Georgia Jones Ayers Middle School

2014-15 School Improvement Plan

Georgia Jones Ayers Middle School

1331 NW 46TH ST, Miami, FL 33142

http://ams.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	95%

Alternative/ESE Center	Charter School	Minority
No	No	100%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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
Focus	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Allapattah Middle School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning.

Provide the school's vision statement

Allapattah Middle School provides a stimulating learning environment with a technological orientation across the whole curriculum, which maximizes individual potential and ensures students of all ability levels are well equipped to meet the challenges of education, work and life.

School Environment

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

Allapattah Middle School builds positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff. We foster an environment that serves all students and aspires to eliminate the achievement gap.

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

Allapattah Middle School is part of triangular services through Johns Hopkins/Talent Development, Diplomas Now, and City Year. All three entities serve in the main capacity to help raise achievement scores, decrease the dropout rate, and develop the academic, social, emotional, and mental needs of our students. The purpose benefits students, their schools and their communities. For students, this means graduating with a meaningful diploma ready for the future. For our school, it means raising achievement scores and allowing students to grow academically by providing extra adults to help meet students' social and emotional needs. For our community, it means decreased drop-out rates, a better trained workforce and new generation of local leaders; through the utilization of a Program Manager and Coordinator (who oversees the behavioral and academic services with Administrators and Teachers through tracking systems), Talent Development Specialist (Curriculum Specialist who directly supports teachers through coaching and planning), and City Year Corps Members who work alongside students (through specialized tutoring services before, during, and after school); teachers (Professional Development services and planning sessions), and the community (through beautification projects).

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

Allapattah Middle School engages our Administration, Parents, Community, Staff, our District and State Curriculum Team, and our triangular services through City Year/Talent Development in order to

create robust, progressive disciplinary system. The classroom is the foundation of Allapattah's progressive discipline model. The classroom teacher is responsible for establishing a tone and climate, which allows for high quality instruction and learning to take place. Clear expectations, specific rules and set procedures are articulated and established to enhance positive student behavior. Administrators assist classroom teachers and students as part of the progressive discipline process. The Progressive Discipline Model id discussed at all grade level assemblies at the beginning of the school year and reviewed as deemed necessary throughout each semester. Suspension is only used only when other forms of behavior intervention have been unsuccessful or in serious/immediate situations. Furthermore, the Positive Behavior Support initiative helps eliminate challenging behaviors and replace them with prosocial skills through positive reinforcement of desired behaviors.

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 teachers, staff, and community of Allapattah Middle School are committed to creating and ensuring a safe, creative, challenging, and fun environment for students to grow and learn. We utilize internal and external resources to be developmentally responsive to the age group we serve. All stakeholders continuously set high expectations for behavior and achievement, as well as learning, as a team, to make certain we are providing the best education possible for our students. The Allapattah school culture is characterized by collaboration and a sense of community among teachers, staff, students, parents and community members, which is a result of continued efforts to seek and utilize stakeholder feedback during EESAC and PTSA meetings, town hall meetings, parent involvement activities and community outreach events. Business and community partners include The Advisory Committee of Liberty City Youth, New Horizons, Girl Power, Youth Empowerment Program, Nonviolent Program, Elevating Word Church, First Investors, Black Nurses Association, and the Urban League, among others.

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

Allapattah's early warning system includes weekly Early Warning Indicator (EWI) meetings. The STF facilitates a professional learning community where all school stakeholders can discuss students with indicators and develop interventions by grade level. The intervention plans are sent to all stakeholders and monitored to assist the student to get back on track. EWI follow up meetings are held to discuss progress of students and assesses if interventions are working or need to be changed. Every quarter, focus lists produced by STF are developed to identify students with indicators or have become off track. Assessment data is also discussed and analyzed each quarter to provide students with the right intervention based on learning gains and/or losses.
The list of early warning indicators includes: attendance, behavior, course performance in language arts and math, interventions per indicator, assessment data including interims, FAIR, ORF, and Florida Standards test scores.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	22	31	60	113
One or more suspensions	21	52	60	133
Course failure in ELA or Math	25	17	15	57
Level 1 on statewide assessment	94	82	84	260

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	18	28	38	84

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

Parent Conferences are scheduled every Tuesday and Thursday through a grade-level team approach so parents and guardians can dialogue with teachers from all disciplines in a collaborative and collegiate setting.
Student Conferences are held throughout the grading periods to set academic goals, monitor progress and address deficiencies. Conferences may be also be scheduled by guidance counselor or content area instructional coaches.
After and before school tutoring is provided by teachers and mentors.
Positive Behavior Support (PBS) initiatives decrease the need for more intrusive or aversive interventions (i.e., indoor or outdoor suspensions) and prevents the loss of instructional time. School-wide incentives to improve behavior include rewards, treats, events to improve climate, PBS store.
Diplomas Now - Talent Development : Weekly Early Warning Indicator (EWI) Meetings by grade level with all school stakeholders facilitated by School Transformation Facilitator (STF) to discuss students with indicators and propose interventions to move students back on-track, progress monitor interventions and outside resources that provide interventions to students, Global Focus List (Data that includes indicators, interventions, and assessments), Report Card Conferences (after each 9 weeks), progress report conference (after progress reports during 4th 9 weeks).
Diplomas Now - City Year: 10 corp members that provide classroom interventions, morning tutoring, lunch mentoring in attendance/behavior, daily attendance phone calls.
Diplomas Now - Communities In Schools: one on one counseling, check in/check out, referral to outside resources when needed.
PBS, Diplomas Now, administration, counselor work together to create incentives to improve indicators.

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 2014-15 school year Allapattah Middle School will work with the PTSA and Community Involvement Specialist to provide literacy training for parents, arrange parent meetings during different times throughout the day, and attract a variety of parents to become actively involved in their children's education.

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 teachers, staff, and community of Allapattah Middle School are committed to creating and ensuring a safe, creative, challenging, and fun environment for students to grow and learn. We utilize internal and external resources to be developmentally responsive to the age group we serve. All stakeholders continuously set high expectations for behavior and achievement, as well as learning, as a team, to make certain we are providing the best education possible for our students. The Allapattah school culture is characterized by collaboration and a sense of community among teachers, staff, students, parents and community members, which is a result of continued efforts to seek and utilize stakeholder feedback during EESAC and PTSA meetings, town hall meetings, parent involvement activities and community outreach events. Business and community partners include The Advisory Committee of Liberty City Youth, New Horizons, Girl Power, Youth Empowerment Program, Nonviolent Program, Elevating Word Church, First Investors, Black Nurses Association, and the Urban League, among others.

