

# South Miami K 8 Center



# 2015-16 School Improvement Plan

## South Miami K 8 Center

6800 SW 60TH ST, South Miami, FL 33143

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

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	63%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	89%

### 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

South Miami K-8 Center enriches the community through the conveyance of the cultural heritage of the nation. The provision of the best possible educational experiences for our students will complement our mission to develop the whole child in an enriching academic environment, and develop lifelong learners in pursuit of excellence, utilizing the visual, expressive arts and technology.

##### **Provide the school's vision statement**

The staff, parents, and community of South Miami K-8 Center Expressive Arts Magnet believe that all students can learn, achieve, and develop to their fullest potential. In this joint venture, we accept the responsibility to foster the achievement of excellence in education, as it relates to citizenship, academics and the integration of the expressive arts.

#### School Environment

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

South Miami K-8 Center is in the heart of the City of South Miami. We proudly cater to many different backgrounds, ethnicity and cultures. South Miami K-8 center hosts many activities inviting the community to create a true home away from home feel and to allow all community members an active role in the education of our students. South Miami K-8 center publicly advertises all School Advisory meetings and invites the entire community to assist the school to make sound decisions involving the school. The teachers are continuously attending professional development opportunities to be on the cutting edge and further assist all students in their varied learning styles.

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

South Miami K-8 Center has embedded a safety procedure to account for the entire school day. This includes a "Safe Crisis Team" that meets on a regular basis to ensure student safety and address possible concerns that may arise. South Miami K-8 Center also abides with the Jessica Lunsford Act and does not allow adults into the campus without proper identification. We have two counselors on staff to address students' needs and to educate the students on particular topics including bullying, cyber bullying, harassment, and any other issues that suddenly arise. South Miami K-8 Center has an anonymous reporting policy empowering students to share suggestions and/or report concerns. We host several assemblies addressing current topics for prevention as well as topics addressing specific site needs every school year. We host a bullying assembly, Code of Conduct lessons informing students of how it pertains to the school and provide and discuss student behavioral contracts.

##### **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**

Student will be informed of the Code of Student Conduct guidelines through classroom lessons discussing the school wide discipline plan, by counselors, morning announcements, individual student conferences, behavioral contracts, the Miami Dade County Public Schools MDCPS Initiative of



Values Matters, and a progressive discipline plan. Parents will learn about the Code of Student Conduct (COSC) at Meet and Greet, Open House, through the Connect-Ed messaging system, through flyers sent in the communication folder and on the school's web-site. South Miami K-8 uses the Student Code of Conduct and educates the students on ensuring student accountability of actions or lack thereof and what is the expected behavior and consequences. South Miami K-8 Center provides the students and staff with assemblies supporting pressing issues involving Special Education awareness, Bullying, Code of Student Conduct, and any other current behavioral issue being dealt with in the educational arena. South Miami K-8 Center addresses behavior systems and how it impacts the classroom through grade level meetings, EESAC meetings and Leadership meetings established within the school. South Miami K-8 Center monitors students' adverse behavior through Assertive Discipline, the use of the Student Case Management Referral forms and as needed with, through a Functional Assessment of Behavior (FAB) and by creating a Behavior Intervention Plan (BIP).

**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**

South Miami K-8 Center has two school counselors that meet with whole group classes on a bi-monthly basis and meet with small groups and individual students on a daily basis based on student's individual needs. Counselors also schedule public speakers to address grade levels on many current topics that interest our students and hence, provide the tools needed to succeed in and out of the classroom. South Miami K-8 Center provides students with a support system that allows students to express their thoughts, concerns, likes and dislikes anonymously if they choose to do so. Some of the ways students report is through submission to a drop box, or by reporting to the administrators, teachers or counselors.

**Early Warning Systems**

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

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Students with excessive absences will be identified and referred for intervention to the school counselor and/or school social worker. Monitored by administration and evaluated using the absence and tardy records of students.

Students with one or more suspensions will be monitored and and team will consider developing Functional Assessment of Behavior and a Behavior Intervention Plan if deemed necessary for student success. Students and parents will learn about the Code of Student Conduct via Connect-Ed messages, Open House, parent teacher conferences, discipline assemblies, flyers via the communication folder and school's web-site to minimize suspension rates.

