

Miami-Dade County Public Schools

Hialeah Middle School



2015-16 School Improvement Plan

Hialeah Middle School

6027 E 7TH AVE, Hialeah, FL 33013

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	94%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	D

**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

Students at Hialeah Middle School will be afforded a safe learning environment that fosters educational excellence, promotes a climate of mutual respect, celebrates multicultural diversity, recognizes individual and team achievements, and enables everyone to feel emotionally and socially sheltered.

Provide the school's vision statement

The faculty, staff, parents and community of Hialeah Middle School believe that all children can learn and be productive members of society. Together with intellectual rigor and high academic standards, Hialeah Middle School is committed to producing critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs.

School Environment

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

The school promotes awareness and acceptance of others beliefs and values while establishing respect of differences and ideas for all parties involved in order to create a positive environment.

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

The school provides various activities, including clubs, sports, etc. so that students can be involved in positive environments before and after school. We also offer through the City of Hialeah an after care program.

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

Each year, during opening of school meetings, the administrative team reviews progressive discipline procedures, including but not limited to procedures for removing disruptive students as well as parent conference guidelines.

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

Counselor conduct grade-level meetings at the beginning of each school year. Follow-up occurs on an as needed and daily basis when students need advisement, reassurance or counselling.

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

18+ absences
Level 1 Reading, Level 1 Math, failed Math course, fail Reading course
Suspension of student, retained students, GPA below 2.0, Failed 2 or more classes

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	2	9	16	27
One or more suspensions	0	0	0	
Course failure in ELA or Math	1	1	2	4
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	3	87	104	194

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

Counselor and administrators will download students' information from EWS Dashboard and monitor the students beginning in the first nine weeks. Student Success Coach will meet with students and their parents. Outside agencies are involved, as needed.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/187937>.

Description

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

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

The community liaison along with other school staff will reach out to business in our area to receive incentives to increase student motivation. We also frequent local business to assure a positive union.

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
Diaz, Lourdes	Principal
Bermudez, Alberto	Assistant Principal
Mack, Natalie	Assistant Principal
Ware, Chanessa	Instructional Coach
Medina, Marina	Instructional Coach
Ibarra, Eduardo	Teacher, K-12
Alfonso, Barbara	Other
Gaitor, Linda	Guidance Counselor
Murray, Celeste	Teacher, ESE
Couselo, Jeannete	Teacher, ESE
Pola, Lourdes	Psychologist
Melendez, Addy	Teacher, K-12
Donderiz, Idalmis	Teacher, K-12
Betancourt, Jeffrey	Teacher, K-12
Falitz, Renee	Other

Duties

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

Administrators will schedule and facilitate regular MTSS meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrators, the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving.

Principal-Lourdes Diaz

Assistant Principal-Alberto Bermudez, Natalie S. Mack

Academic Coaches: Reading and Math- Chanessa Ware, Mariana Medina

General Education Teachers-Eduardo Ibarra, Addy Melendez, Idalmis Donderiz, Jeffrey Betancourt

Special Education (SPED) Teachers-Jannette Couselo, Celeste Murray

School Psychologist-Lourdes Pola

Speech Language Pathologist-Renee Falitz

SPED Department Chairperson- Joseph Gross

School Guidance Counselors- Linda Gaitor

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 focuses on developing and maintaining a problem-solving system to maximize student learning and to provide appropriate assessment and intervention strategies to ensure that this takes place. The team meets regularly to review screening and standardized assessment data which came utilized to plan professional development activities for school staff. The team shares this information with school staff and allows for their input and feedback. They also support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. Ultimately, these combined efforts lead to a clear analysis of student needs and student progress, a thorough examination of program delivery and effectiveness, and a monitoring process for the subsequent responses. The principal and assistant principal promote MTSS by allocating appropriate resources and building a common vision. They also ensure overall implementation of intervention support and documentation. The three academic coaches (especially the reading coach) are instrumental in assisting with the interpretation of student assessment data and available intervention strategies. Likewise, selected general education teachers provide specific information about the student(s), as they deliver Tier 1 (core) instructional and behavioral methodologies. They collaborate with other MTSS members to develop and implement Tier 2 (supplemental) interventions and materials in addition to and in alignment with effective core instruction and behavioral support to targeted student(s), as needed. SPED teachers contribute to the team by collaborating with general education teachers, particularly in inclusion situations, and providing Tier 3 (intensive) interventions in addition to and in alignment with effective core instruction and behavioral support to targeted student(s), as needed. The school psychologist, speech language pathologist, SPED department chair, and guidance counselors each provide expertise in collection, interpretation, and analysis of data as well as development of intervention plans. The guidance counselors also link community agencies to the students and families to support the child's academic, emotional, behavioral, and social success.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title ICHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Hialeah Middle School provides services and support to migrant students and parents on an as-needed basis. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District Drop-out Prevention programs, as needed.

