

W. R. Thomas Middle School

13001 SW 26TH ST, Miami, FL 33175

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

77%

Alternative/ESE Center

No

Charter School

No

Minority

96%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission Statement: The mission of W.R. Thomas Middle Community School is to encourage each student to achieve the highest standards in academics, technology, health, fitness, and the arts by creating an atmosphere of excellence that will instill the importance of lifelong learning within the school, home, and community.

Provide the school's vision statement

Vision: We are committed to provide educational excellence for all and to encourage the pursuit of the highest standards in academic and organizational performance following integral core values. We build 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. We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Environment

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

We strive to maintain a strong connection between our parents, teachers and students. This includes initiatives to increase PTSA membership, participation in our Parent Academy which educates families on best practices toward improving the life experiences of their children as they grow and progress through school, and our Student Services Department which identifies individual student needs and assists them so that they have access to support services. Students' unique skills, experiences, and talents are continually being nurtured and ample vehicles are used to celebrate them, for example, through Black History Month, Hispanic Heritage Week and Do The Right Thing recognition. The school also takes an active role in the United Way Campaign, building relationships in the school and among the community. With events such as the Book Fair, the Barnes and Noble Night, students, parents, and staff join together to promote literacy and students' talents. It is through these initiatives that the school learns about students' culture and relationships are built among all stakeholders of our students' wellbeing.

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

Students are welcomed inside the building before school at 8:00 AM to enjoy a free healthy breakfast, attend tutoring, and have access to the Media Center. Students are safe inside the building with teachers and all staff ensuring that all students feel secure and respected. We practice zero tolerance for violence and maintain a bully-free culture.

During the school day, routines are conducive to a respectful classroom environment as well in the hallways. If students need to medical care the school clinic and nursing staff are available throughout the school day; the counselors, or social worker, are also on hand should the need arise. All teachers are part of grade level teams which meet weekly with parents to identify strategies to assist students in need of academic and/or behavior assistance.

A school wide camera system which is monitored continuously by Security personnel ensures the proper vigilance of all activities before, during and at dismissal. When the day ends, plenty of after-

school activities which range from tutoring, clubs, sports, and after-school care are available and contribute to the enrichment of students' overall wellbeing.

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

Grade level orientations are conducted at the beginning of the school year and students and parents acknowledge reviewing and discussing the Student Code of Conduct manual. In addition, teachers provide their students with a syllabus delineating academic and behavior expectations in their classrooms. Engaging lessons, research-based programs, and project-based learning, all contribute to a learning environment which minimize distractions and foster student positive interactions. Positive reinforcement incentives and recognitions also contribute to maintaining an environment which clings to high ideals and fosters an elite student body. If students require disciplinary interventions, there is a School Center for Student Instruction during which students receive tutorial and guidance. We believe in increasing student achievement and creating a safe learning environment through the implementation of a progressive discipline plan that affords students an opportunity to practice and reflect on behaviors that fosters success.

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

Mr. Allen N. Breeding, Principal, in conjunction with Mr. Ignacio Rodriguez, Assistant Principal for SPED, will schedule and facilitate regular MTSS/Rti meetings, ensure attendance of team members, ensure follow up of action steps, and allocate necessary resources. In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS/Rti problem solving:

Mr. Ignacio Rodriguez, SPED Assistant Principal, will monitor Cognos reports for attendance, behavior, and academic data through Thinkgate reports in order to identify students who are in need of Tier 1 interventions. He will be responsible for creating after school tutoring schedules to address core academic deficiencies.

Dr. Alexander Caballero, Student Services Curriculum Leader, will be monitoring student grade analysis reports and behavior intervention plans in order to suggest necessary action steps to improve academic and/or behavior for all students.

Ms. Marleen Gonzalez, SPED Curriculum Leader, as LEA for the IEP process, assists the principal with monitoring students' course schedules for appropriate placements throughout the school year.

Ms. Gonzalez, will also be responsible for proper notification of meetings for parents whose child is being considered for evaluation.

Ms. Norka Concepcion, School Psychologist, will convene with the MTSS/Rti team to consider action steps necessary to assist a student who may still be experiencing difficulty with behavior or academic success. The psychologist will also conduct appropriate evaluations with parental consent.

Dr. Janice Bartleson, EBD Clinician, will conduct individual and group counseling with students who participate in the EBD program, providing Tier 2 level intervention as needed.

Ms. Priscilla Oprandi, Social Worker, will help identify students who are experiencing middle school adjustment and academic difficulties and offer outside agency referrals as needed.

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

Mr. Ignacio Rodriguez, Assistant Principal in conjunction with Ms. Marleen Gonzalez, SPED Curriculum Leader, of the MTSS/Rti Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention implemented, or other logical organization. In addition, selected other teachers will be involved when needed to provide information or revise efforts.

Early Warning Systems

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

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

Attendance below 90 percent is monitored by reviewing daily attendance bulletins and students are referred to a counselor or administrator for review of individual circumstances and to discuss possible interventions with the parents.