Provide differentiated instruction focusing on students weaknesses evidenced through classroom assessments. Give struggling students opportunities to receive extended instruction via tutorials, after school or during homeroom. Provide interventions in weak areas and continue to monitor and adjust groups, as needed to continue to show academic growth.

**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	12	5	4	5	6	7	8	6	3	56
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	1	0	3	4	0	6	2	0	21
Level 1 on statewide assessment	6	9	7	0	3	41	0	34	21	121

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Students exhibiting two or more indicators	3	2	2	1	3	1	1	13

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

South Miami K-8 Center incorporates a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. Teachers uses targeted instruction and interventions, remediation and enrichment.

The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum; individual student data is analyzed to determine specific needs.

The second level of support consists of supplemental instruction and interventions provided based on data results in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by baselines, Interim Assessments and progress monitoring data using the FCIM. The four step problem-solving models will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and Response to Intervention.

In addition, The Leadership Team in conjunction with teacher(s) will monitor academic and behavioral data while evaluating progress through curriculum, based on standards, common assessments, and enrichment opportunities.

### **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

South Miami K-8 Center provides the community with resource information through the Parent Portal and various media formats including the school website, ConnectED, brochures, flyers, and emails. South Miami K-8 also incorporates a Parent Resource Room with free and appropriate resources for our parents. South Miami K-8 Center also broadcast its WiFi connection to parents to assist parents with access to the internet. The EESAC committee invites all parents to join and be a voting member of the EESAC to help the decision making of the school.

### 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

South Miami K-8 reaches out to the community via ConnectED messages and advertises EESAC meetings via the school website and the district website. South Miami K-8 Center has an active PTA that supports the overall academic program and provides with after school tutoring programs, hourly security positions and additional materials/supplies needed to effectively carryout a school year. South Miami K-8 Center has Magnet Booster Clubs that raise money for the magnet strands offered by the school and those boosters also provide the school with monies to support the academic programs throughout the school year.

### 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
Lopez, Lourdes	Principal
Semeraro, Giuseppe	Assistant Principal
Marrero, Olga	Teacher, K-12
Migueluez, Karina	Teacher, K-12
Montoya, Ana	Teacher, K-12
Perez, Ana	Teacher, ESE
Puga, Rebecca	Teacher, K-12
Rodriguez, Marlissa	Guidance Counselor
Sanchez, Virginia	Teacher, K-12
Lawrence, Nicholas	Teacher, K-12
Rosales, Joyce	Teacher, Career/Technical
Rodriguez, Lorys	Teacher, K-12
Jewett, Eileen	Teacher, K-12
Quintero, Mercy	Teacher, K-12
Espinosa, Nora	Teacher, K-12

#### Duties

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

Principal: Lourdes A. Lopez

Assistant Principals: Giuseppe Semeraro

Grade Level/Department Chairpersons: Karina Miguelez, Lorys Rodriguez, Rebecca Puga, Eileen Jewett, Nora Espinosa, Mercy Quintero, Olga Marrero, Virginia Sanchez (STEM), Joyce Rosales (CTE), Nicholas Lawrence, Exceptional Student Education (SPED) Teachers: Ana Perez

Psychologist: Maria Arguelles

The principal and assistant principal responsibilities include but are not limited to assembly of the MTSS team members, gathering dates, pertinent state/district/region information, and ensuring overall success of the team.

Grade Level Chairs are responsible for disseminating information to team members regarding grade level data and progress or lack thereof, brainstorming ideas and creating fluid intervention groups that will improve student achievement.

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

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

The MTSS/Rtl Leadership Team in conjunction with teacher(s) will:

1. Monitor academic and behavior data while evaluating progress by:

- curriculum based on standards

- common assessments

- Implement Response to Intervention problem solving process and monitoring progress of interventions

- Through enrichment opportunities beyond the Reading Wonders materials using accelerated computer programs

2. Gather and analyze data to determine professional development for faculty as indicated by student remediation and enhancement needs.

3. Bi-monthly team meetings focusing on data with the MTSS/Rtl Leadership Team.

- The MTSS/Rtl Leadership Team will meet on a bi-monthly basis with classroom teachers to engage in the following activities: review monthly test data to drive instruction, identify students who are meeting/exceeding benchmarks or at risk for not meeting benchmarks.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress through bi-monthly staff/Professional development meetings.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions grouping Kindergarten through second, third through five, and six through eighth monitored by the Rtl liaisons.

