

Rockway Middle School



2014-15 School Improvement Plan

Rockway Middle School

9393 SW 29TH TER, Miami, FL 33165

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

84%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Rockway Middle School's mission is to provide a nurturing and mutually respectful environment that focuses on the child as a whole in order to prepare productive citizens in our society.

Provide the school's vision statement

Educators at Rockway Middle School strive to give students the skills they need to cope with life's successes and disappointments.

School Environment

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

Rockway Middle School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Schedule and plan school wide multicultural projects;

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

Rockway Middle School will:

- Provide professional development on social-emotional learning strategies, social skills, and self-management and its relationship to creating a positive, caring and supportive school community.
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental supports based on identified student need, and intensive supports students to school-based and community resources;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;

- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

- 6th, 7th & 8th grade Welcome Back Orientation
- Grade Level behavior expectations posted in all classrooms
- Behavior and concerns are addressed immediately (detentions, referrals, CSI)
- Incentives for good behavior and academic success
- Administrative and guidance presence daily during lunch
- Tardy sweeps by administration

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

- RtI/MTSS
- Guidance services
- School Psychologist
- Administrative and guidance presence daily during lunch
- Tutoring
- Various school clubs (Chess, Robotics, NJHS, Student Council, Intramural Sports)

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

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Send letters home for those students with 3 unexcused absences
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

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	3	2	4	9
One or more suspensions	2	2	3	7
Course failure in ELA or Math	1	1	2	4
Level 1 on statewide assessment	42	34	28	104

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

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	1	2	3

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read 180, Reading Plus, etc. ;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system.

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/49659>.

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

Our school has developed partnerships with:

- Publix Supermarket
- Dunkin Donuts
- Winn Dixie
- Honey Baked Ham
- Fit Kids

Jazz Band and Chorus – Participate in Concerts throughout the community

Our Principal encourages members of the community to come and participate in Principal for a Day.

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
Megias, Melanie	Principal
Penton, Hebert	Assistant Principal
Rodriguez, Maria	Teacher, K-12
Sanchez, Noel	Teacher, K-12

Duties

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

MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
Tier 1 (Leadership Team)

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

-Hebert Penton, Assistant Principal for Curriculum: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessments of MTSS/RtI skills of school staff, and ensures implementation of intervention support and documentation.

-Alejandro Suarez, Social Studies, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

-Maria Rodriguez, Media Center Specialist: Provides technical support to teachers and staff regarding data management and display. Participates in student data collection, develops technology necessary to manage and display data.

-Noel Sanchez, Students Services, Department Chair: Provides quality service and expertise on issues ranging from program design to assessment and intervention with individual students.

-Madley Ambrose, Exceptional Student Education (ESE), Department Chair: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

-Maria Bertot, Mathematics, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

-Daniel Leal, Electives, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

-Belgica Lopez, ESOL, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

-Sara caceres, Language Arts, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

-Rosa Rengifo, Science, Department Chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction / intervention collaborates with other staff to

implement Tier 2 interventions and integrates Tier1 materials / instruction with Tier 2/3 activities.

Tier 2

Selected members of the MTSS Leadership Team (Reading Coach, Language Arts, and Math Department Heads) will conduct regular meetings to analyze data and evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected members (including teachers, counselors, administrators) of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team. These members meet three times per week to conduct conferences whereby they discuss individual student progress, strategies to be implemented from home, and goal setting plan of action for home and school.

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 following steps will be considered by Rockway Middle School's Leadership Team to address how we can utilize the MTSS/Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS/Rtl Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS/Rtl problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS/Rtl Tier 1 worksheets completed three times per year. The MTSS/Rtl Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are

translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS/Rtl End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS/Rtl leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

At Rockway Middle School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or 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 the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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 CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

The student services department at Rockway Middle School identifies and works closely with "at risk" students in order to ensure that all students get promoted. District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

N/A

Title III

Rockway Middle School uses Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing

funds to implement and/or provide:

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students
- tutorial programs (K-12)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Rockway Middle School is currently implementing the TRUST (To Reach Ultimate Success Together) Program which is a comprehensive assistance program designed to provide services to students who are experiencing problems with substance abuse, stress, suicide, isolation, family violence and other self-destructive behaviors or crisis. We also have the Youth Crime Watch program at Rockway Middle School as a partnership with Youth Crime Watch of Miami-Dade County to provide prevention presentations, safety projects, club meetings, assemblies, rallies and special events to address school safety and violence.

