

John I. Smith K 8 Center



2014-15 School Improvement Plan

John I. Smith K 8 Center

10415 NW 52ND ST, Doral, FL 33178

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

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

47%

Alternative/ESE Center

No

Charter School

No

Minority

91%

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

We, as citizens of John I. Smith K-8 Center, pledge to create "A City Within a School" where students, staff, parents, and community members work cooperatively to create an environment in which all children will discover their niche and realize their personal and academic potential. We pledge to create a city where there are no homeless, no rejected, no unwanted, and no resented. A city where every person is valued and every person's talents are needed. We pledge to prepare productive citizens for tomorrow by being productive citizens today.

Provide the school's vision statement

At John I. Smith K-8 Center, teacher and students work in a setting where cooperation, respect, unity and a love for learning are instilled.

School Environment

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

John I. Smith K-8 Center sponsors many school-wide events that foster student and teacher relationships. Students prepare presentations and projects during the first quarter where they share cultural beliefs and costumes with the class in order to build relationships with peers and teachers. We also celebrate Hispanic heritage in October where our large Hispanic population can express about their culture. All other non-Hispanic cultures are encouraged to participate in knowledgeable experiences about their culture.

Counselors also play an important role in educating students, teachers, staff, parents, and community members about our cultural differences and the importance of being informed and accepting of others.

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

John I. Smith K-8 Center creates an environment where students feel safe and respected before, during, and after school throughout the day. It is our mission, as stated in our mission statement, to create an environment where every person is valued and every person's talents are needed.

In order to allow students to feel safe before school, we offer a breakfast program where students can start off their day with the proper supervision and a nutritious meal before starting their educational day. We also offer tutoring for students struggling with academic success and foster a learning environment where dedicated teachers can help students in need allowing them to feel safe and respected.

Counselors provide character education classes for all students to feel valued and understand the meaning of respect and love among their peers. During school teachers educate students on rules and regulations that allow all children to feel safe and respected before, during, and after school. If students are not respecting each other there are consequences they must abide by in order to keep order and have all students feel safe.

After school, there is sufficient personnel to ensure all of the students' safety during the dismissal and after school care procedures. There is personnel directing traffic and any student that is concerned about his/her dismissal procedure. Our highly qualified after school care leaders ensure quality and safety within our after school care and activities which include community school classes.

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

The schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time includes positive reinforcements and engaging instructional presentation. Every teachers is aware of the schoolwide discipline plan for all students. Parents and students are also informed through the parent/student handbook distributed at the beginning of the school year. There are consequences that students are aware of that are consistent throughout every class and school building. Students are positively reinforced through teacher and schoolwide incentives to focus on good behavior and not just on poor behavior. Teachers implement their own system in their classrooms. However, counselors implement a Do the Right Thing program where teachers nominate students that have been model students in order to receive schoolwide recognition and appear on closed circuit television to be celebrated for their exemplary behavior.

Transitional and meaningful activities are used within the classroom to ensure student engagement and minimize distraction throughout instructional time. If unacceptable behavior persists, teacher will advise students with warnings and then contact parents if necessary. Parent support is important in reaching student success. If behavior persists passed initial action, which may include detentions and referrals, counselors and administrators will be contacted for further intervention. Depending on the behavioral situation, a FAB and a BIP may be conducted to correct persistent behavioral concerns.

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

Our counselors work very closely with our teachers to make sure all of our students' social-emotional needs are being met. Counselors work cooperatively with families to offer various counseling methods available to them. We currently work with therapists from the Institute for Children and Families to provide therapy sessions during school hours for students who are experiencing difficulties adjusting to the school environment. We educate immigrant students that are facing anxieties about the transition and benefit from these sessions. Whenever a family qualifies for a program such as, The Chrysalis Center, based on socio-economic status, we also refer them to free counseling once a week to help adapt to the environment and work on strategies to create a healthy social-emotional status.

In addition, community member are invited to visit our school regularly to educate students about the pressures of our society and school environment. Our counselors create relationships with local support groups and programs to educate students on character education and transitional needs in order to create a more positive learning environment.

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

Students that exhibit below 90 percent in attendance are flagged for truancy. After the teacher records the student's excessive absences, a SCAM is filled out and the child will be reported for truancy. A log will be kept and follow-up will occur.

Students with one or more suspensions will be given behavioral strategies to allow them to improve their repetitive disruption. If needed, students will be referred to alternative school to adjust behavior. Students that fail an English Language Arts or Mathematics course are directed to either summer school or to complete the failed course via Florida Virtual School. This child will also be closely monitor and provided with the necessary interventions such as intensive reading and tutoring. A student that scores a Level 1 on the statewide standardized assessment for either English

Language Arts or Mathematics is automatically placed in an intensive reading or intensive mathematics course.

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	9	8	2	7	4	9	10	10	6	65
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	6	18	29	15	4	12	5	6	101
Level 1 on statewide assessment	0	0	0	58	36	54	53	24	47	272

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/RtI team. The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraged to "Do the Right Thing". Students that are not proficient in Reading by third grade or fail an English Language Arts classed are closely monitored and intervention strategies are employed by the school to improve the academic performance of these students. It crucial that the EWS mentioned in part 1a3a are used to guide students in a better performance and address the warning signs as necessary.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

There is an active parent body present at our school and we foster parent cooperation and build positive relationships with families. Parents are given a handbook at the beginning of the school year that informs them of the school's policies and procedures. This allows parents to understand protocol and feel liked they are part of our family by being informed. We are always requesting parental involvement through our PTSA, classroom and school volunteers, and sponsored events that require parent participation. A parent academy is also used to keep parents abreast of all the important and new programs and information presented to our District and/or school. Parents are introduced and

helped with their access to the parent portal where they are able to keep informed on their child's progress. Teachers are also available for parent conferences to accommodate parent needs.