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
Mckinney, Bridget	Principal
Allick, Earl	Assistant Principal
Martinez, Iris	Assistant Principal
Herring, Douglas	Instructional Coach
Calixte, Yvonnette	Instructional Coach

Duties

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

Allapattah Middle's MTSS/RtI Leadership Team will meet with the Educational Excellence Advisory Council
(EESAC) and the principal to discuss and develop the School Improvement Plan. The team will provide
assessment data on student's trend data based on identified areas of strengths and weaknesses, instructional interventions based on the RtI model (Tiers 1-3), instructional approaches to increase rigor,
relevance and relationship and professional development needs. The team will also monitor the

fidelity of the

delivery of instruction and interventions and provide levels of support and interventions to students based on

data. Lastly, the team will discuss the Florida Continuous Improvement Model (F-CIM) to facilitate the systematic approach of aligning curriculum with students' instructional needs.

The RtI leadership team is an important vehicle in providing:

• Principal - The principal provides a comprehensive assessment plan that includes data-based decision

making, assist in identifying early intervention strategies to address academic problems, conducts needs

assessment of staff regarding RtI, ensures the RtI course of action is implemented by the school-based

team, formulates a staff development plan to train teachers in using data for making instructional decisions

using the RtI process, allocates resources to ensure that they are implemented with fidelity to support RtI

implementation and effectively communicates the vision, plans and activities of the RtI method with parents

and stakeholders and allocate the appropriate resources.

• Assistant Principals- Coordinate efforts to ensure that school site stakeholders are implementing the RtI

model, monitor implementation and intervention support, conducts assessments of RtI efforts, facilitate

adequate professional development to support implementation, ensure commitment and allocate resources

and address evidence based interventions to ensure they are implemented with fidelity to support RtI implementation.

• Instructional Coaches & Department Chairpersons- Assist with and facilitate professional development,

analyze and evaluate student data, identify early intervention strategies, monitor the mastery of skills, implement evidenced-based intervention strategies, develop and evaluate content standards, review curriculum and align it with the standards, monitor teacher effectiveness for the delivery of instruction, identify trend data to determine the greatest needs of improvement and collaborate with staff to implement

core, supplemental and intensive instructional and behavioral interventions.

• School Psychologist: Conducts, interprets and analyzes data to facilitate intervention plans, facilitates data

based decisions making and enhances problem solving strategies to promote continuous improvement.

• Guidance Counselor/Social Worker- Assist with problem solving measures and identifies prevention and

early intervention strategies for student success through a collaborative action process, provides training

targeted to increase students' performance, collaborates with school staff in developing interventions to

address chronic attendance issues, dropout prevention and coordinates and facilitates family access to

services in the community to improve the student's academic, social and emotional well-being.

The team will include additional personnel as resources based on specific challenges or concerns as warranted, such as:

• Teachers from various subject areas

• Special education personnel

• School guidance counselor

• School social worker
• Community Involvement Specialist

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

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to collectivelynavigate through problem solving techniques by an ongoing, systematic examination of available data. The
goal of MTSS/RtI at Allapattah Middle is to impact student achievement, school safety, school culture, academics, attendance, student social/emotional behavior, and prevention of student failure through early
intervention.
The MTSS/RtI Leadership Team will hold meetings, and these meetings will be monitored. Using the team
approach, instructional staff members at each grade level have been assigned a specific week each month in
order to address the challenges, issues, and concerns previously mentioned. The meetings will focus on
raising and sustaining student achievement by providing professional development to teachers and support
staff; examining instructional practices that address the targeted needs of our students. The team will engage in the following activities: examine assessment data to make instructional decisions, review professional development plans based on assessment data, review the implementation plans of Tier 1, Tier
2, and Tier3 in order to examine their effectiveness, identify systematic patterns of student needs and implement the appropriate intervention strategies and resources. They will also conduct data chat sessions,
review the ongoing progress monitoring data in each core area, and synthesize what's working, what's not
working, and steps needed to make changes for improvement. The team will also evaluate and identify
students that have mastered skills as well as those students that have the potential to regress, monitor
teacher effectiveness, share "best practices", review curricula, and identify trend data to determine the
greatest needs for improvement. Additionally, the team will maintain communication with staff for input and
feedback as well as create a structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
Title I
Services are provided at Allapattah Middle School to ensure students requiring additional remediation are
assisted through extended learning opportunities (before-school and/or after-school programs, Saturday
Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development
needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and
evaluate school core content standards/ programs; identify and analyze existing literature on

scientifically
based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of
student needs while working with district personnel to identify appropriate, evidence-based intervention
strategies; assist with whole school screening programs that provide early intervening services for children to
be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and
data analysis; participate in the design and delivery of professional development; and provide support for
assessment and implementation monitoring. Other components that are integrated into the school-wide
program include an extensive Parental Program; Title CHESS (as appropriate); Supplemental Educational
Services; and special support services to special needs populations such as homeless, migrant, and neglected
and delinquent students.
Title I, Migrant
Allapattah Middle School provides services and support to migrant students and parents. The District Migrant
liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of
migrant students to ensure that the unique needs of migrant students are met. Students are also provided
extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part
C, Migrant Education Program.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated
with district Drop-out Prevention programs.
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on
Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group
implementation and protocols
Title II
Allapattah Middle School uses Title III funds to supplement and enhance the programs for English Language
Learner (ELL) and immigrant students by providing funds to implement and/or provide:
• tutorial programs
• parent outreach programs
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers
reading and supplementary instructional materials
Title X- Homeless
Allapattah Middle School is serviced by Project Upstart, Homeless Children and Youth in Transition. Students
receive services upon identification and classification as homeless.
• The Homeless Assistance Program seeks to ensure a successful educational experience for

homeless
children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification,
enrollment,
attendance and the transportation of homeless students.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling
homeless
students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring
homeless
children and youth are not to be stigmatized or separated, segregated, or isolated on their status as
homeless and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity and awareness campaign to all the schools, each
school is
provided a video and curriculum manual and a contest is sponsored by the homeless trust,
community
organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
The District Homeless Student Liaison continues to participate in community organization meetings
and task
forces as it relates to homeless children and youth.
Supplemental Academic Instruction (SAI)
Allapattah Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of
its
Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
Allapattah Middle School is a Safe and Drug-Free School.
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention
services
for students through curriculum implemented by classroom teachers and TRUST Specialists.
• Training and technical assistance for middle school teachers, administrators, counselors, TRUST
Specialists
TRUSTS Specialist focus on counseling students to solve problems related to drugs and alcohol,
stress,
suicide, isolation, family violence, and other crisis
Nutrition Programs
1) Allapattah Middle School adheres to and implements the nutrition requirements stated in the
District
Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows
the
Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
Career and Technical Education
By promoting Career Pathways and Programs of Study, students will become academy program
completers
and have a better understanding and appreciation of the postsecondary opportunities available and a
plan for
how to acquire the skills necessary to take advantage of those opportunities.
Curriculum on specific careers is integrated through the Social Studies classes and is geared toward
helping
middle school students gain a greater understanding of career choices. The school based counselors
utilizes
the FACTS.org website to assist 7th and 8th grade students in choosing a career at the middle school

