rationale**

Increased participation and exposure to science and math will increase student ability and achievement in these subjects.

**Action Step 1** 5

Enter students in clubs, activities, and contests that focus on math and science.

**Person Responsible**

Melissa Macko

**Schedule**

Weekly, from 9/24/2014 to 11/26/2014

**Evidence of Completion**

Contest entry forms, club logs

**Action Step 2** 5

Initiate STEM academy for middle school students

**Person Responsible**

Luis Bello

**Schedule**

Annually, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

STEM academy student schedules

### Action Step 3 5

Create hands-on activities for students

**Person Responsible**

Melissa Macko

**Schedule**

Monthly, from 10/1/2014 to 5/22/2015

***Evidence of Completion***

Lesson plans

### Action Step 4 5

Schedule field trips for students to observe real world applications of the knowledge acquired in classes.

**Person Responsible**

Melissa Macko

**Schedule**

Semiannually, from 10/1/2014 to 5/22/2015

***Evidence of Completion***

Field trip activity packets completed by students

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

Gizmos activities will be reviewed periodically and data/activity chats will be held to ensure that students are making progress and that adjustments are made as necessary.

**Person Responsible**

Melissa Macko

**Schedule**

Weekly, from 9/17/2014 to 11/26/2014

***Evidence of Completion***

Student work samples, lab reports, Gizmos reports

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

Gizmos and other resource data will be reviewed periodically and adjusted.

**Person Responsible**

Melissa Macko


**Schedule**

Monthly, from 9/24/2014 to 11/26/2014


**Evidence of Completion**

Gizmos and resource data

**G4. Increase parent involvement in school activities by increasing parental awareness of school activities.** 1

 G049041

**G4.B1** Parent involvement is hindered the time of day of activities, the availability of child care, and their/ their child's desire for personnel gain from the activity. 2

 B123019

**G4.B1.S1** Utilize outreach programs such as Remind, Connect-Ed and the School Marketing class to bring awareness of school activities to parents. 4

 S134918

**Strategy Rationale**

If parents are aware of school activities they will attend.

**Action Step 1** 5

Parents will regularly receive information regarding upcoming school events.

**Person Responsible**

Luis Bello

**Schedule**

Weekly, from 9/24/2014 to 5/27/2015

**Evidence of Completion**

Remind, PTSA Website, Connect-Ed, School Flyers

## Action Step 2 5

Meeting and activity times of school activities will vary to make them more accessible to parents.

### **Person Responsible**

Luis Bello

### **Schedule**

Quarterly, from 10/1/2014 to 5/27/2015

### **Evidence of Completion**

Flyers, REMIND, PTSA Website, Connect-Ed

## Action Step 3 5

PTSA will work with school staff to reach out to parents.

### **Person Responsible**

Alyssa Eskin-rosenblatt

### **Schedule**

Monthly, from 11/3/2014 to 5/29/2015

### **Evidence of Completion**

Logs, REMIND

## Action Step 4 5

Marketing students will develop plans to invite parents to become more involved in their child's education.

### **Person Responsible**

Jeffrey Dean

### **Schedule**

Quarterly, from 10/27/2014 to 12/11/2014

### **Evidence of Completion**

Student marketing plans



**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

Monitor distribution of information to parents regarding school activities and events.

**Person Responsible**

Luis Bello

**Schedule**

Monthly, from 9/24/2014 to 5/27/2015

**Evidence of Completion**

Remind logs, PTSA Website, School Website,

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Monitor distribution of information to parents regarding school activities and events.