The progressive discipline plan is discussed with all students during grade level orientations and students' suspensions are monitored. Suspensions are documented through the Student Case Management System (SCMS) and attendance bulletin reports are compiled and reviewed by administrators, grade level team leaders and counselors in order to implement the proper MultiTiered Systems of Supports/Response to Intervention/(MTSS/Rti) intervention strategies.

Students academic reports are monitored quarterly when grades are posted. Counselors and grade level Team Leaders review the reports and identify students in need of intervention and support . Written potential failure notices are sent prior to the last quarter of the school year and parents are notified when students are in danger of failing a course. Course failures in English Language Arts and/or Mathematics are closely monitored by the grade level counselors who meet with students and parents to discuss course recovery options and possible summer school options.

Students with Level 1 scores on standardized assessments in ELA or Mathematics are provided with tutoring intervention before and after school. Appropriate course assignments are also incorporated into the Master Schedule as needed.

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	19	29	34	82
One or more suspensions	15	30	50	95
Course failure in ELA or Math	16	20	5	41
Level 1 on statewide assessment	72	82	72	226
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	7	14	3	24

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

Team/Parent conferences are held weekly with students who demonstrate poor academic progress and strategies are discussed to help the students overcome barriers to learning. In addition, grade level counselors meet and discuss progress with parents and students. Students are provided with interim progress reports and teachers communicate with parents when a student requires additional academic support. Parents are provided with training relative to accessing the Parent Portal with the assistance of the Community Involvement Specialist in order to follow their child's progress in

individual classes.

When a student has more than 3 consecutive absences, the homeroom teacher makes parent contact and refers the student to the grade level counselor and administrator. Intervention depends on the barrier a student or family may be experiencing. The HClOS clinic staff and/or social worker will also intervene as needed.

Before and after school tutoring is offered daily in the four core subject areas of Mathematics, Language Arts, Science and Social Studies. The Media Center is also made available to students before school, starting at 8:00 AM before school and after-school until 4:30 PM.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/192043>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

W. R. Thomas Middle School recruits community volunteers throughout the year through a volunteer campaign spearheaded by a Certified Parent Volunteer. Parents are encouraged to participate and support school initiatives through PTSA, fundraising, tutoring, chaperoning, mentoring, etc. Along with these volunteers, Dade Partners also join in the effort and partner with the school in support of the school's mission. Community support volunteers and Dade Partners are recognized with certificates and thank you letters. Through the school's website, posting of individual activities and events supported by volunteers and Dade Partners are highlighted and celebrated in an effort to sustain partnerships. Monthly calendars are also posted on the school's Website highlighting all the activities and events for each month. All efforts ultimately impact students' academic performance and overall student success in school.

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
Breeding, Allen	Principal
Linares, Lourdes	Assistant Principal
Rodriguez, Ignacio	Assistant Principal
Caballero, Alexander	Guidance Counselor
Garcia, Beatriz	Teacher, K-12
Giraldi, Elida	Teacher, K-12
Smith, Timothy	Teacher, K-12
Williams, Stacey	Teacher, K-12
Mesa, Grisel	Teacher, K-12
Gonzalez, Marleen	Teacher, ESE
Olivera, Mariela	Teacher, K-12
Smith, William	Teacher, K-12

Duties

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

Mr. Allen N. Breeding, Principal, in conjunction with Mr. Ignacio Rodriguez, Assistant Principal for SPED, and Dr. Lourdes Linares, Assistant Principal for Curriculum will schedule and facilitate regular MTSS/Rti and Curriculum Team Meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources. In addition, the Administrative Team will be responsible for creating after school tutoring schedules to address core academic deficiencies.

The school's Leadership Team will include the following members who will carry out SIP planning and MTSS/Rti Tier 1 problem solving:

The Leadership Team will monitor Employee Portal Principal reports for attendance, behavior, and academic data in order to identify students who are in need of Tier 1 intervention.

Dr. Alexander Caballero, Student Services Curriculum Leader, will be monitoring student grade analysis reports and behavior intervention plans in order to suggest necessary action steps to improve academic and/or behavior for all students. The Student Services department monitors and works closely with students to provide academic advisement necessary to make the connection between school, college readiness and the global workforce. Students will receive information relative to the magnet school applications process and advised dates when magnet fairs are being held. In addition, annual College Day field trips are scheduled for Grade 8 students to visit local colleges/ universities. Students eligible for the Duke's TIP program are also identified and encouraged by the Student Services personnel for participation during their 7th grade year.

Ms. Marleen Gonzalez, SPED Curriculum Leader, as LEA for the IEP process, assists the principal with monitoring students course schedules for appropriate placements throughout the school year.

Ms. Gonzalez, will also be responsible for proper notification of meetings for parents whose child is being considered for evaluation.

