

# Frank Crawford Martin K 8 Center



2014-15 School Improvement Plan

## Frank Crawford Martin K 8 Center

14250 BOGGS DR, Miami, FL 33176

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

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Combination	No	54%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	94%

### 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

All stakeholders are committed to the advancement of students' academic, emotional, social and physical well being within a supportive, creative and flexible environment in which children learn to think globally and act compassionately.

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

Frank C. Martin International K-8 Center provides students with an internationally recognized curriculum. This challenging curriculum incorporates world-class standards that empower students to actively participate in the learning process and acquire and exhibit positive attitudes. Students strive to become model citizens of our diverse world.

#### School Environment

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

The students at Frank C. Martin represent over 40 different nationalities and cultures from around the world. We celebrate these cultures through a variety of events and activities. During the International Fair, the PTA invites parents to set up informational booths on the International plaza representing their particular country of origin. Teachers visit each booth with their students as they see and listen to the parent volunteers share their native culture. Every two years, the school invites consulates living in Miami to speak to Frank C. Martin students about their represented country. On Halloween, students are encouraged to dress in traditional clothing from their native countries and share with their classmates objects from their native cultures. The International Baccalaureate program promotes cultural understanding and encourages teachers to design lessons highlighting various view points.

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

Every classroom establishes an essential agreement among the students establishing a standard set of norms providing for a safe environment. The teachers also create a behavior plan (PYP) or a progressive disciplinary plan (MYP) appropriate to the particular grade level outlining consequences for violations of the essential agreement. In addition, the administration conducts a series of safety meetings with the MYP students reviewing guidelines for student behavior and introduces the school wide progressive disciplinary action plan. Each grade level has a counselor that works with the administration, faculty, and students to create a safe environment through classroom presentations, group sessions, and individual counseling sessions. An anonymous bully box is in the media center that may be used to report harassment and bullying. The school is also a Red Ribbon certified school and participates in Blue Ribbon Week activities, promoting anti-drug use and anti-bullying behavior. The parents may also utilize parental concern forms at the main office if their child prefers to speak with the parent at home regarding harassing behaviors from other students. All community stakeholders are invited to quarterly safety meetings and may present items of concern to the team as well as provide suggestions to solve any safety concerns.

After school activities are run by the instructional staff and provide the students with a variety of opportunities to explore their interests. The teachers monitor the students closely during the activities and then ensures each child leaves the building safely. The Principal run after school program



director remains on campus until every student leaves and will notify administration of unsafe student behavior. The staff members maintain positive control of the students until their parent/guardian comes to the school to pick them. The aftercare program maintains a checkout system that includes the authorized adult presenting an ID and signing the child out.

**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**

As an International Baccalaureate (IB) school, the faculty promote the use of the IB learner profiles to encourage intellectual inquiry, respect and principled behavior. Each month, teachers and students may nominate a student that represent the learner profile of the month. The media specialist will review the nominations and choose weekly and monthly students who best represent that profile. In addition the administrative team uses the IB Learner Profiles to speak about character education each morning on the announcement. When infractions do occur, Frank C. Martin follows the Miami Dade County public schools Code of Student Conduct. Each student is required to have an agenda outlining the standards of behavior for the both the elementary school and the middle school. The middle school agenda contains a school wide progressive disciplinary plan and outlines the consequences for common infractions aligned to the Miami Dade County Public School Code of Student Conduct. Each classroom teacher also submitted a classroom progressive disciplinary plan outlining infractions and the progressive steps taken before students are removed from the classroom.

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

The on-sight student service team at Frank C. Martin consist of two school counselors and one trust specialist. A school psychologist and school social worker visit the school on a regular basis and consult with the on site student services team regarding student academic and social-emotional issues. The counselors develop and present to classrooms with such topics as maintaining good grades, stress relief, and bullying behavior. Students new to the school participate in newbie group sessions to assist with the adjustment to a new school environment. The peer mentor club, run by the Trust Specialist, teaches a group of students conflict resolution skills they utilize with other students. The Listener program pairs specially trained adults with at-risk identified youth to provide an opportunity for a child to talk freely to an adult.

### 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 administration has access to weekly and monthly district reports regarding attendance and suspensions for a given period. Those reports are reviewed by the principal and provided to the appropriate assistant principal or student services team member for follow up. The administrator or student service team meets with the identified individuals, if necessary the parents, to determine the root cause of attendance issue and/or behavioral issue. The student service team reviews quarterly grade reports with the administrative team to identify students receiving D or F's in academic subjects, and to provide counseling and connect the student to on campus academic assistance.

Some items utilized to monitor EWS signs are:

- District generated reports on attendance and suspensions
- Quarterly gradebook reports
- Student Performance Indicator (SPI) reports

- FAIR Data
- Reading Plus Data
- Wonder Works Intervention Data
- iReady data

**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	11	1	1	2	2	4	1	4	1	27
One or more suspensions	0	0	0	0	0	0	0	0	6	6
Course failure in ELA or Math	3	0	1	1	1	3	8	0	1	18
Level 1 on statewide assessment	0	0	0	2	11	11	7	4	6	41

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

Indicator	Grade Level		Total
	7		
Students exhibiting two or more indicators	1		1

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

K-8 An attendance review committee utilizes absence and tardy reports to monitor students with excessive absences and tardies to see if connection with grades and make appropriate referrals  
 K-5- Students needing reading or math assistance outside of the core instructional block receive intervention during their designate Foreign Language time. The teachers utilize the district Wonder Works intervention program to re-teach identified skill deficiencies. Once a month the teachers meet with administration to review programmatic data to discuss student progress. If a students receiving intervention is not making progress, they are referred to the RtI process. Students with emotional/behavioral issues receive regular counseling sessions in addition to specific classroom based strategies suggested by the student services team.