Nutrition Programs

1) Rockway Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

4) Rockway Middle School is currently implementing the Alliance for a Healthier Generation program to promote health and nutrition.

Housing Programs - N/A

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to parents to visit our resource center to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Improve Grant Fund/School Improvement Grant Initiative

Rockway Middle 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, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Melanie E. Megias	Principal
Purcheria Rolle	Teacher
Alain Melo	Teacher
Carmen Ortega	Teacher
Maria Rodriguez (EESAC Chairperson)	Teacher
Alejandro Suarez	Teacher
Sarah Caceres	Teacher
Ileana Atencio	Teacher
Maria Alvarez	Education Support Employee
Manuel Chente	Education Support Employee
Maria Gonzalez	Parent
Antonio Pujala	Parent
Lesly Pujala	Parent
Ana Maria Delgado	Parent
Rosa Herrera	Parent
Jeannette Espinosa	Parent
Ioneth Sanchez	Parent
Nicolas Pujala	Student
Rene Gonzalez	Student
Jim Joslin	Business/Community
Wilson Rodriguez	Business/Community

Duties

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

Evaluation of last year's school improvement plan

- EESAC:
- reviews the SIP draft
- provide feedback,
- determine if the allocated funds are appropriately budgeted to support students achievement,
- school VISION/Mission,
- aligns with District Strategic Plan Goals
- approval of the plan.

Development of this school improvement plan

The involvement of EESAC at Rockway Middle School in the development of the School Improvement Plan is as follows:

- Review data,
- Identify and verify targets based on data
- Choose goal
- Describe the problem or goal(s) to be addressed
- Brainstorm resources
- Brainstorm barriers

- Brainstorm strategies
- Monitoring plan
- Develop a detailed plan with the rest of the team

Preparation of the school's annual budget and plan

- EESAC must advise the principal in the development of the school's budget
- Help make decisions for the use of the EESAC funds at the beginning of the school year
- Help make make a decision on how to spend School Recognition money jointly with the the staff of the school

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

The projected use of school improvement funds will be towards:

- attendance incentives to improve attendance \$ 500.00
- promotion to increase middle school acceleration programs and student participation \$ 400.00
- promotion to increase middle school CTE course enrollment student participation \$ 500.00
- promotion to increase student participation in STEM activities and competitions \$ 500.00

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
Megias, Melanie	Principal
Penton, Hebert	Assistant Principal
Rodriguez, Maria	Teacher, K-12
Caceres, Sarah	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy leadership team will work collaboratively with all of the content area teachers to set reading goals. Quarterly school wide reading goals will be created and presented at the faculty meetings and the professional development meetings. Teachers will receive professional development on various strategies that can be implemented in order to attain the reading goals by the reading department chair and reading teachers. Additionally, model classroom will be created and teachers that need assistance in specific areas will have the opportunity to observe the model classrooms. A Literacy Week will be created with various activities that will foster a love for reading. The Literacy Team will work together to create a Literacy Night, in which students, parents, and stake holders will participate. The Literacy team will work together to incorporate various content areas into the Literacy Night in order to spotlight reading across the curriculum.

Public and Collaborative Teaching

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

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

One venue for encouraging positive working relationships with teachers is participation in Learning Department Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

1. Regular meetings of new teachers with Principal - Principal
2. Partnering new teachers with veteran staff - Assistant Principal
3. College campus Job Fairs and e-recruiting at Universities - Guidance Counselor
4. Soliciting referrals from current employees - Principal

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

The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain (Same subject area teacher).

The mentee will be offered assistance of exemplary teachers and other appropriate individuals from our school including coaching, classroom observation and team teaching (Mentee will benefit from a variety of teaching styles).

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

Rockway Middle School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

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

Rockway Middle School ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

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: 2,160

- Implementing enrichment programs and activities
- Implementing before and after school tutoring for targeted students
- Computer Labs and Media Center will be available to students before and after school in order for them to engage in individualized web-based programs targeted towards improving achievement in Reading, Math, and Science.

Strategy Rationale

- Core Academic Instruction
- Enrichment
- Teacher Collaboration, Planning, and Professional Development

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Penton, Hebert, herbpenton@dadeschools.net

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

The Leadership Team will gather data from Interim Assessments and Accelerated Reader. This data will be analyzed and interpreted in order to identify areas of strengths and weaknesses and determine the effectiveness of the Before/After school programs.