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

The local community plays an important role in supporting our school and building positive student achievement. We invite local businesses to become part of our regularly scheduled events and provide multiple opportunities to sustain partnerships with our school community. These partnerships are present for after-school sales, open house resource fair, Spring Festival, pep rallies, career day, and faculty events. Some businesses provide resources for our low income families during the holidays and incentives for good behavior, attendance, and academic progress.

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
Navarro, Genaro	Principal
Espinosa, Hilda	Assistant Principal
Piloto, Isis	Assistant Principal
Sabina, Giselle	Teacher, K-12
Montes de Oca, Sara	Teacher, K-12
Loureiro, Magda	Teacher, K-12
Cabrera, Maria	Teacher, K-12

Duties

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

Tier 1(Leadership Team)

- Administrator(s) (Genaro Navarro-Principal, Hilda Espinosa-Assistant Principal, Isis Piloto-Assistant Principal) who will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- Special education personnel (J. Cabrera)
- School guidance counselor (E. Nolan, M. Sotomayor)
- School psychologist (A. Trinidad)
- School social worker (S. Zamor)
- Member of advisory group, community stakeholders, parents (Teachers: M. Fernandez, G. Reed, I. Arencibia, G. Rojas, G. Sabina, K. Bryant; Educational Support: A. Gulkstad; Parent: A. Rosenthal, A. Alzaibar, E. Nunez, M. Sanabria, J. Duque, A. Getz Students: T. Torrescorrea, I. Quintanilla, Business Community Representative: J. Kennedy, J. Patel)
- In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members (G. Navarro, I. Piloto, M. Sotomayor, E. Nolan, A. Trinidad) of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

Tier 3 SST

Selected members (G. Navarro, Ms. Sabina- SCAT, Ms. Montes de Oca- SCAT , Ms. Loureiro- SCAT , Ms. M. Cabrera- SCAT of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The MTSS Leadership Team uses 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 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 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 Tier 1 worksheets completed three times per year. The MTSS 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 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 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.

Violence Prevention Programs:

Violence prevention programs are implemented throughout the grade-levels. Students are taught Character Education each month to focus on positive behaviors and are rewarded for exhibiting positive behaviors through the "Do the Right Thing" program. The counselors oversee the program and accept nominations every month from teachers that witness students choosing positive behavior. At the end of each month, students are awarded the opportunity to present their positive behaviors as an example for the students in the morning announcements through closed circuit television. All students also participate in Drug Free programs and are an active part of Red Ribbon Week "Say No to Drugs". There is a week worth of activities to bring awareness to students that include, designing shirts with drug-free slogans and symbols, drug-free pledge signed by students and parents, as well as themed dress up days such as: "Give Drugs the Boot" by wearing cowboy/cowgirl gear, "Catch the Wave to a Drug Free Life" by wearing Hawaiian attire, to spread awareness. The fifth graders are educated about violence prevention through the Miami-Dade County Police Department's DARE program. Throughout the year, officers that are assigned to the fifth grade program address many different issues with the students through workshops. The school is also actively responsible for provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers. Teachers are educated on anti-bullying lessons and share information with students. All students are also educated on anti-bullying behaviors with the counseling program. Middle school students are educated through the McGruff National Crime Prevention Council. Representatives visit the school to present in an assembly about bullying prevention.

Nutrition Programs:

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education as well. 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. Students are encouraged to eat well and parents are given many opportunities to join their children for a healthy breakfast.

Career and Technical Education:

By promoting Career Pathways and Programs of Study students will complete academy programs 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. Our school, which is a newly converted K-8 Center, provides students with these classes and is working towards allowing 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. This will help students gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Genaro Navarro, Giselle Sabina, Michelle Fernandez, Georgianna Reed, Ines Arencibia, Gabriela Rojas, Sara King, Amparo Glukstad, Alan Rosenthal, Maritza Alzaibar, Elizabeth Nunes, Juliana Duque, Maria Sanabria, Alison Getz, Isabel Quintanilla, Joyce Kennedy, Jamie Patel	Principal

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

Last year's school improvement plan was closely monitored by our School Advisory Council. Data was reviewed regularly to monitor goals towards student success. Adjustments were made to procedures in order to ensure maximum results for student progress.

Development of this school improvement plan

The SAC chairperson oversees the preparation and review of school demographics and data to generate the school improvement plan. The plan is tailored to the specific school needs based on the 2013-2014 assessment results. The SCAT team collaborates to implement academic goals that are pertinent to the core curriculum.

Preparation of the school's annual budget and plan

At our first annual SAC meeting, budget is presented for members to review. Ideas for how the budget should be spent to benefit academic success is discussed. During our second annual SAC meeting, it is decided via consensus how the budget will best be spent to improve learner success. A plan is created to allocate funds to the appropriate projects.

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

- Projected Budget: \$6,243
- Scholastic Scope & Scholastic Action 6th -8th grade – \$1,000
- Laminating Machine – \$2,500
- Sunshine State Young Reader's Books (Elementary) - \$1,078.14
- Sunshine State Young Reader's Books (Middle) - \$1,144.10
- Printer for Media Center for all students and teachers to utilize - \$500

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
Navarro, Genaro	Principal
Espinosa, Hilda	Assistant Principal
Piloto, Isis	Assistant Principal
Cabrera, Maria	Teacher, K-12
Fernandez, Michelle	Teacher, PreK
Sabina, Giselle	Teacher, K-12
Loureiro, Magda	Teacher, K-12
Montes de Oca, Sara	Teacher, K-12
Nolan, Elizabeth	Guidance Counselor
Sotomayor, Mayte	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. As defined by the Common Core State standards, multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The LLT will also guarantee fidelity of implementation of the K-12 CRRP; create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development; follow the Rtl where all children have opportunities for being successful before initiating the referral process. Members will cultivate the vision for increased school-wide literacy across all content areas.