Grade 6- At the beginning of the school year, all new to Frank C. Martin students were identified and participated in a newbie group session that introduced school policies, expectations, and outlined assistance the school offers. All students were administered the FAIR assessment in order to monitor their reading growth and identify areas of need. The lowest 25% were placed in a mandatory Intensive Reading Class, and identified students placed in an Intensive Math course. The students are monitored every 4 weeks using interim progress reports and end of quarter report cards for academic issues. Identified students receive counseling, and if necessary, a parent conference with all core teachers. Students who receive suspensions receiving counseling before and after the suspension and then monitored after their return to school.

Grade 7- The counselor identified any student who did not receive credit for a required course during the previous school year and insured they attended summer school or enrolled in virtual school online. All students were administered the FAIR assessment in order to monitor their reading growth and identify areas of need. The lowest 25% were placed in a mandatory Intensive Reading Class, and identified students placed in an Intensive Math course. The students are monitored every 4 weeks using interim progress reports and end of quarter report cards for academic issues. Identified students receive counseling, and if necessary, a parent conference with all core teachers. Students who receive suspensions receiving counseling before and after the suspension and then monitored

after their return to school.

Grade 8-The counselor identified any student who did not receive credit for a Language Arts or Math for the previous school year and insured they attended summer school or enrolled in virtual school online. All students were administered the FAIR assessment in order to monitor their reading growth and identify areas of need. The lowest 25% were placed in a mandatory Intensive Reading Class, and identified students placed in an Intensive Math course. The students are monitored every 4 weeks using interim progress reports and end of quarter report cards for academic issues. Identified students receive counseling, and if necessary, a parent conference with all core teachers. Students who receive suspensions receiving counseling before and after the suspension and then monitored after their return to school.

## 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**

The school works closely with an active PTA association to build positive relationships with the school community. The PTA sponsors various events throughout the year attracting both the general PAT membership and specific groups such as fathers or grandparents. The events are held at various times of the day to allow for every parent to participate in at least one event. Communication with the parents occurs by both the administrative staff and the PTA board through paper communication, school calendars, pre-recorded phone messages, email, the school and PTA website, and social media sites. During orientation, the TRUST specialist conducted a survey to gather parent training needs and will conduct workshops throughout the school year based upon the results of the survey. Communication regarding student progress occurs at a minimum of 8 times per year with the issuing of interim progress reports. All k-5 students were provided agendas by the PTA and the Middle School students were required to purchase an agenda. Students use the agendas to write their daily assignments and homework and the teachers utilize the agenda to communicate any academic or behavioral concerns to the parent. If necessary, teachers or student service personnel request parent conferences to discuss ongoing issues.

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

The school partners with FCM alumni to provide tutorial services in math and reading. Frank C. Martin maintains partnerships with local area churches aligning curriculum needs of incoming students within child care program. The Continental Society, a service organization, participates in extracurricular club sponsorship to enhance the vocabulary development of FCM students. The school works with the Friends of FCM Foundation to upgrade existing technology in the classrooms.

## 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
Joseph, Felicia	Principal
Hoel, Robert	Assistant Principal
Therault, Jacqueline	Assistant Principal
Adjamah, Dian	Instructional Technology
Berrios, Carlos	Teacher, K-12
Gonzalez, Damaris	Teacher, K-12
Humphrey, Sharon	Other
Waronker, Elyse	Other
Malone, Ronald	Teacher, K-12
Plyler, Mark	Teacher, K-12
Santana, Monica	Teacher, K-12
Santerre, Minerva	Teacher, K-12
Terry, Gina	Teacher, K-12
Wasielewski, Jennifer	Teacher, K-12

**Duties**

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

The MTSS Leadership Team is comprised of the following members who hold specific responsibilities as indicated.

Felicia K. Joseph, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Robert D. Hoel and Jacqueline Therault, Assistant Principals: Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Department Chairs (Pre-K-8): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Diana Makhoul, Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching.

Gina Terry, (Reading Liaison), Damaris Gonzalez, (Mathematics Liaison), Minerva Santerre (Science Liaison), and Monica Santana (Social Science Liaison), Carlos Berrios (Math), Ronald Malone (Science), Mark Plyler (Humanities): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists

with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Raymone Jones, Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Alexandra Hasboun-Dupuy, Michael Viola and Tanisha Laidler, Counselors: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Terri Clark, School Psychologist – Conducts student evaluations, collects and reviews Tier 3 Data, conduct student observations, provide insight on cognitive and behavioral science

Wendy Carulla, School Social Worker – Collects social history data for identified students and provides behavioral support as determined by the team.

Dawn Cassimire, Speech/Language Pathologist – Screen students for speech and language deficiencies, provide insight on speech and language practices, conduct student observations.

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

The MTSS team meets monthly to engage in the analyzing of academic and behavioral data as to provide recommendations for the utilization of differentiated instruction and to consider student tier placement. This team reviews FAIR data and District interim assessment results and links it to instructional needs of the students. On-going Progress Monitoring data is reviewed to identify students who are below, meeting or exceeding expected levels of performance. Based on the information discussed during these meetings, the team identifies professional development resources. This team collaborates regularly in order to problem solve, share effective practices, evaluate implementation, make informed decisions and practice new processes and skills for both Tier 2 and Tier 3 Academic/Behavior interventions. Team members conduct classroom observations of students and provide teachers with recommendations for immediate intensive intervention. The principal maintains the school budget and works with other stakeholders to secure necessary funds for any programs requiring funding outside of the district allotment of resources. Inventory of resources is maintained the administrative team and may be accessed through the mainframe database.

