

students

school

teaching

improvement

instruction

family

strategic

goals

collaborative

mission

vision

public

and

community

involvement

planning

building

relationships

increased

achievement

and

supportive

environment

8-Step

problem

solving

step

zero

ambitious

effective

leadership

strategies

resources

needs

assessment

career

college

and

public

and

mission

vision

Andover Middle School

121 NE 207TH ST, Miami, FL 33179

<http://andover.dadeschools.net/andover>**School Demographics****School Type**

Middle

Title I

Yes

Free/Reduced Price Lunch

89%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

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

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

Andover Middle School's mission is to create a safe and effective learning environment that will provide educational and career opportunities for all students while meeting the needs of our multicultural community. Our school places special emphasis on mastery of academic skills, career exploration, community service, self-esteem, self-discipline, interpersonal skills, and personal values to develop lifelong learners who will be contributors to an ever-changing global economy. We are beginning the 2013-2014 school year with new initiatives. Andover Middle School is a magnet school currently offering Cambridge Secondary 1 to sixth grade students enrolled in the Cambridge International Examinations (CIE) Magnet. In addition, students from all grade levels and academic abilities will have the opportunity of taking advantage of Andover's iPrep Math program, a 21st century personalized learning environment where students engage in a variety of educational experiences such as access to online, research-based, mathematics content that is aligned to the state standards.

Provide the school's vision statement

The vision of Andover Middle is tied to developing students holistically who exhibit superior academic mastery with the Cambridge International Examinations (CIE). Due to this vision, Andover Middle School (AMS) is a state-of-the-art educational facility where students receive academic instruction that is rigorous and challenging. Students are afforded the opportunity to explore coursework in Technology, Health Science, Business Education and the Arts as Andover's academic offerings are accessible to all students. The academic courses offered at Andover include Advanced and Gifted Language Arts, Mathematics, Science and Social Studies. Students have the opportunity to matriculate to high school with credits received in Algebra 1, Geometry Physical Science and Biology. With the addition of iPrep Math, a 21st century personalized learning environment, students engage in a variety of educational experiences such as access to online, research based, mathematics content that is aligned to the state standards. Students also have ability to drive their own learning, engage in critical thinking skills and participate in project-based activities. The educational opportunities at Andover are endless!

School Environment

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

Among the unique aspects of our school are the diversity of the staff, including ethnicity, background, and experiences. There is a strong sense of family values in the school. For many students, the most stable part of their day is the time spent with staff and students at Andover Middle School. Our staff is extremely tech savvy and utilizes technology as a teaching and learning tool. Andover Middle School has identified several issues that challenge student learning and achievement. Among those issues most prevalent are high percentages of our students reading below state standard expectations and a lack of parental involvement. Lack of parental input has made it difficult for our students to be organized, manage time effectively, and for staff to convince the students that home learning and reading are essential to their future success. The majority of our students speak English; we service students with limited skills in vocabulary and reading readiness. Our students are limited in their exposure to cultural and social experiences outside of their immediate community and the need for support is evident in multicultural

understanding. The need for academic improvement and individualized instruction has been clearly defined by the data presented on the 2014 Florida Comprehensive Assessment Test 2.0.

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

The Administrative team of Andover Middle School believes that every student should be encouraged to achieve at their highest potential and that it is our responsibility as a school community to provide a nurturing environment necessary to achieve this goal. We will acknowledge individual creativity and stimulate personal growth.

As a faculty and staff, we will strive to develop students' technical, vocational, academic, creative and performing talents as they matriculate through our educational institution.

It is our conviction that WE will labor to instill in each student the necessary tools and resources to become positive, prosperous and productive members of the community.

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

Andover Middle School believes that every student should be encouraged to achieve at their highest potential and that it is our responsibility as a school community to provide the tools and resources necessary to achieve this goal. As a school, we serve as a model for traditional values and mores while fostering respect for all people. WE will labor to instill in each student the Nine Core Charter Values of respect, responsibility, cooperation, citizenship, fairness, honesty, integrity, kindness and the pursuit of excellence.

To make it possible for students to know what is expected of them, it is necessary that each teacher hold to certain standards in regard to class procedures and discipline. Good working conditions must prevail at all times, even though teachers may differ in the way they secure results. Good discipline is required for good teaching. The policy at Andover Middle School is to require a uniform atmosphere of cordiality, courtesy, consideration and respect in the classroom and throughout the building. Each teacher is expected to handle discipline problems which occur within their classroom. If a disciplinary situation arises which a teacher cannot resolve, the teacher should follow the procedures outlined in this handbook to secure any needed assistance from the team, student services or the administration. The teacher should not hesitate to preserve class morale by dealing strictly and fairly with a troublesome student.

Every teacher and staff member is expected to assist in the orderly movement of hall traffic during passing time by standing at their classroom door. Only with a concerted effort will we insure proper student behavior.

Students who exhibit outstanding behavior will receive the following:

- Teacher reinforcement
- School activities
- Special assemblies, field trips, performances, etc.

In effort to provide some direction regarding the handling of disciplinary problems, Andover Middle School has developed a set of guidelines to be used by staff members.

Please be informed that the Administrative Team and Student Services Team are continuously attempting to assist/support your classroom management concerns (tardiness, unexcused absences, preparedness, defiance, disrespect disruptive behavior, etc.). We are committed to continuing the very best support possible to insure a good learning environment for students and a satisfying work place.

However, to positively impact and improve student behavior in our classrooms and to maintain a safe learning environment, we need to address the aforementioned as a TEAM.

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

Andover Middle School pledges to:

- Guarantee a viable curriculum that will address the required Sunshine State Standards necessary for our students to achieve high levels of proficiency and mastery in all subjects.
- Increase student achievement in reading, writing, mathematics and science.
- Present challenging goals and high expectations for all students to achieve.
- Promote parent and community involvement. Stakeholder/Shareholder involvement will include participation in the day-to-day activities of the school, participation in the decision making process, volunteer service for school programs and activities and participation in workshops and trainings to increase student achievement. Active, timely and periodic communication of events, programs and important dates will occur between community and school.
- Provide a safe and orderly learning environment.
- Provide students with the classical arts/cultural experiences necessary for a holistic and sound educational experience.
- Establish a culture of collegiality and professionalism for the enhancement of teacher subject matter knowledge and pedagogical skills.

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

Andover Middle School's Early Warning Systems:

Students who miss more than 10% of instructional time.

6th Grade - 25 (10%)

7th Grade - 26 (9%)

8th Grade -44 (13%)

Behavior Students who have referrals that lead to suspension

6th - 8th Grade Overall - 173 (20%)

Students score at FCAT (FSA) Level 1 in either ELA or Math

ELA

6th Grade - 74 (29%)

7th Grade - 75 (26%)

8th Grade -69 (21%)

Math

6th Grade - 101 (40%)

7th Grade - 62 (21%)

8th Grade -27 (27%)

Students who fail either ELA or Math

ELA

6th Grade - 8

7th Grade - 36

8th Grade - 32

Math

6th Grade - 19

7th Grade - 24

8th Grade - 50

Students who fail 2 or more of any course

6th Grade - 21

7th Grade - 23
8th Grade - 41

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	25	26	44	95
One or more suspensions	25	75	73	173
Course failure in ELA or Math	27	60	82	169
Level 1 on statewide assessment	175	147	146	468

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	25	30	20	75

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

Andover Middle School provide students not making adequate performance by reviewing student data linked to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Student targeted data assistance will be provided via managed data sources through FAIR, Interim assessments, CELLA, Student Work - (Reading, Writing, Math, and Science) and in-house assessments. Behavior will be addressed through data management systems such as: COGNOS, Student Case Management System, and referrals to special education programs. In addition, the school's EESAC committee will monitor and suggest any adjustments to the delivery of curriculum and instruction to meet the specific needs of all students.

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/198618>.

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

Andover Middle School involve parents and the local community in all aspects of our school programs. This is done by offering a flexible meetings, workshops to provide parents with the opportunity to develop, implement and evaluate various school programs. During the EESAC meeting, the School Involvement Plan (SIP) and Parental Involvement Plan (PIP) are reviewed and parents and business community serve on the EESAC committee. Monthly meeting are facilitated to discuss EESAC, Title I funds, school data, budget, and student achievement.

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
Turner, Rennina	Principal
Hoskins, Steven	Assistant Principal
Mincey, Sicily	Assistant Principal
Allen, COnsuella	Teacher, K-12
Alpert, Clara	Instructional Technology
Cogdello, Melva	Instructional Coach
Bethune, Shovon	Guidance Counselor
Johnson, Demetras	Instructional Coach
Ladd, April	Teacher, K-12
Lewis, Elton	Teacher, K-12
Preston, Priscilla	Teacher, K-12
Neilly-Johnson, Dennen	Guidance Counselor
Mcdonald, Christina	Teacher, ESE

Duties

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

Andover Middle School's Leadership Team consists of the following personnel:

Rennina Turner- Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing, ensures implementation of intervention is documented, and communicates with parents regarding school-based plans and activities.

Steven Hoskins and Sicily Mincey -Assistant Principals: Ensure student success in the form of increased academic achievement and positive behavior as early as possible. Ensure that the school-based team is implementing, supports the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with teachers and parents regarding school-based MTSS plans and activities.

Melva Cogdello- Reading Department Chair/Reading Coach and Demetras Johnson Math Department Chair/Math Coach - Provides guidance on District Plans, facilitate and support data

collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning.