Public and Collaborative Teaching

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

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

All grades K-5 teachers have common planning once a week in order to allow for collaborative planning and instruction. The common planning also fosters positive working relationships between the grade levels. Each grade is departmentalized and the EFL program is implemented which allows more opportunities to establish positive working relationships among team members. In the middle school grades, grade level collaboration, as well as department collaboration occurs. Resources are shared among teachers to ensure student success.

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

We will recruit highly qualified teachers by working with Universities and their educational programs. We will retain highly qualified teachers by creating lesson study groups. We will retain highly qualified teachers by providing professional development in areas of need to prepare teachers with new skills

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

Teacher's are paired with a mentor that is highly qualified and is considered an expert in his/her field. Teacher's receive professional development in areas of need and are given the opportunity to team plan in order to receive the skills and support needed.

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

All stakeholders are well informed on the Florida standards and align instruction based on student needs. SCAT team members play an integral part in making this connections and ensuring that all instructional goals are aligned to the Florida standards. Core Curriculum liaisons attended regional meetings informing all participants on newly updated resources and plans. These liaisons bring updated information to staff members and assist in the implementation of new standards. Interim Assessments allow for the monitoring of skills that students are being taught that reflect the Florida standards.

Instructional Strategies

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

Data is the driving force to instruction and understanding student needs. Through data, teachers can differentiate instruction to meet the diverse needs of students. Teachers use classroom assessments and other measures such as Reading Plus, STAR, Accelerated Reader, SuccessMaker, Reflex, i-Ready, Achieve 3000, and other reports to gauge where students are performing. The data gathered from multiple sources on a regular basis allows for the modification of instruction. Many of these programs differentiate instruction automatically tailored to student needs. Teachers also use data reports from Interim assessments and conduct data chats with students to ensure their understanding of their performance and learning. Students are grouped based on needs and teacher led centers are geared toward meeting the students' needs.

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: Before School Program

Minutes added to school year: 60

Early bird tutoring is provided for students in the lowest 25 percentile. Students receive Reading and Math support for an hour a day before school.

Strategy Rationale

Students in the lowest 25 percentile need additional support in order to meet the learning gaps.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Montes de Oca, Sara, smontesdeoca@dadeschools.net

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

Data Chats are conducted quarterly between teachers and students as well as teachers and administrators. Teachers collect student data and analyze to determine effectiveness of strategies and modify curriculum when needed. Data is shared with the students to determine a sense of responsibility. Teachers also meet with the principal to review current data and adjustments to fulfill student needs.

Strategy: After School Program

Minutes added to school year: 60

Through our community school program, students are invited to take part of tutoring for a minimal fee.

Strategy Rationale

Students that are part of the after care program can benefit from tutoring. Tutoring teachers collaborate with classroom teachers to monitor instruction and target student needs.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Navarro, Genaro, gnavarro@dadeschools.net

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

Student work and progress on formal and informal assessments are reviewed. Growth should be present in subjects that student is receiving tutoring.

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

Walkthroughs are provided for parents to become familiar with the school campus and the school personnel. Tours are scheduled for parent and students to meet teachers and become familiar with school structure. Recruitment is promoted by delivering flyers to daycare and community learning centers.

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

Course selection orientations are conducted yearly to inform students on the elective options. Students are given the opportunity to select their courses with their parents that are tailored to their specific needs which ensures that the course is personally meaningful.

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

Courses offered such as agricultural science, family and consumer sciences help students see the relationships between subjects and relevance to their future. Students are able to select these courses as their electives.

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

CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Encourage articulation of middle and high school feeder pattern programs through school visits, recruitment activities or combined projects.

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement by improving core instruction across all content areas.
- G2.** Identify at-risk students to provide support and intervention to increase achievement.
- G3.** Prepare students to be college and career ready through STEM and/or CTE initiatives and programs.
- G4.** Increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

Strategic Goals Detail

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

G1. Increase student achievement by improving core instruction across all content areas. 1a

G050501

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	65.0
AMO Reading - SWD	53.0
AMO Math - All Students	83.0
AMO Math - Asian	91.0
AMO Math - Hispanic	81.0
AMO Math - ELL	75.0
AMO Math - SWD	53.0
AMO Math - ED	75.0
FCAT 2.0 Science Proficiency	
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- MAFS/Math test Item Specifications; Go Math; Pearson; McGraw-Hill; Think Central; Gizmos; Early Bird Tutoring; SuccessMaker; FSAssessments.org; Discovery; MobiMax; Brainpop; Destination Math; Reflex
- iCPALMS; AIMS; Interactive Notebook; Science Fair
- Computer Lab; Media Center; Laptop Cart; Pacing Guides; CPALMS; Reading Wonders; McDougall Littell; Accelerated Reader; Reading Plus; Imagine Learning; Early Bird Tutoring; SuccessMaker; Achieve 3000; Read 180; System 44; INSIDE (Developmental Reading); Voyager; WonderWorks; i-Ready; Edgenuity

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of staff engagement in professional development opportunities that are directly linked to student achievement data.