#### Title II

The District provides supplemental funding to allow for dequate training to certify mentor teachers for the New Teacher (MINT) Program. Additionally, NHQ teachers are provided the opportunity to participate in District courses for the purpose of certification and endorsement in the areas of Reading, ESOL and Gifted Education.

#### Violence Prevention Programs

Funding to provide TRUST Specialist and school counselors within the school site to focus on counseling students to solve problems related to drugs, alcohol, stress, suicide, isolation, family violence and other crises. The District provides policy awareness of the Zero Tolerance for Bullying and Harassment policy. Education is provided to promote a school atmosphere in which bullying, harassment and intimidation will not be tolerated by students, school board employees, visitors or volunteers.

#### Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness

Policy. Nutrition and Health education is taught through the physical education department. The School Food Service Program ensures that the Healthy Food and Beverage Guidelines of the adopted District's Wellness Policy are adhered to concerning breakfast, lunch and snack options. Career and Technical Education

By promoting Career Pathways and Programs of Study students are offered courses in technology education. Students build an understanding of and an appreciation for the career choices available through technology. Additionally, students are able to participate in journalism courses which offer insight into the profession and practices of the career choice.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Felicia Joseph	Principal
Monica Santana	Teacher
April Broughton	Education Support Employee
Christa Dean	Parent
Idella Hill	Teacher
Javid Mortavadi	Business/Community
Jessica Macia	Teacher
Joelle Saliba	Business/Community
Judy Leong	Parent
Mark Plyler	Teacher
Michelle Baldriche	Teacher
Monica Santana	Teacher
Ronald Malone	Teacher
Sharon Humphrey	Teacher
Pam Edwards	Parent
Ieidis Archavaleta	Teacher
Kristen Hernandez	Teacher
Pam Edwards	Parent
Sandra Miller-Batiste	Parent
Stanley Ford	Parent
Nacorria Lightsey	Student
Larry Blake	Business/Community
Stacy Rhodd	Business/Community
Wylamere Marshall	Business/Community
Lintette Coleman	Business/Community

#### Duties

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

*Evaluation of last year's school improvement plan*

The School Advisory Council (EESAC) met at the end of the 2013-2014 school year to review all available data and effectiveness of current strategies. At that time the goals and strategies of the 2014-1015 SIP were discussed and considerations from the EESAC Committee were made and reviewed.

*Development of this school improvement plan*

The administration will review the school action plan outlining strategies that will be implemented in the core academic areas for the 2014-2015 school year. The members are provided opportunities to listen, ask questions, and make suggestions to include in the action plan, The action plan ties directly to SIP goals and will be incorporated in the School Improvement Plan. Once completed, the assistant principal will review the SIP plan with the EESAC committee. On a monthly basis, the principal informs the EESAC of recent happenings and upcoming events involving the various stakeholders and allows the committee to ask questions and make recommendations to increase participation in the events. The assistant principal will provide monthly SIP updates.

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

The principal reviews highlights of the schools annual budgets and discusses with EESAC any major changes within the budget. The principal shares with the committee plans that result directly from those budgetary plans, allows the committee to ask questions, and to make recommendations. the EESAC budget is currently in development and will receive a vote at the next EESAC meeting.

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

The use of school improvement funds through the SAC will be used to support media center services and tutorial program service. The amount budgeted was \$5000 and covered the cost of two part time hourly employees that assisted in the Media Center.

***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
Joseph, Felicia	Principal
Hoel, Robert	Assistant Principal
Therault, Jacqueline	Assistant Principal
Adjamah, Dian	Instructional Media
Berrios, Carlos	Teacher, K-12
Gonzalez, Damaris	Teacher, K-12
Humphrey, Sharon	Teacher, K-12
Malone, Ronald	Teacher, K-12
Plyler, Mark	Teacher, K-12
Santana, Monica	Teacher, K-12
Santerre, Minerva	Teacher, K-12
Terry, Gina	Teacher, K-12
Waronker, Elyse	Teacher, ESE
Wasielewski, Jennifer	Teacher, K-12

## Duties

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

The LLT support team includes the following personnel.

Elyse Waronker (PYP coordinator), Sharon Humphrey (MYP Coordinator), Gina Terry (Reading Liaison), Damaris Gonzalez (Math Liaison), Minerva Santerre (Science Liaison), Monica Santana ( Social Science Liaison), Jennifer Wasielewski (Language Arts Dept Chairperson), Carlos Berrios (Mathematics Liaison), Ronald Malone Science Dept Chairperson), Mark Plyler (Social Studies Liaison), Dian Adjamah (Media Specialist). These teachers will meet monthly to develop reading strategies applicable to all subject areas, and teach the strategies to the remaining staff members of the school . The general comprehension strategies will align to the overall needs of the students and assist every student access the more complex text required by the new Florida Standards.

## 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**

All K-5 teachers share common planning time and meet several times per week developing lesson plans and solving pedagogical issues in the classroom. In the Grades 6,7 & 8, the master schedule contains common planning for all teachers by content area. The middle school teachers use the time to exchange ideas and discuss vertical alignment issues related to each subject area. In addition, the entire faculty meets 2 times per month to discuss district related issues, once a month to discuss Primary Year Programmes (PYP) requirements and Middle Years Programme (MYP) requirements and the last Wednesday of the month remains dedicated to vertical teaming between the grade levels.