In addition, she will help identify students who are experiencing middle school adjustment and academic difficulties and refer to the school's social worker for outside agency referrals as needed. Core subject area teachers Ms. Mesa, Ms. Williams, Ms. Olivera, and Mr. Smith for Math, Language Arts, Science and Social Studies respectively meet biweekly with their department and professional learning communities are offered. These meetings afford the opportunity to address goals and barriers identified in the SIP. In addition, students participating in the Cambridge magnet program which infuses Secondary 1 Cambridge International Education (CIE) Standards into the Science, Language Arts, and Mathematics courses in which students are enrolled. Curriculum Leaders assist

teachers with the integration and implementation of the CIE standards and Florida Standards. STEM and CTE initiatives are guided by the Vocational Curriculum Leader, Mr. W. Smith whose efforts culminate in students' participation in the Dade County Youth Fair and Microsoft Office Suite (MOS) certification programs.

As the Reading Curriculum Leader, Ms. Giraldi directs the Intensive Reading classes and is an integral part of the Literacy Leadership Team which discuss and present school-wide strategies to motivate and increase students' reading achievement.

Student Services lead by Dr. Caballero, will monitor students' academic progress, provide academic counseling, meet weekly with Team Leaders and parents, and conduct quarterly student recognition honor roll assemblies to encourage excellence in learning.

Ms. Garcia, serves as the Testing Chairperson and coordinates all district and state testing outlined in the district testing calendar for all students grade six through eight.

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

Tier 2

Mr. Ignacio Rodriguez, Assistant Principal in conjunction with Ms. Marleen Gonzalelz, SPED Curriculum Leader, of the MTSS/Rti Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Ms. Marleen Gonzalez, SPED Curriculum Leader, the school Psychologist, members of the MTSS/Rti Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. If the student's progress has not been evident with Tier1/2 interventions, further evaluation will be considered leading to a possible Individual Educational Plan.

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

W.R.Thomas Middle School (WRTMS) is a Title 1 school and provides services to ensure that students requiring additional remediation are assisted through after school programs such as tutoring. The district coordinates with Title I and Title III in ensuring staff development needs are provided. School based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Support services are also provided for our students. The Literacy/Leadership Team develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Team members identify systematic patterns of student needs while working with the administration and district personnel to identify appropriate, evidence-based intervention strategy; assist with whole school screening programs that provide early intervening services for students to be considered "at-risk;" assist in the design and implementation for progress monitoring, data collection and data analysis; participate in the design and the delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of the school's Parental Involvement Plan (PIP – which is provided in the languages of the student population at the school), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs population such as homeless, migrant, and neglected and delinquent students.

The 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 III:

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students.

WRTMS works with our school's Social Worker to coordinate resources (clothing, school supplies social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs:

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the Trust Specialist. The Trust Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises. WRTMS offers non-violence, anti-bullying and anti-drug program to students that incorporates guest speakers, community service, drug tests, and counseling. Students also participate and have earned recognition through the Youth Crime Watch of Miami Dade County Poster Contest.

Nutrition Programs:

The school adheres to and implements the nutrition requirements stated in the MDCPS Wellness Policy.

Nutrition education, as per state statute, is taught through physical education and family and consumer science courses. 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. The school documents school health related requirements through the CDC School Health Index as part of the Alliance for a Healthier Generation initiative.

Career and Technical Education:

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding of the postsecondary opportunities available to them. With this information they will be able to prepare a plan for how to acquire the skills necessary to take advantage of those opportunities. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Health Connect in Our Schools:

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.

Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide. HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS enhances the health education

activities provided by the schools and by the health department. In addition, HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Miami Lighthouse / Heiken Children’s Vision Program:

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Allen N. Breeding	Principal
Amy Peterson	Teacher
Deborah Roche	Teacher
Grisel Mesa	Teacher
Carlos Sala	Teacher
Clemente Morales	Teacher
Karina Rodriguez	Teacher
Helms Hernandez	Education Support Employee
Benjamin Blanco	Parent
Maria Garcia	Parent
Elisa Dean	Parent
Maria del Campo	Parent
Taimara Marrero	Parent
Gabriela Dean	Student
Gabriela Martinez	Student
Albert Rey	Business/Community
Ozzie Delgado	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

End of Year Review was conducted with Curriculum Leaders who in turn met with their respective departments to review and provide input relative to the 2013-2014 SIP. Review sheets were provided and compiled in order to determine which strategies were being implemented with fidelity and which strategies should be discontinued.

At the beginning of this year, EESAC reviewed the school achievement data, discussed the Action Plan and provided input as reflected in the minutes of the meeting on September 17th.

Development of this school improvement plan

The Action Plan was introduced to all teachers at an Early Release Day on September 18, 2014 through a professional development session which addressed using PLCs to incorporate actions

steps in support of the goal to increase student achievement by increasing rigor across all core subject areas.

EESAC convenes monthly and reviews and discusses items and updates to the SIP. This group reviews provided data and offer guidance and support strategies. The Literacy Leadership Team makes recommendations with input from EESAC for the school wide reading plan implementation. The EESAC votes and approves the SIP annually.