Plan to Monitor Progress Toward G1. 8

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

data disaggregation, Interim Assessments, CELLA, FAIR, Florida Standards Assessment FCAT 2.0 Science, EOCs

G2. Identify at-risk students to provide support and intervention to increase achievement. 1a

G050512

Targets Supported 1b

Indicator	Annual Target
Truancy rate	
2+ Behavior Referrals	
Non-proficient Reading by Grade 03	
Course Failures ELA	

Resources Available to Support the Goal 2

- Truancy Team, Behavior Logs, FAB/BIP, Behavior Implementation Team, Do the Right Thing Program, Rtl Team

Targeted Barriers to Achieving the Goal 3

- Students who obtained 15 or more unexcused absences within 90 calendar days.
- Students who received 2 or more behavioral referrals.
- Students not proficient in Reading by 3rd grade and/or middle school students that failed an English Language Arts course

Plan to Monitor Progress Toward G2. 8

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

attendance rosters, MDCPS truancy intervention logs, Connect-ED, Spot Success reports, SPOT Success reports, Detention logs, Cognos reports for Suspension Rates, student work, data chats, quizzes, teacher-made assessments, data disaggregation, Interim Assessments, CELLA, FAIR, Florida Standards Assessment

G3. Prepare students to be college and career ready through STEM and/or CTE initiatives and programs.

1a

G050513

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Science Fair, Agriculture Science courses, Future Farmers of America, Family and Consumer Science courses, Family Career and Community Leaders of America

Targeted Barriers to Achieving the Goal 3

- Student enrollment is not strong enough to offer more elective courses offering STEM opportunities.

Plan to Monitor Progress Toward G3. 8

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Science Fair, Agriculture Science courses, Future Farmers of America, Family and Consumer Science courses, Family Career and Community Leaders of America

G4. Increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1a

G050514

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- parent portal, parent academy, parent workshops, open house, honor roll ceremonies

Targeted Barriers to Achieving the Goal 3

- Parents have limited understanding of student data and how it affects teaching and learning.

Plan to Monitor Progress Toward G4. 8

Following the FCIM model: Administrators will collect needs assessments, participation data and workshop surveys, review parent check-out logs from monthly events held at the school site.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

parent portal, parent academy, parent workshops

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement by improving core instruction across all content areas. **1**

 G050501

G1.B1 There is limited evidence of staff engagement in professional development opportunities that are directly linked to student achievement data. **2**

 B126517

G1.B1.S1 Implement effective planning 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. **4**

 S138458

Strategy Rationale

Action Step 1 **5**

Introduce school-wide instructional goal as it relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Agenda; Sign-in Sheet; PowerPoints; Handouts

Action Step 2 5

Conduct professional development based upon needs assessment survey as it directly relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.

Person Responsible

Ana Villanueva

Schedule

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

Evidence of Completion

Agendas, Sign-in Sheets, Survey, PowerPoint, Handouts

Action Step 3 5

Conduct classroom walkthroughs by Administration.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

lesson plans, walkthrough notes, teacher feedback

Action Step 4 5

Provide additional support for the effective implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

lesson plans, walkthrough notes, teacher feedback

Action Step 5 5

Monitor implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

lesson plans, walkthrough notes, teacher feedback

Action Step 6 5

Engage in ongoing monitoring, feedback/support, and follow-up.

Person Responsible

Genaro Navarro

Schedule

On 6/4/2015

Evidence of Completion

lesson plans, walkthrough notes, teacher feedback

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Walk-throughs and lesson plans

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Genaro Navarro


Schedule

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

Evidence of Completion

student work, data chats, or quizzes and teacher-made assessments

G1.B1.S2 Implement activities that provide a basis for observations, data collection, reflection, and analysis of events and phenomena that allow students to generate authentic questions and conclusions from their experiences. 4

 S138537

Strategy Rationale

Action Step 1 5

Introduce school-wide instructional goal as it relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Agenda, Sign-in sheet, PowerPoint, Handouts

Action Step 2 5

Conduct professional development based upon needs assessment survey as it directly relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.

Person Responsible

Ana Villanueva

Schedule

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

Evidence of Completion

Survey, Agenda, Sign-in sheets, PowerPoints, Handouts

Action Step 3 5

Conduct classroom walkthroughs by Administration

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Lesson Plans, Walkthrough notes, Teacher Feedback

Action Step 4 5

Provide additional support for the effective implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Lesson Plans, Walkthrough notes, Teacher Feedback

Action Step 5 5

Monitor implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Lesson Plans, Walkthrough notes, Teacher Feedback

Action Step 6 5

Engage in ongoing monitoring, feedback/support, and follow-up

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Lesson Plans, Walkthrough notes, Teacher Feedback

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Walk-throughs and lesson plans

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

student work, data chats, or quizzes and teacher-made assessments

G1.B1.S3 Utilize research-based Reading, Writing and ELL Strategies to enhance instruction in Social Sciences. 4

 S138538

Strategy Rationale

Action Step 1 5

Introduce school-wide instructional goal as it relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Agenda, Sign-in sheet, PowerPoint, Handouts

Action Step 2 5

Conduct professional development based upon needs assessment survey as it directly relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.

Person Responsible

Ana Villanueva

Schedule

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

Evidence of Completion

Survey, Agenda, Sign-in sheets, PowerPoints, Handouts

Action Step 3 5

Conduct classroom walkthroughs by Administration.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Lesson Plans, Walkthrough notes, Teacher Feedback

Action Step 4 5

Provide additional support for the effective implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Lesson Plans, Walkthrough notes, Teacher Feedback

Action Step 5 5

Monitor implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Lesson Plans, Walkthrough notes, Teacher Feedback

Action Step 6 5

Engage in ongoing monitoring, feedback/support, and follow-up.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Lesson Plans, Walkthrough notes, Teacher Feedback

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Walk-throughs and lesson plans

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Genaro Navarro

Schedule

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


Evidence of Completion

student work, data chats, or quizzes and teacher-made assessments

G2. Identify at-risk students to provide support and intervention to increase achievement. 1

 G050512

G2.B1 Students who obtained 15 or more unexcused absences within 90 calendar days. 2

 B126737

G2.B1.S1 Monitor student attendance rates and provide incentives for improved attendance. 4

 S138697

Strategy Rationale

Action Step 1 5

Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team.