Dr. Elton Lewis, Consuella Allen, Angela Preston, Priscilla Riley-Preston, April Ladd, Christina McDonald, Clara Alpert, Deneen Neilly-Johnson, and Shovon Bethune (Department Chairs): Provide information about core instruction, participate in student data collection, and collaborate with department members to implement intervention to students.

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

The representatives support the administration through a process of problem solving technique, with student issues and concerns throughout the year. The team meets to systematic examine all available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

Representatives of the Leadership Team met with the Leadership Advisory Council (LAC) and principal to help develop the SIP and Action Plans. The Leadership meets monthly to monitor, review, and modify the SIP and share with the school's EESAC. The team provides data on: Tier 1, 2, and 3 targets; academic areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, and Relationship) and aligned processes and procedures. Andover Middle School team will continue to monitor the fidelity of the delivery of instruction and intervention. Additionally, the team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

Title I, Part A

Andover Middle School services are provided to ensure students requiring additional remediation are assisted through before/after school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary 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 need 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), 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. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHEADS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Andover 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.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated through district Drop-out Prevention programs.

Title II

Andover Middle School uses supplemental funds for improving basic education as follows:

- training to 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 III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. Additionally, tutorial programs, coaching and mentoring for ELL and content area teachers are provided.

Title VI, Part B – NA

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and 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, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Andover Middle School receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

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, counselors, and TRUST specialists.

Andover Middle School implements the District's Bullying and Harassment Policy Curriculum through Social Studies classes, Student Services Department and through daily Character Development announcements via CCTV.

Nutrition Programs

- 1) The Andover 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 and Health Science Academy.

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.

4) Continue to promote the Healthy Generation initiative at the school-site through the Physical Education Department, Food Services, and Enrichment Department.

Housing Programs - N/A

Head Start – N/A

Adult Education – N/A

Career and Technical Education

Andover Middle School infuses Career Pathways and Programs of Study for students through our specialized Music and Health Science. These programs consist of various curriculum courses and modules, which allow students an opportunity to complete an academy program. As a result, students have a better understanding and appreciation of postsecondary opportunities. Upon completion, students will be able to plan and acquire the skills necessary to advance in those opportunities.

Job Training

Not Applicable

Other

As a Title I school for the past two years, Andover Middle School successfully involved parents in the planning and implementation of the Title I Program and extended an open invitation to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. The school will continuously involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Andover Middle School in conjunction with the Community Involvement Specialist will continue to increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact (for each student); 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. The school will continue to conduct informal parent surveys to determine the specific needs of our parents, schedule workshops, and provide Parent Academy Courses. We will continue to provide flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. School Improvement Grant Fund/School Improvement Grant Initiative: The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, and Project CRISS. The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rennina Turner	Principal
April Ladd	Teacher
Consuella Allen	Teacher
Shirley Person	Teacher
Donna Baldie Allen	Teacher
Portia Wallace	Teacher
Kimberly Woods	Parent
Mercedes Phang	Parent
Shaneeeka Richards	Student
Laura Clersaint	Business/Community
Andrew Corner	Business/Community
Marie Macceus	Education Support Employee
Maureen Harris	Parent
Guerlande Paul	Parent
Shelly Guillaume	Parent
Ricardo Carvajal	Parent
Beverly Eugene	Student

Duties

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

Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) members were active voices in the development of last year's School Improvement Plan. Members assisted in the writing process, proof reading and analyzing data to include in the document. The EESAC members reviewed and received periodic updates regarding data results related to SIP goals.

Development of this school improvement plan

The purpose of EESAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. The Educational Excellence School Advisory Council (EESAC) and community stakeholders will continue to provide a common vision for student academic achievement and success. In addition, EESAC will continue to monitor and evaluate the school improvement plan, ensuring an optimal learning environment.

Preparation of the school's annual budget and plan

ESSAC receives funds to be used at the discretion of the Education Excellence School Advisory Council. A portion of the money should be used for implementing the school improvement plan. A portion of the funds, \$2999.00, is used for small funds purchases through the schools internal funds account and is allotted for student learning incentives. The remainder of the funds can be used amongst the departments for learning incentives.

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

Andover Middle school allocated the following funds for school wide projects:

\$450.00 Educational Books and Videos

\$199.00 Testing supplies keyboards and tables

\$261.20 Math Instructional Supplies - marker board, chart papers and markers

\$376.80 Student Enrichment incentives

\$800.00 Interdisciplinary Teams Student Incentives/Awards

\$2,999.99 School-wide student incentives/reading initiative

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
Turner, Rennina	Principal
Hoskins, Steven	Assistant Principal
Mincey, Sicily	Assistant Principal
Allen, COnsuella	Teacher, K-12
Alpert, Clara	Instructional Technology
Bethune, Shovon	Guidance Counselor
Cogdello, Melva	Instructional Coach
Johnson, Demetras	Instructional Coach
Lewis, Elton	Teacher, K-12
Preston, Priscilla	Teacher, K-12
Neilly-Johnson, Dennen	Guidance Counselor
Mcdonald, Christina	Teacher, ESE

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

The Literacy Leadership Team will continue to utilize data to create, monitor, and adjust academic goals for students in grades six through eight. Individuals from the Literacy Leadership Team will continuously communicate efforts with EESAC/PTSA to develop the School Improvement Plan and assist in implementing the school wide Literacy Plan with fidelity. Additionally, the school's LLT will conduct Common Core Lesson Studies to transition students and teachers for 21st Century college and career readiness.

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

- Monthly meetings with new and beginning teachers.
- Obtain teacher interns from various universities and programs.
- Provide professional development and expertise in accessing data resources and using data to analyze instruction.

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

- Regular monthly meetings with early career teachers and teachers new to the school.***. Mentor Teachers •Assigned to early career teachers and buddy teachers to teachers new to the school as needed
- Regular professional learning period activities focused on development and alignment of instructional activities
- Principal solicits referrals from current teaching staff for potential new hires.

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

- Partnering new teachers with certified Mentoring and Induction for New Teachers (MINT) instructors.
- Teachers with previous teaching experience and teachers in years two and three are will receive a buddy teacher.

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

Andover Middle School will schedule weekly collaboration sessions for teachers with the literacy team and academic coaches to discuss strengths and weaknesses on various assessments. These meetings will be followed with the sharing of best practices and research based strategies that will assist students that are performing below the mastery level during faculty, department, and collaborative meetings. The principal, assistant principals, subject area coach, and/or the department chairperson will facilitate these meetings.

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

Andover Middle School's testing department will create custom groups using Edusoft. This process will allow administrators and academic coaches monitor the effectiveness of strategies, once assessments are administered and scanned. The administration, academic coaches, department chairpersons, and classroom instructors will collect data, generate reports, and analyze results of student progress. All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions previously utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

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: 60

Based on the results of the 2014 FCAT assessment students scoring an FCAT Level 1 or 2 in Reading and Mathematics will be placed into intensive classes. In addition, students not at mastery, who are identified as a Level 1 or 2 on the FCAT assessment will be offered assistance via the after school-tutoring program, as well as assistance during the regular school day from instructional coaches, and personnel hired to provide tutorial services. Student placement will also be determined based on results of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, instructional coach, administrators, counselors, etc.) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.

Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities and/or Collaborative Planning sessions to provide different methods instruction. The following strategies will be utilized for students in nonmastered areas. Resources and strategies provided at professional development workshops will also be utilized. Literacy strategies to incorporate reading comprehension and writing into instruction to increase content vocabulary and comprehension. In addition, strategies to incorporate explicit, systematic instruction with informal and literary text with passages. Students scoring an FCAT Level 3 or above in Reading and Mathematics, will participate in object-based learning activities provided within the core curriculum's.

Strategy Rationale

Andover Middle School will schedule weekly collaboration sessions for teachers with the literacy team and academic coaches to discuss strengths and weaknesses on various assessments. These meetings will be followed with the sharing of best practices and research based strategies that will assist students that are performing below the mastery level during faculty, department, and collaborative meetings. The principal, assistant principals, subject area coach, and/or the department chairperson will facilitate these meetings.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Turner, Rennina, pr6023@dadeschools.net

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

The school will utilize Thinkgate reports for all assessment results to determine the instructional focus of whole group lessons. Instructors will utilize class reports for assessments to re-teach the questions that students missed most frequently. Teachers will differentiate their instruction as indicated by assessment results to provide intensive intervention, remediation and instruction to those students earning less than 50%, additional instruction and practice opportunities for those students earning between 51-69%, and enrichment/advanced instruction to students earning 70-100%.

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

Student services personnel will meet with students in order to advise them in course selection which aligns with the student's interest and postsecondary plans.

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

Andover Middle School guidance counselors review the expectations with students and parents during 6th grade Orientation, Open House, school website, and annual articulation. The Cambridge magnet program offers a specialized connection through language arts, math, and science classes to integrate the themes of justice, ethics, and conflict resolution into the core curriculum by providing students opportunities to experience a cross curricular examination of these concepts through collaborative, inquiry-based learning.

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

The Student Service Department incorporates college readiness standards into the various pathways for students to meet graduation. College Readiness standards are provided during annual student orientation and articulation sessions. Andover Middle School offer high school courses to beginning their 7th grade year. The school offers the following courses studies: Physical Science, Biology, Algebra I, and Geometry.

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

Andover Middle will work side by side to align policies, programs, and initiatives to advance both college readiness and college completion.

