

Miami-Dade County Public Schools

Ruth K. Broad Bay Harbor K 8 Center



2015-16 School Improvement Plan

Ruth K. Broad Bay Harbor K 8 Center

1155 93RD ST, Bay Harbor Islands, FL 33154

<http://rkbbhk8.dadeschools.net/index.htm>

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Combination | No | 38% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 60% |

School Grades History

| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|-------|---------|---------|---------|---------|
| Grade | A* | A | A | A |

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens. Ruth K. Broad Bay Harbor K-8 Center emphasizes the importance of community. Our main focus is on building a community of learners, where the students, teachers, staff, parents, and the entire Bobcat community take the responsibility for the education of all students. Every adult who works with the students at Ruth K. Broad Bay Harbor K-8 Center has the highest expectations for the students and the belief that each and every child can and will realize his or her potential. Staff members make each child feel safe, secure, and special by providing a nurturing environment.

Provide the school's vision statement

We are committed to provide educational excellence for all. We provide a nurturing, respectful, and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well-being. Ruth K. Broad Bay Harbor K-8 Center is committed to developing critical thinkers and life-long learners who make responsible decisions and embrace global citizenship. The mission statement developed for the school focuses on building a community of learners and addressing each child's unique intellectual and affective needs through innovative and relevant approaches to teaching and learning. Students are immersed in a learning environment that infuses reading and writing, critical and creative thinking, problem solving, cooperative learning, research skills, and technology into an integrated program, which focuses in actualizing each student's potential. Individual student learning becomes relevant, meaningful, and applicable. This approach affords students the opportunity to become active and responsible participants within their community by providing them the tools and skills to become life-long learners who make responsible decisions and embrace global citizenship.

School Environment

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

Our school infuses the content required by Florida Statute 1003.42(2) 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

Our school also;

- Identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Counselors implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
- Selects a method/variety of methods that faculty members use in the first days of school to set a positive tone and clarify the values that guide interpersonal interaction between students and between the teacher and students;
- Provides and demonstrates to faculty members simple strategies for gaining information about

students' cultures;

- Assures all teachers participate in the process of discussing climate guidelines along with their behavioral expectations;
- Attends District provided Professional Development on multicultural offerings;
- Schedules and plans school wide multicultural projects;
- Embeds cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Provides professional development to staff on increasing positive interactions with students.

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

At Ruth K. Broad Bay Harbor K-8 Center we provide professional development on social-emotional learning (i.e. learning strategies, social skills, Conscious Discipline, Mindfulness, Emotional Intelligence, and self-management skills) and its relationship to creating a positive, caring and supportive school community.

- Develops and implements a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
- Involves 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;
- Provides 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;
- Creates 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

- Ensure teachers are trained in Classroom management strategies
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Teacher/Student class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system such as Bobcat Pride, Super Bobcat, Turn-Around Student of the Month, and Do the Right Thing are in place.

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

- Leadership meets monthly to discuss students with barriers to academic and social success;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Engage with identified staff (i.e. school counselor) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual

counseling/advisement, referral to community resources).

- Utilize data-based decision making to close academic, social-emotional and high school-career equity gaps by connecting all students with the services they need.
- Mentor identified students and match with volunteers and/or school staff to promote unity and foster positive relationships.

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
- Create data decision rules for number of absences and/or Suspensions (Indoor and Outdoor).
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

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 | 13 | 13 | 6 | 9 | 11 | 10 | 7 | 10 | 22 | 101 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 3 |
| Course failure in ELA or Math | 0 | 0 | 3 | 2 | 4 | 3 | 13 | 4 | 8 | 37 |
| Level 1 on statewide assessment | 0 | 9 | 11 | 0 | 3 | 38 | 1 | 44 | 40 | 146 |

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

| Indicator | Grade Level | | | Total |
|--|-------------|---|---|-------|
| | 2 | 5 | 8 | |
| Students exhibiting two or more indicators | 2 | 1 | 7 | 10 |

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;
- i-Ready, Reading Plus, Reflex Mathematics, Ten Marks, Wonders, MyOn Reader, Gizmos, Achieve 3000, Starfall, etc.
- Planned Discussions, Goal Setting for all students;
- 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 academic gaps related to early warning system. For example: targeted solution focused counseling (individual and/or group), parent collaboration/education.