Person Responsible

Isis Piloto

Schedule

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

Evidence of Completion

attendance rosters, MDCPS Truancy Intervention Log, Connect-ED

Action Step 2 5

A reward system will be established to recognize students for perfect attendance through SPOT Success.

Person Responsible

Isis Piloto

Schedule

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

Evidence of Completion

attendance rosters, Spot Success reports

Action Step 3 5

Students with 100% attendance will receive a perfect attendance award at the end of the quarter through the Honor Roll Ceremony.

Person Responsible

Isis Piloto

Schedule

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

Evidence of Completion

attendance rosters

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

Following FCIM model, monthly assessment data reports will be reviewed and consequences/incentives will be adjusted as needed.

Person Responsible

Isis Piloto

Schedule

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

Evidence of Completion

attendance rosters, MDCPS truancy intervention logs, Connect-ED, Spot Success reports

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

Following FCIM model, monthly assessment data reports will be reviewed and consequences/incentives will be adjusted as needed.

Person Responsible

Isis Piloto


Schedule

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


Evidence of Completion

attendance rosters, MDCPS truancy intervention logs, Connect-ED, Spot Success reports

G2.B2 Students who received 2 or more behavioral referrals. 2

 B126742

G2.B2.S1 Monitor students with behavioral referrals and allow opportunities to be rewarded for "Doing the Right Thing" 4

 S138701

Strategy Rationale

Action Step 1 5

The MTSS/RtI team will monitor students who received two or more behavioral referrals providing students with counseling and encouraging parental involvement throughout the process.

Person Responsible

Hilda Espinosa

Schedule

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

Evidence of Completion

Behavior Logs, FAB/BIP, Do the Right Thing Rosters

Action Step 2 5

Recognize students for positive behavior through SPOT Success and "Do the Right Thing".

Person Responsible

Hilda Espinosa

Schedule

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

Evidence of Completion

Do the Right Thing Rosters, SPOT Success Rosters

Action Step 3 5

Continue to implement a school-wide detention program that will serve as alternatives to suspension in cases where appropriate.

Person Responsible

Hilda Espinosa

Schedule

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

Evidence of Completion

Suspension Reports, Detention Logs

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

Following FCIM model, monthly assessment data reports will be reviewed and consequences/incentives will be adjusted as needed.

Person Responsible

Hilda Espinosa

Schedule

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

Evidence of Completion

SPOT Success reports, Detention logs, Cognos reports for Suspension Rates

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

Following FCIM model, monthly assessment data reports will be reviewed and consequences/incentives will be adjusted as needed.

Person Responsible

Hilda Espinosa


Schedule

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

Evidence of Completion

SPOT Success reports, Detention logs, Cognos reports for Suspension Rates

G2.B3 Students not proficient in Reading by 3rd grade and/or middle school students that failed an English Language Arts course 2

 B126743

G2.B3.S1 Monitor students who are not proficient in Reading by 3rd grade and/or middle school students who failed an English Language Arts course and provide opportunities for students to receive interventions and tutoring. 4

 S138704

Strategy Rationale

Action Step 1 5

Provide students with opportunities to receive interventions within the classroom.

Person Responsible

Isis Piloto

Schedule

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

Evidence of Completion

Intervention lesson activities, WonderWorks, SuccessMaker

Action Step 2 5

Provide students opportunities for before-school tutoring to address the learning gaps.

Person Responsible

Hilda Espinosa

Schedule

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

Evidence of Completion

Tutoring logs, Student Work

Action Step 3 5

Provide students with intervention courses to meet the learning gaps.

Person Responsible

Hilda Espinosa

Schedule

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

Evidence of Completion

Student work, Schedules

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

student work, data chats, quizzes, teacher-made assessments, data disaggregation, Interim Assessments, CELLA, FAIR, Florida Standards Assessment

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Genaro Navarro

Schedule

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


Evidence of Completion

student work, data chats, quizzes, teacher-made assessments, data disaggregation, Interim Assessments, CELLA, FAIR, Florida Standards Assessment

G3. Prepare students to be college and career ready through STEM and/or CTE initiatives and programs. 1

 G050513

G3.B1 Student enrollment is not strong enough to offer more elective courses offering STEM opportunities. 2

 B126788

G3.B1.S1 Increase student awareness and enrollment in STEM courses and clubs. 4

 S138734

Strategy Rationale

Action Step 1 5

Enrichment activities will be provided to students with multiple opportunities to reach success through real world experiences.

Person Responsible

Hilda Espinosa

Schedule

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

Evidence of Completion

Science Fair, Agriculture Science courses, Future Farmers of America, Family and Consumer Science courses, Family Career and Community Leaders of America

Action Step 2 5

Educate parents and students on course offerings that provide STEM experiences.

Person Responsible

Hilda Espinosa

Schedule

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

Evidence of Completion

Science Fair, Agriculture Science courses, Future Farmers of America flyers, Family and Consumer Science courses, Family Career and Community Leaders of America newsletter

Action Step 3 5

Provide support for students with Science Fair project participation to engage in Regional and District competitions.