**Person Responsible**

Luis Bello

**Schedule**

Monthly, from 9/24/2014 to 5/27/2015

**Evidence of Completion**

Sign-in sheets

**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	Introduce Professional Development on planning protocols that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	9/18/2014	Agendas, Sign-in sheets, deliverables	9/18/2014 one-time
G1.B1.S2.A1	Introduce Professional Development on planning protocols that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	9/18/2014	Agendas, Sign-in sheets, deliverables	one-time
G1.B1.S3.A1	Introduce Professional Development on planning protocols that incorporate higher order thinking and questioning skills, as well as, authentic application	Bello, Luis	9/18/2014	Agendas, sign-in sheets, deliverables	11/26/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	of concepts to increase rigor and relevance.				
G1.B1.S4.A1	Introduce Professional Development on planning protocols that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	9/18/2014	Agendas, Sign-in sheets, deliverables	9/18/2014 one-time
G2.B1.S1.A1	Counselors will monitor grade reports and schedule meetings with students as necessary	Sierra, Rosa	9/24/2014	Meeting logs of student meetings	11/26/2014 biweekly
G3.B1.S1.A1	Enter students in clubs, activities, and contests that focus on math and science.	Macko, Melissa	9/24/2014	Contest entry forms, club logs	11/26/2014 weekly
G2.B2.S1.A1	Parents will receive information regularly regarding the importance of daily attendance and attendance procedures.	Bello, Luis	9/24/2014	Remind logs, Connect-Ed logs, PTSA minutes, Open House Sign-In Sheets	5/27/2015 quarterly
G4.B1.S1.A1	Parents will regularly receive information regarding upcoming school events.	Bello, Luis	9/24/2014	Remind, PTSA Website, Connect-Ed, School Flyers	5/27/2015 weekly
G2.B3.S1.A1	Counselors will monitor referrals and schedule meetings with students as necessary	Sierra, Rosa	10/27/2014	Sessions logs	5/15/2015 monthly
G1.B1.S1.A2	Provide planning sessions that incorporate strategies for effective collaborative discussions, higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	9/22/2014	Agendas	11/26/2014 weekly
G1.B1.S2.A2	Provide planning sessions that incorporate strategies for effective collaborative discussions, higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	9/24/2014	Agendas	11/26/2014 weekly
G1.B1.S3.A2	Provide planning sessions that incorporate strategies for effective collaborative discussions, higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	9/24/2014	Agendas	11/26/2014 weekly
G1.B1.S4.A2	Provide planning sessions that incorporate strategies for effective collaborative discussions, higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	9/24/2014	Agendas	11/26/2014 weekly
G2.B1.S1.A2	Counselors will monitor grade reports and schedule Team meetings with parents, teachers, and students as necessary	Sierra, Rosa	9/24/2014	Meeting logs of Team meetings	11/26/2014 biweekly
G2.B3.S1.A2	Counselors will monitor referrals and schedule Team meetings with parents, teachers, and students as necessary	Sierra, Rosa	10/27/2014	Session logs	5/15/2015 monthly
G3.B1.S1.A2	Initiate STEM academy for middle school students	Bello, Luis	8/18/2014	STEM academy student schedules	5/29/2015 annually
G4.B1.S1.A2	Meeting and activity times of school activities will vary to make them more accessible to parents.	Bello, Luis	10/1/2014	Flyers, REMIND, PTSA Website, Connect-Ed	5/27/2015 quarterly
G1.B1.S1.A3	Implement lessons that incorporate higher order thinking and questioning	Bello, Luis	10/1/2014	Student work product, lesson plans, walk-through logs	11/26/2014 weekly