The school will continue to host and promote the following initiatives:

- Conduct annual Magnet Fairs and Articulations with feeder pattern high schools.
- Conduct annual Career Fairs with local Universities and Community Colleges.
- Conduct a needs assessment to identify student interest and set goals for post-secondary transition.
- Collaborate and provide feedback with guidance counselors to vertical align student interest into Middle School and High school.

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

Andover Middle School will implement strategies provided by administrators, student services and faculty. The Cambridge program is utilized through language arts, math, science classes as a pathway to College. In addition, Andover Middle School will maintain a collaborative relationship with our feeder pattern high schools related to Magnet programs provide students with opportunities to guide them to secondary options.

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.** Core Instruction - We will increase student achievement by improving core instruction in all content areas.
- G2.** Early Warning Systems (EWS) - We will decrease the number of students that are at-risk by 1% and provide interventions to increase student achievement.
- G3.** STEM/CTE - We will increase meetings between representatives from feeder middle and magnet high schools to discuss student articulation and integration of curriculum.
- G4.** Parental Involvement *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. Core Instruction - We will increase student achievement by improving core instruction in all content areas. 1a

 G051171

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Reading - African American	61.0
AMO Reading - Asian	63.0
AMO Reading - White	55.0
AMO Reading - ELL	43.0
AMO Reading - ED	61.0
AMO Math - All Students	65.0
AMO Math - Asian	63.0
AMO Math - African American	65.0
AMO Math - Hispanic	68.0
AMO Math - SWD	42.0
AMO Math - ED	65.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	74.0
FSA - Mathematics - Proficiency Rate	29.0
FSA - English Language Arts - Proficiency Rate	28.0
Math Gains	67.0
Math Lowest 25% Gains	70.0
CELLA Listening/Speaking Proficiency	71.0
CELLA Reading Proficiency	42.0
CELLA Writing Proficiency	36.0
Algebra I EOC Pass Rate	77.0
Geometry EOC Pass Rate	84.0
Bio I EOC Pass	81.0
FCAT 2.0 Science Proficiency	32.0
Middle School Participation in EOC and Industry Certifications	82.0

Resources Available to Support the Goal 2

- ELA McDougal Littell Textbooks, Interactive Readers for ELLs, Inside (IR and ESOL), System 44 and READ 180, Achieve 3000 and Imagine Learning (ELL), Cambridge Curriculum Frameworks.
- Math Core - Ready Florida MAFS (6-8), Carnegie Learning Mathia Software and Textbook (iPrep Math classroom), McGraw Hill Education, Algebra I Supplemental - Discovery Education (6-8), NBC Learn (6-8), Gizmos (6-8), Explore Learning Reflex (6-8), Edgenuity MAFS Digital Resources (6-8), Algebra Nation (6-8), Khan Academy (6-8), McGraw-Hill Resources, Illustrative Mathematics items, and Unwrapping the Standards document
- Science Core - Pearson Interactive Science, Supplemental - CPO lab equipment, Explore Learning Gizmos, Discovery Education, NBC Learn, PBS Learning Media, Edgenuity Comprehensive Science Program (6-8), District Pacing Guides, Essential Labs

- Social Science 7th Grade Civics, Economics and Geography Florida edition text book with Online digital Student/Teacher edition, Discovery Education (K-8), NBC learn, Miami Dade Social Studies website, and FLREA (Florida Law Related Education Association) curriculum wheel.

Targeted Barriers to Achieving the Goal **3**

- ELA *Lack of instructional practices to increase rigor with alignment to the new LAFS. *Lack of instructional practices to increase student accountable talk/direct instruction.
- Math *Lack of technique to increase rigor with alignment to the new standards (i.e., Gradual Release, student accountable talk, and differentiated instruction, etc.) *Lack of student/parental access to district provided technological programs for the purpose of home learning to support instruction.
- Science *Limited evidence of rigorous student work. *Limited evidence of hands-on activities and laboratory investigations. *Limited planning aligned to the District Pacing Guides and Course Descriptions. *Limited evidence of student accountable talk.
- Social Science *Limited evidence of techniques used to increase rigor and gradual release of responsibility to students. *Lack of adherence to the pacing of instruction as outlined in the pacing guide.

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

Following the FCIM model department chairs will adjust school-wide instructional focus calendar after district assessments to target specific benchmarks.

Person Responsible

Rennina Turner

Schedule

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

Evidence of Completion

Formative: Student work samples, benchmark assessments Summative: District Assessment

G2. Early Warning Systems (EWS) - We will decrease the number of students that are at-risk by 1% and provide interventions to increase student achievement. 1a

G051172

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 06	8.0
Attendance Below 90% Grade 07	8.0
Attendance Below 90% Grade 08	8.0
One or More Suspensions	25.0
1+ Suspensions Grade 06	25.0
1+ Suspensions Grade 07	25.0
Attendance Below 90% Grade 08	25.0
Level 1 - Grade 06	29.0
Level 1 - Grade 07	26.0
Level 1 - Grade 08	21.0

Resources Available to Support the Goal 2

- Student Progression Plan and Daily Attendance Bulletin

Targeted Barriers to Achieving the Goal 3

- Parent and Student lack of knowledge of MDCPS attendance policies and procedures.
- Parents are unfamiliar with the Student Code of Conduct and unaware of the reasons for their child's suspensions.
- Students who struggle are at risk of dropping out of school.

Plan to Monitor Progress Toward G2. 8

Tie attendance to student activities. Students with excessive absences and tardies.

Person Responsible

Steven Hoskins


Schedule

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

Evidence of Completion

Monitor the Truancy Referral Report and identify student with decreased absences.

G3. STEM/CTE - We will increase meetings between representatives from feeder middle and magnet high schools to discuss student articulation and integration of curriculum. 1a

 G051173

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	82.0

Resources Available to Support the Goal 2

- District Curriculum Bulletin

Targeted Barriers to Achieving the Goal 3

- Students are unfamiliar with STEM content and minimal exposure to university and industry experts in Science, Technology, Engineering, and Mathematics.

Plan to Monitor Progress Toward G3. 8

The LLT will monitor students' participation involving hands-on activities and projects to ensure that students are being offered opportunities to participate in competitions and apply their knowledge.

Person Responsible

Steven Hoskins

Schedule

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

Evidence of Completion

Student participation in STEM-related experiences provided for students.

G4. Parental Involvement *See Title I PIP" 1a

 G051174

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. Core Instruction - We will increase student achievement by improving core instruction in all content areas.

1

 G051171

G1.B1 ELA *Lack of instructional practices to increase rigor with alignment to the new LAFS. *Lack of instructional practices to increase student accountable talk/direct instruction. 2

 B128559

G1.B1.S1 ELA Close Reading 4

 S140693

Strategy Rationale

Infuse a variety of Higher Order Thinking strategies into the delivery of instruction in Reading and Writing in the lesson and the instructional delivery that supports critical thinking, problem-solving and student accountable talks.

Action Step 1 5

Develop data driven, grade level instructional plans during common planning that align to the District's ELA and ESOL Pacing Guides.

Person Responsible

Sicily Mincey

Schedule

Monthly, from 9/9/2014 to 11/7/2014

Evidence of Completion

Grade level instructional plans, Instructional delivery and tasks consistent with district pacing guides

Action Step 2 5

Provide professional development on the alignment of pacing guides to instructional delivery.

Person Responsible

Priscilla Preston

Schedule

On 11/7/2014

Evidence of Completion

PD roster, Lesson plans, Student artifacts

Action Step 3 5

Provide assistance as needed to reading coach and teachers using the coaching cycle focusing on close reading.

Person Responsible

Priscilla Preston

Schedule

Weekly, from 9/9/2014 to 11/7/2014

Evidence of Completion

Lesson plans, Coaching log, Student work folders

Action Step 4 5

Monitor implementation, using weekly walkthroughs of the close reading strategy in ELA and ESOL classrooms.

Person Responsible

Sicily Mincey

Schedule

Weekly, from 9/9/2014 to 11/7/2014

Evidence of Completion

Ensure the technology components of the core ELA/Reading and ESOL programs are implemented effectively.

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

Teacher assessment data will be reviewed and instruction will be adjusted as needed.
Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

Person Responsible

Sicily Mincey

Schedule

Weekly, from 9/9/2014 to 11/7/2014

Evidence of Completion

Formative Assessment – District Interim Assessments

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

Teacher assessment data will be reviewed and instruction will be adjusted as needed.
Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

Person Responsible

Rennina Turner


Schedule

Daily, from 9/9/2014 to 11/7/2014

Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments
Summative: District Assessment

G1.B1.S2 ELA Academic Writing 4

 S140694

Strategy Rationale

Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Action Step 1 5

Disaggregate and analyze student assessment data both formal and informal (weekly writing open responses and District Writing Pretest) to drive planning and instruction.

Person Responsible

Melva Cogdello

Schedule

Monthly, from 9/9/2014 to 11/7/2014

Evidence of Completion

Grade level instructional plans, Instructional delivery and tasks consistent with district pacing guides

Action Step 2 5

Provide professional development on effective instructional practices that demonstrate a connection between close reading and academic writing as outlined in the District's ELA and ESOL Pacing Guide.

Person Responsible

Melva Cogdello

Schedule

On 11/7/2014

Evidence of Completion

PD roster, Lesson plans, Student artifacts

Action Step 3 5

Monitor implementation, by conducting weekly walkthroughs of the close reading strategy in ELA and ESOL classrooms.