Person Responsible

Hilda Espinosa

Schedule

On 6/4/2015

Evidence of Completion

Science Fair projects

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Science Fair, Agriculture Science courses, Future Farmers of America, Family and Consumer Science courses, Family Career and Community Leaders of America

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

Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person Responsible

Genaro Navarro

Schedule

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

Evidence of Completion

Science Fair, Agriculture Science courses, Future Farmers of America, Family and Consumer Science courses, Family Career and Community Leaders of America


G4. Increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1

 G050514

G4.B1 Parents have limited understanding of student data and how it affects teaching and learning. 2

 B127184

G4.B1.S1 Provide parents the opportunity to understand student data and how it affects teaching and learning. 4

 S139219

Strategy Rationale

Action Step 1 5

Conduct a needs assessment during Open House to determine the intervention skills and resources that parents request; offer parental workshops in the core academic areas; improve Parent Resource Center

Person Responsible

Isis Piloto

Schedule

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

Evidence of Completion

parent portal, parent academy, parent workshops, open house, honor roll ceremonies

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

Following the FCIM model: Administrators will collect needs assessments, participation data and workshop surveys, review parent check-out logs from monthly events held at the school site.

Person Responsible

Schedule

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

Evidence of Completion

parent portal, parent academy, parent workshops

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

Following the FCIM model: Administrators will collect needs assessments, participation data and workshop surveys, review parent check-out logs from monthly events held at the school site.

Person Responsible

Schedule

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

Evidence of Completion

parent portal, parent academy, parent workshops, open house, honor roll ceremonies