Preparation of the school's annual budget and plan

In the last quarter of the school year, the Principal meets and collaborates with the administrative team to develop and project the school budget for the new fiscal year relative to the tentative student enrollment and registration. School data is also reviewed, along with teachers' requested teaching preferences in order to develop a tentative master schedule.

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

Incentives to promote increased participation in the Saturday School Tutoring program, and increased academic achievement and attendance, are budgeted through EESAC funds. An estimated \$2,9999 is set aside for this initiative. In addition, the projected use of school improvements funds will be determined by the review of submitted proposals by stakeholders for review and approval by EESAC.

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
Breeding, Allen	Principal
Linares, Lourdes	Assistant Principal
Gonzalez, Marleen	Teacher, ESE
Caballero, Alexander	Guidance Counselor
Williams, Stacey	Teacher, K-12
Rodriguez, Ignacio	Assistant Principal
Giraldi, Elida	Teacher, K-12
Quincosa, Ileana	Teacher, K-12
Peterson, Amy	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT will:

- Gather and analyze reading data to assess the effectiveness of the instructional decision making.
- Collaborate with the MTSS/Rti Leadership Team to ensure consistency in the reading intervention programs.

- Review and share best practices relative to Florida State Standards.
- Ensure that the school wide reading across the curriculum program is implemented with fidelity.
- Ensure that best practices relative to Florida Standards ELA reading instruction are shared with all faculty.
- Increase literacy among all sub groups by using Reading Plus as a motivational tool.
- The LLT will make recommendations to address and implement the requirements of the CRRP with fidelity across all subject areas, grade levels, and student subgroups. In order to accomplish this, teachers will have access to electronic sources of performance data on their current students through the teacher portal, Thinkgate's web-based assessment platform, Progress Monitoring and Reporting Network (PMRN), and Student Performance Indicators. The data will be reviewed at regularly scheduled LLT meetings.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school maintains a positive culture where excellence is celebrated and showcased. The Principal exercises an open door policy and communicates regularly with staff through memorandum, emails, faculty meetings and informal classroom walkthroughs.

Teachers meet by department and/or conduct grade level parent meetings twice a week. Grade level teams plan activities, events, and community service projects. During departmental meetings, professional development is being offered through Professional Learning Communities (PLCs) and members also collaborate on topics and briefings issued by the District relative to their subject area. Professional Development is also offered on Early Release Days and Teacher Planning Days. Teachers also collaborate in organizing celebrations and events relative to Hispanic Heritage, Black History Month, and other initiatives through the Social Studies department. Teachers also participate in activities in support of the United Way campaign. A faculty book club meets monthly and there is a book and magazine exchange in the teachers' lounge. All the above serves to foster positive working relationships between teachers.

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

The school recruits highly qualified, certified in-field teachers by facilitating student teacher internship placements.

The school retains highly qualified, certified in-field teachers by providing a conducive working environment with the necessary resources and tools to enable teachers to reach their fullest potential. In addition, teachers are encouraged to seek professional growth opportunities as Team Leaders and Curriculum Leaders.

New teachers to the building receive a school site orientation at the beginning of the school year, and are thereafter supported by their colleagues in their departments, administrative team, and students services personnel.

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

In an effort to ensure that all teachers new to the profession are provided with mentoring support, the Office of Professional Development and Evaluation coordinates the implementation of the Mentoring and Induction for New Teachers (MINT) program. For this school year we do not have any teacher new to the profession, however we do have teachers new to the building. Planned mentoring activities for these teachers will include support for compliance with opening of school procedures, gradebook management skills, use of Promethean board inservice, and lesson study opportunities throughout the year.

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

At the end of the school year and the week before students report to school, the Curriculum Leaders for Mathematics, Language Arts, Science and Social Studies meet and align the district's pacing guides with the departments Instructional Focus Calendar. In addition, textbook inventories are conducted to make sure that there are enough materials for all incoming students. These teachers collaborate to make sure that the Florida Standards are being addressed in their pacing guides, as well as, infusing key Cambridge standards by grade level in Mathematics, Language Arts, and Science as deemed necessary.

Curriculum Leaders regularly attend professional development workshops and district level subject area meetings which introduce and cover district-adopted programs such as the implementation of the Civics tablets and iPrep curriculum. Leading Professional Learning Communities, Reading Plus, Promethean Boards, Gizmos, and SPED compliance are other examples of topics for which teachers receive professional development to support classroom instruction in support of the Florida 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

Teachers ensure equal access to the Florida Standards by implementing differentiated instructional strategies that take into account students' diverse cultures, learning styles, and prior knowledge. By introducing concepts, implementing learning tasks, and defining outcomes that are tailored to students' needs, teachers foster a learning environment reflective of a universal design for learning approach. Students who do not demonstrate mastery are provided with varied learning opportunities in the classroom to include flexible grouping, stimuli variation, and product outcomes. In addition, beyond the school day students are offered supplemental learning opportunities through before/after and Saturday school tutoring sessions.