Person Responsible

Sicily Mincey

Schedule

Weekly, from 9/9/2014 to 11/7/2014

Evidence of Completion

Lesson plans, coaching log, student work folders

Action Step 4 5

Provide assistance as needed to reading coach and teachers using the coaching cycle focusing on academic writing.

Person Responsible

Sicily Mincey

Schedule

Weekly, from 9/9/2014 to 11/7/2014

Evidence of Completion

Lesson plans, Coaching log, Student work folders

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

Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

Person Responsible

Rennina Turner

Schedule

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

Evidence of Completion

Formative Assessment – District Interim Assessments

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

Teacher assessment data will be reviewed and instruction will be adjusted as needed.
Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.

Person Responsible

Rennina Turner


Schedule

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


Evidence of Completion

Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments
Summative: District Assessment

G1.B2 Math *Lack of technique to increase rigor with alignment to the new standards (i.e., Gradual Release, student accountable talk, and differentiated instruction, etc.) *Lack of student/parental access to district provided technological programs for the purpose of home learning to support instruction. 2

 B128560

G1.B2.S1 Math Data Guided Instruction 4

 S140695

Strategy Rationale

Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students

Action Step 1 5

Conduct collaborative planning sessions to incorporate the rigor and depth of the Math Florida Standards (MAFS) and disaggregate/analyze multiple data points (e.g., Carnegie Learning Mathia, Exit Slips, Teacher-created Assessments, etc) to plan iModules and teacher-led workshops (explicit instruction) based on student needs while maintaining a data tracking tool (e.g., WWW form) to progress monitor students.

Person Responsible

Steven Hoskins

Schedule

Weekly, from 9/9/2014 to 9/15/2014

Evidence of Completion

Data binders include student data and WWW forms to group students, lesson plans (iModules) include activities/tasks for students and teacher-led workshops.

Action Step 2 5

Implement daily data-guided, teacher-led workshops (explicit instruction) using the rigor and focus of the MAFS and the Carnegie Learning curriculum.

Person Responsible

Demetras Johnson

Schedule

Daily, from 9/9/2014 to 9/16/2014

Evidence of Completion

Lesson plans (iModules) include activities/tasks for student workshops, student work samples, WWW forms.

Action Step 3 5

Conduct weekly classroom walkthroughs using the iPrep Math Implementation Fidelity Rubric (IFR) to monitor the implementation of data guided, teacher-led workshops (explicit instruction) that personalizes learning for students.

Person Responsible

Steven Hoskins

Schedule

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

Evidence of Completion

Classroom walkthrough tool is used to observe lesson plans (iModules) student work samples, rigor of tasks, and WWW forms.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walkthroughs

Adjust Instructional Focus Calendars (IFC) to target specific standards.

Person Responsible

Rennina Turner

Schedule

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

Evidence of Completion

Formative: Review District Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2015 Math Assessment

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walkthroughs.

Adjust Instructional Focus Calendars (IFC) to target specific standards.

Person Responsible

Steven Hoskins


Schedule

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

Evidence of Completion

Formative: Review District Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2015 Math Assessment

G1.B2.S2 Math Use and evidence of effective planning utilizing the Item Specifications 4

 S140696

Strategy Rationale

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

Action Step 1 5

Conduct three collaborative planning sessions for common grade level, course-alike teams to unwrap the standards utilizing the MAFS Item Specifications and Webb's DOK level to identify the learning target according to the rigor and expectations of the Mathematics Florida Standards.

Person Responsible

Demetras Johnson

Schedule

Biweekly, from 9/9/2014 to 9/22/2014

Evidence of Completion

Sign-in sheet, agenda, unwrap the standard document

Action Step 2 5

Attend District Professional Development on how to effectively plan including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize instructional delivery and selectively choosing real-world application problems and tasks aligned to the expectations of the rigor and the content standard's cognitive complexity level.

Person Responsible

Rennina Turner

Schedule

On 9/25/2014

Evidence of Completion

Sign-in sheet, agenda, training materials and resources provided (i.e. presentation PowerPoint, handouts, and materials)

Action Step 3 5

Utilize data from formative and summative assessments, such as Topic Assessments, Interim Assessments, McGraw-Hill's Power Up for Test Practice, to implement and revise the Continuous Improvement Model.

Person Responsible

Steven Hoskins

Schedule

Weekly, from 9/9/2014 to 9/30/2014

Evidence of Completion

Lesson plans, data reports, student work samples, CIM plan

Action Step 4 5

Conduct two collaborative planning sessions for common grade level, course-alike teams to utilize the unwrapped standards to create lesson plans to address conceptual understanding as well as infusing the McGraw-Hill digital resources and technology-enhanced FSA training test question formats with the Promethean Board/Smart Board.

Person Responsible

Demetras Johnson

Schedule

Biweekly, from 9/9/2014 to 10/2/2014

Evidence of Completion

Sign-in sheet, agenda

Action Step 5 5

Design lessons for common grade level, course-alike teams to utilize the unwrapped standards to create lesson plans to address conceptual understanding as well as infusing the McGraw-Hill digital resources and technology-enhanced FSA training test question formats with the Promethean Board/Smart Board.

Person Responsible

Steven Hoskins

Schedule

Weekly, from 9/9/2014 to 10/3/2014

Evidence of Completion

Lesson plans

Action Step 6 5

Implement coaching cycles with teachers in need of support.

Person Responsible

Demetras Johnson

Schedule

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

Evidence of Completion

Coaching log, coaching calendar, lesson plans

Action Step 7 5

Conduct walk-throughs by the Administrative Team to monitor the design of lessons utilizing the MAFS Item Specifications and Webb's DOK to address conceptual understanding and include selectively chosen real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level

Person Responsible

Steven Hoskins

Schedule

Weekly, from 9/9/2014 to 10/17/2014

Evidence of Completion

Lesson plans, walk-through notes

Action Step 8 5

Provide opportunities for math coach to attend monthly ICADS.

Person Responsible

Rennina Turner

Schedule

Monthly, from 9/9/2014 to 11/17/2014

Evidence of Completion

Sign-in sheet, agenda, follow-up activity

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walkthroughs

Adjust Instructional Focus Calendars (IFC) to target specific standards.

Person Responsible

Rennina Turner

Schedule

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

Evidence of Completion

Formative: Review District Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2015 Math Assessment

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walkthroughs.

Adjust Instructional Focus Calendars (IFC) to target specific standards.

Person Responsible

Steven Hoskins


Schedule

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

Evidence of Completion

Formative: Review District Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2015 Math Assessment

G1.B2.S3 Math Implementing Problem Solving Protocols [copy] 4

 S140697

Strategy Rationale

Engage students in effective problem-solving practice by incorporating mathematical tasks and real world applications that are appropriately challenging, aligned with the learning target and content area standards and provide explicit instruction on a problem-solving protocol.

Action Step 1 5

Conduct a collaborative planning session to determine a departmentalized problem-solving protocol to utilize when providing instruction on real-world applications.

Person Responsible

Demetras Johnson

Schedule

On 10/6/2014

Evidence of Completion

Sign-in sheet, agenda

Action Step 2 5

Provide two Professional Development on a departmentalized problem-solving protocol infusing questioning strategies.

Person Responsible

Demetras Johnson

Schedule

Biweekly, from 9/9/2014 to 10/20/2014

Evidence of Completion

Sign-in sheet, agenda, training materials and resources provided (i.e. presentation PowerPoint, handouts, and materials)

Action Step 3 5

Conduct two collaborative planning sessions for common grade level, course-alike teams to develop lessons with the infusion of departmentalized problem-solving protocol and opportunities for student reflection and self corrections.

Person Responsible

Demetras Johnson

Schedule

Biweekly, from 9/9/2014 to 10/31/2014

Evidence of Completion

Sign-in sheet, agenda

Action Step 4 5

Deliver explicit instruction on the departmentalized problem-solving protocol. Math coach and/or administration will visit mathematics classrooms to identify teachers in need of support.

Person Responsible

Steven Hoskins

Schedule

Weekly, from 9/9/2014 to 11/3/2014

Evidence of Completion

Student work samples evidencing use of the problem-solving protocol

Action Step 5 5

Implement the coaching cycles with teachers in need of support.

Person Responsible

Demetras Johnson

Schedule

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

Evidence of Completion

Coaching logs, coaching calendar

Action Step 6 5

Conduct a collaborative planning session for common grade level, course-alike teams to bring student work samples of the departmentalized problem-solving protocol and reflect on students' level of success, common misconceptions, and best practices to increase effectiveness.

Person Responsible

Demetras Johnson

Schedule

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

Evidence of Completion

Sign-in sheet, agenda, student work samples

Action Step 7 5

Conduct walk-throughs by the Administrative Team to monitor the infusion of real world applications with the implementation of the departmentalized problem solving protocol.

Person Responsible

Steven Hoskins

Schedule

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

Evidence of Completion

Lesson plans, student work samples, walk-through notes

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walkthroughs

Adjust Instructional Focus Calendars (IFC) to target specific standards.

Person Responsible

Steven Hoskins

Schedule

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

Evidence of Completion

Formative: Review District Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2015 Math Assessment

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walkthroughs.

Adjust Instructional Focus Calendars (IFC) to target specific standards.

Person Responsible

Rennina Turner


Schedule

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


Evidence of Completion

Formative: Review District Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2015 Math Assessment

G1.B3 Science *Limited evidence of rigorous student work. *Limited evidence of hands-on activities and laboratory investigations. *Limited planning aligned to the District Pacing Guides and Course Descriptions. *Limited evidence of student accountable talk. 2

 B128561

G1.B3.S1 Science Increase Rigor and Higher Order Thinking Skills [copy] 4

 S140698

Strategy Rationale

Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction.