- Create Intensive Reading groups, Rtl groups, Intensive Mathematics classes/groups, and DI groups based on academic skills.

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

The main target in the parental involvement area of our SIP is to increase parental involvement with all parents at the school. This year, as in every year it is crucially important that all parents become fully informed and aware of the Florida Standards/Common Core and the high stakes expectations to become more actively involved in their child's education. We will continue to provide a multitude of parent information sessions and grade level/department meetings and training where parents will learn specific item specifications, Florida and MDCPS expectations, and proficiency levels. It is our hope that with these additional informational sessions, all parents will become active partners supporting their child's academic success.

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

- Soliciting feedback from the local communities and parents regarding school curricular needs as well as resources (academic, programmatic, technological, etc.)
- During Open House, Resource Fairs, PTA, EESAC, community events, etc. invite all stakeholders to come together for the well-being of all the children in our community.
- Communicate classroom and school news to the local community and parents;
- Offer Professional Development related to academics, grade level expectations, committees for health/wellness, safety, PTA, etc.
- Create the formats for inviting parent participation in the cultural education process; and
- Positive notes, letters, newsletters, community bulletins, Connect Ed and PTA news blasts.

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:

| Name | Title |
|--------------------------|---------------------|
| Rodriguez, Maria | Principal |
| Profeta, Elisa | Assistant Principal |
| Sosa, Israel | Assistant Principal |
| Garcia, Mercedes | SAC Member |
| Alonso, Christine | Teacher, K-12 |
| Costa, Josefa | Teacher, K-12 |
| MacDowell, Mercy | Teacher, ESE |
| Torguet, Olga | Teacher, ESE |
| Cendoya, Christie | Teacher, K-12 |
| Boundy, Susan | Teacher, K-12 |
| Montano, Mary | Teacher, K-12 |
| Mora, Frances | Teacher, K-12 |
| Georgiades Callado, Joan | Teacher, K-12 |
| Perez, Lauren | Teacher, K-12 |
| Prada, Kerlyn | Teacher, K-12 |
| Ross, earnestine | Teacher, K-12 |
| Moss, Michael | |

Duties

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

Maria T. Rodriguez, Principal, will ensure that a data-based decision-making process is adhered to when reviewing the SIP and MTSS/Rtl process. She will ensure implementation of intervention and support for identified students as well as professional development for teachers and staff on the SIP and MTSS/Rtl process. She will also ensure all documentation is in compliance with policies and procedures for all state and district requirements.

Elisa Mitrani Profeta and Israel R. Sosa, Assistant Principals, will ensure that the school-based team is implementing state and district mandated interventions and monitor MTSS/Rtl Team through ongoing data. They will identify student weaknesses, including Tier I/II/III strategies and monitor the progress of those students through evidence-based interventions. Furthermore, they will communicate with parents via the MTSS/Rtl Team the process and student progress.

The parent of the identified child undergoing the process is an integral part of the MTSS/Rtl Team as they participate in sharing strengths and weaknesses that the child demonstrates as well as being an active member in the ongoing process. They will be reviewing the recommendations from the MTSS/Rtl Team and provide feedback. They will collectively determine what is best for their child academically.

Mercedes Garcia, Media Specialist, will implement technology necessary to manage and display data; provide professional development and technical support to teachers and staff regarding data management and reports.

Michael Moss, UTD Steward, will serve as teacher liaison to provide feedback and clarification of instructional best practices, data, the SIP goals, and the MTSS/Rtl process.

Select General Education Teachers, as part of the SIP and MTSS/Rtl process, will provide information and knowledge related to core curriculum instruction/intervention through meetings and will collaborate with other staff to participate in student data collection and analysis for all Tier I/II/III students. They will be well-versed in the SIP goals and provide recommendations for improved

student achievement.

Special Education Teachers, as part of the SIP and MTSS/RtI process, will collaborate with general education teachers through the inclusion and/or resource model, participate in the student data collection and analysis, provide support for general education teachers, and integrate core instructional activities/materials into Tier I/II/III instructions.

Dr. Taitt, School Psychologist, as part of the SIP and MTSS/RtI process, will facilitate the development of intervention plans and participate in the collection, interpretation, and analysis of student data. She will also provide support for intervention, reliability, and documentation.