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

N/A

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

At Rockway Middle School, by promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

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

The iPrep Math Program being implemented at Rockway Middle School which focuses on technology-based instruction which is student-centered with teachers as facilitators. In addition, school-wide there is a shift from traditional teaching methods to more technology-based learning as multi-media, computers, and web-based programs are utilized for teaching and learning. We are also implementing Business courses, Culinary Arts courses, Engineering courses and Law Study courses to help promote and increase the CTE courses' enrollment in High School.

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

Rockway Middle will incorporate intervention and enrichment strategies focusing on students' strengths and weaknesses that will increase the percentage of students scoring at or above proficient in the areas of Reading and Math in 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

- Counselors conduct classroom guidance and individual counseling sessions with students
- Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase student achievement by improving core instruction in all content areas.
- G2.** We will increase student achievement by using the EWS to identify at-risk students in order to provide support and intervention.
- G3.** We will increase student achievement by increasing the number of students participating in STEM and/or CTE programs that prepare students to be college and career ready.

Strategic Goals Detail

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

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

G047826

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	76.0
AMO Reading - African American	61.0
AMO Reading - ED	74.0
AMO Reading - ELL	62.0
AMO Reading - Hispanic	77.0
AMO Reading - SWD	51.0
AMO Reading - White	71.0
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	

Resources Available to Support the Goal 2

- Adjustment to school schedule for meetings, (i.e., Department Meetings); Department Chairs; Early Release Days; Technology in every classroom; Homeroom Literacy Focus; Title III Extended Day Tutoring; Five computer labs; Intensive Reading; CPALMS; District Pacing Guides; Core Instructional Textbooks, Interventions in Reading and Math for struggling students

Targeted Barriers to Achieving the Goal 3

- Lack of planning time to address changes in standards and assessments.

Plan to Monitor Progress Toward G1. 8

Conduct classroom observations and view teacher lesson plan components.

Person Responsible

Melanie Megias

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Document examples of effective lesson plans and instruction during classroom observations.

G2. We will increase student achievement by using the EWS to identify at-risk students in order to provide support and intervention. 1a

G048492

Targets Supported 1b

Indicator	Annual Target
Attendance rate	
One or More Suspensions	
2+ Course Failures - Middle Grades	1.0

Resources Available to Support the Goal 2

- Attendance Bulletins
- Attendance Incentives
- Referrals/SCAMS
- Report Cards
- Progress Reports
- Student Code of Conduct

Targeted Barriers to Achieving the Goal 3

- Early identification of deficient students has not been consistently monitored.

Plan to Monitor Progress Toward G2. 8

Final attendance reports will be monitored for improved attendance rates.

Person Responsible

Noel Sanchez

Schedule

Quarterly, from 12/1/2014 to 6/5/2015

Evidence of Completion

Improved overall attendance rates for the 2014-2015 school year.

G3. We will increase student achievement by increasing the number of students participating in STEM and/or CTE programs that prepare students to be college and career ready. 1a

G049419

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	75.0

Resources Available to Support the Goal 2

- Dream in Green, Fairchild Challenge, eGFI: Dream Up the Future and Master Tools

Targeted Barriers to Achieving the Goal 3

- Increase number of students participated in STEM related activities and competitions.

Plan to Monitor Progress Toward G3. 8

The STEM and Green team and Administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.

Person Responsible

Hebert Penton

Schedule

On 6/4/2015

Evidence of Completion

Analysis of IFC and data related to enrollment, participation in out-of school events and performance in Formal Assessments (FCAT and EOC)

Action Plan for Improvement

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

Problem Solving Key

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

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

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

 **G047826**

G1.B1 Lack of planning time to address changes in standards and assessments. **2**

 **B120888**

G1.B1.S1 Communicate the expectations for effective common planning to improve instruction in ELA classes. **4**

 **S132796**

Strategy Rationale

A more focused and effective planning practice will improve instruction across all core areas.

Action Step 1 **5**

Attend common planning meetings to ensure that targeted components are discussed.

Person Responsible

Sarah Caceres

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Meeting Agendas

Action Step 2 5

Teachers will implement effective common planning and improved instructional delivery based on the specific targeted components.