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

Through District sponsored job fairs, collegiate references, postings on the Human Resources home page and partnerships with local universities we will recruit highly qualified teachers who are certified-in-



field and promote effective teaching practices. The latter is the responsibility of the School Principal. Retention of these teachers is promoted through job embedded opportunities for professional development.

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

New/beginning teachers are mentored with veteran teachers as indicated by the District's MINT program. Teachers new to the school site are paired up with a mentor teacher within the same Grade Level or Department. Some of the mentoring activities include that of Common Planning Sessions, classroom walk-throughs and curriculum guidance.

## **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***

The school utilizes district approved and provided educational resources at all levels of instruction. The resources are aligned with the new Florida Standards. Teachers utilize district created pacing guides that include the new Florida ELA and Math standards. These standards are written into their lesson plans in the relevant subject areas. Copies of the standards and draft item specifications have been save to the school collaboration site and accessible by every staff member.

#### **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***

K-5- The teachers utilized SAT-10, previous year FCAT data, and teacher discretion to place students into intervention groups. The intervention groups meet 4 times per week and the teachers utilize the district designated programs which include a progress monitoring tool. In addition, all students in grades 3-5, were administered the Florida Assessment In Reading (FAIR) assessment. Teachers will receive training on how to interpret the reports and identify areas of need for each student. Teachers will then use state, district, and program resources to scaffold student tasks so they reach the cognitive demands of the new Florida Standards.

Grades 6-8- The students are placed into Intensive Reading or Intensive mathematics class based upon t 2014 FCAT assessment results. Every middle school student was administered the FAIR assessment to collect data on Reading Needs. The Language Arts and Reading teachers will receive training on Reading FAIR reports and then how to place the students into differentiated groups. The Intensive Math teachers utilizes teacher created resources to reinforce grade level skills and new Florida Math Standards. Teachers will then use state, district, and program resources to scaffold student tasks so they reach the cognitive demands of the new Florida Standards.

K-8 During Monthly data chats teachers will update the administration on student progress and together make recommendations for instructional strategies that will assist students attain a higher level of proficiency.

##### ***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:** 8,000

Select students are offered intense remediation during the second semester of the school year through the afterschool tutorial/enrichment program. Identified students work in small group setting with highly qualified teachers to promote mastery of standards by grade level and subject area.

Participation in annual academic centered clubs offer select students enrichment activities. Students prepare for and participate in competitions in the areas of mathematics, science, geography and technology.

Bi-weekly professional development is provided for all faculty to ensure understanding of instructional practices and implications for improvement. Faculty members participate in best practices sessions, vertical and horizontal planning sessions and curriculum information sessions.

### **Strategy Rationale**

After school tutoring provide teachers the opportunities to enhance the daily instruction through smaller groups.

### **Strategy Purpose(s)**

- Enrichment
- Teacher collaboration, planning and professional development

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

Joseph, Felicia, pr3101@dadeschools.net

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

Data is collected and the MTSS team meets once a month to engage in the following activities: Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success. Review universal screening data by gathering ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

## **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**

K-8- The school implemented vertical collaborative teams this year build stronger ties between each grade levels. Once a month, the teachers will meet in predesignated vertical teams to discuss implementation of school wide strategies and discuss the current progress of students at the various

grade levels.

Pre-k-Kindergarten- Some of the strategies employed to assist the pre-school and Head Start children from neighboring Early Childhood centers in transitioning to our K-8 Center include allowing the staff and students from outside prekindergarten programs visit our campus to observe kindergarten classrooms. Kindergarten meetings are held to review registration procedures, attendance policy and skills used in kindergarten. Parents and younger siblings have the opportunity to visit a kindergarten classroom and receive information regarding the kindergarten curriculum, expectations and the Florida Readiness Screener (FLKRS). A spring parent meeting is conducted by kindergarten and prekindergarten teachers. Parents are given the opportunity to ask questions and address concerns regarding the upcoming school year. Finally, Pre-K and Kindergarten Teachers attend all curriculum training's and professional development sessions in order to guide the articulation process and ensure the teaching of foundational skills.

Elementary School to Middle School- About 80% of the 5th grade students will enter the middle school. During the 4th quarter, the 5th grade teachers will meet with 6th grade teachers to review the instructional progress of the current 5th graders and discuss any instructional concerns that arose during the school year. The 5th grade students tour the middle school and visit middle school classrooms. Several of the middle clubs allow 5th grade students to participate and interact with middle school students and teachers.

Middle School to High School- The school offers several high school level courses to provide students the opportunity to begin the transition period while still in the Middle School. The student service team conducts the teen talk program which brings former FCM students back on campus for a forum regarding the transition to high school. FCM allows high schools on campus to present their various programs and allow students to ask questions regarding entrance requirements. The student service makes presentation to the students regarding high school requirements and demands.

### **College and Career Readiness**

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

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** We will increase student achievement by improving core instruction in all content areas.
- G2.** We will increase student achievement of at risk students by monitoring Early Warning Signs.
- G3.** We will prepare students to be college and career ready through greater participation in STEM projects and integration of New Florida Standards into CTE coursework.
- G4.** We will maintain parental involvement at 92% participation for the 2014-2015 school year by working collaboratively with the PTA.

## Strategic Goals Detail

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

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

G050006

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - Asian	96.0
AMO Reading - White	98.0
AMO Reading - ELL	94.0
AMO Math - All Students	89.0
AMO Math - African American	85.0
AMO Math - Hispanic	91.0
AMO Math - ED	87.0

**Resources Available to Support the Goal** 2

- Literacy teacher leaders: Math, ELA, Social Science, and Science liaison, Core text and materials, Common planning established for all departments, Faculty meetings, Established horizontal and vertical team meetings, Academic leaders present in the building. Media Center with computers and three computer labs on wheels, File share containing unit planners, Of the two faculty meeting per month, one will include best practice sessions, Promethean or Smart board in every classroom, All classrooms contain four student computer stations.