level.
Students will also obtain understanding of business and industry workforce requirements by determining
what is needed to acquire Ready to Work and other industry certifications.
Readiness for postsecondary opportunities will strengthen with the integration of academic and career and
technical education components and a coherent sequence of courses.
Other
Allapattah Middle School is Health Connect School.
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and
a medical home, and provide care for students who are not eligible for other services.
• HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS will enhance the health education activities provided by the schools and by the health department.
HCiOS will assure all students receive health education.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality
school health care program.
Allapattah Middle School involves parents in the planning and implementation of the Title I Program and
extend an open invitation to our school's parent resource center or parent area in order to inform parents
regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's
Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual
Meeting; and other documents/activities necessary in order to comply with dissemination and reporting
requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent
Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to
empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly
Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey,
distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The
Survey's results are to be used to assist with revising our Title I parental documents for the approaching
school year.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Donald Cole	Teacher
Veldreana Oliver	Teacher
Bridget Mckinney	Principal
Kimberly Banks	Teacher
Douglas Herring	Teacher
Janna Besant	Teacher
Mercory Mecury	Education Support Employee
Yvonnette Calixte	Teacher
Sophia Rivera	Education Support Employee
Roslyn Johnson	Parent
Gerina McGriff	Parent
Regina Davis	Parent
Dericka Johnson	Parent
Kate Allen	Parent
Leenes Pita	Student
Mallerin Carmona	Student
Natasha Ervin	Business/Community
Michele Sweeting	Business/Community
Magaly Padron	Business/Community
Betty Wilson	Business/Community
Darryl Holsendorf	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 Educational Excellence School Advisory Council (EESAC) was the sole body responsible for the final decision-making relating to the implementation of the components of the School Improvement Plan. The EESAC's function was to bring together all stakeholders and involve them in authentic roles in decisions which affect instruction and the delivery of programs. EESAC members were actively engaged in the preparation and evaluation of the School Improvement Plan (SIP) as well as its impact on the delivery of the educational program.

Development of this school improvement plan

The EESAC Committee will provide feedback and suggestions for the exisiting SIP during each phase of writing of the draft. The SIP must be improved by a majority vote prior to submittal of each phase (i.e. beginning of year, midyear and end of year).

Preparation of the school's annual budget and plan

EESAC is responsible for assisting in the preparation and evaluation the school's annual budget. The healthy collaboration of EESAC contributed to stakeholders' participation in school management, financing and organizing of resources, budgeting, and implementation of policies. Therefore, the EESAC directly affected students' academic performance.

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

EESAC funds will be utilized to provide incentives and motivational activities to assist with student achievement during the 2014-15 school year.

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
Mckinney, Bridget	Principal
Martinez, Iris	Assistant Principal
Allick, Earl	Assistant Principal
Calixte, Yvonnette	Instructional Coach
Besant, Janna	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

"Mustang Power for Half an Hour" Literacy Block—this initiative allows for all instructional staff members
implement various literacy strategies centered on rigorous text and instruction. Teachers expose students to deeper vocabulary through a cyclical process; from understanding the letter formation to then being able to create and read the words until automaticity. Students also learn how to make connections of the words through meaning in text, and apply skills learned through a quick assessment at the end of the week.
One Book, One Community—all students and staff members will be provided a novel that will be read school-wide throughout the year. The novels chosen will be made by instructional coaches based on interest and rigor.
Text-Dependent Writing—all students and staff members will infuse writing strategies on a particular topic throughout the year, that will transcend into all core areas, for the purpose of preparing students to be able to write using textual evidence in informational and argumentative formats. These initiatives will provide assistance to all teachers in an effort to increase literacy throughout the curriculum.

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

Common planning time among teachers is a crucial element in the success of an inclusive school. This planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. Common planning helps teachers maximize the time and resources that they have available. The guidance of instructional coaches and agreed upon protocols during your planning meetings also helps maximize the time teachers plan together. Furthermore, weekly grade-level team meetings also contribute meaningful professional development and implementation.

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

The principal in conjunction with Region/District office consistently recruits highly qualified individuals who are certified in their respective subject areas for open interview positions. The remaining administrative team and leadership team members are responsible for providing on site mentoring activities to assist with retaining these highly qualified individuals. Activities can consist of modeling, mentoring (provide formally and informally) and bi-weekly meetings to assist individuals with adapting to school culture and climate.

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

Beginning teachers are paired with a mentor teacher preferably within the subject area in which they teach. Mentors volunteer to assist beginning teachers with lesson planning, classroom management strategies and provide instructional guidance on delivery and implementation of lessons. Mentor and Mentee teachers will meet weekly to discuss progress and modify plans accordingly. Administrative support will be provided in areas as deemed necessary.

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

Instructional coaches have worked closely with teachers to provide instructional techniques and recommended activities or learning experiences for students and increase teachers' familiarity with new standards. Common planning has focused on teachers' requisite knowledge base of a wide variety of instructional strategies and understanding of when to use those strategies to meet required standards.

Instructional Strategies

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

Allapattah Middle School utilizes data to differentiate instruction and actively work to support the learning of all students. Strategic assessment, thoughtful planning and targeted, and flexible instruction means students have multiple opportunities for taking in information, making sense of ideas, and expressing what they learn. The data sources are FCAT scores, FAIR assessment scores, Baseline assessments, and topic tests, among others.

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: 10,800

Tutoring will be offered before school from 8:00 am - 9:00 am every day from Monday - Friday.

Strategy Rationale

Tailored tutoring for the specific academic needs and learning style and interest of targeted group; designed to build a relationship that can be applied through an interdisciplinary approach; designed around flexible scheduling for families.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Martinez, Iris, irismartinez@dadeschools.net

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

Students will be given standard quizzes to track progress on individual standards. Students will track their own data on custom trackers found in their interactive journals.

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

During regular team conferences and at transition planning meetings, information about effective instructional strategies, needed modifications and adaptations, positive behavior support strategies, and methods of communication is exchanged. The receiving grade-level teams learn about the strategies that have worked in the past so that precious time is not lost at the beginning of the new school year.

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1. Allapattah Middle School will increase student achievement by improving core instruction in all content areas.

G2. Use the EWS to identify at-risk students to provide support and intervention to increase achievement.

G3. Increase the number of students participating in Project Based Learning in STEM in order to emphasize/engage students in the problem solving process and prepare students to be college and career-ready.