Action Step 1 5

Align rigorous student work to both content and tasks of benchmarks with the use of the Learning Goals through collaborative planning with District Pacing Guides, Item Specifications, and Course Descriptions.

Person Responsible

COnsuella Allen

Schedule

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

Evidence of Completion

Rigorous student work is evident (student developed models, lab writing, conclusion writing, etc.)

Action Step 2 5

Model the use of higher order questioning and response techniques.

Person Responsible

Steven Hoskins

Schedule

On 9/26/2014

Evidence of Completion

Student folders/notebooks show evidence of higher order questions

Action Step 3 5

Develop higher-order questioning strategies using Explicit-Reflective instruction to enhance student thinking and deepen content knowledge.

Person Responsible

COnsuella Allen

Schedule

Weekly, from 9/9/2014 to 10/3/2014

Evidence of Completion

Lesson plans reflect the use of higher-order questioning strategies.

Action Step 4 5

Develop and implement appropriately planned hands-on and inquiry based activities that facilitate the use of Claim Evidence Reasoning (CER) and the integration of the Florida Standards.

Person Responsible

COnsuella Allen

Schedule

Weekly, from 9/9/2014 to 10/17/2014

Evidence of Completion

Lesson plans and student work indicate the use of CER.

Action Step 5 5

Participate in monthly ICAD trainings.

Person Responsible

COnsuella Allen

Schedule

Monthly, from 9/9/2014 to 10/30/2014

Evidence of Completion

Professional development sign-in and completion of follow-up activities, implementation of best practices in instructional program.

Action Step 6 5

Promote the use of instructional technology in lesson plans (e.g., Gizmos, Discovery, NBC Learn, Promethean boards, PBS Learning Media) to enhance student conceptual understanding of topics being addressed.

Person Responsible

Steven Hoskins

Schedule

Weekly, from 9/9/2014 to 10/17/2014

Evidence of Completion

Lesson plans, student work samples, interactive Science Notebooks, assessments, inquiry activities.

Action Step 7 5

Participate in content and pacing professional development sessions by grade level.

Person Responsible

Steven Hoskins

Schedule

On 11/4/2014

Evidence of Completion

Professional development sign-in and completion of follow-up.

Action Step 8 5

Disaggregate and analyze assessment (interim, QSBA, unit assessments, informal assessments, etc.) results to focus and/or adjust instruction including Differentiated Instruction and monitor student progress.

Person Responsible

Steven Hoskins

Schedule

Monthly, from 9/9/2014 to 11/14/2014

Evidence of Completion

Data binders, DI groups in lesson plans, Edgenuity reports.

Action Step 9 5

Monitor and ensure that rigorous instruction aligned to the Pacing Guides, Item Specifications, and Learning Goals is being implemented in all grade levels through regular walkthroughs.

Person Responsible

Rennina Turner

Schedule

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

Evidence of Completion

Classroom walkthrough log

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

The department as a whole will analyze and disaggregate monthly and quarterly assessment data and make adjustments to the instructional focus calendar as it relates to the needs of the students in grades 6-8.

Person Responsible

Steven Hoskins

Schedule

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

Evidence of Completion

Formative: Student work samples, District Interims, Science Probes, and project based learning. Summative: 2015 FCAT 2.0 Science Assessment

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

Administration and Department Chairs will continue meeting with teachers to discuss and provide recommendation where necessary.

Person Responsible

Rennina Turner


Schedule

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


Evidence of Completion

Progress will be monitored by analyzing the data from Quarterly, Monthly and Chapter Assessments as well as students' ability to apply what is taught in the classroom to real-world experiences through hands-on activities, labs and science related field trips.
Summative: 2015 FCAT 2.0 Science Assessment

G1.B4 Social Science *Limited evidence of techniques used to increase rigor and gradual release of responsibility to students. *Lack of adherence to the pacing of instruction as outlined in the pacing guide. 2

 B128562

G1.B4.S1 Social Studies Effective Planning and Instructional Delivery 4

 S140699

Strategy Rationale

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

Action Step 1 5

Provide professional development for 7th grade Civics teachers through the Civics Leaders Institute. Teachers must attend all dates (September 19-20, October 17-18, November 22.) Teachers will be provided with new resources, support on the FLREA curriculum wheel, and best practices on implementing tablet use in the classroom. Teachers will share all resources and strategies from the training with other 7th grade teachers to plan collaboratively.

Person Responsible

Melva Cogdello

Schedule

On 11/22/2014

Evidence of Completion

Professional Development Logs, training materials, lesson plans, and evidence of implementation of best practices in instructional program.

Action Step 2 5

Provide professional development on the Module 1 of Civics support to entire 7th grade Civics teachers during common planning. Share best practices on gradual release instructional framework and effective planning using assessment data (topic assessments, chapter tests, interim data) for targeted small group differentiated instruction.

Person Responsible

Melva Cogdello

Schedule

On 9/25/2014

Evidence of Completion

Professional Development Logs, training materials, lesson plans, and evidence of implementation of best practices in instructional program.

Action Step 3 5

Plan collaboratively with 7th grade teachers during common planning using best practice resources available to master the benchmarks associated with the Civics EOC Assessment. Include integration of technology to increase rigor and student immersion.

Person Responsible

Melva Cogdello

Schedule

Weekly, from 9/9/2014 to 10/13/2014

Evidence of Completion

Lesson plans, and evidence of implementation of best practices in instructional program

Action Step 4 5

Provide 1/2 day support twice a month to assist 7th grade Civics teachers in mastering best instructional practices and ensuring students are mastering benchmarks associated with the 7th grade Civics EOC Assessment. Support integration of technology in the classroom.

Person Responsible

Melva Cogdello

Schedule

Biweekly, from 9/9/2014 to 10/12/2014

Evidence of Completion

Teacher lesson plans, student work folders, implementation of best practices in instructional program

Action Step 5 5

Conduct weekly classroom walkthroughs to monitor the effective implementation of gradual release, common planning, lesson alignment to Social Studies pacing guides, 7th grade Item Specs, and integration of tablets in the 7th grade classrooms is being adhered to and effective planning is evident.

Person Responsible

Sicily Mincey


Schedule

Weekly, from 9/9/2014 to 10/14/2014

Evidence of Completion

CSS Support logs, teacher lesson plans, student work folders

G1.B4.S2 Academic Writing 4

 S140700

Strategy Rationale

Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

Action Step 1 5

Provide training on Civics module 1 that will include writing with a purpose using Social Studies.

Person Responsible

Priscilla Preston

Schedule

On 9/25/2014

Evidence of Completion

Professional Development Logs, training materials, and evidence of implementation of best practices in instructional program.

Action Step 2 5

Using the essential questions in the pacing guides, provide training on how to develop rigorous writing prompts tied to tested 7th grade EOC benchmarks to ensure complex academic writing occurs during instruction and integration of technology to increase academic writing.

Person Responsible

Melva Cogdello

Schedule

On 10/13/2014

Evidence of Completion

Teacher lesson plans, student work folders, and published student writing products.

Action Step 3 5

Provide 1/2 day of support twice a month to improve academic writing in 7th grade Civics classes and integration of technology to increase rigorous academic writing.

Person Responsible

Melva Cogdello

Schedule

On 10/14/2014

Evidence of Completion

Teacher lesson plans, student work folders, and published student writing products.

Action Step 4 5

Conduct classroom walkthroughs to ensure the implementation of rigorous academic writing and effective planning is evident.

Person Responsible

Sicily Mincey

Schedule

On 10/14/2014

Evidence of Completion

CSS support logs, teacher lesson plans, student work folders

Action Step 5 5

Use student data either through formal or informal assessment means to shape rigorous academic writing in social sciences to ensure student mastery of complex text and course content.

Person Responsible

Sicily Mincey

Schedule

On 10/15/2014

Evidence of Completion

Student writing folders and artifacts, teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Support teachers in creating activities that are aligned to the standards, the daily-doable objectives,
and the essential questions that incorporate high-order questioning into instructional routines.

Person Responsible

Melva Cogdello

Schedule

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

Evidence of Completion

Coaching Logs, Detailed Lesson Plans, and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Conduct walkthroughs to monitor implementation in Civics in support of writing.

Person Responsible

Sicily Mincey

Schedule

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

Evidence of Completion

Walkthrough Documentation Documentation of next steps (for teachers in need of additional support)


G2. Early Warning Systems (EWS) - We will decrease the number of students that are at-risk by 1% and provide interventions to increase student achievement. 1

 G051172

G2.B1 Parent and Student lack of knowledge of MDCPS attendance policies and procedures. 2

 B128563

G2.B1.S1 Attendance 4

 S140701

Strategy Rationale

Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team for intervention services. Identify and refer Contact parents of truancy student through Connect-Ed.

Action Step 1 5

Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team for intervention services. Identify and refer Contact parents of truancy student through Connect-Ed.

Person Responsible

Steven Hoskins

Schedule

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

Evidence of Completion

Daily review of the attendance bulletins to reduce the number of unexcused absences.

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

Inform parents of attendance policies and procedures notifications in opening of school and open house.

Person Responsible

Steven Hoskins

Schedule

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

Evidence of Completion

Daily review of the attendance bulletins to reduce the number of unexcused absences.