**Targeted Barriers to Achieving the Goal** 3

- 6. Lack of a common instructional focus alignment and embedding of literacy strategies in all content areas is limited.

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G2. We will increase student achievement of at risk students by monitoring Early Warning Signs.** 1a

G050041

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	3.0
One or More Suspensions	1.0
2+ Course Failures - Middle Grades	0.0
Non-proficient Reading by Grade 03	89.0

**Resources Available to Support the Goal** 2

- Grade Verification Reports
- Attendance 10 or more absences report
- SCM Referral Report
- Quarterly Failure Reports

**Targeted Barriers to Achieving the Goal** 3

- Three percent of students miss ten percent or more of instructional time
- One percent of Middle School students fail two or more courses.
- One percent of students were suspended during the 2013-2014 school year.

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

Quarterly Reports

**Person Responsible**

Robert Hoel

**Schedule**

Quarterly, from 10/24/2014 to 6/4/2015

**Evidence of Completion**

Quarterly reports

**G3.** We will prepare students to be college and career ready through greater participation in STEM projects and integration of New Florida Standards into CTE coursework. 1a

G050048

**Targets Supported** 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	89.0

**Resources Available to Support the Goal** 2

- Gizmo's
- Fairchild Challenge
- Discovery Education
- New Florida Standards Draft Item Specifications
- District provided resources at <http://stem.dadeschools.net>

**Targeted Barriers to Achieving the Goal** 3

- The school provides limited opportunities for students to become involved in Project Based Learning in STEM areas of instruction.
- The CTE course in the middle school provides limited opportunities for students to apply the new Florida Standards.

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

Fairchild challenge points, Science fair entries, lesson plans

**Person Responsible**

Felicia Joseph

**Schedule**

Monthly, from 9/10/2014 to 6/3/2015

**Evidence of Completion**

Fairchild challenge points, Science fair entries, lesson plans

**G4.** We will maintain parental involvement at 92% participation for the 2014-2015 school year by working collaboratively with the PTA. 1a

G050056

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- PTA Email Tree
- Connect Ed Progra
- School Newsletter
- School Website
- Monthly Calendar
- School Social Media Site

**Targeted Barriers to Achieving the Goal** 3

- Parents have limited knowledge and understanding of the various functions that occur at Frank C. Martin and how they can become involved at the school.

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

Parent involvement data

**Person Responsible**

Felicia Joseph

**Schedule**

Monthly, from 8/13/2014 to 6/3/2015

**Evidence of Completion**

Parent sign in sheets



## Action Plan for Improvement

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

### Problem Solving Key


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

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


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

 G050006

**G1.B6** 6. Lack of a common instructional focus alignment and embedding of literacy strategies in all content areas is limited. **2**

 B125165

**G1.B6.S1** We will develop wide vertical collaborative teams to create school wide instructional strategies that will improve core instruction in all content areas. **4**

 S137084

### Strategy Rationale

The vertical collaborative teams will build stronger unity among the staff and students as each teacher is responsible for implementing the assigned instructional strategy in his/ her classrooms. The strategies will be determined by the needs of the students and taught by the teachers at the building who understand the needs of our students.

### Action Step 1 **5**

Administrative Team presents Vertical Collaborative Planning structure and expectations to the faculty.

#### Person Responsible

Robert Hoel

#### Schedule

On 9/9/2014

#### Evidence of Completion

Meeting power point and sign-in sheets

## Action Step 2 5

Administrative Team meets with facilitators to discuss Vertical Collaborative Planning standards of work, participants' expectations, norms and protocols to be used in delivery. Facilitators will develop and align Instructional Focus Calendar strategies to existing International Baccalaureate Unit Planner and District Pacing Guides.

### **Person Responsible**

Felicia Joseph

### **Schedule**

On 9/17/2014

### ***Evidence of Completion***

Meeting powerpoint, sign in sheet, completed instructional focus calendar.

## Action Step 3 5

Facilitators will engage teachers in activities for best applying Instructional Focus identified strategy to their pertinent content area.

### **Person Responsible**

Felicia Joseph

### **Schedule**

On 10/14/2014

### ***Evidence of Completion***

Meeting agenda, sign in sheets, activity handouts

## Action Step 4 5

In Common Planning sessions, team members share the strategies received in Monthly Vertical Collaborative Planning sessions with other members in order for all members to incorporate in daily instructional delivery.

### **Person Responsible**

Felicia Joseph

### **Schedule**

On 10/15/2014

### ***Evidence of Completion***

Lesson Plans, Classroom Handouts.

### Action Step 5 5

Administrators will monitor the effective implementation of school-wide focus calendar instructional strategies by observing teachers' instructional delivery Teachers in need of additional support will be identified.

**Person Responsible**

Felicia Joseph

**Schedule**

Biweekly, from 10/24/2014 to 11/21/2014

***Evidence of Completion***

Lesson plans, classroom visits

### Action Step 6 5

Teachers identified in need of additional support will be provided opportunities to observe other faculty successfully implementing the strategies.

**Person Responsible**

Felicia Joseph

**Schedule**

On 11/28/2014

***Evidence of Completion***

Teacher observation exit slips, teacher sign up calendar

### Action Step 7 5

Administrative Team and Vertical Collaborative Planning Facilitators will engage in analysis of the monthly strategy's implementation effectiveness and ongoing fidelity.