**Dade - 0231 - Aventura Waterways K 8 Center - 2014-15 SIP**  
*Aventura Waterways K 8 Center*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	skills, as well as, authentic application of concepts to increase rigor and relevance.				
G1.B1.S2.A3	Implement lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	10/1/2014	Student work product, lesson plans, walk-through logs	11/26/2014 weekly
G1.B1.S3.A3	Implement lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	10/1/2014	Student work product, lesson plans, walk-through logs	11/26/2014 weekly
G1.B1.S4.A3	Implement lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	10/1/2014	Student work product, lesson plans, walk-through logs	11/26/2014 weekly
G2.B3.S1.A3	Administration will monitor referrals and schedule interventions with parents, teachers, and students as necessary.	Bello, Luis	10/27/2014	Session logs	5/15/2015 monthly
G3.B1.S1.A3	Create hands-on activities for students	Macko, Melissa	10/1/2014	Lesson plans	5/22/2015 monthly
G4.B1.S1.A3	PTSA will work with school staff to reach out to parents.	Eskin-rosenblatt, Alyssa	11/3/2014	Logs, REMIND	5/29/2015 monthly
G1.B1.S1.A4	Provide support for instructional staff as appropriate	Bello, Luis	10/8/2014	Debrief Notes	11/26/2014 quarterly
G1.B1.S2.A4	Provide support for instructional staff as appropriate	Bello, Luis	10/8/2014	Debrief Notes	11/26/2014 quarterly
G1.B1.S3.A4	Provide support for instructional staff as appropriate	Bello, Luis	10/8/2014	Debrief Notes	11/26/2014 quarterly
G1.B1.S4.A4	Provide support for instructional staff as appropriate	Bello, Luis	9/30/2014	Debrief Notes	11/26/2014 quarterly
G2.B3.S1.A4	[no content entered]			once	
G3.B1.S1.A4	Schedule field trips for students to observe real world applications of the knowledge acquired in classes.	Macko, Melissa	10/1/2014	Field trip activity packets completed by students	5/22/2015 semiannually
G4.B1.S1.A4	Marketing students will develop plans to invite parents to become more involved in their child's education.	Dean, Jeffrey	10/27/2014	Student marketing plans	12/11/2014 quarterly
G1.MA1	Classroom, school, and interim assessment data will be collected and reviewed throughout the year to determine progress toward the goal.	Bello, Luis	10/1/2014	Data chat logs, student review forms, data binders	11/26/2014 one-time
G1.B1.S1.MA1	Monitor and analyze for effectiveness. Instruction will be adjusted	Bello, Luis	10/15/2014	Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments	11/26/2014 quarterly
G1.B1.S1.MA1	Monitor implementation of lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	10/15/2014	Student work product, lesson plans, walk-through logs	11/26/2014 weekly
G1.B1.S2.MA1	Data will be monitored and analyzed. Instruction will be adjusted as necessary.	Bello, Luis	10/15/2014	Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments	11/26/2014 quarterly
G1.B1.S2.MA1	Monitor implementation of lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	10/15/2014	Student work product, lesson plans, walk-through logs	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
G1.B1.S3.MA1	Data will be monitored and analyzed. Instruction will be adjusted as necessary.	Bello, Luis	10/15/2014	Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments	11/26/2014 quarterly
G1.B1.S3.MA1	Monitor implementation of lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	10/15/2014	Student work product, lesson plans, walk-through logs	11/26/2014 weekly
G1.B1.S4.MA1	Monitor and analyze for effectiveness. Instruction will be adjusted	Bello, Luis	10/15/2014	Walk-throughs, Student Work Product, Mini Assessments, Interim Assessments	11/26/2014 quarterly
G1.B1.S4.MA1	Monitor implementation of lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.	Bello, Luis	10/15/2014	Student work product, lesson plans, walk-through logs	11/26/2014 weekly
G2.MA1	Analyze quarterly grade reports to determine progress toward meeting goal.	Bello, Luis	9/24/2014	Quarterly grade reports	11/26/2014 quarterly
G2.B1.S1.MA1	Monitor grade reports to determine if grades are improving thus reducing the number of course failures as a result of counseling sessions	Sierra, Rosa	9/24/2014	Grade Reports, Interim Progress Reports, Report Cards	11/26/2014 biweekly
G2.B1.S1.MA1	Use student meeting logs to monitor individual needs of students	Sierra, Rosa	9/17/2014	Meeting logs	11/26/2014 biweekly
G2.B2.S1.MA1	Monitor the number of absences and tardies school wide and by grade level	Bello, Luis	9/24/2014	Reduction in the amount of absences and tardies, especially unexcused absences and tardies as evidenced by attendance logs	5/27/2015 monthly
G2.B2.S1.MA1	Monitor implementation of calls, texts, and flyers to ensure information regarding attendance is getting distributed to parents.	Bello, Luis	9/24/2014	Remind logs, Connect-Ed logs, Flyers	5/27/2015 monthly
G3.MA1	Gizmos and other resource data will be collected and reviewed to determine progress toward the goal.	Bello, Luis	9/24/2014	Gizmos and other resource data will be collected to demonstrate the goal is monitored and adjustments are made as necessary.	11/26/2014 quarterly
G3.B1.S1.MA1	Gizmos and other resource data will be reviewed periodically and adjusted.	Macko, Melissa	9/24/2014	Gizmos and resource data	11/26/2014 monthly
G3.B1.S1.MA1	Gizmos activities will be reviewed periodically and data/activity chats will be held to ensure that students are making progress and that adjustments are made as necessary.	Macko, Melissa	9/17/2014	Student work samples, lab reports, Gizmos reports	11/26/2014 weekly
G4.MA1	Sign-in logs will be collected and reviewed throughout the year to determine progress toward the goal.	Bello, Luis	9/24/2014	Sign-in logs	5/27/2015 quarterly
G4.B1.S1.MA1	Monitor distribution of information to parents regarding school activities and events.	Bello, Luis	9/24/2014	Sign-in sheets	5/27/2015 monthly
G4.B1.S1.MA1	Monitor distribution of information to parents regarding school activities and events.	Bello, Luis	9/24/2014	Remind logs, PTSA Website, School Website,	5/27/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