G4. See Title I PIP

Strategic Goals Detail

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

G1. Allapattah Middle School will increase student achievement by improving core instruction in all content areas. 1a

Targets Supported 1b

🔍 G050076

Indicator	Annual Target
AMO Math - All Students	47.0
AMO Math - African American	45.0
AMO Math - Hispanic	51.0
AMO Math - ELL	37.0
AMO Math - SWD	41.0
AMO Math - ED	47.0
AMO Reading - All Students	50.0
AMO Reading - African American	49.0
AMO Reading - Hispanic	51.0
AMO Reading - ELL	38.0
AMO Reading - ED	50.0
AMO Reading - SWD	43.0
FCAT 2.0 Science Proficiency	40.0
CELLA Writing Proficiency	25.0

Resources Available to Support the Goal 2

- Common Planning, Mathematics Instructional Coach, iPrep Math Facilitator, Curriculum Support Specialist, Illustrative Mathematics items, Unwrapping the Standards worksheet, Carnegie - Mathia textbook and software, Mc-Graw Hill Textbook & Resources, Ready Textbook & Resources, Reflex Math, Edgenuity, ETO Lesson Plan Template, Qualitative/Quantitative Data.

- Built-in Common Planning, Peer reflection during planning meetings, coaching cycles, weekly administrative walk-throughs, school-based professional development, and ETO CSS.

- Administration, Science Coach, ETO support, FDOE DA Support, PBS, City Year, Promethean Boards, Common Planning, Double Dose, J&J, Community Support.

- Reading Coach, ETO Curriculum Support Specialist, State School Improvement Specialist, Tablets, City Year Corps Members, Promethean Boards, Built-in Common Planning, ETO Pacing Guides and Resources, including Item Specifications and Planning Cards.

Targeted Barriers to Achieving the Goal 3

- There is lack of evidence of effectively planning to meet the rigor and expectation of the Mathematics Florida Standards (MAFS).

- There is a need for engaging and rigorous lessons that lead to mastery of the new Language Arts Florida Standards (LAFS) and promote reading and writing.

- There is a need for effective Gradual Release of Responsibility Model (GRRM) which impedes organization, structure, and lessons that are delivered in a manner that students can grasp and retain Science content.

- There is a need for planning lessons from end products which has led to limited evidence of high-order questioning to check for understanding, student discourse, and text-dependent writing during instruction. Without this rigor and text-dependent writing students will lack the foundational skills addressed by the EOC and Florida Standards.

Plan to Monitor Progress Toward G1. `8`

Data from Interim Assessments, Florida Standards Assessments, EOCs and Science FCAT 2.0 will be collected and disaggregated to adjust instruction and measure effectiveness of instruction.

Person Responsible
Bridget Mckinney

Schedule
Every 2 Months, from 9/9/2014 to 4/24/2015

Evidence of Completion
Data chat logs; common planning logs; walkthrough logs.

G2. Use the EWS to identify at-risk students to provide support and intervention to increase achievement. `1a`

🔑 G050023

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	94.0
Attendance Below 90%	21.0
One or More Suspensions	25.0
Students exhibiting two or more EWS indicators (Total)	15.0
Course Failures ELA	3.0
Course Failures Mathematics	6.0

Resources Available to Support the Goal `2`
- Talent Development: STF will facilitate a weekly grade level EWI meeting addresses student achievement and student's data trends.
- City Year: Corp members provide interventions to students according to FAIR testing.
- Communities In Schools: provides one on one counseling and referral to outside resources to needy students.

Targeted Barriers to Achieving the Goal `3`
- There is a need for deep understanding of how to utilize data to explicitly target the needs of the student.

Plan to Monitor Progress Toward G2. `8`

Administration will review EWS data to determine gains in each indicator.

Person Responsible
Bridget Mckinney

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

Evidence of Completion
Attendance, behavior and academic trackers; progress reports; data chat reports.

G3. Increase the number of students participating in Project Based Learning in STEM in order to emphasize/engage students in the problem solving process and prepare students to be college and career-ready. 1a

Targets Supported 1b

🔍 G049624

Indicator	Annual Target

Resources Available to Support the Goal 2

- -Funding for materials/supplies to implement hands on activities. -Funding for Field Trips (i.e. Science Fair, etc).

Targeted Barriers to Achieving the Goal 3

- There is a need for increased exposure to activities and strategies within the area of STEM. Students need to be exposed to activities, strategies and programs that will facilitate learning within the area of STEM.

Plan to Monitor Progress Toward G3. 8

Projects, activities

Person Responsible

Iris Martinez

Schedule

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

Evidence of Completion

Completed projects, participation in Region/District Competitions

G4. See Title I PIP 1a

Targets Supported 1b

🔍 G050339

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. Allapattah Middle School will increase student achievement by improving core instruction in all content areas. `1`

🔧 G050076

G1.B1 There is lack of evidence of effectively planning to meet the rigor and expectation of the Mathematics Florida Standards (MAFS). `2`

🔧 B125390

G1.B1.S1 Standard-based instruction `4`

🔧 S137277

Strategy Rationale

Use the Mathematics Florida Standards when planning for and delivering instruction.

Action Step 1 `5`

The math coach will develop a quarterly calendar that clearly identifies the content that will be developed weekly for common planning and provide it for each teacher.

Person Responsible

Douglas Herring

Schedule

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

Evidence of Completion

Common Planning Calendar; Common Planning Sign-in sheets and agendas; Teacher Lesson Plans

Action Step 2 5

The math coach will support and develop the math teacher's content and development during one of their planning periods using the concrete, representational, abstract method.

Person Responsible

Douglas Herring

Schedule

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

Evidence of Completion

Common Planning Calendar; Common Planning Sign-in sheets and agendas; Teacher Lesson Plans

Action Step 3 5

The Administrative team and math coach will conduct classroom walkthroughs to assess the effectiveness of the content development sessions and identify teachers in need of individualized support

Person Responsible

Douglas Herring

Schedule

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

Evidence of Completion

Walkthrough logs

Action Step 4 5

The math coach will conduct coaching cycles for identified teachers focused on content as evidenced in delivery of the meaning development component of their lesson.

Person Responsible

Douglas Herring

Schedule

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

Evidence of Completion

Coaching Cycle documentation Notemaking/Notetaking Worksheet Lesson Plans Student product

Action Step 5 `5`

The administrative team, math coach, ETO personnel, iPrep Math personnel will conduct classroom walkthroughs to assess the effectiveness of the action plan and identify additional barriers to address.

Person Responsible

Bridget Mckinney

Schedule

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

Evidence of Completion

Administrative walkthrough logs

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

Instructional Coach and administrators will monitor alignment of lessons and quality of delivery through weekly walkthroughs.