Multiple data points are gathered in order to facilitate differentiated instruction. These include both formal (i.e, Standardized testing) and informal (e.g, classroom quizzes), plus formative and summative evaluation results. During the school year data chats with students are conducted after district assessments in order for students to reflect, participate in understanding their learning goals and abilities.

Success is monitored by giving assessments prior to, during, and after instruction. Other evaluation methods such as teacher observation, group projects, and peer review of assignments are also applied. Ongoing feedback and support are also incorporated in order to assess what works and what does not work with individual students. Students who require an individual educational plan, would have their goals and priority educational needs reviewed annually.

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

Strategy: After School Program

Minutes added to school year: 6,240

Title 1 funds will be utilized for weekly tutoring after school. Tutoring will be offered after school for 1 hr/day from Mondays through Thursdays for a combined total of 4 additional hours/week in each of the core subject areas: Science, Mathematics, and Language Arts, and Social Studies. The Tutoring program will run from October 2014 through April 2015 for a total of 26 weeks.

Strategy Rationale

Through the use of clearly stated goals and the implementation of differentiated instructional strategies with varying levels of instructional delivery and modalities, teachers help to break down instructional barriers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Breeding, Allen, pr6901@dadeschools.net

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

Student's area of weakness or comprehension difficulties will be addressed by the tutors and the effectiveness of the strategy will be monitored by students' attendance logs. Improvement in core subject classroom grades will be monitored via progress reports and quarterly report cards.

Strategy: Weekend Program

Minutes added to school year: 1,440

FCAT Saturday Camp will be offered to lowest performing 25% of students for 3hrs/day for four weeks, for a total of 12 additional instructional hours. A Saturday Writing Camp for 8th Graders will be offered for 3 hrs/week for four weeks, for a total of 12 hours.

Strategy Rationale

Through the use of clearly stated goals and the implementation of differentiated instructional strategies with varying levels of instructional delivery and modalities, teachers help to break down instructional barriers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Breeding, Allen, pr6901@dadeschools.net

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

Student attendance will be monitored and FSA results will be analyzed. Student data chats will be conducted in order to offer continued support with standards which are not being mastered.

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

Magnet school resource fairs and articulation meetings are conducted with senior high school feeder schools in order to provide the necessary information for students to apply to selected magnet school and properly complete the subject selection forms for the anticipated school the student will attend.

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement by improving core instruction in all content areas for the 2014-2015 school year.
- G2.** The strategic goal for 2014-2015 is to identify at-risk students to provide support and intervention to increase student achievement; thereby reducing the number of students reflected by each Early Warning Systems indicators.
- G3.** For 2014-2015, our goal is to increase the rigor of EOC courses and achieve 100% student performance. In addition, 75% of students enrolled in the CAPE Academy course will pass the MOS certification. Participation in STEM activities will also be incorporated through increased student participation in STEM competitions and activities.
- 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. Increase student achievement by improving core instruction in all content areas for the 2014-2015 school year. 1a

G051063

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	69.0
AMO Reading - All Students	70.0
FSA - Mathematics - Proficiency Rate	90.0
FSA - English Language Arts - Proficiency Rate	93.0
FCAT 2.0 Science Proficiency	46.0
CELLA Writing Proficiency	39.0
Geometry EOC Pass Rate	99.0
Algebra I EOC Pass Rate	96.0
Bio I EOC Pass	100.0
AMO Math - SWD	55.0

Resources Available to Support the Goal 2

- Textbooks, Pacing Guides, Action Plans, Item Specs, Florida Standards, Cambridge International Education Syllabus for English, Math, and Science, District Assessments: Interim Assessments, Topic Exams, Writing Pretest, Teacher Made Tests, Technology: Promethean & Smart Boards, Laptops Carts, Computer Labs, iPads, Tablets, Math Manipulatives, Reading Plus, Curriculum Leaders, Multi-Tiered System of Supports, Science Lab instruments, Tutoring Program, SECME club, Science Fair Competition, Webquests, Student essay competitions, Math Bonanza, Websites: Khan Academy, Gizmos, Carnegie Software, Reflex, Brain Pop, Algebra Nation, LearnZillion, Edmodo, Brain Pop, Discovery Education, Study Jams, NBC Learn, iCivics, Fsassesments.org, IXL.com, Edgenuity, CPalms.

Targeted Barriers to Achieving the Goal 3

- Students' lack of pre-requisite skills and insufficient practice with higher-order thinking skills, as well as, the knowledge and familiarity with the new Florida Standards.

Plan to Monitor Progress Toward G1. 8

Annual standardized assessments to include the Interim Assessments, FAIR, Science FCAT 2.0, and CIE Checkpoint, and EOCs will be compiled and disaggregated to make necessary recommendations for instructional delivery and student interventions.