Nina Jackson, Speech Pathologist, as part of the SIP and MTSS/RtI process, will educate the team in the role language plays in curriculum, assessment, and instruction, a basis for appropriate program design,; assist in the selection of screening measures, and help identify systemic patterns of student needs with respect to language skills.

Susan De Leon and Celida Cuenca, Counselors, as part of the SIP and MTSS/RtI process, will provide services ranging from individual to group counseling. In addition, they will provide interventions and link community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 school's Leadership Literacy Team meets monthly to review and analyze SIP goals and student achievement data, and revise curricular instruction to meet the needs of all students at the school, with a special focus on subpopulations such as ELL and SWD. The team identifies the strengths and weaknesses of the student data presented from District Baseline and Interim Tests, Florida Standards Assessments, CELLA, i-Ready, VPK 1 and Houghton Mifflin PK Assessments, and technological programs, etc. Based on this information, the team discusses through data chats and MTSS/RtI meetings, as well as grade level meetings what strategies are implemented in teaching the curriculum and its effectiveness. Through SAC meetings, available funding is allocated and resources and/or additional teacher support systems are addressed as needed. These strategies are then monitored through informal walkthroughs and formal observations. During these observations whole, small and individual instruction and strategies are monitored. This process is ongoing and includes reflection and sharing of pertinent ideas to meet the needs of the children.

Close monitoring and supervision of IEPs, EPs, ELL records, VPK and Title III grant funding will be shown when ensuring compliance of all documents as required by the federal, state, and district mandates. Federally funded programs include: Special Education classes serviced within Inclusion models, Gifted services provided within self-contained Gifted classrooms, second-language acquisition provided to ELL students in self-contained classrooms as well as small-group pull-out classes (ELL resource teacher or language tutor for languages other than Spanish), and individual/small-group therapy (speech/language, occupational, and/or physical). Individual students that meet eligibility criteria also receive additional support in the form of paraprofessional and/or nursing services. The Title III Grant offered focuses on providing content-specific tutoring to ELL students in the areas of Reading and Mathematics.

Principal will ensure 100% compliance with all mandates and establish mini-audits to check proper procedures. A system of checks and balances will be institutionalized to properly establish systemic procedures.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Maria T. Rodriguez | Principal |
| Mercedes Garcia | Teacher |
| Christie Cendoya | Teacher |
| Peggy Mandel | Teacher |
| Dafne Cano | Teacher |
| Julia Magnani | Parent |
| Mitra Raheb | Parent |
| Nadine Muller Dona | Parent |
| Donna Greco | Education Support Employee |
| Chela Garcia | Parent |
| Michael Moss | Teacher |
| Stephanie Bruder | Parent |
| Carolina Luczkow | Parent |
| Doris Obregon | Business/Community |
| Alessandra Nicolosi | Business/Community |
| TBA | Student |

Duties

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

Evaluation of last year's school improvement plan

The 2014-2015 School Improvement Plan was evaluated, revisited, and discussed by the EESAC members in the September 10, 2015 meeting in order to compile school goals and Action Plan for Improvement for the coming year. It was decided that in addition to the before and after tutoring program that was a success in achieving student success additional Differentiated Instruction (DI) will be implemented in the classrooms. In order to assist teachers the Teacher ToolBox program and additional DI Professional Development will be made accessible to the teachers.

Development of this school improvement plan

The involvement of the SAC in our school includes the identification of curricular goals for student achievement and identification of the utilization of the SAC funds to enhance student achievement and the goals on the School Improvement Plan.

Preparation of the school's annual budget and plan

At the September 10, 2015 ESSAC meeting the committee discussed and voted to utilize EESAC funds for Teacher ToolBox with any additional funds to be used for enhancing technology.

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

The SAC funds were used for interactive science workbooks, technology (Reflex Math) and enhancements to the science department.

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:

| Name | Title |
|-------------------|--------------------|
| Garcia, Mercedes | Teacher, K-12 |
| Cendoya, Christie | Teacher, K-12 |
| Torguet, Olga | Teacher, ESE |
| MacDowell, Mercy | Teacher, K-12 |
| Costa, Josefa | Teacher, K-12 |
| Deleon, Susan | Guidance Counselor |

Duties

Describe how the LLT promotes literacy within the school

The major initiative for this school year is to completely infuse Differentiated Instruction (DI) within the Florida Standards into all subject areas in all grades. This includes the identification of available resources and the best utilization of available funds.