Person Responsible

Earl Allick

Schedule

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

Evidence of Completion

Common planning logs and walkthrough logs

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

Determine effectiveness of instruction through topic tests and data analysis.

Person Responsible

Douglas Herring

Schedule

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

Evidence of Completion

Common planning logs

G1.B3 There is a need for engaging and rigorous lessons that lead to mastery of the new Language Arts Florida Standards (LAFS) and promote reading and writing. 2

B126020

G1.B3.S1 Effective Planning and Instructional Delivery 4

S137915

Strategy Rationale

Plan for and deliver instruction that is based on the standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Provide professional development in unpacking the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, the gradual release of responsibility model, align to the learning targets, promote academic student discourse, and scaffold instruction to the highest level of DOK.

Person Responsible

Yvonnette Calixte

Schedule

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

Evidence of Completion

PD Agenda Student Work Samples Common Planning Products

Action Step 2 5

Utilize available resources in common planning to ensure that rigorous lessons are created. Ensure that teachers analyze student work samples in order to assess the effectiveness of their lessons and promote reflection on how well their lessons incorporated writing, aligned to the learning targets, promote academic student discourse, and scaffolded to the highest levels of DOK.

Person Responsible

Yvonnette Calixte

Schedule

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

Evidence of Completion

Student Work Samples Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning

Action Step 3 `5`

Monitor fidelity of implementation of the common planning products through classroom observation and review of student work products. Ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Person Responsible

Iris Martinez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Monitor fidelity of implementation of the common planning products through classroom observation and review of student work products.

Person Responsible

Iris Martinez

Schedule

Daily, from 9/9/2014 to 11/26/2014

Evidence of Completion

Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Person Responsible

Iris Martinez

Schedule

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

Evidence of Completion

Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning

G1.B5 There is a need for effective Gradual Release of Responsibility Model (GRRM) which impedes organization, structure, and lessons that are delivered in a manner that students can grasp and retain Science content. 2

B126023

G1.B5.S1 Gradual Release 4

S137928

Strategy Rationale

Implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition.

Action Step 1 5

Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility Model.
o All teachers should actively participate in the professional development session.
o Principal and assistant principal should actively participate in the professional development session.

Person Responsible

Iris Martinez

Schedule

On 11/26/2014

Evidence of Completion

Professional development rosters, Professional development deliverables (PD presentation, handouts, materials)

Action Step 2 5

Coach will support the effective planning of lessons that follow the GRRM during common planning.
Coach will facilitate individualized grade level common planning.

Person Responsible

Iris Martinez

Schedule

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

Evidence of Completion

Common Planning rosters, Detailed lesson plans reflecting the GRRM

Action Step 3 5

Principal, Assistant Principal, and Instructional Coach will conduct walkthroughs to follow up on implementation of the Gradual Release of Responsibility Model and will debrief to identify teachers in need of additional support.

Person Responsible

Iris Martinez

Schedule

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

Evidence of Completion

Walkthrough documentation Detailed lesson plans reflecting the GRRM Teacher's fidelity to instructional pacing

Action Step 4 `5`

Instructional Coach will plan support to be provided by completing a coaching work plan for teachers in need of additional support. Instructional Coach will then conduct coaching cycles.
Teachers struggling with all components of the GRRM should receive a full cycle on effective execution of a complete GRRM lesson.
Teachers struggling with only a particular portion of the GRRM should receive a full cycle on only that component of the GRRM.
Assistant Principal will continue to monitor implementation of the GRRM for agreed upon teachers whose execution of the GRRM was observed to be exemplary.

Person Responsible

Iris Martinez

Schedule

On 11/26/2014

Evidence of Completion

Coaching work plan Coaching calendar Coaching log

Action Step 5 `5`

ETO Support Team will observe the work of the Instructional Coach as they conduct their coaching cycles and provide explicit coaching and feedback to build the capacity, and increase the effectiveness of the coach.
Principal and Assistant Principal should actively participate in ETO team members' debriefings with Instructional Coach.

Person Responsible

Iris Martinez

Schedule

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

Evidence of Completion

ETO feedback and reflection on support document Instructional Coach reflections on coaching logs Administrative reflections on coaching logs

Action Step 6 5

Principal and Assistant Principal will conduct classroom walkthroughs to assess the improvement in the implementation of the GRRM for teachers who received coaching cycles, following the completion of the coaching cycles.
ETO Support Team will also conduct walkthroughs to assess the improvement in the implementation of the GRRM for teachers who are receiving or who have received coaching cycles, during school site visits.

Person Responsible

Iris Martinez

Schedule

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

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logsETO feedback and reflection on support document

Action Step 7 5

Principal and Assistant Principal will debrief with the Instructional Coach on the implementation of the GRRM in each classroom.
Principal, Assistant Principal, and Instructional Coach will collaboratively decide which teachers need additional support (another coaching cycle) planning and executing GRRM lessons, and which teachers have mastered the skill.

Person Responsible

Iris Martinez

Schedule

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

Evidence of Completion

Coach/Administration debrief Development of next steps (for teachers in need of additional support)

Action Step 8 `5`

Principal, Assistant Principal, and Instructional Coach will continue to monitor and support implementation of the GRRM in all classrooms.

Person Responsible

Iris Martinez

Schedule

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

Evidence of Completion

Walkthrough documentation

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Monitor fidelity of implementation of the common planning products through classroom observation and review of student work products.

Person Responsible

Iris Martinez

Schedule

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

Evidence of Completion

Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Person Responsible

Iris Martinez

Schedule

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

Evidence of Completion

Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning

G1.B7 There is a need for planning lessons from end products which has led to limited evidence of high-order questioning to check for understanding, student discourse, and text-dependent writing during instruction. Without this rigor and text-dependent writing students will lack the foundational skills addressed by the EOC and Florida Standards. 2

B126138

G1.B7.S1 Lesson Planning 4

S138052

Strategy Rationale

Through common planning, teachers will plan lessons that culminate with written end-products that demonstrate mastery of daily learning targets. These lessons will be aligned with Speech and Debate lessons for each grade level. Within lessons, teachers will plan for checks-for-understanding and student-accountable talk throughout whole-group portion of lesson. Following the delivery of lessons, teachers will share and analyze these end-products to determine whether learning targets are truly being mastered.

Action Step 1 5

Through common planning, CSS will facilitate a PD on how to plan for written end products in social studies. Additionally, instructional coach and CSS will demonstrate how to analyze a written student-work product, and determine whether it meets the specifications of the NGSSS or Florida Standards. Instructional Coach/Admin will ensure teachers bring item specifications to common planning.