Title II

The District uses supplemental funds for improving basic education as follows.

- training for teachers in special subject areas such as Reading, Gifted, ESOL,
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing

but not limited to on Professional Learning Community (PLC) development and facilitation, as well as Lesson

Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide tutorial programs (K-12) and reading and supplementary instructional materials (K-12). These services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

Miami-Dade County Public Schools' School Board approved School Board Policy 5111.01 titled, Homeless Students. This Board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and taskforces as it relates to homeless children and youth. Hialeah Middle has a school-based homeless coordinator trained on the McKinney-Vento Law to ensure that appropriate services are provided to homeless students. Supplemental Academic Instruction (SAI) Hialeah Middle receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Hialeah Middle incorporates violence prevention programs into grade-level assemblies, classroom presentations, and the daily work of counselors and administrators.

Nutrition Programs

Hialeah Middle 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 classes at Hialeah Middle School. The School Food Service Program includes school breakfast, school lunch, and after care snacks, and it follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start – N/A

Adult Education – N/A

Career and Technical Education

Hialeah Middle School offers CTE courses, such as Computer Applications and Graphics Technology, to students in all three grade levels. By promoting Career Pathways and Programs of Study we provide the means for its students to become aware of academy programs at our feeder high school as well as nearby magnet schools and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete postsecondary degrees.

Job Training- N/A

Other

Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds. Hialeah Middle School is staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a fulltime Health Aide. HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS enhances the health education activities provided by the schools and by the health department. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school healthcare program.

Miami Lighthouse / Heiken Children's Vision Program Hialeah Middle School coordinates annually with the Heiken Children's Vision Program, which provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lourdes Diaz	Principal
Robin Marks	Teacher
Angela Cainas	Education Support Employee
Mary Orizondo	Teacher
Grissel Nodarse	Teacher
Victoria Erhardt	Teacher
Wilhelmina Davis	Teacher
Maria Catalano	Teacher
Audrey Bullock	Teacher
Ileana Sanchez	Teacher
Cheyenne Charles	Student
Ja'mall Pickney	Student
Jacqueline Perez	Business/Community
Roberto Perez	Business/Community
	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

During the SAC meetings, the committee will examine last year's school improvement plan for identifying areas of weakness and strength in order to focus on the necessary shifts and practices needed to strengthen teaching and academic success. SAC will discuss and review the data to determine the target areas for the upcoming school year along with determining the necessary resources and strategies to improve effective instruction and increase academic achievement for the upcoming school year.

Development of this school improvement plan

The School Advisory Council meets the third Tuesday of each month which amounts to 10 meetings throughout the school year. The School Advisory Council (SAC) makes recommendations and assists in the preparation and implementation of the School Improvement Plan and is the sole governing decision-making body for this plan. The SAC discusses issues and concerns brought forth by the stakeholders. The School Improvement Plan (SIP) will be discussed at all SAC meetings. Stakeholders will have the opportunity to evaluate whether or not the components are being implemented. Data from both formal and informal assessments will be shared in order to determine if the components of the SIP are being effective or if changes are needed.

Preparation of the school's annual budget and plan

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

School-wide proficiency was 46% and in math was 38%. Therefore, funds will be utilized to provide rewards and/or incentives for performance and improvement on interim assessments, participation in tutoring and enrichment activities, and other events throughout the school year. The EESAC has not yet determined the specific amounts allocated to each project.