Person Responsible

Allen Breeding

Schedule

Quarterly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Final student data reports from Thinkgate, FCAT and EOC reports, and CIE Checkpoint exams results from Cambridge International Examinations.

G2. The strategic goal for 2014-2015 is to identify at-risk students to provide support and intervention to increase student achievement; thereby reducing the number of students reflected by each Early Warning Systems indicators. 1a

G051064

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	
One or More Suspensions	
Level 1 - All Grades	

Resources Available to Support the Goal 2

- Student Services Curriculum Leader, MTSS/Rti Leadership Team, Do the Right Thing Program, Student Code of Conduct, Honor Roll Assemblies, SPOT Success, Student Code of Conduct, Tutoring Program, Title I Program, Title III Program, School's Website, Curriculum Fair.

Targeted Barriers to Achieving the Goal 3

- Students' loss of instructional time due to absences and/or suspensions are contributing factors relative to decreased student achievement.

Plan to Monitor Progress Toward G2. 8

MTSS/Rti documentation relative to students as well as school wide reports relative to attendance, suspension, and student academic data will be reviewed by Administrative Team to determine progress towards the goal.

Person Responsible

Allen Breeding

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

A decrease in the number of students with less than 90% attendance, as well as a decrease in suspension reports, and increased academic achievement in standardized assessments by students will provide evidence of making progress toward meeting the selected targets.

G3. For 2014-2015, our goal is to increase the rigor of EOC courses and achieve 100% student performance. In addition, 75% of students enrolled in the CAPE Academy course will pass the MOS certification. Participation in STEM activities will also be incorporated through increased student participation in STEM competitions and activities. 1a

G051065

Targets Supported 1b

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

Middle School Performance in EOC and Industry Certifications

Resources Available to Support the Goal 2

- Business Education CTE Teachers, CAPE Academy, GMetrix program, iPREP, Textbooks, EOC courses, SECME competition, Math Bonanza, Math Club, Technology Student Association, MAST Academy Weather on Wheels, and Science Fair.

Targeted Barriers to Achieving the Goal 3

- Students are not aware of the available programs for CTE certification and STEM competitions.

Plan to Monitor Progress Toward G3. 8

EOC data and CTE MOS certification progress reports will be collected and reviewed for completion and performance.

Person Responsible

Allen Breeding

Schedule

Annually, from 5/1/2015 to 6/5/2015

Evidence of Completion

Expected successful completion and performance will be evidenced by EOC student performance results reports and CTE MOS certifications awarded.

G4. See Title I PIP 1a

G051066

Targets Supported 1b

Indicator	Annual Target
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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. Increase student achievement by improving core instruction in all content areas for the 2014-2015 school year. **1**

 G051063

G1.B1 Students' lack of pre-requisite skills and insufficient practice with higher-order thinking skills, as well as, the knowledge and familiarity with the new Florida Standards. **2**

 B128309

G1.B1.S1 Infuse a variety of higher-order thinking strategies into the delivery of Florida Standards instruction in all content areas. **4**

 S140398

Strategy Rationale

Increased practice with higher order cognitive skills will afford students with the learning development required to improve problem solving. In addition, this will encourage rigorous reader interactions with text to deepen understanding. Infusing higher-order thinking strategies will implicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while reading.

Action Step 1 **5**

Teachers will be able to participate in Professional Development to support the goal. Teachers were provided with training relative to facilitating PLCs.

Person Responsible

Beatriz Garcia

Schedule

On 9/18/2014

Evidence of Completion

Sign-in sheet, agenda, handouts

Action Step 2 5

PLCs will be offered biweekly to address topics in support of higher-order thinking strategies during instructional delivery relative to the Florida Standards.

Person Responsible

Victoria Jarrett

Schedule

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

Evidence of Completion

PLC agenda and sign-in sheet

Action Step 3 5

Teachers will debrief and discuss educational practices relative to their curriculum areas, along with topics addressed by PLCs' participants. Curriculum Leaders will provide support to teachers needing further guidance.

Person Responsible

Lourdes Linares

Schedule

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

Evidence of Completion

Curriculum Leaders team meeting minutes

Action Step 4 5

Departments will review assessment results by subject area and conduct student data chats.

Person Responsible

Lourdes Linares

Schedule

Quarterly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Data chats forms for students and departmental meeting minutes addressing data disaggregation by department

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

Administrative Team will conduct informal walk-through visits to notice implementation of higher-order thinking strategies in the classroom.

Person Responsible

Allen Breeding

Schedule

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

Evidence of Completion

Classroom walk-through calendar.

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

Teacher made assessments, topic exams, Interim Assessments and students' first quarter grades will be analyzed and compiled in order to determine effectiveness of the implementation of the selected strategy.

Person Responsible

Allen Breeding

Schedule

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

Evidence of Completion

Students' performance folders and Thinkgate reports.