**Person Responsible**

Felicia Joseph

**Schedule**

On 11/27/2014

***Evidence of Completion***

administrative walk through logs, meeting agenda and sign in sheets, activity handouts, lesson plans, teacher observation exit slips, teacher sign up calendar.

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

The schedule of vertical team meetings and instructional focus calendar has been created. The administrative team will conduct classroom walk throughs and look for evidence of the strategy in the lesson plans and student work.

**Person Responsible**

Felicia Joseph

**Schedule**

On 11/21/2014

***Evidence of Completion***

Lesson plans, student work

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

The administration will conduct Monthly data chats with the teachers to ensure student progress.

**Person Responsible**

Felicia Joseph

**Schedule**

Monthly, from 10/20/2014 to 6/4/2015

***Evidence of Completion***

Data from various sources including interim assessments, FAIR, program data.

**G2.** We will increase student achievement of at risk students by monitoring Early Warning Signs. 1

G050041

**G2.B1** Three percent of students miss ten percent or more of instructional time 2

B125270

**G2.B1.S1** Monitor student attendance and educate students regarding the spread of germs to prevent students from missing excessive school days. 4

S137173

### Strategy Rationale

An attendance review committee will consist of administration and students services and may be able to offer assistance to families with high absentee rates.

### Action Step 1 5

Monitor quarterly attendance reports

#### Person Responsible

Jacqueline Theriault

#### Schedule

Quarterly, from 10/24/2014 to 6/4/2015

#### Evidence of Completion

Quarterly reports

### Action Step 2 5

Convene attendance quarterly review committees.

#### Person Responsible

Jacqueline Theriault

#### Schedule

#### Evidence of Completion

Attendance review committee minutes

**Action Step 3** 5

Provide health education for students in effort to prevent transmission of germs

**Person Responsible**

Jacqueline Theriault

**Schedule**

Monthly, from 10/24/2014 to 6/4/2015

***Evidence of Completion***

Lesson Plans

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

Pulling of reports and monitor the outcomes of the attendance review committee

**Person Responsible**

Felicia Joseph

**Schedule**

Quarterly, from 10/24/2014 to 6/4/2015

***Evidence of Completion***

Meeting Minutes

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

Pulling of reports and monitor the outcomes of the attendance review committee

**Person Responsible**

Felicia Joseph

**Schedule**

Quarterly, from 10/24/2014 to 6/4/2015

***Evidence of Completion***

Review committee minutes

**G2.B4** One percent of Middle School students fail two or more courses. 2

B125279

**G2.B4.S1** Monitor student progress quarterly to identify students in need of assistance. 4

S137174

**Strategy Rationale**

The student service personnel can assist students find resources that can help them pass a course.

**Action Step 1** 5

Student service personnel will pull course failure report at the end of each nine weeks and provide counseling to the students failing one or more course.

**Person Responsible**

Robert Hoel

**Schedule**

Quarterly, from 10/24/2014 to 6/4/2015

**Evidence of Completion**

Grade failure report

**Action Step 2** 5

Study Hall will be offered through the student services department

**Person Responsible**

Robert Hoel

**Schedule**

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

**Evidence of Completion**

Study hall sign in sheets

**Action Step 3** 5

Academic failure presentations will take place through drama and band classes

**Person Responsible**

Robert Hoel

**Schedule**

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

***Evidence of Completion***

Presentation Notes

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

Administration will meet with student services monthly to discuss progress of students.

**Person Responsible**

Robert Hoel

**Schedule**

Quarterly, from 10/24/2014 to 6/4/2015

***Evidence of Completion***

Report notes

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Administration will meet with student services monthly to discuss progress of students.

**Person Responsible**

Robert Hoel

**Schedule**

Quarterly, from 10/24/2014 to 6/4/2015

***Evidence of Completion***


Quarterly grade reports.



**G2.B5** One percent of students were suspended during the 2013-2014 school year. 2

 B125281

**G2.B5.S1** Utilize a progress discipline plan to establish expectations and consequences for student behavior 4

 S137178

### Strategy Rationale

A progressive discipline plan allows students opportunities to correct behavior before suspensions occur.

### Action Step 1 5

Create a school wide progressive discipline plan

#### Person Responsible

Robert Hoel

#### Schedule

Annually, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

School wide discipline plan

### Action Step 2 5

Conduct Middle School Safety meetings outlining expectations for student behavior

#### Person Responsible

#### Schedule

#### Evidence of Completion

### Action Step 3 5

Conduct parent/student orientations to review school wide expectations for behavior

#### Person Responsible

#### Schedule

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** 6

Pull quarterly suspension reports to monitor serious infractions of the student code of conduct.

**Person Responsible**

Felicia Joseph

**Schedule**

Quarterly, from 10/24/2014 to 6/4/2015

***Evidence of Completion***

Suspension reports

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1** 7

Pull quarterly suspension reports to monitor serious infractions of the student code of conduct.

**Person Responsible**

**Schedule**

Quarterly, from 10/24/2014 to 6/4/2015

***Evidence of Completion***

Quarterly suspension reports


**G3.** We will prepare students to be college and career ready through greater participation in STEM projects and integration of New Florida Standards into CTE coursework. **1**

 G050048

**G3.B1** The school provides limited opportunities for students to become involved in Project Based Learning in STEM areas of instruction. **2**

 B125305

**G3.B1.S1** Provide more opportunities to students to participate in STEM related Project Based Learning experiences **4**

 S137192

### **Strategy Rationale**

Project based learning experiences help students apply science knowledge to real world application.