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a representative from ESOL, a representative from ESE, and administrators. The team uses data to establish the literacy goals for the school year.

Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

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 Professional Learning Communities, grade level department meetings and faculty 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

The administrative team identifies the need for new instructional staff members. They review resumes of possible instructional candidates and match the needs of the school with the certification of prospective teachers. Interviews are conducted, as needed and the best candidate for the position is hired.

Appropriate mentoring, grade group planning, professional development, and certification guidelines are reviewed to ensure retention of staff and increase highly qualified status.

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

The MINT program is used when matching new or transferring teachers with veteran teachers at our school site. Mentors are selected from MINT trained teachers and where possible, from the same grade level or department. For teachers needing assistance, a partner teacher is identified from the same grade level or department to assist in best practices. Monthly activities/meetings are created to allow for constant collaboration between the 2 teachers. Professional Learning Communities are also established school-wide to allow time for the teachers to networking and communicate.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards, identify best strategies and improve rigor and inquiry based questioning, 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. In addition, focused grade level department meetings, data chats, engaging and targeted Professional Development are incorporated to improve instruction.

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

- 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 30-60 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 Leadership Team Meetings
- Conducting data chats with students and administrators
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL
- 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: 2,400

The research-based strategies used to increase the amount and quality of learning during before/after school tutoring are the remedial and enrichment components of the state adopted textbooks (Harcourt Brace, Houghton Mifflin, etc.) and the technology programs that isolate skills based on Florida Standards such as iReady, Gizmos, Reading Plus, and Achieve 3000 are some examples of the programs used for remediation and enhancement. All of these research-based programs are implemented for different subpopulations during before/after school tutoring as well as remediation classes (Intensive Reading and Intensive Mathematics). Hands-on, problem solving, manipulative work and experimentation are also strategies used to teach all students through varying modalities.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Sosa, Israel, irsosa@dadeschools.net

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

Each classroom teacher collects and analyzes the data available weekly to determine its effectiveness for student achievement. The data is analyzed by each teacher, discussed as a grade group to identify effectiveness in addressing the noted deficiencies in specific benchmarks/skills, and with administration and the MTSS/Rtl Team through data chats. Based on percentages of proficiency by benchmark/standard, the subject area teachers, administration, and MTSS/Rtl Team determine adjustments to the curriculum and instruction as needed.

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

We have 1 VPK class within our school. These families and all others that register for VPK lottery receive information and orientation 4 times throughout the year (January, March, May, and August). Fliers, ConnectEd, and community bulletin messages are disseminated throughout the community with information specific to PK and Kindergarten families. Group tours are scheduled 3 times per year and as needed for our international families. During the August Orientation meeting, the children are escorted to their prospective classrooms to meet their teachers and spend some time getting to know each other while the parents attend the parent orientation and are given pertinent information about the guidelines, rules, and curriculum of MDCPS.

The school hosts orientation days to help parents and children locate classrooms, meet the teacher and begin to become familiar with classroom expectations and routines. A series of camps in the areas of science, social studies, mathematics, and literacy emphasize project based learning opportunities for students to provide culminating experiences that review and help students

synthesize critical content information before transitioning to the next instructional level. Our Middle schoolers are not only transitioning from elementary school but we also transition our eighth graders into high schools. Our middle school conducts new student orientations. As with our Elementary students, student agendas are utilized in all of our middle school for the purpose of informing parents, but also as a means of two-way communication. To prepare our eighth graders for high school, students are exposed to our feeder pattern high school options by attending in school presentations and orientations so that they can make informed decisions that possibly could impact their future careers.

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

The administration has several meetings with the staff to identify student choices for electives offered and review staff certification for the possibility of adding specific courses to the curriculum. Students are provided a subject selection sheet by grade level for the courses available and given the opportunity to select the electives of their choice.