G2. The strategic goal for 2014-2015 is to identify at-risk students to provide support and intervention to increase student achievement; thereby reducing the number of students reflected by each Early Warning Systems indicators. 1

G051064

G2.B1 Students' loss of instructional time due to absences and/or suspensions are contributing factors relative to decreased student achievement. 2

B128314

G2.B1.S1 Selected students will be recommended for tutoring and enrichment activities during Saturday School Tutoring Camps and before and after-school tutoring in all core subject areas. 4

S140399

Strategy Rationale

Students who are experiencing academic success will be more apt to exhibit greater positive behavior at school and be in school.

Action Step 1 5

Grade level team meetings, grade level orientation meetings, individual academic counseling by Student Services personnel, will be used to identify and provide support and intervention for at-risk students.

Person Responsible

Allen Breeding

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student referral forms, grade level parent meeting minutes, and ongoing academic counseling as documented in students' SCMS.

Action Step 2 5

After-school tutoring program will be implemented for all core subject areas. The tutoring schedule will be posted on the school's website and copies will be distributed via the Parent Resource Center

Person Responsible

Lourdes Linares

Schedule

Daily, from 10/6/2014 to 4/11/2015

Evidence of Completion

Student sign-in rosters.

Action Step 3 5

Attendance incentives and recognition will be provided to students with perfect school attendance and/or attendance in after-school and Saturday School tutoring.

Person Responsible

Ignacio Rodriguez

Schedule

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

Evidence of Completion

Student attendance records and tutoring sign-in logs..

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

MTSS/Rti will monitor attendance, grade-book student detail reports, tutoring sessions attendance, and suspension reports.

Person Responsible

Ignacio Rodriguez

Schedule

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

Evidence of Completion

Daily attendance bulletin reports, quarterly student grade detail reports, tutoring sign-in logs, and SCMS will be monitored and addressed by the MTSS/Rti team.

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

Administration will review MTSS/Rti intervention efforts and documentation quarterly and provide necessary input and guidance as needed.

Person Responsible

Allen Breeding

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Cognos reports relative to attendance and academic achievement, and MTSS/Rti documentation will be reviewed for effectiveness of interventions.

G3. For 2014-2015, our goal is to increase the rigor of EOC courses and achieve 100% student performance. In addition, 75% of students enrolled in the CAPE Academy course will pass the MOS certification. Participation in STEM activities will also be incorporated through increased student participation in STEM competitions and activities. 1

G051065

G3.B1 Students are not aware of the available programs for CTE certification and STEM competitions. 2

B128317

G3.B1.S1 Curriculum fair will highlight HS EOC courses and CTE course leading to Microsoft Office Suite certification. 4

S140402

Strategy Rationale

Students and parents who are knowledgeable of the existing programs will be more apt to select these courses during end of year subject selection process.

Action Step 1 5

Business education teacher will prepare brochure outlining CTE course leading to MOS certification for Open House and use during the school year. During the school's curriculum fair, HS EOC course requirements and CTE course's MOS certification will be highlighted.

Person Responsible

Lourdes Linares

Schedule

Semiannually, from 9/23/2014 to 2/27/2015

Evidence of Completion

Students subject selection and recommendation forms.

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

Enrollment in courses and progress will be monitored for student participation.

Person Responsible

Lourdes Linares

Schedule

Annually, from 8/18/2014 to 9/30/2014

Evidence of Completion

Student enrollment and class distribution in ASPEN scheduler will be completed during the first month of school based on recommendations from teachers during the prior school year.

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

Student progress for certification and course completion will be monitored.