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

Conduct parent workshops in their home language to clarify cultural and educational difference with current District Policies.

Person Responsible

Steven Hoskins

Schedule

On 11/26/2014


Evidence of Completion

Sign-in sheets

G2.B2 Parents are unfamiliar with the Student Code of Conduct and unaware of the reasons for their child's suspensions. 2

 B128564

G2.B2.S1 Behavior 4

 S140702

Strategy Rationale

Parents are unfamiliar with the Student Code of Conduct and unaware of the reasons for their child's suspensions.

Action Step 1 5

Utilize the Student Code of Conduct by providing incentives for compliance through SPOT Success Recognition program and Team incentives.

Person Responsible

Schedule

Evidence of Completion

Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly Control D suspension report

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

Monitor Spot Success report by grade level and monitor COntrol D report on student outdoor suspension rate.

Person Responsible

Schedule

Evidence of Completion

Monthly COntrol D suspension report

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

Student Code of Conduct will be discussed during student orientation and open house, Discipline Plan will be distributed through homeroom to every student, Connect-ED messages will be sent home to students, and copies of the this information will be placed in the Parent Resource Center.


Person Responsible

Schedule


Evidence of Completion

Student Logs and Parent Sign in Logs

G2.B3 Students who struggle are at risk of dropping out of school. 2

 B128565

G2.B3.S1 Performance Utilize school resources to monitor student grades early in the year. 4

 S140703

Strategy Rationale

The goal is to increase the effectiveness of identifying students who are falling behind early enough to provide appropriate interventions and support.

Action Step 1 5

Student grades will be monitored for academic success.

Person Responsible

Schedule

Evidence of Completion

Interim Progress Reports and Report Card grades.

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

Teachers will notify counselors to assist in speaking to students who are in danger of failing a subject.

Team Leaders will be notified to organize parent/teacher conferences to discuss student academic progress.

Person Responsible

Schedule

Evidence of Completion

Interim Progress Reports and Report Cards

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

Students will ask for assistance if needed and will utilize programs such as Homework Help after school for help with their homework.

Person Responsible

Schedule

Evidence of Completion

Interim Progress Reports


G3. STEM/CTE - We will increase meetings between representatives from feeder middle and magnet high schools to discuss student articulation and integration of curriculum. 1

 G051173

G3.B1 Students are unfamiliar with STEM content and minimal exposure to university and industry experts in Science, Technology, Engineering, and Mathematics. 2

 B128566

G3.B1.S1 Student involvement in STEM/CTE 4

 S140704

Strategy Rationale

Engineering and mathematical benchmarks based on item specifications will be addressed during Math and Science courses. Students are unfamiliar with STEM content and minimal exposure to university and industry experts in Science, Technology, Engineering, and Mathematics.

Action Step 1 5

Student should complete quarterly Thematic units in all core subjects.

Person Responsible

COnsuella Allen

Schedule

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

Evidence of Completion

Student participation in the number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs).

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

Monitoring of STEM initiatives

Person Responsible

Steven Hoskins

Schedule

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

Evidence of Completion

Formative: Science journals and math notebooks. Summative: Algebra EOC Exam, FCAT 2.0 Science Assessment

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

Monitoring effectiveness of STEM initiatives

Person Responsible

Steven Hoskins

Schedule

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

Evidence of Completion

Formative: Science journals and math notebooks. Summative: Algebra EOC Exam, FCAT 2.0 Science Assessment