6. Provide clear indicators of student need and student progress, assisting in examining data the validity and effectiveness of program delivery through walkthroughs and data fluidity.

Title III funds are used to supplement and enhance the programs for English Language

Learners(ELL) and Recently Arrived Immigrant Children and Youth by providing tutorials through Title III before and after school for kindergarten to third grade.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Vivian Gonzalez	Teacher
Virginia Sanchez	Teacher
Trevia Harrel	Teacher
Bridget Pinchet	Parent
Daniel Alonso	Business/Community
Joyce Rosales	Teacher
Lourdes A. Lopez	Principal
Giuseppe Semeraro	Education Support Employee
Collen Linares	Teacher
Angel Pina	Teacher
Elizabeth Llanes	Education Support Employee
Gina VanHermert	Parent
Alfred Figueroa	Parent
Isabella Figueroa	Parent
Pauline Mellet	Student
	Student
Alina Martinez	Parent
	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 SAC monitored and aligned the progress of the School Improvement Plan and will continue to do so through SAC minutes and SAC meetings and adjusting the School Improvement as issues arise throughout the school year.

### *Development of this school improvement plan*

Team members from across different grade levels and different subjects were formed to create the SIP Creation Team. Each team member met with their respected team to gather information needed and the team reconvened to and followed the 8-step problem solving process with the information gathered from team members. The Action Plan was also discussed with the SAC and the staff for input to gather more necessary information.

### *Preparation of the school's annual budget and plan*

Allocations are proportioned to increase student performance and addressed with all stakeholders in the form of a SAC meeting.

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

The EESAC funds are used for increasing student achievement through a teacher grant style process. Teachers present the information and the use of the funds and how these funds will impact student achievement and align to the School Improvement Plan, then the EESAC votes on whether

the funds will be granted for the specific request. The school used \$2000 for a website service, servicing the South Miami K-8 website and making the website the source for parental involvement and communication and functional. The remaining funds will be used for computers to be used with Promethean Boards and utilize the available technology we have in the school.

**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
Lopez, Lourdes	Principal
Jewett, Eileen	Teacher, K-12
Marrero, Olga	Teacher, K-12
Migueluez, Karina	Teacher, K-12
Redondo, Monica	Teacher, K-12
Rodriguez, Rosa	Teacher, K-12
Semeraro, Giuseppe	Assistant Principal
Romero, aurora	Teacher, K-12
Quintero, Mercy	Teacher, K-12

#### Duties

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

The Literacy Leadership Team meets once a month during the school year. The team engages in the following activities while meeting: Review the assessment data of the previous school year and link to instructional decisions for the new school year; review progress monitoring data at grade level data chats in order to identify students who are working below, on grade, and beyond grade level. Based on the information the team discusses professional development, resources, enrichment/intervention needs, enrichment/intervention schedules and fluidity, and best practices. The major initiative of the LLT this year will be to provide targeted and rigorous learning activities integrating the Common Core standards to our students including subgroups and to increase the number of students working at grade level and above.

#### 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**

South Miami K-8 Center has a created a teacher schedule with embedded common planning to facilitate collaboration within the grade levels and effectively meet the needs of all students. South Miami K-8 Center created at least one co-teaching model classroom in each grade level to meet the needs of the students.



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

Monthly data chats with administration and leadership team members are held in order to target instruction. Soliciting personnel referrals from current employees. Attending career job fairs. Teachers will be given common planning time in order to plan within their grade level and vertically with other grade levels.

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

Mentor and mentee are paired by subject, grade, and common planning time. Peer Observations and the use Reflection Journals to safeguard a smooth transition into the classroom.

## **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***

Following the district pacing guide and aligned with FCIM ensures that the material and supplementary materials being used are aligned with the Florida Standards. Monthly data chats with the LLT to discuss student performance and intervention/enrichment needs. Monitoring the fluidity of the intervention groups and closely monitoring progress and making adjustments as needed.