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
Diaz, Lourdes	Principal
Bermudez, Alberto	Assistant Principal
Mack, Natalie	Assistant Principal
Ware, Chanessa	Instructional Coach
Alfonso, Barbara	Other

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

The LLT will identify and promote the use of research-based literacy strategies, facilitate the lesson study protocol, facilitate the transition to higher complexity texts, increase emphasis on developing content-area vocabulary and promote writing, especially text-based writing, across the curriculum.

Public and Collaborative Teaching

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

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

Teachers in all subject areas plan collaboratively two times per week. In addition, professional development sessions are commonly provided by department so that the teachers can assimilate new information.

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

Maintain open communication with local colleges and universities to ensure placement of college students into classrooms for field experience, student contact hours, and internships. Provide ample professional development activities for new and veteran teachers at the school site based on interest and need. Conduct individual and subject area data chats to increase knowledge management of current evidence-based strategies and action research across the curriculum.

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

Teachers will be paired based on subject and/or grade level taught. Weekly meetings before and/or after-school, sharing of best practices in the classroom, lesson study, and working together on required documentation for evaluation are some of the planned activities.

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

By keeping updated with the changes on the Florida assessments website and ensuring teachers are provided with the appropriate materials for the alignment of 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

Assessment data from schoolwide level to individual student level is analyzed at least four times each year. At the school level this information is utilized to place students in the correct courses they need. In the classroom, teachers use data to create student groups and differentiate instruction.

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: 12,500

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities before-school and/or after-school programs to target students not making AMO.

Strategy Rationale

Given the high percentage of ELL and SWD students at the school, additional opportunities for remediation beyond the school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Diaz, Lourdes, pr6231@dadeschools.net

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

All enrichment student assessments will be monitored for progression and provided to the content area teacher.

Strategy: Weekend Program

Minutes added to school year: 1,800

Saturday 8th Academy will focus on Writing and Science as a first strand and continue with Reading and Math for grades 6th through 8th in the Spring.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

All enrichment student assessments will be monitored for progression and provided to the content area teacher.

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

For incoming middle school students we provide Middle Moves curriculum through our student services department. It is based on lessons that help students transition to a middle school environment. Grade Level orientations are conducted to provide information about the grade level curriculum, expectations, requirements, policies, and procedures. For our departing students articulations are held with feeder patterns high schools.

The students receive information on school academies, activities, clubs, athletics, courses, vocational programs, etc. We also organize field trips for our 8th grade students to Miami-Dade College as well as various magnet fairs.

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 school will include lessons on educational achievement, personal/social/career awareness, and health/community awareness. All lessons incorporate literacy skills, home learning/parent components, and accommodations are aligned with the Standard-Based Student Development Program for diverse learners. The curriculum will be implemented by middle school guidance counselors.

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

Academic coaches facilitate lesson study for developing cross-curricular CCSS lessons, most students in seventh grade are enrolled in iPrep Mathematics.

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

Students who demonstrate deficiencies in Reading and/or Mathematics will be placed in intensive classes to ensure mastery before moving on to high school.

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

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

G070659

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
CELLA Listening/Speaking Proficiency	58.0
CELLA Reading Proficiency	34.0
FSA English Language Arts - Achievement	24.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	76.0
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
FAA Mathematics Achievement	68.0
FSA Mathematics - Achievement	14.0
Algebra I EOC Pass Rate	76.0
Math Gains	54.0
Math Lowest 25% Gains	63.0
FAA Science Proficiency	69.0
FCAT 2.0 Science Proficiency	45.0
CELLA Writing Proficiency	33.0
FAA Writing Proficiency	69.0

Resources Available to Support the Goal 2

- District ELA & ELL Pacing Guides, Core-McDougal Littell, Inside, Novels, System 44, Read 180; Supplemental-online resources, i.e. classzone, Discovery Education, NBC Learn, CPALMS, ELL-Achieve 3000 and Imagine Learning. Core: McGraw Hill Education, Florida Math (Grades 6-8); Ready Florida MAFS Curriculum Associates (Grades 6-8); Prentice Hall Algebra 1 Gold Series; Algebra I Digital Supplement to address MAFS standards not covered in the Prentice Hall Algebra I Gold Series; iPREP Math Only-Carnegie Learning Mathia software and Student Text Grades 6-8, Algebra I Supplemental: I-Ready (6-8); Explore Learning Reflex (6-8); Edgenuity MAFS Digital Resources (6-8); Algebra Nation (6-8); Khan Academy (6-8); Illustrative Mathematics items, Unwrapping the Standards template. Core-6-8: Pearson Interactive Science - Florida, Course 1, 2, and/or 3, Physical Science Honors-CPO, Foundations of Physical Science Supplemental Resources- Gizmos (6-8), BYOD Resources (6 – 8, Phys Sci Honors) http://science.dadeschools.net/byod/byod_students_ms.html , Discovery Education, NBC Learn,