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

The school incorporates applied and integrated courses such as Technology, PE, Music, Art, and specific field trips such as the Playground Theatre, the New World Symphony, LegoLand etc. that promote career awareness and the connections from school to real world experiences. Additionally, our electives (Journalism, Speech/Debate, Robotics, Dance, Orchestra, Broadcasting, Drama, etc.) for middle school students, the Civics component of career planning, and our Academy Days offer hands-on opportunities for learning about and making the relationships between subjects and the relevance to their future.

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

Middle School students receive an orientation at the beginning and at the end of the year in which they receive information about credits needed for completion of middle and high school, programs/academies (IB, Scholars, advanced math and science courses, AVID etc.) available at Miami Beach Senior High and select magnet schools throughout the district. scores on Florida Standards are emphasized as being directly related to elective choices. MDCPS, specific magnet schools, and College/University websites are emphasized to the students as well as parents and they are encouraged to go online and research the available programs in order to make an informed decision about their future educational needs.

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

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. To increase student achievement by improving core instruction in all content areas. 1a

G070593

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - Hispanic | 84.0 |
| AMO Reading - ELL | |
| AMO Reading - SWD | |
| AMO Math - White | |
| SAT Mathematics | |
| FCAT 2.0 Science Proficiency | 68.0 |
| ELA/Reading Gains | 82.0 |
| ELA/Reading Lowest 25% Gains | 80.0 |
| Math Gains | 83.0 |
| Math Lowest 25% Gains | 84.0 |

Resources Available to Support the Goal 2

- Reading Plus, Intensive Reading, Tutoring, Achieve 3000 (Teen Biz), Brain Pop, Gizmos, Reflex Math, iReady, Ten Marks, Write Bright, Smart Boards, Promethean Boards, Media Center, Scholastic News, Discovery Channel, Khan academy, NBC Learn

Targeted Barriers to Achieving the Goal 3

- Limited rigor and fidelity of inquiry based questioning during differentiated instruction.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Maria Rodriguez

Schedule

Monthly, from 10/7/2015 to 11/20/2015

Evidence of Completion

Observation notes, Walkthrough logs and Data Chats

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. To increase student achievement by improving core instruction in all content areas. **1**

 G070593

G1.B4 Limited rigor and fidelity of inquiry based questioning during differentiated instruction. **2**

 B183944

G1.B4.S1 Implement questioning strategies and activities across all content areas, during differentiated instruction to encourage a rigorous deepened understanding within the given context. Students will master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths. **4**

 S195537

Strategy Rationale

This strategy will address the limited rigor and fidelity of inquiry based questioning during differentiated instruction.

Action Step 1 **5**

Introduce the action plan focus to the leadership team, on the implementation of inquiry based questioning across all content areas during differentiated instruction.

Person Responsible

Maria Rodriguez

Schedule

On 10/7/2015

Evidence of Completion

Agenda, Sign-in sheet

Action Step 2 5

Provide professional development for all content area teachers, on the implementation of inquiry based questioning during differentiated instruction.

Person Responsible

Elisa Profeta

Schedule

On 10/21/2015

Evidence of Completion

Agenda, Sign-in sheet, Handouts

Action Step 3 5

Content area teachers will implement lessons that incorporate inquiry based questioning during differentiated instruction that encourages higher order-thinking and questioning skills, as well as authentic application of concepts to increase rigor and relevance.

Person Responsible

Israel Sosa

Schedule

Daily, from 10/8/2015 to 11/20/2015

Evidence of Completion

Observation notes, Walkthrough logs

Action Step 4 5

Provide additional support to instructional staff as appropriate, during professional learning communities.

Person Responsible

Maria Rodriguez

Schedule

Quarterly, from 10/21/2015 to 11/20/2015

Evidence of Completion

Professional Learning Community participant reflection notes, Agendas, Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor implementation of lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts in increase rigor and relevance during differentiated instruction.

Person Responsible

Maria Rodriguez

Schedule

Weekly, from 10/7/2015 to 11/20/2015

Evidence of Completion

Observation notes/logs, Debriefing logs, Lesson Plans, Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Effective implementation will be monitored through feedback provided by the facilitators and teachers to ensure all needs are being met. Additionally, instructional walkthroughs will be implemented with a focus on inquiry based questioning taking place within differentiated instruction.