#### **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***

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

The LTT and Leadership Team in conjunction with teacher(s) will:

1. Monitor academic and behavior data while evaluating progress by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Implement Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (Through enrichment opportunities beyond the Reading Wonders materials using accelerated computer programs)

2. Gather and analyze data to determine professional development for faculty as indicated by student remediation and enhancement needs.

3. Monthly team meetings focusing on data with the LLT and Leadership Team.

- The LTT and Leadership Team will meet on a monthly basis with classroom teachers to engage in the following activities: review monthly test data to drive instruction, identify students who are meeting/exceeding benchmarks or at risk for not meeting benchmarks.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress through bi-monthly staff/Professional development meetings.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions grouping Kindergarten through second, third through five, and

six through eighth monitored by the Rtl liaisons.

6. Provide clear indicators of student need and student progress, assisting in examining data the validity and effectiveness of program delivery through walk-through and data fluidity.

***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:** After School Program

**Minutes added to school year:** 4,800

Computer labs and teacher classrooms are available through the before and after school programs for students to work on individualized computer programs aimed at increasing academic performance in student weaknesses or enrichment.

***Strategy Rationale***

Giving students access to computer based instruction using research based computer programs targeting each students particular weakness.

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

Semeraro, Giuseppe, gsemeraro@dadeschools.net

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

Reading and Math data is collected all year through i-Ready, Baselines and District Interim Assessments.

**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***

A "Meet and Greet" takes place prior to school begins so the parents and students are familiar with the location of the class and arrival and dismissal locations. During the fourth quarter of the school year, students from the local Pre-K school in a Kindergarten Information fair. Through this joint venture, parents and children gain familiarity with kindergarten as well as receive information relative to the registration of student at the school. The principal also meets with the center directors of the neighborhood center.

Weekly tours are conducted, providing families the opportunity to visit their future school. The office staff distributes kindergarten preparation brochures and other documents to interested parents throughout the year.

All incoming Kindergarten students are assessed upon entering. Assessments used is FLKRS/WSS and i-Ready. After analyzing results, intervention or enrichment is determined and implemented.

**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 promotes academic and career planning through various avenues. First the school is an audition based magnet school in grades three through five and a lottery based magnet in grades six through eight. Student's schedules and courses are driven based on the strand of the magnet they are enrolled in. The non-magnet students have courses available that target business education and robotics through computer literacy.

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

The school incorporates courses that are necessary to access specific high schools criteria for acceptance in the fields of computer arts, business, graphics, graphic design, visual arts with multimedia approaches, and technology. Throughout the school year students are archiving their work in the form of a portfolio. Students participate in community based art exhibits, art fairs, art walks, and art competitions/contest. The relationship between coursework and relevance to the future is enhanced through a Visiting Artist Program Series, where prominent community leaders/ professionals in the arts visit the classrooms and discuss their experiences. In addition, South Miami K-8 Center hosts a Magnet Fair for our stakeholders to explore the offerings available to them.

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

South Miami K-8 Center offers Algebra I and Earth and Space courses to give students flexibility in course paths to successfully be admitted to high schools that have these requirements for admission. The C@T and CIE program also incorporates the arts and implications to the real world. The school also offers a Business Education elective preparing students with basic business knowledge.

***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***

South Miami K-8 Center offers Business Education as an elective course that prepares students with basic knowledge in the business world. South Miami K-8 Center has keyboarding classes and robotics through various electives. The school also has a two magnet strands that many of the students that are in the magnet get admitted to various talent based high schools.

## 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:

#### 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.

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## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** 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

G070673

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - SWD	
AMO Math - All Students	
AMO Math - White	
CELLA Writing Proficiency	
FCAT 2.0 Science Proficiency	58.0