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	Develop data driven, grade level instructional plans during common planning that align to the District's ELA and ESOL Pacing Guides.	Mincey, Sicily	9/9/2014	Grade level instructional plans, Instructional delivery and tasks consistent with district pacing guides	11/7/2014 monthly
G1.B1.S2.A1	Disaggregate and analyze student assessment data both formal and informal (weekly writing open responses and District Writing Pretest) to drive planning and instruction.	Cogdello, Melva	9/9/2014	Grade level instructional plans, Instructional delivery and tasks consistent with district pacing guides	11/7/2014 monthly
G1.B2.S1.A1	Conduct collaborative planning sessions to incorporate the rigor and depth of the Math Florida Standards (MAFS) and disaggregate/analyze multiple data points (e.g., Carnegie Learning Mathia, Exit Slips, Teacher-created	Hoskins, Steven	9/9/2014	Data binders include student data and WWW forms to group students, lesson plans (iModules) include activities/tasks for students and teacher-led workshops.	9/15/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Assessments, etc) to plan iModules and teacher-led workshops (explicit instruction) based on student needs while maintaining a data tracking tool (e.g., WWW form) to progress monitor students.				
G1.B2.S2.A1	Conduct three collaborative planning sessions for common grade level, course-alike teams to unwrap the standards utilizing the MAFS Item Specifications and Webb's DOK level to identify the learning target according to the rigor and expectations of the Mathematics Florida Standards.	Johnson, Demetras	9/9/2014	Sign-in sheet, agenda, unwrap the standard document	9/22/2014 biweekly
G1.B2.S3.A1	Conduct a collaborative planning session to determine a departmentalized problem-solving protocol to utilize when providing instruction on real-world applications.	Johnson, Demetras	9/9/2014	Sign-in sheet, agenda	10/6/2014 one-time
G1.B3.S1.A1	Align rigorous student work to both content and tasks of benchmarks with the use of the Learning Goals through collaborative planning with District Pacing Guides, Item Specifications, and Course Descriptions.	Allen, COnsuella	9/9/2014	Rigorous student work is evident (student developed models, lab writing, conclusion writing, etc.)	9/26/2014 weekly
G1.B4.S1.A1	Provide professional development for 7th grade Civics teachers through the Civics Leaders Institute. Teachers must attend all dates (September 19-20, October 17-18, November 22.) Teachers will be provided with new resources, support on the FLREA curriculum wheel , and best practices on implementing tablet use in the classroom. Teachers will share all resources and strategies from the training with other 7th grade teachers to plan collaboratively.	Cogdello, Melva	9/9/2014	Professional Development Logs, training materials, lesson plans, and evidence of implementation of best practices in instructional program.	11/22/2014 one-time
G1.B4.S2.A1	Provide training on Civics module 1 that will include writing with a purpose using Social Studies.	Preston, Priscilla	9/9/2014	Professional Development Logs, training materials, and evidence of implementation of best practices in instructional program.	9/25/2014 one-time
G2.B1.S1.A1	Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team for intervention services. Identify and refer Contact parents of truancy student through Connect-Ed.	Hoskins, Steven	9/9/2014	Daily review of the attendance bulletins to reduce the number of unexcused absences.	11/26/2014 daily
G2.B2.S1.A1	Utilize the Student Code of Conduct by providing incentives for compliance through SPOT Success Recognition program and Team incentives.		Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly Control D suspension report	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	Student grades will be monitored for academic success.		Interim Progress Reports and Report Card grades.	one-time	
G3.B1.S1.A1	Student should complete quarterly Thematic units in all core subjects.	Allen, COnsuella	9/9/2014	Student participation in the number of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs).	11/26/2014 quarterly
G1.B1.S1.A2	Provide professional development on the alignment of pacing guides to instructional delivery.	Preston, Priscilla	9/9/2014	PD roster, Lesson plans, Student artifacts	11/7/2014 one-time
G1.B1.S2.A2	Provide professional development on effective instructional practices that demonstrate a connection between close reading and academic writing as outlined in the District's ELA and ESOL Pacing Guide.	Cogdello, Melva	9/9/2014	PD roster, Lesson plans, Student artifacts	11/7/2014 one-time
G1.B2.S1.A2	Implement daily data-guided, teacher-led workshops (explicit instruction) using the rigor and focus of the MAFS and the Carnegie Learning curriculum.	Johnson, Demetras	9/9/2014	Lesson plans (iModules) include activities/tasks for student workshops, student work samples, WWW forms.	9/16/2014 daily
G1.B2.S2.A2	Attend District Professional Development on how to effectively plan including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize instructional delivery and selectively choosing real-world application problems and tasks aligned to the expectations of the rigor and the content standard's cognitive complexity level.	Turner, Rennina	9/9/2014	Sign-in sheet, agenda, training materials and resources provided (i.e. presentation PowerPoint, handouts, and materials)	9/25/2014 one-time
G1.B2.S3.A2	Provide two Professional Development on a departmentalized problem-solving protocol infusing questioning strategies.	Johnson, Demetras	9/9/2014	Sign-in sheet, agenda, training materials and resources provided (i.e. presentation PowerPoint, handouts, and materials)	10/20/2014 biweekly
G1.B3.S1.A2	Model the use of higher order questioning and response techniques.	Hoskins, Steven	9/9/2014	Student folders/notebooks show evidence of higher order questions	9/26/2014 one-time
G1.B4.S1.A2	Provide professional development on the Module 1 of Civics support to entire 7th grade Civics teachers during common planning. Share best practices on gradual release instructional framework and effective planning using assessment data (topic assessments, chapter tests, interim data) for targeted small group differentiated instruction.	Cogdello, Melva	9/9/2014	Professional Development Logs, training materials, lesson plans, and evidence of implementation of best practices in instructional program.	9/25/2014 one-time
G1.B4.S2.A2	Using the essential questions in the pacing guides, provide training on how to develop rigorous writing prompts tied to tested 7th grade EOC benchmarks to ensure complex academic writing occurs during instruction and integration of technology to increase academic writing.	Cogdello, Melva	9/9/2014	Teacher lesson plans, student work folders, and published student writing products.	10/13/2014 one-time
G1.B1.S1.A3	Provide assistance as needed to reading coach and teachers using the coaching cycle focusing on close reading.	Preston, Priscilla	9/9/2014	Lesson plans, Coaching log, Student work folders	11/7/2014 weekly
G1.B1.S2.A3	Monitor implementation, by conducting weekly walkthroughs of the close reading strategy in ELA and ESOL classrooms.	Mincey, Sicily	9/9/2014	Lesson plans, coaching log, student work folders	11/7/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3	Conduct weekly classroom walkthroughs using the iPrep Math Implementation Fidelity Rubric (IFR) to monitor the implementation of data guided, teacher-led workshops (explicit instruction) that personalizes learning for students.	Hoskins, Steven	9/9/2014	Classroom walkthrough tool is used to observe lesson plans (iModules) student work samples, rigor of tasks, and WWW forms.	11/26/2014 weekly
G1.B2.S2.A3	Utilize data from formative and summative assessments, such as Topic Assessments, Interim Assessments, McGraw-Hill's Power Up for Test Practice, to implement and revise the Continuous Improvement Model.	Hoskins, Steven	9/9/2014	Lesson plans, data reports, student work samples, CIM plan	9/30/2014 weekly
G1.B2.S3.A3	Conduct two collaborative planning sessions for common grade level, course-alike teams to develop lessons with the infusion of departmentalized problem-solving protocol and opportunities for student reflection and self corrections.	Johnson, Demetras	9/9/2014	Sign-in sheet, agenda	10/31/2014 biweekly
G1.B3.S1.A3	Develop higher-order questioning strategies using Explicit-Reflective instruction to enhance student thinking and deepen content knowledge.	Allen, COnsuella	9/9/2014	Lesson plans reflect the use of higher-order questioning strategies.	10/3/2014 weekly
G1.B4.S1.A3	Plan collaboratively with 7th grade teachers during common planning using best practice resources available to master the benchmarks associated with the Civics EOC Assessment. Include integration of technology to increase rigor and student immersion.	Cogdello, Melva	9/9/2014	Lesson plans, and evidence of implementation of best practices in instructional program	10/13/2014 weekly
G1.B4.S2.A3	Provide 1/2 day of support twice a month to improve academic writing in 7th grade Civics classes and integration of technology to increase rigorous academic writing.	Cogdello, Melva	9/9/2014	Teacher lesson plans, student work folders, and published student writing products.	10/14/2014 one-time
G1.B1.S1.A4	Monitor implementation, using weekly walkthroughs of the close reading strategy in ELA and ESOL classrooms.	Mincey, Sicily	9/9/2014	Ensure the technology components of the core ELA/Reading and ESOL programs are implemented effectively.	11/7/2014 weekly
G1.B1.S2.A4	Provide assistance as needed to reading coach and teachers using the coaching cycle focusing on academic writing.	Mincey, Sicily	9/9/2014	Lesson plans, Coaching log, Student work folders	11/7/2014 weekly
G1.B2.S2.A4	Conduct two collaborative planning sessions for common grade level, course-alike teams to utilize the unwrapped standards to create lesson plans to address conceptual understanding as well as infusing the McGraw-Hill digital resources and technology-enhanced FSA training test question formats with the Promethean Board/Smart Board.	Johnson, Demetras	9/9/2014	Sign-in sheet, agenda	10/2/2014 biweekly
G1.B2.S3.A4	Deliver explicit instruction on the departmentalized problem-solving protocol. Math coach and/or administration will visit mathematics classrooms to identify teachers in need of support.	Hoskins, Steven	9/9/2014	Student work samples evidencing use of the problem-solving protocol	11/3/2014 weekly
G1.B3.S1.A4	Develop and implement appropriately planned hands-on and inquiry based activities that facilitate the use of Claim	Allen, COnsuella	9/9/2014	Lesson plans and student work indicate the use of CER.	10/17/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Evidence Reasoning (CER) and the integration of the Florida Standards.				
G1.B4.S1.A4	Provide 1/2 day support twice a month to assist 7th grade Civics teachers in mastering best instructional practices and ensuring students are mastering benchmarks associated with the 7th grade Civics EOC Assessment. Support integration of technology in the classroom.	Cogdello, Melva	9/9/2014	Teacher lesson plans, student work folders, implementation of best practices in instructional program	10/12/2014 biweekly
G1.B4.S2.A4	Conduct classroom walkthroughs to ensure the implementation of rigorous academic writing and effective planning is evident.	Mincey, Sicily	9/9/2014	CSS support logs, teacher lesson plans, student work folders	10/14/2014 one-time
G1.B2.S2.A5	Design lessons for common grade level, course-alike teams to utilize the unwrapped standards to create lesson plans to address conceptual understanding as well as infusing the McGraw-Hill digital resources and technology-enhanced FSA training test question formats with the Promethean Board/Smart Board.	Hoskins, Steven	9/9/2014	Lesson plans	10/3/2014 weekly
G1.B2.S3.A5	Implement the coaching cycles with teachers in need of support.	Johnson, Demetras	9/9/2014	Coaching logs, coaching calendar	11/10/2014 weekly
G1.B3.S1.A5	Participate in monthly ICAD trainings.	Allen, COnsuella	9/9/2014	Professional development sign-in and completion of follow-up activities, implementation of best practices in instructional program.	10/30/2014 monthly
G1.B4.S1.A5	Conduct weekly classroom walkthroughs to monitor the effective implementation of gradual release, common planning, lesson alignment to Social Studies pacing guides, 7th grade Item Specs, and integration of tablets in the 7th grade classrooms is being adhered to and effective planning is evident.	Mincey, Sicily	9/9/2014	CSS Support logs, teacher lesson plans, student work folders	10/14/2014 weekly
G1.B4.S2.A5	Use student data either through formal or informal assessment means to shape rigorous academic writing in social sciences to ensure student mastery of complex text and course content.	Mincey, Sicily	9/9/2014	Student writing folders and artifacts, teacher lesson plans	10/15/2014 one-time
G1.B2.S2.A6	Implement coaching cycles with teachers in need of support.	Johnson, Demetras	9/9/2014	Coaching log, coaching calendar, lesson plans	10/3/2014 monthly
G1.B2.S3.A6	Conduct a collaborative planning session for common grade level, course-alike teams to bring student work samples of the departmentalized problem-solving protocol and reflect on students' level of success, common misconceptions, and best practices to increase effectiveness.	Johnson, Demetras	9/9/2014	Sign-in sheet, agenda, student work samples	11/10/2014 weekly
G1.B3.S1.A6	Promote the use of instructional technology in lesson plans (e.g., Gizmos, Discovery, NBC Learn, Promethean boards, PBS Learning Media) to enhance student conceptual understanding of topics being addressed.	Hoskins, Steven	9/9/2014	Lesson plans, student work samples, interactive Science Notebooks, assessments, inquiry activities.	10/17/2014 weekly
G1.B2.S2.A7	Conduct walk-throughs by the Administrative Team to monitor the design of lessons utilizing the MAFS	Hoskins, Steven	9/9/2014	Lesson plans, walk-through notes	10/17/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Item Specifications and Webb's DOK to address conceptual understanding and include selectively chosen real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level				
G1.B2.S3.A7	Conduct walk-throughs by the Administrative Team to monitor the infusion of real world applications with the implementation of the departmentalized problem solving protocol.	Hoskins, Steven	9/9/2014	Lesson plans, student work samples, walk-through notes	11/26/2014 weekly
G1.B3.S1.A7	Participate in content and pacing professional development sessions by grade level.	Hoskins, Steven	9/9/2014	Professional development sign-in and completion of follow-up.	11/4/2014 one-time
G1.B2.S2.A8	Provide opportunities for math coach to attend monthly ICADS.	Turner, Rennina	9/9/2014	Sign-in sheet, agenda, follow-up activity	11/17/2014 monthly
G1.B3.S1.A8	Disaggregate and analyze assessment (interim, QSBA, unit assessments, informal assessments, etc.) results to focus and/or adjust instruction including Differentiated Instruction and monitor student progress.	Hoskins, Steven	9/9/2014	Data binders, DI groups in lesson plans, Edgenuity reports.	11/14/2014 monthly
G1.B3.S1.A9	Monitor and ensure that rigorous instruction aligned to the Pacing Guides, Item Specifications, and Learning Goals is being implemented in all grade levels through regular walkthroughs.	Turner, Rennina	9/9/2014	Classroom walkthrough log	11/26/2014 weekly
G1.MA1	Following the FCIM model department chairs will adjust school-wide instructional focus calendar after district assessments to target specific benchmarks.	Turner, Rennina	9/9/2014	Formative: Student work samples, benchmark assessments Summative: District Assessment	11/26/2014 monthly
G1.B1.S1.MA1	Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.	Turner, Rennina	9/9/2014	Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments Summative: District Assessment	11/7/2014 daily
G1.B1.S1.MA1	Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.	Mincey, Sicily	9/9/2014	Formative Assessment – District Interim Assessments	11/7/2014 weekly
G1.B2.S1.MA1	LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walkthroughs. Adjust Instructional Focus Calendars (IFC) to target specific standards.	Hoskins, Steven	9/9/2014	Formative: Review District Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2015 Math Assessment	11/26/2014 weekly
G1.B2.S1.MA1	LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walkthroughs. Adjust Instructional Focus Calendars (IFC) to target specific standards.	Turner, Rennina	9/9/2014	Formative: Review District Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2015 Math Assessment	11/26/2014 weekly
G1.B3.S1.MA1	Administration and Department Chairs will continue meeting with teachers to discuss and provide recommendation where necessary.	Turner, Rennina	9/9/2014	Progress will be monitored by analyzing the data from Quarterly, Monthly and Chapter Assessments as well as students' ability to apply what is taught in the classroom to real-world experiences through hands-on activities, labs and science related field trips. Summative: 2015 FCAT 2.0 Science Assessment	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.B3.S1.MA1	The department as a whole will analyze and disaggregate monthly and quarterly assessment data and make adjustments to the instructional focus calendar as it relates to the needs of the students in grades 6-8.	Hoskins, Steven	9/9/2014	Formative: Student work samples, District Interims, Science Probes, and project based learning. Summative: 2015 FCAT 2.0 Science Assessment	11/26/2014 weekly
G1.B1.S2.MA1	Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.	Turner, Rennina	9/9/2014	Formative: Student work samples, benchmark assessments (multiple choice) and Interim Assessments Summative: District Assessment	11/26/2014 monthly
G1.B1.S2.MA1	Teacher assessment data will be reviewed and instruction will be adjusted as needed. Administrators will review lesson plans aligned to District Pacing Guides during walkthroughs.	Turner, Rennina	9/9/2014	Formative Assessment – District Interim Assessments	11/26/2014 quarterly
G1.B2.S2.MA1	LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walkthroughs. Adjust Instructional Focus Calendars (IFC) to target specific standards.	Hoskins, Steven	9/9/2014	Formative: Review District Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2015 Math Assessment	11/26/2014 monthly
G1.B2.S2.MA1	LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walkthroughs. Adjust Instructional Focus Calendars (IFC) to target specific standards.	Turner, Rennina	9/9/2014	Formative: Review District Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2015 Math Assessment	11/26/2014 monthly
G1.B4.S2.MA1	Conduct walkthroughs to monitor implementation in Civics in support of writing.	Mincey, Sicily	9/9/2014	Walkthrough Documentation Documentation of next steps (for teachers in need of additional support)	11/26/2014 weekly
G1.B4.S2.MA1	Support teachers in creating activities that are aligned to the standards, the daily-doable objectives, and the essential questions that incorporate high-order questioning into instructional routines.	Cogdello, Melva	9/9/2014	Coaching Logs, Detailed Lesson Plans, and sign-in sheets	11/26/2014 biweekly
G1.B2.S3.MA1	LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walkthroughs. Adjust Instructional Focus Calendars (IFC) to target specific standards.	Turner, Rennina	9/9/2014	Formative: Review District Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2015 Math Assessment	11/26/2014 monthly
G1.B2.S3.MA1	LLT will ensure that lesson plans are aligned to the District Pacing Guide during administrative walkthroughs. Adjust Instructional Focus Calendars (IFC) to target specific standards.	Hoskins, Steven	9/9/2014	Formative: Review District Interim Assessments in order to monitor students' progress in the areas of deficiency. Summative: 2015 Math Assessment	11/26/2014 monthly
G2.MA1	Tie attendance to student activities. Students with excessive absences and tardies.	Hoskins, Steven	9/9/2014	Monitor the Truancy Referral Report and identify student with decreased absences.	11/26/2014 monthly
G2.B1.S1.MA1	Conduct parent workshops in their home language to clarify cultural and educational difference with current District Policies.	Hoskins, Steven	9/9/2014	Sign-in sheets	11/26/2014 one-time
G2.B1.S1.MA1	Inform parents of attendance policies and procedures notifications in opening of school and open house.	Hoskins, Steven	9/9/2014	Daily review of the attendance bulletins to reduce the number of unexcused absences.	11/26/2014 monthly
G2.B2.S1.MA1	Student Code of Conduct will be discussed during student orientation and open house, Discipline Plan will be distributed through homeroom to every student, Connect-ED messages will be sent home to students, and copies of the this information will be placed in the Parent Resource Center.		Student Logs and Parent Sign in Logs	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Monitor Spot Success report by grade level and monitor COntral D report on student outdoor suspension rate.		Monthly COntral D suspension report	one-time	
G2.B3.S1.MA1	Students will ask for assistance if needed and will utilize programs such as Homework Help after school for help with their homework.		Interim Progress Reports	one-time	
G2.B3.S1.MA1	Teachers will notify counselors to assist in speaking to students who are in danger of failing a subject. Team Leaders will be notified to organize parent/teacher conferences to discuss student academic progress.		Interim Progress Reports and Report Cards	one-time	
G3.MA1	The LLT will monitor students' participation involving hands-on activities and projects to ensure that students are being offered opportunities to participate in competitions and apply their knowledge.	Hoskins, Steven	9/9/2014	Student participation in STEM-related experiences provided for students.	11/26/2014 monthly
G3.B1.S1.MA1	Monitoring effectiveness of STEM initiatives	Hoskins, Steven	9/9/2014	Formative: Science journals and math notebooks. Summative: Algebra EOC Exam, FCAT 2.0 Science Assessment	11/26/2014 monthly
G3.B1.S1.MA1	Monitoring of STEM initiatives	Hoskins, Steven	9/9/2014	Formative: Science journals and math notebooks. Summative: Algebra EOC Exam, FCAT 2.0 Science Assessment	11/26/2014 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Core Instruction - We will increase student achievement by improving core instruction in all content areas.