Person Responsible

Sarah Caceres

Schedule

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

Evidence of Completion

Meeting Agendas

Action Step 3 5

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines and provide support for teachers who need assistance.

Person Responsible

Hebert Penton

Schedule

Every 2 Months, from 9/1/2014 to 6/4/2015

Evidence of Completion

Lesson plans and anecdotal notes.

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

Address and review effective planning components at Curriculum Council meetings

Person Responsible

Melanie Megias

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Curriculum Council meeting agendas.

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

Assure that Curriculum Council planning topics are covered at Department Meetings.

Person Responsible

Melanie Megias

Schedule

On 5/29/2015

Evidence of Completion

Department and Common Planning Meeting Agendas.

G1.B1.S2 Communicate the expectations for effective common planning to improve instruction in Mathematics classes. 4

 S133632

Strategy Rationale

Effective common planning will result in improved instruction across all core areas.

Action Step 1 5

Attend common planning meetings to ensure that targeted components are discussed.

Person Responsible

Hebert Penton

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Meeting Agenda

Action Step 2 5

Teachers will implement effective common planning and improved instructional delivery based on the specific targeted components.

Person Responsible

Hebert Penton

Schedule

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

Evidence of Completion

Meeting Agendas

Action Step 3 5

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines and provide support for teachers who need assistance.

Person Responsible

Gina Spicer Shannon

Schedule

Every 2 Months, from 9/2/2014 to 6/4/2015

Evidence of Completion

Lesson Plans and Anecdotal Notes

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

Monitor Department Meetings for effective Common Planning components.

Person Responsible

Hebert Penton

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Department Meeting agendas

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

Conduct classroom observations to identify effective planning practices.

Person Responsible

Hebert Penton

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Teacher observations, lesson plans

G1.B1.S3 Communicate the expectations for effective common planning to improve instruction in Social Studies classes 4

 S133634

Strategy Rationale

A more focused and effective planning practice will improve instruction across all core areas.

Action Step 1 5

Attend common planning meetings to ensure that targeted components are discussed.

Person Responsible

Hebert Penton

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Meeting Agendas

Action Step 2 5

Teachers will implement effective common planning and improved instructional delivery based on the specific targeted components.

Person Responsible

Hebert Penton

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Meeting Agendas

Action Step 3 5

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines and provide support for teachers who need assistance.

Person Responsible

Hebert Penton

Schedule

Every 2 Months, from 9/2/2014 to 6/4/2015

Evidence of Completion

Lesson Plans and Anecdotal Notes

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

Maintain logs of walkthrough visits.

Person Responsible

Melanie Megias

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Walkthrough logs.

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

Identify best practices and share with department members.

Person Responsible

Melanie Megias


Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Meeting Agendas

G1.B1.S4 Communicate the expectations for effective common planning to improve instruction in Science Classes. 4

 S133635

Strategy Rationale

A more focused and effective planning practice will improve instruction across all core areas.

Action Step 1 5

Attend common planning meetings to ensure that targeted components are discussed.

Person Responsible

Gina Spicer Shannon

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Meeting Agendas

Action Step 2 5

Teachers will implement effective common planning and improved instructional delivery based on the specific targeted components.

Person Responsible

Gina Spicer Shannon

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Meeting Agendas

Action Step 3 5

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines and provide support for teachers who need assistance.

Person Responsible

Gina Spicer Shannon

Schedule

Every 2 Months, from 9/22/2014 to 6/4/2015

Evidence of Completion

Lesson Plans and Anecdotal Notes

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

Maintain log of meetings attended.

Person Responsible

Hebert Penton

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Visitation logs

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

Monitor department meetings for effective common planning and focus on targeted lesson components.

Person Responsible

Hebert Penton


Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Meetings agendas

G2. We will increase student achievement by using the EWS to identify at-risk students in order to provide support and intervention. 1

 G048492

G2.B3 Early identification of deficient students has not been consistently monitored. 2

 B123500

G2.B3.S1 The leadership team will ensure that students showing excessive absences are identified and addressed. 4

 S135435

Strategy Rationale

Early intervention will lead to a reduced number of students accumulating absences and/or performing poorly in classes.

Action Step 1 5

The leadership team will ensure that students showing excessive absences are identified and addressed.

Person Responsible

Hebert Penton

Schedule

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

Evidence of Completion

Conference logs with identified students. Rosters and copies of letters to parents.