Person Responsible

Maria Rodriguez

Schedule

Weekly, from 10/7/2015 to 11/20/2015

Evidence of Completion

Observation notes/logs, Debriefing logs, Lesson Plans, student work, data chats, and observable student engagement

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.B4.S1.A1 | Introduce the action plan focus to the leadership team, on the implementation of inquiry based questioning across all content areas during differentiated instruction. | Rodriguez, Maria | 10/7/2015 | Agenda, Sign-in sheet | 10/7/2015 one-time |
| G1.B4.S1.A2 | Provide professional development for all content area teachers, on the implementation of inquiry based questioning during differentiated instruction. | Profeta, Elisa | 10/21/2015 | Agenda, Sign-in sheet, Handouts | 10/21/2015 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|------------------|-------------------------------|--|----------------------|
| G1.B4.S1.A3 | Content area teachers will implement lessons that incorporate inquiry based questioning during differentiated instruction that encourages higher order-thinking and questioning skills, as well as authentic application of concepts to increase rigor and relevance. | Sosa, Israel | 10/8/2015 | Observation notes, Walkthrough logs | 11/20/2015 daily |
| G1.B4.S1.A4 | Provide additional support to instructional staff as appropriate, during professional learning communities. | Rodriguez, Maria | 10/21/2015 | Professional Learning Community participant reflection notes, Agendas, Sign-in sheets | 11/20/2015 quarterly |
| G1.MA1 | Following the FCIM model, monthly assessment data report will be reviewed and instruction adjusted as needed. | Rodriguez, Maria | 10/7/2015 | Observation notes, Walkthrough logs and Data Chats | 11/20/2015 monthly |
| G1.B4.S1.MA1 | Effective implementation will be monitored through feedback provided by the facilitators and teachers to ensure all needs are being met. Additionally, instructional walkthroughs will be implemented with a focus on inquiry based questioning taking place within differentiated instruction. | Rodriguez, Maria | 10/7/2015 | Observation notes/logs, Debriefing logs, Lesson Plans, student work, data chats, and observable student engagement | 11/20/2015 weekly |
| G1.B4.S1.MA1 | Monitor implementation of lessons that incorporate higher order thinking and questioning skills, as well as, authentic application of concepts in increase rigor and relevance during differentiated instruction. | Rodriguez, Maria | 10/7/2015 | Observation notes/logs, Debriefing logs, Lesson Plans, Walkthroughs | 11/20/2015 weekly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B4 Limited rigor and fidelity of inquiry based questioning during differentiated instruction.

G1.B4.S1 Implement questioning strategies and activities across all content areas, during differentiated instruction to encourage a rigorous deepened understanding within the given context. Students will master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide professional development for all content area teachers, on the implementation of inquiry based questioning during differentiated instruction.

Facilitator

Dr. Rodriguez, Principal; Ms. Profeta, Assistant Principal; Mr. Sosa, Assistant Principal

Participants

Instructional Staff

Schedule

On 10/21/2015

PD Opportunity 2

Provide additional support to instructional staff as appropriate, during professional learning communities.

Facilitator

Ms. Prada, Teacher Fellows Facilitator

Participants

Instructional staff

Schedule

Quarterly, from 10/21/2015 to 11/20/2015

Technical Assistance Items

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

Budget

| Budget Data | | | | | | |
|-------------|-------------|---|---|----------------|---------------|-------------------|
| 1 | G1.B4.S1.A1 | Introduce the action plan focus to the leadership team, on the implementation of inquiry based questioning across all content areas during differentiated instruction. | | | | \$0.00 |
| 2 | G1.B4.S1.A2 | Provide professional development for all content area teachers, on the implementation of inquiry based questioning during differentiated instruction. | | | | \$0.00 |
| 3 | G1.B4.S1.A3 | Content area teachers will implement lessons that incorporate inquiry based questioning during differentiated instruction that encourages higher order-thinking and questioning skills, as well as authentic application of concepts to increase rigor and relevance. | | | | \$0.00 |
| 4 | G1.B4.S1.A4 | Provide additional support to instructional staff as appropriate, during professional learning communities. | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | 0241 - Ruth K. Broad Bay Harbor K 8 Center | Other | | \$2,000.00 |
| | | | Notes: Grant funded by the Shepard Broad Foundation 2,000. will be utilized to bring in additional training support to the staff. | | | |
| | | | | | Total: | \$2,000.00 |