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	Introduce school-wide instructional goal as it relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.	Navarro, Genaro	8/18/2014	Agenda; Sign-in Sheet; PowerPoints; Handouts	6/4/2015 monthly
G1.B1.S2.A1	Introduce school-wide instructional goal as it relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.	Navarro, Genaro	8/18/2014	Agenda, Sign-in sheet, PowerPoint, Handouts	6/4/2015 monthly
G1.B1.S3.A1	Introduce school-wide instructional goal as it relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.	Navarro, Genaro	8/18/2014	Agenda, Sign-in sheet, PowerPoint, Handouts	6/4/2015 monthly
G2.B1.S1.A1	Students who are deemed as developing a pattern of non-attendance will be referred to the MTSS/Rtl team.	Piloto, Isis	8/18/2014	attendance rosters, MDCPS Truancy Intervention Log, Connect-ED	6/4/2015 monthly
G2.B2.S1.A1	The MTSS/Rtl team will monitor students who received two or more	Espinosa, Hilda	8/18/2014	Behavior Logs, FAB/BIP, Do the Right Thing Rosters	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	behavioral referrals providing students with counseling and encouraging parental involvement throughout the process.				
G2.B3.S1.A1	Provide students with opportunities to receive interventions within the classroom.	Piloto, Isis	8/18/2014	Intervention lesson activities, WonderWorks, SuccessMaker	6/4/2015 monthly
G3.B1.S1.A1	Enrichment activities will be provided to students with multiple opportunities to reach success through real world experiences.	Espinosa, Hilda	8/18/2014	Science Fair, Agriculture Science courses, Future Farmers of America, Family and Consumer Science courses, Family Career and Community Leaders of America	6/4/2015 monthly
G4.B1.S1.A1	Conduct a needs assessment during Open House to determine the intervention skills and resources that parents request; offer parental workshops in the core academic areas; improve Parent Resource Center	Piloto, Isis	8/18/2014	parent portal, parent academy, parent workshops, open house, honor roll ceremonies	6/4/2015 monthly
G1.B1.S1.A2	Conduct professional development based upon needs assessment survey as it directly relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.	Villanueva, Ana	8/18/2014	Agendas, Sign-in Sheets, Survey, PowerPoint, Handouts	6/4/2015 monthly
G1.B1.S2.A2	Conduct professional development based upon needs assessment survey as it directly relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.	Villanueva, Ana	8/18/2014	Survey, Agenda, Sign-in sheets, PowerPoints, Handouts	6/4/2015 monthly
G1.B1.S3.A2	Conduct professional development based upon needs assessment survey as it directly relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.	Villanueva, Ana	8/18/2014	Survey, Agenda, Sign-in sheets, PowerPoints, Handouts	6/4/2015 monthly
G2.B1.S1.A2	A reward system will be established to recognize students for perfect attendance through SPOT Success.	Piloto, Isis	8/18/2014	attendance rosters, Spot Success reports	6/4/2015 monthly
G2.B2.S1.A2	Recognize students for positive behavior through SPOT Success and "Do the Right Thing".	Espinosa, Hilda	8/18/2014	Do the Right Thing Rosters, SPOT Success Rosters	6/4/2015 monthly
G2.B3.S1.A2	Provide students opportunities for before-school tutoring to address the learning gaps.	Espinosa, Hilda	8/18/2014	Tutoring logs, Student Work	6/4/2015 monthly
G3.B1.S1.A2	Educate parents and students on course offerings that provide STEM experiences.	Espinosa, Hilda	8/18/2014	Science Fair, Agriculture Science courses, Future Farmers of America flyers, Family and Consumer Science courses, Family Career and Community Leaders of America newsletter	6/4/2015 quarterly
G1.B1.S1.A3	Conduct classroom walkthroughs by Administration.	Navarro, Genaro	8/18/2014	lesson plans, walkthrough notes, teacher feedback	6/4/2015 monthly
G1.B1.S2.A3	Conduct classroom walkthroughs by Administration	Navarro, Genaro	8/18/2014	Lesson Plans, Walkthrough notes, Teacher Feedback	6/4/2015 monthly
G1.B1.S3.A3	Conduct classroom walkthroughs by Administration.	Navarro, Genaro	8/18/2014	Lesson Plans, Walkthrough notes, Teacher Feedback	6/4/2015 monthly
G2.B1.S1.A3	Students with 100% attendance will receive a perfect attendance award at the end of the quarter through the Honor Roll Ceremony.	Piloto, Isis	8/18/2014	attendance rosters	6/4/2015 monthly
G2.B2.S1.A3	Continue to implement a school-wide detention program that will serve as alternatives to suspension in cases where appropriate.	Espinosa, Hilda	8/18/2014	Suspension Reports, Detention Logs	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A3	Provide students with intervention courses to meet the learning gaps.	Espinosa, Hilda	10/9/2014	Student work, Schedules	6/4/2015 monthly
G3.B1.S1.A3	Provide support for students with Science Fair project participation to engage in Regional and District competitions.	Espinosa, Hilda	8/18/2014	Science Fair projects	6/4/2015 one-time
G1.B1.S1.A4	Provide additional support for the effective implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.	Navarro, Genaro	8/18/2014	lesson plans, walkthrough notes, teacher feedback	6/4/2015 monthly
G1.B1.S2.A4	Provide additional support for the effective implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.	Navarro, Genaro	8/18/2014	Lesson Plans, Walkthrough notes, Teacher Feedback	6/4/2015 monthly
G1.B1.S3.A4	Provide additional support for the effective implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.	Navarro, Genaro	8/18/2014	Lesson Plans, Walkthrough notes, Teacher Feedback	6/4/2015 monthly
G1.B1.S1.A5	Monitor implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.	Navarro, Genaro	8/18/2014	lesson plans, walkthrough notes, teacher feedback	6/4/2015 monthly
G1.B1.S2.A5	Monitor implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.	Navarro, Genaro	8/18/2014	Lesson Plans, Walkthrough notes, Teacher Feedback	6/4/2015 monthly
G1.B1.S3.A5	Monitor implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.	Navarro, Genaro	8/18/2014	Lesson Plans, Walkthrough notes, Teacher Feedback	6/4/2015 monthly
G1.B1.S1.A6	Engage in ongoing monitoring, feedback/support, and follow-up.	Navarro, Genaro	8/18/2014	lesson plans, walkthrough notes, teacher feedback	6/4/2015 one-time
G1.B1.S2.A6	Engage in ongoing monitoring, feedback/support, and follow-up	Navarro, Genaro	8/18/2014	Lesson Plans, Walkthrough notes, Teacher Feedback	6/4/2015 monthly
G1.B1.S3.A6	Engage in ongoing monitoring, feedback/support, and follow-up.	Navarro, Genaro	8/18/2014	Lesson Plans, Walkthrough notes, Teacher Feedback	6/4/2015 monthly
G1.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Navarro, Genaro	8/18/2014	data disaggregation, Interim Assessments, CELLA, FAIR, Florida Standards Assessment FCAT 2.0 Science, EOCs	6/4/2015 quarterly
G1.B1.S1.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Navarro, Genaro	8/18/2014	student work, data chats, or quizzes and teacher-made assessments	6/4/2015 quarterly
G1.B1.S1.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Navarro, Genaro	8/18/2014	Walk-throughs and lesson plans	6/4/2015 quarterly
G1.B1.S2.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Navarro, Genaro	8/18/2014	student work, data chats, or quizzes and teacher-made assessments	6/4/2015 quarterly
G1.B1.S2.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Navarro, Genaro	8/18/2014	Walk-throughs and lesson plans	6/4/2015 quarterly
G1.B1.S3.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Navarro, Genaro	8/18/2014	student work, data chats, or quizzes and teacher-made assessments	6/4/2015 quarterly
G1.B1.S3.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Navarro, Genaro	8/18/2014	Walk-throughs and lesson plans	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Navarro, Genaro	8/18/2014	attendance rosters, MDCPS truancy intervention logs, Connect-ED, Spot Success reports, SPOT Success reports, Detention logs, Cognos reports for Suspension Rates, student work, data chats, quizzes, teacher-made assessments, data disaggregation, Interim Assessments, CELLA, FAIR, Florida Standards Assessment	6/4/2015 quarterly
G2.B1.S1.MA1	Following FCIM model, monthly assessment data reports will be reviewed and consequences/incentives will be adjusted as needed.	Piloto, Isis	8/18/2014	attendance rosters, MDCPS truancy intervention logs, Connect-ED, Spot Success reports	6/4/2015 quarterly
G2.B1.S1.MA1	Following FCIM model, monthly assessment data reports will be reviewed and consequences/incentives will be adjusted as needed.	Piloto, Isis	8/18/2014	attendance rosters, MDCPS truancy intervention logs, Connect-ED, Spot Success reports	6/4/2015 quarterly
G2.B2.S1.MA1	Following FCIM model, monthly assessment data reports will be reviewed and consequences/incentives will be adjusted as needed.	Espinosa, Hilda	8/18/2014	SPOT Success reports, Detention logs, Cognos reports for Suspension Rates	6/4/2015 quarterly
G2.B2.S1.MA1	Following FCIM model, monthly assessment data reports will be reviewed and consequences/incentives will be adjusted as needed.	Espinosa, Hilda	8/18/2014	SPOT Success reports, Detention logs, Cognos reports for Suspension Rates	6/4/2015 quarterly
G2.B3.S1.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Navarro, Genaro	8/18/2014	student work, data chats, quizzes, teacher-made assessments, data disaggregation, Interim Assessments, CELLA, FAIR, Florida Standards Assessment	6/4/2015 quarterly
G2.B3.S1.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Navarro, Genaro	8/18/2014	student work, data chats, quizzes, teacher-made assessments, data disaggregation, Interim Assessments, CELLA, FAIR, Florida Standards Assessment	6/4/2015 quarterly
G3.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Navarro, Genaro	8/18/2014	Science Fair, Agriculture Science courses, Future Farmers of America, Family and Consumer Science courses, Family Career and Community Leaders of America	6/4/2015 quarterly
G3.B1.S1.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Navarro, Genaro	8/18/2014	Science Fair, Agriculture Science courses, Future Farmers of America, Family and Consumer Science courses, Family Career and Community Leaders of America	6/4/2015 quarterly
G3.B1.S1.MA1	Following the FCIM model, monthly assessment data reports will be reviewed and instruction will be adjusted as needed.	Navarro, Genaro	8/18/2014	Science Fair, Agriculture Science courses, Future Farmers of America, Family and Consumer Science courses, Family Career and Community Leaders of America	6/4/2015 quarterly
G4.MA1	Following the FCIM model: Administrators will collect needs assessments, participation data and workshop surveys, review parent check-out logs from monthly events held at the school site.	Navarro, Genaro	8/18/2014	parent portal, parent academy, parent workshops	6/4/2015 quarterly
G4.B1.S1.MA1	Following the FCIM model: Administrators will collect needs assessments, participation data and workshop surveys, review parent check-out logs from monthly events held at the school site.		8/18/2014	parent portal, parent academy, parent workshops, open house, honor roll ceremonies	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Following the FCIM model: Administrators will collect needs assessments, participation data and workshop surveys, review parent check-out logs from monthly events held at the school site.		8/18/2014	parent portal, parent academy, parent workshops	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. Increase student achievement by improving core instruction across all content areas.