Person Responsible

Earl Allick

Schedule

On 11/26/2014

Evidence of Completion

Sign in sheets, reflection logs, lesson plans, PD deliverables

Action Step 2 5

Teachers will bring student work samples from previous week as well as the item specifications from the NGSSS/Florida Standards that the student work addressed. Coach will facilitate discussion regarding whether current work produced is meeting item specifications of EOC/LAFS.

Person Responsible

Earl Allick

Schedule

On 11/26/2014

Evidence of Completion

Sign in sheets, coaching log, reflection sheets, student work, rubrics.

Action Step 3 `5`

Instructional coach and social studies teachers will examine item specifications for upcoming content (for 6th and 8th grade, this should entail LAFS), and align their lessons to address the item specifications. These lessons should be focused around a written-end product that demonstrates mastery of the learning target.

Person Responsible

Earl Allick

Schedule

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

Evidence of Completion

Sign in sheets, coaching log, reflection sheets

Action Step 4 `5`

Instructional coach will conduct observations to identify teachers in need of additional support in creating and delivering lessons that are aligned to NGSSS Benchmarks, Florida Standards and item specifications.

Person Responsible

Earl Allick

Schedule

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

Evidence of Completion

Sign in sheets, coaching log, reflection sheets

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Administration will monitor the alignment of lessons and rigor of culminating activities.

Person Responsible

Earl Allick

Schedule

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

Evidence of Completion

Lesson plans, walkthroughs, student work.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Administration will monitor the alignment of lessons and rigor of culminating activities through student work samples.

Person Responsible

Earl Allick

Schedule

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

Evidence of Completion

Student work samples, walkthroughs, common planning logs

G2. Use the EWS to identify at-risk students to provide support and intervention to increase achievement. 1

G050023

G2.B1 There is a need for deep understanding of how to utilize data to explicitly target the needs of the student. 2

B126098

G2.B1.S1 STF will facilitate meetings and progress monitor interventions and their effectiveness 4

S138031

Strategy Rationale

Student follow-up of interventions to observe effectiveness from improved indicators

Action Step 1 5

The STF will facilitate a professional learning community that addresses students problems/concerns and accesses/adjusts interventions to ensure effectiveness.

Person Responsible

Earl Allick

Schedule

Weekly, from 9/15/2014 to 5/19/2015

Evidence of Completion

Intervention Action plans/Global focus list

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

Administration will monitor professional learning community participation and implementation of strategies.

Person Responsible

Earl Allick

Schedule

Biweekly, from 9/9/2014 to 4/24/2015

Evidence of Completion

Sign in sheets, reflection sheets, agency reports, student surveys

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

Administration will monitor professional learning community participation and implementation of strategies.

Person Responsible

Earl Allick

Schedule

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

Evidence of Completion

Sign in sheets, teacher reflections, data trackers.

G2.B1.S2 Change of interventions on periodic basis. 4

S138032

Strategy Rationale

As students improve, interventions will be monitored and changed to help the student grow.

Action Step 1 5

Interventions will be timely and targeted to address the needs of the most fragile student populations.

Person Responsible

Earl Allick

Schedule

Biweekly, from 9/9/2014 to 4/10/2015

Evidence of Completion

Sign in sheets; data trackers; intervention logs

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

Administration will monitor intervention implementation and rotations.

Person Responsible

Earl Allick

Schedule

Biweekly, from 9/9/2014 to 4/10/2015

Evidence of Completion

Sign in sheets, intervention logs, assessment data.

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

Interim data will be disaggregated and analyzed to determine effectiveness of program.

Person Responsible

Schedule

Biweekly, from 9/9/2014 to 4/10/2015

Evidence of Completion

Interim assessment data, data chats, accountability talks.

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

Administration will monitor outside agencies' efforts to meet the needs of student population.

Person Responsible

Earl Allick

Schedule

Biweekly, from 9/9/2014 to 4/10/2015

Evidence of Completion

Sign in sheets, reflection logs, student surveys

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

Administration will monitor student indicators and gauge progress in key areas of concern.

Person Responsible

Earl Allick

Schedule

Biweekly, from 9/9/2014 to 4/10/2015

Evidence of Completion

Sign in sheets, reflection sheets, student surveys

G3. Increase the number of students participating in Project Based Learning in STEM in order to emphasize/ engage students in the problem solving process and prepare students to be college and career-ready. [1]

G049624

G3.B1 There is a need for increased exposure to activities and strategies within the area of STEM. Students need to be exposed to activities, strategies and programs that will facilitate learning within the area of STEM. [2]

B124216

G3.B1.S1 -Offer clubs and activities before, during and after school that emphasize STEM activities. [4]

S136134

Strategy Rationale

Increase interest in STEM-related, hands-on introduction to the skills they will need in high school, college and the workplace

Action Step 1 [5]