PBS Learning Media, Florida ACHIEVES FCAT Explorer/FOCUS <http://www.fcateexplorer.com/> , CPALMS, PowerMyLearning, Scholastic Study Jams, Edgenuity: Miami-Dade Comprehensive Science Program (6-8), Khan Academy (6-8) Supplemental Resources in Pacing Guides (6-8, Physical Science Honors), Baseline and/or Interim Assessments grade 8, Quarterly Science Benchmarks Assessments (QSBA) in ThinkGate (6-7, Physical Science Honors), District developed Unit Assessments uploaded in ThinkGate found under District Assessments (6-8), Instructional Resources: Benchmark Review- <http://science.dadeschools.net/middleSchool/InstructionalResoucesMS.html> , Science Fair, SECME, NSTA: Formative Assessment Probes, Dream in Green, Fairchild Challenge, MAST Outreach (Weather on Wheels, LandSharc), EarthEcho. Civics 7th grade adopted 2012-2013 online digital and student /teacher edition print, Discovery Education(6-8), NBC Learn (6-8), Department of Social Science website, FLREA curriculum wheel and technology.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of alignment of strategic planning to the assessment limits of the standards.

Plan to Monitor Progress Toward G1. 8

Maintain and monitor a solid and effective data system to track student progress through data disaggregation of i-Ready, Interim Assessments, and/or Florida Standards Assessment data.

Person Responsible

Lourdes Diaz

Schedule

Quarterly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Data debriefing with teachers and students and the use of data results in planning and instruction.

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

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

 G070659

G1.B1 Limited evidence of alignment of strategic planning to the assessment limits of the standards. **2**

 B184124

G1.B1.S1 Implement common planning protocols such as the Item Specifications Planning Tool, Unwrapping the Standards Template, and Social Science Instructional Framework to develop lessons using the backward design process that is aligned to the standard(s) and move students toward mastery of the end product. **4**

 S195690

Strategy Rationale

Schoolwide Instructional Review visit

Action Step 1 **5**

Introduce the Action Plan by department during the Teacher Planning Days on September 14 and September 23.

Person Responsible

Chanessa Ware

Schedule

Biweekly, from 9/14/2015 to 9/23/2015

Evidence of Completion

Agenda and Professional Development Log

Action Step 2 5

Introduce the strategy during collaborative planning using the protocols.

Person Responsible

Chanessa Ware

Schedule

Biweekly, from 9/14/2015 to 9/23/2015

Evidence of Completion

Common planning agendas

Action Step 3 5

Model the backwards planning process for teachers and work with them to develop a lesson that is aligned to the standard(s).

Person Responsible

Marina Medina

Schedule

Daily, from 9/23/2015 to 11/16/2015

Evidence of Completion

Coaching logs

Action Step 4 5

Monitor the implementation of the strategy to ensure that teachers are developing lessons using the backwards planning process that are aligned to the standard.

Person Responsible

Marina Medina

Schedule

Daily, from 9/23/2015 to 11/16/2015

Evidence of Completion

Administration walkthroughs

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

Attend common planning session during teacher planning days September 14 and September 23.

Person Responsible

Alberto Bermudez

Schedule

Biweekly, from 9/10/2015 to 9/23/2015

Evidence of Completion

Observation

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

Attend common planning session and ensure the use of protocols during planning.

Person Responsible

Natalie Mack

Schedule

Biweekly, from 9/14/2015 to 11/16/2015

Evidence of Completion

Common planning

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

Administration will conduct daily walkthroughs to monitor the implementation of backwards planning.