Action Step 2 5

The leadership team and team leaders will provide incentives for students with excellent attendance

Person Responsible

Noel Sanchez

Schedule

Quarterly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Action Step 3 5

Administrative team will notify parents/guardians of students accumulating high number of absences.

Person Responsible

Melanie Megias

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

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

Monitor conference logs with identified students. Rosters and copies of letters to parents.

Person Responsible

Hebert Penton

Schedule

Monthly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Saved Documents (Conference logs with identified students. Rosters and copies of letters to parents.)

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

Reduced number of absences and suspensions

Person Responsible

Hebert Penton

Schedule


Quarterly, from 5/28/2015 to 6/4/2015

Evidence of Completion

Quarterly attendance and suspension reports.

G2.B3.S2 Staff will review the student code of conduct and school rules and procedures with students.

4

 S135653

Strategy Rationale

Students will have knowledge of expected behaviors which should minimize disciplinary issues leading to suspensions.

Action Step 1 5

Students and parents will be provided with a link and access to district's code of student conduct.

Person Responsible

Gina Spicer Shannon

Schedule

Monthly, from 8/11/2014 to 12/19/2014

Evidence of Completion

Action Step 2 5

Students will attend grade level assemblies detailing school rules and procedures.

Person Responsible

Hebert Penton

Schedule

On 9/22/2014

Evidence of Completion

Action Step 3 5

Students will receive incentives and participate in activities to reward positive behavior.

Person Responsible


Noel Sanchez

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

G2.B3.S3 The leadership team, along with teachers and the student services department, will identify and address students that are at risk of failing 2 or more classes. 4

 S136591

Strategy Rationale

Students will receive early intervention to avoid potentially failing a class.

Action Step 1 5

Progress reports and report cards will be used to identify students who may be at risk of failing a course.

Person Responsible

Noel Sanchez

Schedule

Every 6 Weeks, from 9/18/2014 to 6/4/2015

Evidence of Completion

Action Step 2 5

Teachers will report students who are in risk of failing a class to the administrative team and student services department.

Person Responsible

Hebert Penton

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Action Step 3 5

Students identified at risk to fail a class will be notified and provided resources outside of the classroom to improve their performance.

Person Responsible

Gina Spicer Shannon

Schedule


Every 6 Weeks, from 10/10/2014 to 6/4/2015

Evidence of Completion

G3. We will increase student achievement by increasing the number of students participating in STEM and/or CTE programs that prepare students to be college and career ready. 1

 G049419

G3.B1 Increase number of students participated in STEM related activities and competitions. 2

 B123816

G3.B1.S1 We will establish a STEM and Green Teachers Team that will plan, promote and support other teachers and students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge) 4

 S135684

Strategy Rationale

By promoting STEM throughout our classes students will increase their interest in participation.

Action Step 1 5

We will establish a STEM and Green Teachers Team that will plan, promote and support other teachers and students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge);

Person Responsible

Hebert Penton

Schedule

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

Evidence of Completion

Student work and site generated assessments

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

Formal and informal classroom observations

Person Responsible

Hebert Penton

Schedule

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

Evidence of Completion

Students participation in STEM related activities and competitions will increase

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

Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.

Person Responsible

Hebert Penton

Schedule

Quarterly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Analysis of IFC and data related to enrollment, participation in out-of school events and performance in Formal Assessments (FCAT and EOC)