Science Fair
Science/SECME Club

Person Responsible

Iris Martinez

Schedule

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

Evidence of Completion

Completed Science Fair Projects Participation in SECME at Region/District Level

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

Activities, clubs, projects

Person Responsible

Iris Martinez

Schedule

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

Evidence of Completion

Participation in SECME and Science Fair

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

Curriculum, activities and programs

Person Responsible

Iris Martinez

Schedule

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

Evidence of Completion

Completed projects

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
G3.B1.S1.A1	Science Fair Science/SECME Club	Martinez, Iris	9/9/2014	Completed Science Fair Projects Participation in SECME at Region/ District Level	11/26/2014 weekly
G1.B1.S1.A1	The math coach will develop a quarterly calendar that clearly identifies the content that will be developed weekly for common planning and provide it for each teacher.	Herring, Douglas	9/9/2014	Common Planning Calendar; Common Planning Sign-in sheets and agendas; Teacher Lesson Plans	11/26/2014 biweekly
G1.B3.S1.A1	Provide professional development in unpacking the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, the gradual release of responsibility model, align to the learning targets, promote academic student discourse, and scaffold instruction to the highest level of DOK.	Calixte, Yvonnette	9/9/2014	PD Agenda Student Work Samples Common Planning Products	11/26/2014 weekly
G1.B5.S1.A1	Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/ Gradual Release of Responsibility Model. o All teachers should actively participate in the professional development session. o Principal and assistant principal should actively participate in the professional development session.	Martinez, Iris	9/9/2014	Professional development rosters, Professional development deliverables (PD presentation, handouts, materials)	11/26/2014 one-time
G2.B1.S1.A1	The STF will facilitate a professional learning community that addresses students problems/concerns and accesses/adjusts interventions to ensure effectiveness.	Allick, Earl	9/15/2014	Intervention Action plans/Global focus list	5/19/2015 weekly
G2.B1.S2.A1	Interventions will be timely and targeted to address the needs of the most fragile student populations.	Allick, Earl	9/9/2014	Sign in sheets; data trackers; intervention logs	4/10/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B7.S1.A1	Through common planning, CSS will facilitate a PD on how to plan for written end products in social studies. Additionally, instructional coach and CSS will demonstrate how to analyze a written student-work product, and determine whether it meets the specifications of the NGSSS or Florida Standards. Instructional Coach/Admin will ensure teachers bring item specifications to common planning.	Allick, Earl	9/9/2014	Sign in sheets, reflection logs, lesson plans, PD deliverables	11/26/2014 one-time
G1.B1.S1.A2	The math coach will support and develop the math teacher's content and development during one of their planning periods using the concrete, representational, abstract method.	Herring, Douglas	9/9/2014	Common Planning Calendar; Common Planning Sign-in sheets and agendas; Teacher Lesson Plans	11/26/2014 weekly
G1.B3.S1.A2	Utilize available resources in common planning to ensure that rigorous lessons are created. Ensure that teachers analyze student work samples in order to assess the effectiveness of their lessons and promote reflection on how well their lessons incorporated writing, aligned to the learning targets, promote academic student discourse, and scaffolded to the highest levels of DOK.	Calixte, Yvonnette	9/9/2014	Student Work Samples Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning	11/26/2014 weekly
G1.B5.S1.A2	Coach will support the effective planning of lessons that follow the GRRM during common planning. Coach will facilitate individualized grade level common planning.	Martinez, Iris	9/9/2014	Common Planning rosters, Detailed lesson plans reflecting the GRRM	11/26/2014 weekly
G1.B7.S1.A2	Teachers will bring student work samples from previous week as well as the item specifications from the NGSSS/Florida Standards that the student work addressed. Coach will facilitate discussion regarding whether current work produced is meeting item specifications of EOC/LAFS.	Allick, Earl	9/9/2014	Sign in sheets, coaching log, reflection sheets, student work, rubrics.	11/26/2014 one-time
G1.B1.S1.A3	The Administrative team and math coach will conduct classroom walkthroughs to assess the effectiveness of the content development sessions and identify teachers in need of individualized support	Herring, Douglas	9/9/2014	Walkthrough logs	11/26/2014 weekly
G1.B3.S1.A3	Monitor fidelity of implementation of the common planning products through classroom observation and review of student work products. Ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.	Martinez, Iris	9/9/2014	Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning	11/26/2014 daily
G1.B5.S1.A3	Principal, Assistant Principal, and Instructional Coach will conduct walkthroughs to follow up on implementation of the Gradual Release of Responsibility Model and will debrief to identify teachers in need of additional support.	Martinez, Iris	9/9/2014	Walkthrough documentation Detailed lesson plans reflecting the GRRM Teacher's fidelity to instructional pacing	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.B7.S1.A3	Instructional coach and social studies teachers will examine item specifications for upcoming content (for 6th and 8th grade, this should entail LAFS), and align their lessons to address the item specifications. These lessons should be focused around a written-end product that demonstrates mastery of the learning target.	Allick, Earl	9/9/2014	Sign in sheets, coaching log, reflection sheets	11/26/2014 weekly
G1.B1.S1.A4	The math coach will conduct coaching cycles for identified teachers focused on content as evidenced in delivery of the meaning development component of their lesson.	Herring, Douglas	9/9/2014	Coaching Cycle documentation Notemaking/Notetaking Worksheet Lesson Plans Student product	11/26/2014 weekly
G1.B5.S1.A4	Instructional Coach will plan support to be provided by completing a coaching work plan for teachers in need of additional support. Instructional Coach will then conduct coaching cycles. Teachers struggling with all components of the GRRM should receive a full cycle on effective execution of a complete GRRM lesson. Teachers struggling with only a particular portion of the GRRM should receive a full cycle on only that component of the GRRM. Assistant Principal will continue to monitor implementation of the GRRM for agreed upon teachers whose execution of the GRRM was observed to be exemplary.	Martinez, Iris	9/9/2014	Coaching work plan Coaching calendar Coaching log	11/26/2014 one-time
G1.B7.S1.A4	Instructional coach will conduct observations to identify teachers in need of additional support in creating and delivering lessons that are aligned to NGSSS Benchmarks, Florida Standards and item specifications.	Allick, Earl	9/9/2014	Sign in sheets, coaching log, reflection sheets	11/26/2014 weekly
G1.B1.S1.A5	The administrative team, math coach, ETO personnel, iPrep Math personnel will conduct classroom walkthroughs to assess the effectiveness of the action plan and identify additional barriers to address.	Mckinney, Bridget	9/9/2014	Administrative walkthrough logs	11/26/2014 weekly
G1.B5.S1.A5	ETO Support Team will observe the work of the Instructional Coach as they conduct their coaching cycles and provide explicit coaching and feedback to build the capacity, and increase the effectiveness of the coach. Principal and Assistant Principal should actively participate in ETO team members' debriefings with Instructional Coach.	Martinez, Iris	9/9/2014	ETO feedback and reflection on support document Instructional Coach reflections on coaching logs Administrative reflections on coaching logs	11/26/2014 biweekly
G1.B5.S1.A6	Principal and Assistant Principal will conduct classroom walkthroughs to assess the improvement in the implementation of the GRRM for teachers who received coaching cycles, following the completion of the coaching cycles. ETO Support Team will also conduct walkthroughs to assess the improvement in the implementation of the GRRM for teachers who are receiving or who	Martinez, Iris	9/9/2014	Walkthrough documentation Administrative feedback and reflection on coaching logsETO feedback and reflection on support document	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
	have received coaching cycles, during school site visits.				
G1.B5.S1.A7	Principal and Assistant Principal will debrief with the Instructional Coach on the implementation of the GRRM in each classroom. Principal, Assistant Principal, and Instructional Coach will collaboratively decide which teachers need additional support (another coaching cycle) planning and executing GRRM lessons, and which teachers have mastered the skill.	Martinez, Iris	9/9/2014	Coach/Administration debrief Development of next steps (for teachers in need of additional support)	11/26/2014 weekly
G1.B5.S1.A8	Principal, Assistant Principal, and Instructional Coach will continue to monitor and support implementation of the GRRM in all classrooms.	Martinez, Iris	9/9/2014	Walkthrough documentation	11/26/2014 weekly
G1.MA1	Data from Interim Assessments, Florida Standards Assessments, EOCs and Science FCAT 2.0 will be collected and disaggregated to adjust instruction and measure effectiveness of instruction.	Mckinney, Bridget	9/9/2014	Data chat logs; common planning logs; walkthrough logs.	4/24/2015 every-2-months
G1.B1.S1.MA1	Determine effectiveness of instruction through topic tests and data analysis.	Herring, Douglas	9/9/2014	Common planning logs	11/26/2014 biweekly
G1.B1.S1.MA1	Instructional Coach and administrators will monitor alignment of lessons and quality of delivery through weekly walkthroughs.	Allick, Earl	9/9/2014	Common planning logs and walkthrough logs	11/26/2014 weekly
G1.B3.S1.MA1	Ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.	Martinez, Iris	9/9/2014	Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning	11/26/2014 weekly
G1.B3.S1.MA1	Monitor fidelity of implementation of the common planning products through classroom observation and review of student work products.	Martinez, Iris	9/9/2014	Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning	11/26/2014 daily
G1.B5.S1.MA1	Ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.	Martinez, Iris	9/9/2014	Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning	11/26/2014 weekly
G1.B5.S1.MA1	Monitor fidelity of implementation of the common planning products through classroom observation and review of student work products.	Martinez, Iris	9/9/2014	Student Work Folders Ongoing Administrative Walkthroughs Observations of teacher reflection in common planning	11/26/2014 weekly
G1.B7.S1.MA1	Administration will monitor the alignment of lessons and rigor of culminating activities through student work samples.	Allick, Earl	9/9/2014	Student work samples, walkthroughs, common planning logs	11/26/2014 weekly
G1.B7.S1.MA1	Administration will monitor the alignment of lessons and rigor of culminating activities.	Allick, Earl	9/9/2014	Lesson plans, walkthroughs, student work.	11/26/2014 weekly
G2.MA1	Administration will review EWS data to determine gains in each indicator.	Mckinney, Bridget	9/9/2014	Attendance, behavior and academic trackers; progress reports; data chat reports.	4/10/2015 monthly
G2.B1.S1.MA1	Administration will monitor professional learning community participation and implementation of strategies.	Allick, Earl	9/9/2014	Sign in sheets, teacher reflections, data trackers.	4/10/2015 monthly
G2.B1.S1.MA1	Administration will monitor professional learning community participation and implementation of strategies.	Allick, Earl	9/9/2014	Sign in sheets, reflection sheets, agency reports, student surveys	4/24/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1	Interim data will be disaggregated and analyzed to determine effectiveness of program.		9/9/2014	Interim assessment data, data chats, accountability talks.	4/10/2015 biweekly
G2.B1.S2.MA1	Administration will monitor intervention implementation and rotations.	Allick, Earl	9/9/2014	Sign in sheets, intervention logs, assessment data.	4/10/2015 biweekly
G2.B1.S3.MA1	Administration will monitor student indicators and gauge progress in key areas of concern.	Allick, Earl	9/9/2014	Sign in sheets, reflection sheets, student surveys	4/10/2015 biweekly
G2.B1.S3.MA1	Administration will monitor outside agencies' efforts to meet the needs of student population.	Allick, Earl	9/9/2014	Sign in sheets, reflection logs, student surveys	4/10/2015 biweekly
G3.MA1	Projects, activities	Martinez, Iris	9/9/2014	Completed projects, participation in Region/District Competitions	11/26/2014 monthly
G3.B1.S1.MA1	Curriculum, activities and programs	Martinez, Iris	9/9/2014	Completed projects	11/26/2014 weekly
G3.B1.S1.MA1	Activities, clubs, projects	Martinez, Iris	9/9/2014	Participation in SECME and Science Fair	11/26/2014 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Allapattah Middle School will increase student achievement by improving core instruction in all content areas.