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

**G1.B1** Teacher planning is insufficient to adequately incorporate higher order thinking and questioning skills and authentic application of concepts to increase rigor and relevance.

**G1.B1.S1** 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 weakness to identify clear and accessible future instructional paths.

### PD Opportunity 1

Introduce Professional Development on planning protocols that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

#### Facilitator

Bello, Lane

#### Participants

School instructional staff staff

#### Schedule

On 9/18/2014

**G1.B1.S2** Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional level strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectation of the content standard's cognitive complexity level.

### PD Opportunity 1

Introduce Professional Development on planning protocols that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

#### Facilitator

Bello, Lane

#### Participants

School instructional staff

#### Schedule

**G1.B1.S3** 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**

Introduce Professional Development on planning protocols that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

**Facilitator**

Bello, Lane

**Participants**

School Instructional Staff

**Schedule**

On 11/26/2014

**G1.B1.S4** 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**

Introduce Professional Development on planning protocols that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts to increase rigor and relevance.

**Facilitator**

Bello, Lane

**Participants**

School instructional staff

**Schedule**

On 9/18/2014

**G2. Increase identification of and the assistance provided to at-risk students through the analysis of Early Warning Systems.**

**G2.B3** Students with previous behavior problems tend to continue the cycle of inappropriate behavior.

**G2.B3.S1** Students with previous behavior will participate in monthly behavior counseling sessions to determine causes of poor choices with regards to behavior and assist them in overcoming identified challenges.

**PD Opportunity 1**

Administration will monitor referrals and schedule interventions with parents, teachers, and students as necessary.

**Facilitator**

Dr. Rosenblatt

**Participants**

Teachers experiencing behavior management issues.

**Schedule**

Monthly, from 10/27/2014 to 5/15/2015

**G3. Use district resources to enhance student STEM activities**

**G3.B1** Students are limited in the competitive level of science activities that enhance depth of knowledge and increase awareness of science content.

**G3.B1.S1** Encourage students to become involved in and participate in regional and state science fair activities, SECME, Math Counts, Fairchild Botanical Gardens and other types of mathematics and science competitions.

**PD Opportunity 1**

Schedule field trips for students to observe real world applications of the knowledge acquired in classes.

**Facilitator**

**Participants**

**Schedule**

Semiannually, from 10/1/2014 to 5/22/2015

## Technical Assistance Items

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



## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> Increase identification of and the assistance provided to at-risk students through the analysis of Early Warning Systems.	550
<b>Goal 3:</b> Use district resources to enhance student STEM activities	300
<b>Grand Total</b>	<b>850</b>

### Goal 2: Increase identification of and the assistance provided to at-risk students through the analysis of Early Warning Systems.

Description	Source	Total
<b>B3.S1.A3</b> - Notes	Other	250
<b>B3.S1.A4</b> - Notes	Other	300
<b>Total Goal 2</b>		<b>550</b>

### Goal 3: Use district resources to enhance student STEM activities

Description	Source	Total
<b>B1.S1.A2</b> - Notes	General Fund	300
<b>Total Goal 3</b>		<b>300</b>