**Resources Available to Support the Goal** 2

- Wordly Wise, Reading Plus, Success Maker, Edgenuity, Common Core Progress, Accelerated Reader, STAR, FAIR, Vocabulary Workshop, McGraw Hill Reading Wonders, Grammar Workshop, Wonder Works, PTA Tutoring, ESOL Tutoring, Steck-Vaughn Core Skills, FCAT Explorer, Florida Ready, Spectrum Reading, Computer Labs, Science Lab, Promethean Boards, SMART Boards, Civics Tablets, My Big Campus, Edmodo, Discovery Education, Gizmos, Robotics, Pearson SuccessNet, Carolina Science Biological Online, Science Antholgy, I-Civics, Florida Joint Center for Citizenship, Thinkgate, Go Math Resources, Think Central, Math Manipulatives, School Rack, School Website, NJHS, Problem of the day, Animated Math, Soar to Success, Intensive and strategic intervention guides, Booster Clubs, Active PTA, Performance Tasks, MinecraftEdu, Kodu Game design, Code.org programming, Open Media Center, Book Fair, Parent Volunteers, Parent Resource Center, McGraw Hill Math, Intensive Reading, Math and Science, I-Ready, Novels, GPS devices, compasses, Adobe Suite, Cameras and Camcorders, Productivity Software, Magnet shows and exhibits, Fairchild Challege, Education Fund gardens, Green Schools gardens FPL, minimum 2 computers in each room, WiFi and Internet access, BYOD, Student Portal, Data Chats, Educational Field Trips, PLCs

**Targeted Barriers to Achieving the Goal** 3

- Limited evidence of effective planning using the gradual release of responsibility model (GRRM).

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

Following FCIM using data from Interim Assessments and State Assessments

**Person Responsible**

Lourdes Lopez

**Schedule**

Triannually, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Formative Assessments: District Interim Assessments Summative Assessments: Results of the 2014 FCAT 2.0/CELLA

## 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**

 **G070673**

**G1.B1** Limited evidence of effective planning using the gradual release of responsibility model (GRRM). **2**

 **B184161**

**G1.B1.S1** Effective Planning and Instructional Delivery. **4**

 **S195721**

### Strategy Rationale

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

### Action Step 1 **5**

Provide staff with a PD during grade level planning on the development of a framework for effective lesson planning using the GRRM.

#### Person Responsible

Giuseppe Semeraro

#### Schedule

Weekly, from 8/24/2015 to 6/9/2016

#### Evidence of Completion

Grade level meeting agenda, sign in sheets, and sample frameworks.

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

Implement the use of the lesson plan framework and delivery of instruction using the GRRM.

### Person Responsible

Giuseppe Semeraro

### Schedule

Daily, from 8/24/2015 to 6/9/2016

### Evidence of Completion

Lessons Plans

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

Provide additional support and resources to facilitate the use of the effective lesson plan framework based on teacher needs through peer mentoring

### Person Responsible

Lourdes Lopez

### Schedule

Monthly, from 8/24/2015 to 6/9/2016

### Evidence of Completion

Observation Notes

## 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	Provide staff with a PD during grade level planning on the development of a framework for effective lesson planning using the GRRM.	Semeraro, Giuseppe	8/24/2015	Grade level meeting agenda, sign in sheets, and sample frameworks.	6/9/2016 weekly
G1.MA1	Following FCIM using data from Interim Assessments and State Assessments	Lopez, Lourdes	8/24/2015	Formative Assessments: District Interim Assessments Summative Assessments: Results of the 2014 FCAT 2.0/CELLA	6/9/2016 triannually
G1.B1.S1.MA1	Provide additional support and resources to facilitate the use of the effective lesson plan framework based on teacher needs through peer mentoring	Lopez, Lourdes	8/24/2015	Observation Notes	6/9/2016 monthly
G1.B1.S1.MA1	Implement the use of the lesson plan framework and delivery of instruction using the GRRM.	Semeraro, Giuseppe	8/24/2015	Lessons Plans	6/9/2016 daily

## 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.B1** Limited evidence of effective planning using the gradual release of responsibility model (GRRM).

**G1.B1.S1** Effective Planning and Instructional Delivery.

### PD Opportunity 1

Provide staff with a PD during grade level planning on the development of a framework for effective lesson planning using the GRRM.

#### Facilitator

District offered PD's and in house PD's.

#### Participants

ALL Teachers

#### Schedule

Weekly, from 8/24/2015 to 6/9/2016



## 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	Provide staff with a PD during grade level planning on the development of a framework for effective lesson planning using the GRRM.				\$7,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5241 - South Miami K 8 Center			\$4,400.00
			Notes: EESAC Funds			
			5241 - South Miami K 8 Center	General Fund		\$1,200.00
			Notes: Supplemental Resources			
			5241 - South Miami K 8 Center	Title III		\$1,500.00
			Notes: ESOL Tutoring			
Total:						\$7,100.00