Person Responsible

Natalie Mack

Schedule

Daily, from 9/14/2015 to 11/16/2015

Evidence of Completion

Walkthroughs

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

Administration will conduct weekly walkthroughs to monitor the alignment to the standards.

Person Responsible

Alberto Bermudez

Schedule

Weekly, from 9/14/2015 to 11/16/2015

Evidence of Completion

Walkthroughs

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

During walkthroughs review teacher lesson plans for evidence of strategy.

Person Responsible

Alberto Bermudez

Schedule

Biweekly, from 9/10/2015 to 11/16/2015

Evidence of Completion

Common planning, lesson plans, walkthroughs

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

Administration meetings with coaches to debrief observations made during walkthroughs.

Person Responsible

Natalie Mack

Schedule

Weekly, from 9/10/2015 to 11/16/2015

Evidence of Completion

Coaches calendars

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 the Action Plan by department during the Teacher Planning Days on September 14 and September 23.	Ware, Chanessa	9/14/2015	Agenda and Professional Development Log	9/23/2015 biweekly
G1.B1.S1.A2	Introduce the strategy during collaborative planning using the protocols.	Ware, Chanessa	9/14/2015	Common planning agendas	9/23/2015 biweekly
G1.B1.S1.A3	Model the backwards planning process for teachers and work with them to develop a lesson that is aligned to the standard(s).	Medina, Marina	9/23/2015	Coaching logs	11/16/2015 daily
G1.B1.S1.A4	Monitor the implementation of the strategy to ensure that teachers are developing lessons using the backwards planning process that are aligned to the standard.	Medina, Marina	9/23/2015	Administration walkthroughs	11/16/2015 daily
G1.MA1	Maintain and monitor a solid and effective data system to track student progress through data disaggregation of i-Ready, Interim Assessments, and/or Florida Standards Assessment data.	Diaz, Lourdes	9/10/2015	Data debriefing with teachers and students and the use of data results in planning and instruction.	6/10/2016 quarterly
G1.B1.S1.MA1	During walkthroughs review teacher lesson plans for evidence of strategy.	Bermudez, Alberto	9/10/2015	Common planning, lesson plans, walkthroughs	11/16/2015 biweekly
G1.B1.S1.MA2	Administration meetings with coaches to debrief observations made during walkthroughs.	Mack, Natalie	9/10/2015	Coaches calendars	11/16/2015 weekly
G1.B1.S1.MA1	Attend common planning session during teacher planning days September 14 and September 23.	Bermudez, Alberto	9/10/2015	Observation	9/23/2015 biweekly
G1.B1.S1.MA2	Attend common planning session and ensure the use of protocols during planning.	Mack, Natalie	9/14/2015	Common planning	11/16/2015 biweekly
G1.B1.S1.MA3	Administration will conduct daily walkthroughs to monitor the implementation of backwards planning.	Mack, Natalie	9/14/2015	Walkthroughs	11/16/2015 daily
G1.B1.S1.MA4	Administration will conduct weekly walkthroughs to monitor the alignment to the standards.	Bermudez, Alberto	9/14/2015	Walkthroughs	11/16/2015 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. We will increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of alignment of strategic planning to the assessment limits of the standards.

G1.B1.S1 Implement common planning protocols such as the Item Specifications Planning Tool, Unwrapping the Standards Template, and Social Science Instructional Framework to develop lessons using the backward design process that is aligned to the standard(s) and move students toward mastery of the end product.

PD Opportunity 1

Introduce the Action Plan by department during the Teacher Planning Days on September 14 and September 23.

Facilitator

Ms. Ware and Ms. Medina

Participants

Core area teachers

Schedule

Biweekly, from 9/14/2015 to 9/23/2015

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Introduce the Action Plan by department during the Teacher Planning Days on September 14 and September 23.	\$0.00
2	G1.B1.S1.A2	Introduce the strategy during collaborative planning using the protocols.	\$0.00
3	G1.B1.S1.A3	Model the backwards planning process for teachers and work with them to develop a lesson that is aligned to the standard(s).	\$0.00
4	G1.B1.S1.A4	Monitor the implementation of the strategy to ensure that teachers are developing lessons using the backwards planning process that are aligned to the standard.	\$0.00
			Total: \$0.00