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	Attend common planning meetings to ensure that targeted components are discussed.	Caceres, Sarah	8/25/2014	Meeting Agendas	5/29/2015 monthly
G1.B1.S2.A1	Attend common planning meetings to ensure that targeted components are discussed.	Penton, Hebert	9/26/2014	Meeting Agenda	5/29/2015 monthly
G1.B1.S3.A1	Attend common planning meetings to ensure that targeted components are discussed.	Penton, Hebert	9/26/2014	Meeting Agendas	5/29/2015 monthly
G1.B1.S4.A1	Attend common planning meetings to ensure that targeted components are discussed.	Spicer Shannon, Gina	9/2/2014	Meeting Agendas	5/29/2015 monthly
G2.B3.S1.A1	The leadership team will ensure that students showing excessive absences are identified and addressed.	Penton, Hebert	8/18/2014	Conference logs with identified students. Rosters and copies of letters to parents.	6/4/2015 quarterly
G3.B1.S1.A1	We will establish a STEM and Green Teachers Team that will plan, promote and support other teachers and students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge);	Penton, Hebert	8/18/2014	Student work and site generated assessments	6/4/2015 monthly
G2.B3.S2.A1	Students and parents will be provided with a link and access to district's code of student conduct.	Spicer Shannon, Gina	8/11/2014		12/19/2014 monthly
G2.B3.S3.A1	Progress reports and report cards will be used to identify students who may be at risk of failing a course.	Sanchez, Noel	9/18/2014		6/4/2015 every-6-weeks
G1.B1.S2.A2	Teachers will implement effective common planning and improved instructional delivery based on the specific targeted components.	Penton, Hebert	8/18/2014	Meeting Agendas	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A2	The leadership team and team leaders will provide incentives for students with excellent attendance	Sanchez, Noel	9/1/2014		6/4/2015 quarterly
G2.B3.S2.A2	Students will attend grade level assemblies detailing school rules and procedures.	Penton, Hebert	8/11/2014		9/22/2014 one-time
G2.B3.S3.A2	Teachers will report students who are in risk of failing a class to the administrative team and student services department.	Penton, Hebert	9/1/2014		6/4/2015 monthly
G1.B1.S1.A2	Teachers will implement effective common planning and improved instructional delivery based on the specific targeted components.	Caceres, Sarah	8/18/2014	Meeting Agendas	6/4/2015 weekly
G1.B1.S3.A2	Teachers will implement effective common planning and improved instructional delivery based on the specific targeted components.	Penton, Hebert	9/2/2014	Meeting Agendas	6/4/2015 weekly
G1.B1.S4.A2	Teachers will implement effective common planning and improved instructional delivery based on the specific targeted components.	Spicer Shannon, Gina	9/8/2014	Meeting Agendas	6/4/2015 weekly
G2.B3.S1.A3	Administrative team will notify parents/guardians of students accumulating high number of absences.	Megias, Melanie	9/1/2014		6/4/2015 monthly
G2.B3.S2.A3	Students will receive incentives and participate in activities to reward positive behavior.	Sanchez, Noel	9/1/2014		6/4/2015 monthly
G2.B3.S3.A3	Students identified at risk to fail a class will be notified and provided resources outside of the classroom to improve their performance.	Spicer Shannon, Gina	10/10/2014		6/4/2015 every-6-weeks
G1.B1.S1.A3	Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines and provide support for teachers who need assistance.	Penton, Hebert	9/1/2014	Lesson plans and anecdotal notes.	6/4/2015 every-2-months
G1.B1.S2.A3	Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines and provide support for teachers who need assistance.	Spicer Shannon, Gina	9/2/2014	Lesson Plans and Anecdotal Notes	6/4/2015 every-2-months
G1.B1.S3.A3	Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines and provide support for teachers who need assistance.	Penton, Hebert	9/2/2014	Lesson Plans and Anecdotal Notes	6/4/2015 every-2-months
G1.B1.S4.A3	Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines and provide support for teachers who need assistance.	Spicer Shannon, Gina	9/22/2014	Lesson Plans and Anecdotal Notes	6/4/2015 every-2-months
G1.MA1	Conduct classroom observations and view teacher lesson plan components.	Megias, Melanie	9/26/2014	Document examples of effective lesson plans and instruction during classroom observations.	5/29/2015 monthly
G1.B1.S1.MA1	Assure that Curriculum Council planning topics are covered at Department Meetings.	Megias, Melanie	9/26/2014	Department and Common Planning Meeting Agendas.	5/29/2015 one-time
G1.B1.S1.MA1	Address and review effective planning components at Curriculum Council meetings	Megias, Melanie	9/26/2014	Curriculum Council meeting agendas.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1	Conduct classroom observations to identify effective planning practices.	Penton, Hebert	9/26/2014	Teacher observations, lesson plans	5/29/2015 monthly
G1.B1.S2.MA1	Monitor Department Meetings for effective Common Planning components.	Penton, Hebert	9/26/2014	Department Meeting agendas	5/29/2015 monthly
G1.B1.S3.MA1	Identify best practices and share with department members.	Megias, Melanie	9/26/2014	Meeting Agendas	5/29/2015 monthly
G1.B1.S3.MA1	Maintain logs of walkthrough visits.	Megias, Melanie	9/26/2014	Walkthrough logs.	5/29/2015 weekly
G1.B1.S4.MA1	Monitor department meetings for effective common planning and focus on targeted lesson components.	Penton, Hebert	9/26/2014	Meetings agendas	5/29/2015 monthly
G1.B1.S4.MA1	Maintain log of meetings attended.	Penton, Hebert	9/26/2014	Visitation logs	5/29/2015 monthly
G2.MA1	Final attendance reports will be monitored for improved attendance rates.	Sanchez, Noel	12/1/2014	Improved overall attendance rates for the 2014-2015 school year.	6/5/2015 quarterly
G2.B3.S1.MA1	Reduced number of absences and suspensions	Penton, Hebert	5/28/2015	Quarterly attendance and suspension reports.	6/4/2015 quarterly
G2.B3.S1.MA1	Monitor conference logs with identified students. Rosters and copies of letters to parents.	Penton, Hebert	10/27/2014	Saved Documents (Conference logs with identified students. Rosters and copies of letters to parents.)	5/29/2015 monthly
G3.MA1	The STEM and Green team and Administrator will look for increased participation in school site STEM competitions that serve as a selection process for the district and state STEM competitions.	Penton, Hebert	8/18/2014	Analysis of IFC and data related to enrollment, participation in out-of school events and performance in Formal Assessments (FCAT and EOC)	6/4/2015 one-time
G3.B1.S1.MA1	Following the FCIM model, review assessment data to ensure progress is being made and adjust instruction as needed.	Penton, Hebert	8/11/2014	Analysis of IFC and data related to enrollment, participation in out-of school events and performance in Formal Assessments (FCAT and EOC)	6/4/2015 quarterly
G3.B1.S1.MA1	Formal and informal classroom observations	Penton, Hebert	8/18/2014	Students participation in STEM related activities and competitions will increase	6/4/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Lack of planning time to address changes in standards and assessments.