Person Responsible

Alexander Caballero

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student Services department will monitor student progress in class via course grade distribution reports.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will be able to participate in Professional Development to support the goal. Teachers were provided with training relative to facilitating PLCs.	Garcia, Beatriz	9/18/2014	Sign-in sheet, agenda, handouts	9/18/2014 one-time
G2.B1.S1.A1	Grade level team meetings, grade level orientation meetings, individual academic counseling by Student Services personnel, will be used to identify and provide support and intervention for at-risk students.	Breeding, Allen	8/18/2014	Student referral forms, grade level parent meeting minutes, and ongoing academic counseling as documented in students' SCMS.	6/5/2015 weekly
G3.B1.S1.A1	Business education teacher will prepare brochure outlining CTE course leading to MOS certification for Open House and use during the school year. During the school's curriculum fair, HS EOC course requirements and CTE course's MOS certification will be highlighted.	Linares, Lourdes	9/23/2014	Students subject selection and recommendation forms.	2/27/2015 semiannually
G1.B1.S1.A2	PLCs will be offered biweekly to address topics in support of higher-order thinking strategies during instructional delivery relative to the Florida Standards.	Jarrett, Victoria	9/18/2014	PLC agenda and sign-in sheet	11/26/2014 biweekly
G2.B1.S1.A2	After-school tutoring program will be implemented for all core subject areas. The tutoring schedule will be posted on the school's website and copies will be distributed via the Parent Resource Center	Linares, Lourdes	10/6/2014	Student sign-in rosters.	4/11/2015 daily
G1.B1.S1.A3	Teachers will debrief and discuss educational practices relative to their curriculum areas, along with topics addressed by PLCs' participants. Curriculum Leaders will provide support to teachers needing further guidance.	Linares, Lourdes	9/18/2014	Curriculum Leaders team meeting minutes	11/26/2014 monthly
G2.B1.S1.A3	Attendance incentives and recognition will be provided to students with perfect school attendance and/or attendance in	Rodriguez, Ignacio	8/18/2014	Student attendance records and tutoring sign-in logs..	6/4/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	after-school and Saturday School tutoring.				
G1.B1.S1.A4	Departments will review assessment results by subject area and conduct student data chats.	Linares, Lourdes	9/18/2014	Data chats forms for students and departmental meeting minutes addressing data disaggregation by department	6/4/2015 quarterly
G1.MA1	Annual standardized assessments to include the Interim Assessments, FAIR, Science FCAT 2.0, and CIE Checkpoint, and EOCs will be compiled and disaggregated to make necessary recommendations for instructional delivery and student interventions.	Breeding, Allen	9/18/2014	Final student data reports from Thinkgate, FCAT and EOC reports, and CIE Checkpoint exams results from Cambridge International Examinations.	6/4/2015 quarterly
G1.B1.S1.MA1	Teacher made assessments, topic exams, Interim Assessments and students' first quarter grades will be analyzed and compiled in order to determine effectiveness of the implementation of the selected strategy.	Breeding, Allen	9/18/2014	Students' performance folders and Thinkgate reports.	11/26/2014 biweekly
G1.B1.S1.MA1	Administrative Team will conduct informal walk-through visits to notice implementation of higher-order thinking strategies in the classroom.	Breeding, Allen	9/18/2014	Classroom walk-through calendar.	11/26/2014 weekly
G2.MA1	MTSS/Rti documentation relative to students as well as school wide reports relative to attendance, suspension, and student academic data will be reviewed by Administrative Team to determine progress towards the goal.	Breeding, Allen	8/18/2014	A decrease in the number of students with less than 90% attendance, as well as a decrease in suspension reports, and increased academic achievement in standardized assessments by students will provide evidence of making progress toward meeting the selected targets.	6/5/2015 quarterly
G2.B1.S1.MA1	Administration will review MTSS/Rti intervention efforts and documentation quarterly and provide necessary input and guidance as needed.	Breeding, Allen	8/18/2014	Cognos reports relative to attendance and academic achievement, and MTSS/Rti documentation will be reviewed for effectiveness of interventions.	6/5/2015 quarterly
G2.B1.S1.MA1	MTSS/Rti will monitor attendance, grade-book student detail reports, tutoring sessions attendance, and suspension reports.	Rodriguez, Ignacio	8/18/2014	Daily attendance bulletin reports, quarterly student grade detail reports, tutoring sign-in logs, and SCMS will be monitored and addressed by the MTSS/Rti team.	6/4/2015 quarterly
G3.MA1	EOC data and CTE MOS certification progress reports will be collected and reviewed for completion and performance.	Breeding, Allen	5/1/2015	Expected successful completion and performance will be evidenced by EOC student performance results reports and CTE MOS certifications awarded.	6/5/2015 annually
G3.B1.S1.MA1	Student progress for certification and course completion will be monitored.	Caballero, Alexander	8/18/2014	Student Services department will monitor student progress in class via course grade distribution reports.	6/5/2015 quarterly
G3.B1.S1.MA1	Enrollment in courses and progress will be monitored for student participation.	Linares, Lourdes	8/18/2014	Student enrollment and class distribution in ASPEN scheduler will be completed during the first month of school based on recommendations from teachers during the prior school year.	9/30/2014 annually

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. Increase student achievement by improving core instruction in all content areas for the 2014-2015 school year.

G1.B1 Students' lack of pre-requisite skills and insufficient practice with higher-order thinking skills, as well as, the knowledge and familiarity with the new Florida Standards.

G1.B1.S1 Infuse a variety of higher-order thinking strategies into the delivery of Florida Standards instruction in all content areas.

PD Opportunity 1

Teachers will be able to participate in Professional Development to support the goal. Teachers were provided with training relative to facilitating PLCs.

Facilitator

Ms. Beatriz Garcia, Team 6 Leader

Participants

All Instructional Staff

Schedule

On 9/18/2014

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 2: The strategic goal for 2014-2015 is to identify at-risk students to provide support and intervention to increase student achievement; thereby reducing the number of students reflected by each Early Warning Systems indicators.	11,999
Grand Total	11,999

Goal 2: The strategic goal for 2014-2015 is to identify at-risk students to provide support and intervention to increase student achievement; thereby reducing the number of students reflected by each Early Warning Systems indicators.		
Description	Source	Total
B1.S1.A2 - Funds used to cover hourly rate for selected tutors.	Title I Part A	9,000
B1.S1.A3 - Incentives for attendance and tutoring participation	School Improvement Funds	2,999
Total Goal 2		11,999