G1.B1 There is limited evidence of staff engagement in professional development opportunities that are directly linked to student achievement data.

G1.B1.S1 Implement effective planning 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.

PD Opportunity 1

Conduct professional development based upon needs assessment survey as it directly relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.

Facilitator

A. Villanueva

Participants

K-8 Teachers

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.

G1. Increase student achievement by improving core instruction across all content areas.

G1.B1 There is limited evidence of staff engagement in professional development opportunities that are directly linked to student achievement data.

G1.B1.S1 Implement effective planning 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.

PD Opportunity 1

Introduce school-wide instructional goal as it relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.

Facilitator

A. Villanueva, M. Loureiro, M. Fernandez, M. Cabrera, N. Ramos, J. Cabrera, S. Montes de Oca, W. Magua, G. Sabina, N. Tabsch

Participants

K-8 Teachers

Schedule

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

PD Opportunity 2

Provide additional support for the effective implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.

Facilitator

M. Cabrera, N. Ramos, L. Loureiro, M. Fernandez, S. Montes de Oca, N. Tabsch, J. Cabrera

Participants

K-8 Teachers

Schedule

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

G1.B1.S2 Implement activities that provide a basis for observations, data collection, reflection, and analysis of events and phenomena that allow students to generate authentic questions and conclusions from their experiences.

PD Opportunity 1

Introduce school-wide instructional goal as it relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.

Facilitator

A. Villanueva, M. Cabrera, N. Ramos, M. Loureiro, M. Fernandez, S. Montes de Oca, W. Magua, N. Tabsch, J. Cabrera

Participants

K-8 Teachers

Schedule

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

PD Opportunity 2

Provide additional support for the effective implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.

Facilitator

A. Villanueva, M. Cabrera, N. Ramos, M. Loureiro, M. Fernandez, S. Montes de Oca, W. Magua, N. Tabsch, J. Cabrera

Participants

K-8 Teachers

Schedule

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

PD Opportunity 3

Monitor implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.

Facilitator

A. Villanueva, M. Cabrera, N. Ramos, M. Loureiro, M. Fernandez, S. Montes de Oca, W. Magua, N. Tabsch, J. Cabrera

Participants

K-8 Teachers

Schedule

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

PD Opportunity 4

Engage in ongoing monitoring, feedback/support, and follow-up

Facilitator

A. Villanueva, M. Cabrera, N. Ramos, M. Loureiro, M. Fernandez, S. Montes de Oca, W. Magua, N. Tabsch, J. Cabrera

Participants

K-8 Teachers

Schedule

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

G1.B1.S3 Utilize research-based Reading, Writing and ELL Strategies to enhance instruction in Social Sciences.

PD Opportunity 1

Introduce school-wide instructional goal as it relates to rigorous, purposeful and engaging instructional strategies via faculty meetings.

Facilitator

Villanueva, M. Cabrera, N. Ramos, M. Loureiro, M. Fernandez, S. Montes de Oca, W. Magua, N. Tabsch, J. Cabrera

Participants

K-8 Teachers

Schedule

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

PD Opportunity 2

Provide additional support for the effective implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.

Facilitator

Villanueva, M. Cabrera, N, Ramos, M. Loureiro, M. Fernandez, S. Montes de Oca, W. Magua, N. Tabsch, J. Cabrera

Participants

K-8 Teachers

Schedule

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

PD Opportunity 3

Monitor implementation of the rigorous, purposeful and engaging instructional strategies via faculty meetings.

Facilitator

Villanueva, M. Cabrera, N, Ramos, M. Loureiro, M. Fernandez, S. Montes de Oca, W. Magua, N. Tabsch, J. Cabrera

Participants

K-8 Teachers

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase student achievement by improving core instruction across all content areas.	8,000
Goal 2: Identify at-risk students to provide support and intervention to increase achievement.	12,000
Grand Total	20,000

Goal 1: Increase student achievement by improving core instruction across all content areas.

Description	Source	Total
B1.S1.A4 - Instructional Materials purchased per grade level requests to improve instruction throughout the grade levels. (10*\$800)	School Improvement Funds	8,000
B1.S2.A4 - Notes	School Improvement Funds	0
B1.S3.A4 - Notes	School Improvement Funds	0
Total Goal 1		8,000

Goal 2: Identify at-risk students to provide support and intervention to increase achievement.

Description	Source	Total
B3.S1.A2 - Bilingual funds for Before School Tutoring	Title III	12,000
Total Goal 2		12,000