G1.B1.S1 Communicate the expectations for effective common planning to improve instruction in ELA classes.

PD Opportunity 1

Attend common planning meetings to ensure that targeted components are discussed.

Facilitator

Sarah Caceres

Participants

ELA Department

Schedule

Monthly, from 8/25/2014 to 5/29/2015

G1.B1.S2 Communicate the expectations for effective common planning to improve instruction in Mathematics classes.

PD Opportunity 1

Attend common planning meetings to ensure that targeted components are discussed.

Facilitator

Department Chairs

Participants

Mathematics Department

Schedule

Monthly, from 9/26/2014 to 5/29/2015

G1.B1.S3 Communicate the expectations for effective common planning to improve instruction in Social Studies classes

PD Opportunity 1

Attend common planning meetings to ensure that targeted components are discussed.

Facilitator

Alejandro Suarez

Participants

Social Studies Department

Schedule

Monthly, from 9/26/2014 to 5/29/2015

G1.B1.S4 Communicate the expectations for effective common planning to improve instruction in Science Classes.

PD Opportunity 1

Attend common planning meetings to ensure that targeted components are discussed.

Facilitator

Rosa Rengifo

Participants

Science Department

Schedule

Monthly, from 9/2/2014 to 5/29/2015

G2. We will increase student achievement by using the EWS to identify at-risk students in order to provide support and intervention.

G2.B3 Early identification of deficient students has not been consistently monitored.

G2.B3.S1 The leadership team will ensure that students showing excessive absences are identified and addressed.

PD Opportunity 1

The leadership team will ensure that students showing excessive absences are identified and addressed.

Facilitator

Noel Sanchez

Participants

Leadership Team

Schedule

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

G3. We will increase student achievement by increasing the number of students participating in STEM and/or CTE programs that prepare students to be college and career ready.

G3.B1 Increase number of students participated in STEM related activities and competitions.

G3.B1.S1 We will establish a STEM and Green Teachers Team that will plan, promote and support other teachers and students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge)

PD Opportunity 1

We will establish a STEM and Green Teachers Team that will plan, promote and support other teachers and students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge);

Facilitator

Rosa Rengifo

Participants

Faculty/Staff

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: We will increase student achievement by using the EWS to identify at-risk students in order to provide support and intervention.	400
Grand Total	400

Goal 2: We will increase student achievement by using the EWS to identify at-risk students in order to provide support and intervention.

Description	Source	Total
B3.S1.A2	School Improvement Funds	200
B3.S2.A3	School Improvement Funds	200
Total Goal 2		400