G1.B1 ELA *Lack of instructional practices to increase rigor with alignment to the new LAFS. *Lack of instructional practices to increase student accountable talk/direct instruction.

G1.B1.S1 ELA Close Reading

PD Opportunity 1

Develop data driven, grade level instructional plans during common planning that align to the District's ELA and ESOL Pacing Guides.

Facilitator

Melva Cogdello, Reading Coach; Tashimba Andrews, ELA CSS, Marlene Cabrera, ESOL CSS

Participants

Teachers

Schedule

Monthly, from 9/9/2014 to 11/7/2014

PD Opportunity 2

Provide professional development on the alignment of pacing guides to instructional delivery.

Facilitator

Melva Cogdello, Reading Coach; Tashimba Andrews, ELA CSS, Marlene Cabrera, ESOL CSS; Esperanza Macias, CSS Advance Academics

Participants

Teachers

Schedule

On 11/7/2014

G1.B1.S2 ELA Academic Writing

PD Opportunity 1

Provide professional development on effective instructional practices that demonstrate a connection between close reading and academic writing as outlined in the District's ELA and ESOL Pacing Guide.

Facilitator

Melva Cogdello, Reading Coach; Tashimba Andrews, ELA CSS, Marlene Cabrera, ESOL CSS

Participants

Teachers

Schedule

On 11/7/2014

G1.B2 Math *Lack of technique to increase rigor with alignment to the new standards (i.e., Gradual Release, student accountable talk, and differentiated instruction, etc.) *Lack of student/parental access to district provided technological programs for the purpose of home learning to support instruction.

G1.B2.S3 Math Implementing Problem Solving Protocols [copy]

PD Opportunity 1

Provide two Professional Development on a departmentalized problem-solving protocol infusing questioning strategies.

Facilitator

Demetras Johnson, Math Coach

Participants

All Math Teachers

Schedule

Biweekly, from 9/9/2014 to 10/20/2014

G1.B3 Science *Limited evidence of rigorous student work. *Limited evidence of hands-on activities and laboratory investigations. *Limited planning aligned to the District Pacing Guides and Course Descriptions. *Limited evidence of student accountable talk.

G1.B3.S1 Science Increase Rigor and Higher Order Thinking Skills [copy]

PD Opportunity 1

Participate in content and pacing professional development sessions by grade level.

Facilitator

Steven Hoskins, AP, Science Teachers, Yoly McCarthy, IS, Dane Jaber, CSS

Participants

Teachers

Schedule

On 11/4/2014

G1.B4 Social Science *Limited evidence of techniques used to increase rigor and gradual release of responsibility to students. *Lack of adherence to the pacing of instruction as outlined in the pacing guide.

G1.B4.S1 Social Studies Effective Planning and Instructional Delivery

PD Opportunity 1

Provide professional development for 7th grade Civics teachers through the Civics Leaders Institute. Teachers must attend all dates (September 19-20, October 17-18, November 22.) Teachers will be provided with new resources, support on the FLREA curriculum wheel, and best practices on implementing tablet use in the classroom. Teachers will share all resources and strategies from the training with other 7th grade teachers to plan collaboratively.

Facilitator

Jackie Viana, Social Sciences Supervisor

Participants

Teachers

Schedule

On 11/22/2014

G1.B4.S2 Academic Writing

PD Opportunity 1

Provide training on Civics module 1 that will include writing with a purpose using Social Studies.

Facilitator

Jackie Viana, Social Sciences Supervisor

Participants

Teachers

Schedule

On 9/25/2014

PD Opportunity 2

Using the essential questions in the pacing guides, provide training on how to develop rigorous writing prompts tied to tested 7th grade EOC benchmarks to ensure complex academic writing occurs during instruction and integration of technology to increase academic writing.

Facilitator

Jackie Viana, Social Sciences Supervisor

Participants

Teachers

Schedule

On 10/13/2014

PD Opportunity 3

Provide 1/2 day of support twice a month to improve academic writing in 7th grade Civics classes and integration of technology to increase rigorous academic writing.

Facilitator

Tessy Medero, CSS, Social Sciences

Participants

Teachers

Schedule

On 10/14/2014

Budget Rollup

Summary

Description	Total
Grand Total	0