### **Action Step 1** **5**

Compete in STEM related projects through the district science fair, The Fairchild challenge, Fifth Grade Exhibition Project or the Eighth Grade Community Project

#### **Person Responsible**

Felicia Joseph

#### **Schedule**

Monthly, from 9/10/2014 to 6/3/2015

#### **Evidence of Completion**

Projects, Certificates of participation

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

Review of teacher lesson plans and entries into STEM related competitions

#### **Person Responsible**

Felicia Joseph

#### **Schedule**

Monthly, from 9/10/2014 to 6/4/2015

#### **Evidence of Completion**

Lesson plans, project entries

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

Review of teacher lesson plans and entries into STEM related competitions

**Person Responsible**

**Schedule**

Monthly, from 9/10/2014 to 6/3/2015


**Evidence of Completion**

Lesson plans, project entries

**G3.B2** The CTE course in the middle school provides limited opportunities for students to apply the new Florida Standards. 2

 B125306

**G3.B2.S1** Infuse reading strategies into the CTE course to enhance comprehension skills. 4

 S137203

**Strategy Rationale**

Reading strategies can assist students develop the comprehension level necessary for the new Florida Standards

**Action Step 1** 5

The CTE teacher will infuse reading strategies taught during vertical teaming activities into his technology lessons.

**Person Responsible**

Robert Hoel

**Schedule**

Monthly, from 10/8/2014 to 6/3/2015

**Evidence of Completion**

Lesson Plans

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

Review of lesson plans from the CTE teacher

**Person Responsible**

Robert Hoel

**Schedule**

Monthly, from 10/8/2014 to 6/3/2015

***Evidence of Completion***

Lesson Plans, student work

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

Review of lesson plans from the CTE teacher

**Person Responsible**

Robert Hoel

**Schedule**

Monthly, from 10/8/2014 to 6/3/2015

***Evidence of Completion***

Lesson plans, student work

**G4.** We will maintain parental involvement at 92% participation for the 2014-2015 school year by working collaboratively with the PTA. **1**

G050056

**G4.B1** Parents have limited knowledge and understanding of the various functions that occur at Frank C. Martin and how they can become involved at the school. **2**

B125322

**G4.B1.S1** The administration will work with PTA to develop a variety of activities for parents to participate in. **4**

S137209

### **Strategy Rationale**

The more options that are offered allows greater opportunity for parents to participate.

### **Action Step 1** **5**

Develop a monthly calendar with school activities and communicate those activities to the PTA so they can share the information through their variety of communication resources.

#### **Person Responsible**

Felicia Joseph

#### **Schedule**

Monthly, from 8/13/2014 to 6/4/2015

#### **Evidence of Completion**

Monthly Calendar

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

Review the sign in sheets of PTA events to ensure a variety of parents are attending the functions.

#### **Person Responsible**

Felicia Joseph

#### **Schedule**

Monthly, from 8/13/2014 to 6/3/2015

#### **Evidence of Completion**

Sign In Sheets

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

Review the sign in sheets of PTA events to ensure a variety of parents are attending the functions.