G1.B3 There is a need for engaging and rigorous lessons that lead to mastery of the new Language Arts Florida Standards (LAFS) and promote reading and writing.

G1.B3.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Provide professional development in unpacking the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, the gradual release of responsibility model, align to the learning targets, promote academic student discourse, and scaffold instruction to the highest level of DOK.

Facilitator

Yvonnette Calixte, Instructional Coach

Participants

Faculty and staff

Schedule

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

G1.B5 There is a need for effective Gradual Release of Responsibility Model (GRRM) which impedes organization, structure, and lessons that are delivered in a manner that students can grasp and retain Science content.

G1.B5.S1 Gradual Release

PD Opportunity 1

Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility Model. o All teachers should actively participate in the professional development session. o Principal and assistant principal should actively participate in the professional development session.

Facilitator

Thomas Micek, Instructional Coach

Participants

Faculty

Schedule

On 11/26/2014

G1.B7 There is a need for planning lessons from end products which has led to limited evidence of high-order questioning to check for understanding, student discourse, and text-dependent writing during instruction. Without this rigor and text-dependent writing students will lack the foundational skills addressed by the EOC and Florida Standards.

G1.B7.S1 Lesson Planning

PD Opportunity 1

Through common planning, CSS will facilitate a PD on how to plan for written end products in social studies. Additionally, instructional coach and CSS will demonstrate how to analyze a written student-work product, and determine whether it meets the specifications of the NGSSS or Florida Standards. Instructional Coach/Admin will ensure teachers bring item specifications to common planning.

Facilitator

Phillip Penberthy

Participants

Faculty

Schedule

On 11/26/2014

G2. Use the EWS to identify at-risk students to provide support and intervention to increase achievement.

G2.B1 There is a need for deep understanding of how to utilize data to explicitly target the needs of the student.

G2.B1.S1 STF will facilitate meetings and progress monitor interventions and their effectiveness

PD Opportunity 1

The STF will facilitate a professional learning community that addresses students problems/concerns and accesses/adjusts interventions to ensure effectiveness.

Facilitator

Genevieve Amaris, STF

Participants

Faculty and Staff

Schedule

Weekly, from 9/15/2014 to 5/19/2015

G3. Increase the number of students participating in Project Based Learning in STEM in order to emphasize/ engage students in the problem solving process and prepare students to be college and career-ready.

G3.B1 There is a need for increased exposure to activities and strategies within the area of STEM. Students need to be exposed to activities, strategies and programs that will facilitate learning within the area of STEM.

G3.B1.S1 -Offer clubs and activities before, during and after school that emphasize STEM activities.

PD Opportunity 1

Science Fair Science/SECME Club

Facilitator

District/Region

Participants

Science Coach will identify activities, strategies and or curriculum that can be used.

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Allapattah Middle School will increase student achievement by improving core instruction in all content areas.	6,000
Goal 3: Increase the number of students participating in Project Based Learning in STEM in order to emphasize/engage students in the problem solving process and prepare students to be college and career-ready.	1,000
Grand Total	**7,000**

Goal 1: Allapattah Middle School will increase student achievement by improving core instruction in all content areas.		
Description	**Source**	**Total**
B3.S1.A1		3,000
B7.S1.A1		3,000
Total Goal 1		**6,000**

Goal 3: Increase the number of students participating in Project Based Learning in STEM in order to emphasize/engage students in the problem solving process and prepare students to be college and career-ready.		
Description	**Source**	**Total**
B1.S1.A1		1,000
Total Goal 3		**1,000**