**Person Responsible**

**Schedule**

Monthly, from 8/13/2014 to 6/3/2015

**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.B6.S1.A1	Administrative Team presents Vertical Collaborative Planning structure and expectations to the faculty.	Hoel, Robert	9/9/2014	Meeting power point and sign-in sheets	9/9/2014 one-time
G2.B1.S1.A1	Monitor quarterly attendance reports	Therriault, Jacqueline	10/24/2014	Quarterly reports	6/4/2015 quarterly
G2.B4.S1.A1	Student service personnel will pull course failure report at the end of each nine weeks and provide counseling to the students failing one or more course.	Hoel, Robert	10/24/2014	Grade failure report	6/4/2015 quarterly
G2.B5.S1.A1	Create a school wide progressive discipline plan	Hoel, Robert	8/18/2014	School wide discipline plan	6/4/2015 annually
G3.B1.S1.A1	Compete in STEM related projects through the district science fair, The Fairchild challenge, Fifth Grade Exhibition Project or the Eighth Grade Community Project	Joseph, Felicia	9/10/2014	Projects, Certificates of participation	6/3/2015 monthly
G3.B2.S1.A1	The CTE teacher will infuse reading strategies taught during vertical teaming activities into his technology lessons.	Hoel, Robert	10/8/2014	Lesson Plans	6/3/2015 monthly
G4.B1.S1.A1	Develop a monthly calendar with school activities and communicate those activities to the PTA so they can share the information through their variety of communication resources.	Joseph, Felicia	8/13/2014	Monthly Calendar	6/4/2015 monthly
G1.B6.S1.A2	Administrative Team meets with facilitators to discuss Vertical Collaborative Planning standards of work, participants' expectations, norms and protocols to be used in delivery. Facilitators will develop and align Instructional Focus Calendar strategies to existing International Baccalaureate Unit Planner and District Pacing Guides.	Joseph, Felicia	9/17/2014	Meeting powerpoint, sign in sheet, completed instructional focus calendar.	9/17/2014 one-time
G2.B1.S1.A2	Convene attendance quarterly review committees.	Therriault, Jacqueline	Attendance review committee minutes	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.A2	Study Hall will be offered through the student services department	Hoel, Robert	9/3/2014	Study hall sign in sheets	6/3/2015 weekly
G2.B5.S1.A2	Conduct Middle School Safety meetings outlining expectations for student behavior			one-time	
G1.B6.S1.A3	Facilitators will engage teachers in activities for best applying Instructional Focus identified strategy to their pertinent content area.	Joseph, Felicia	10/14/2014	Meeting agenda, sign in sheets, activity handouts	10/14/2014 one-time
G2.B1.S1.A3	Provide health education for students in effort to prevent transmission of germs	Therault, Jacqueline	10/24/2014	Lesson Plans	6/4/2015 monthly
G2.B4.S1.A3	Academic failure presentations will take place through drama and band classes	Hoel, Robert	9/29/2014	Presentation Notes	6/4/2015 monthly
G2.B5.S1.A3	Conduct parent/student orientations to review school wide expectations for behavior			one-time	
G1.B6.S1.A4	In Common Planning sessions, team members share the strategies received in Monthly Vertical Collaborative Planning sessions with other members in order for all members to incorporate in daily instructional delivery.	Joseph, Felicia	10/15/2014	Lesson Plans, Classroom Handouts.	10/15/2014 one-time
G1.B6.S1.A5	Administrators will monitor the effective implementation of school-wide focus calendar instructional strategies by observing teachers' instructional delivery Teachers in need of additional support will be identified.	Joseph, Felicia	10/24/2014	Lesson plans, classroom visits	11/21/2014 biweekly
G1.B6.S1.A6	Teachers identified in need of additional support will be provided opportunities to observe other faculty successfully implementing the strategies.	Joseph, Felicia	11/21/2014	Teacher observation exit slips, teacher sign up calendar	11/28/2014 one-time
G1.B6.S1.A7	Administrative Team and Vertical Collaborative Planning Facilitators will engage in analysis of the monthly strategy's implementation effectiveness and ongoing fidelity.	Joseph, Felicia	11/27/2014	administrative walk through logs, meeting agenda and sign in sheets, activity handouts, lesson plans, teacher observation exit slips, teacher sign up calendar.	11/27/2014 one-time
G1.MA1	[no content entered]			one-time	
G1.B6.S1.MA1	The administration will conduct Monthly data chats with the teachers to ensure student progress.	Joseph, Felicia	10/20/2014	Data from various sources including interim assessments, FAIR, program data.	6/4/2015 monthly
G1.B6.S1.MA1	The schedule of vertical team meetings and instructional focus calendar has been created. The administrative team will conduct classroom walk throughs and look for evidence of the strategy in the lesson plans and student work.	Joseph, Felicia	10/20/2014	Lesson plans, student work	11/21/2014 one-time
G2.MA1	Quarterly Reports	Hoel, Robert	10/24/2014	Quarterly reports	6/4/2015 quarterly
G2.B1.S1.MA1	Pulling of reports and monitor the outcomes of the attendance review committee	Joseph, Felicia	10/24/2014	Review committee minutes	6/4/2015 quarterly
G2.B1.S1.MA1	Pulling of reports and monitor the outcomes of the attendance review committee	Joseph, Felicia	10/24/2014	Meeting Minutes	6/4/2015 quarterly
G2.B4.S1.MA1	Administration will meet with student services monthly to discuss progress of students.	Hoel, Robert	10/24/2014	Quarterly grade reports.	6/4/2015 quarterly
G2.B4.S1.MA1	Administration will meet with student services monthly to discuss progress of students.	Hoel, Robert	10/24/2014	Report notes	6/4/2015 quarterly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S1.MA1	Pull quarterly suspension reports to monitor serious infractions of the student code of conduct.		10/24/2014	Quarterly suspension reports	6/4/2015 quarterly
G2.B5.S1.MA1	Pull quarterly suspension reports to monitor serious infractions of the student code of conduct.	Joseph, Felicia	10/24/2014	Suspension reports	6/4/2015 quarterly
G3.MA1	Fairchild challenge points, Science fair entries, lesson plans	Joseph, Felicia	9/10/2014	Fairchild challenge points, Science fair entries, lesson plans	6/3/2015 monthly
G3.B1.S1.MA1	Review of teacher lesson plans and entries into STEM related competitions		9/10/2014	Lesson plans, project entries	6/3/2015 monthly
G3.B1.S1.MA1	Review of teacher lesson plans and entries into STEM related competitions	Joseph, Felicia	9/10/2014	Lesson plans, project entries	6/4/2015 monthly
G3.B2.S1.MA1	Review of lesson plans from the CTE teacher	Hoel, Robert	10/8/2014	Lesson plans, student work	6/3/2015 monthly
G3.B2.S1.MA1	Review of lesson plans from the CTE teacher	Hoel, Robert	10/8/2014	Lesson Plans, student work	6/3/2015 monthly
G4.MA1	Parent involvement data	Joseph, Felicia	8/13/2014	Parent sign in sheets	6/3/2015 monthly
G4.B1.S1.MA1	Review the sign in sheets of PTA events to ensure a variety of parents are attending the functions.		8/13/2014	Sign In Sheets	6/3/2015 monthly
G4.B1.S1.MA1	Review the sign in sheets of PTA events to ensure a variety of parents are attending tthe functions.	Joseph, Felicia	8/13/2014	Sign In Sheets	6/3/2015 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.** We will increase student achievement by improving core instruction in all content areas.

**G1.B6** 6. Lack of a common instructional focus alignment and embedding of literacy strategies in all content areas is limited.

**G1.B6.S1** We will develop wide vertical collaborative teams to create school wide instructional strategies that will improve core instruction in all content areas.

### **PD Opportunity 1**

Facilitators will engage teachers in activities for best applying Instructional Focus identified strategy to their pertinent content area.

#### **Facilitator**

Vertical Team Teachers Collaborators- Gina Terry, Damaris Gonzalez, Monica Santana, Minerva Santerre, Ronald Malone, Jennifer Wasielewski, Mark Plyler, Carlos Berrios

#### **Participants**

All instructional staff

#### **Schedule**

On 10/14/2014

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0