

Miami-Dade County Public Schools

# South Miami Middle School



2015-16 School Improvement Plan

## South Miami Middle School

6750 SW 60TH ST, South Miami, FL 33143

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	No	58%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	86%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>23</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>24</b>
Professional Development Opportunities	25
Technical Assistance Items	26
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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 Middle Community School provides opportunities for every student to become a responsible thinking citizen through an extended family of teachers, parents, students, community and business leaders working and learning together in a safe, caring environment to develop knowledge of careers, technology, the arts and social skills as they relate to the world of work and individual future planning.

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

In the pursuit of excellence and the belief that every child can learn, South Miami Middle Community School strives to guide students to be lifelong learners who are ever reaching beyond the mark of excellence. Our school operates on the fundamental principles of truth, honesty, integrity and community. Students are empowered to believe that they are responsible for their success, challenges and future aspirations.

#### School Environment

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

South Miami Middle Community School values all students and their cultures. Our school fosters relationships between teachers, students and community. Parents and families are invited to participate in a variety of school-wide events such as Open House, EESAC meetings, PTA Events, Booster Clubs, field trips, performances and assemblies where students are recognized for their successes.

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

At South Miami Middle Community School safety is a priority. A safety committee is in place and meets four times a year to review safety issues and make recommendations for improvement. Security monitors are located throughout the building before, during and after school hours. There are two full-time counselors that provide students with curriculum on bullying, character education, and other issues of importance to our students. This year we are also implementing the "Values Matter" district initiative school wide through our Language Arts and Broadcast Departments as well as through Wildcat time. Additionally there is a school-wide discipline plan implemented with assistance from a full-time SCSi instructor that ensures students are treated fairly and consequences are consistent throughout the school. An after school program is offered through the community school which allows for student supervision, homework help and a myriad of activities from dismissal until 6 pm.

##### **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**

At South Miami Middle Community School a school-wide discipline plan has been developed, and is implemented with assistance from a full time SCSi instructor, to ensure consistency in enforcing the



Miami Dade County Public School Code of Student Conduct. The plan is posted in all classrooms, is printed in student agendas and is distributed to parents. Students have clear behavioral expectations on how to conduct themselves in classrooms, hallways, cafeteria, media center, etc.

**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 Middle Community School ensures that social-emotional needs of all students are being met by conducting structured activities such as individual counseling, group counseling, and classroom presentations. These activities promote positive mental health which contributes to the development of skills that enable students to make appropriate decisions that lead to academic success. The school counselors also provide parents with needed information to seek assistance from outside sources.

**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**

A variety of warning systems are established at South Miami Middle Community School to address students in each of the grade levels that may be demonstrating signs of failure. On a daily basis, an attendance bulletin is completed and shared with the teachers that allows for daily monitoring. Our Social Worker also monitors and addresses students with excessive absences via home visits and phone calls to the homes. Teachers are also encouraged to refer students to the Administration that acquire excessive absences or tardies. Academically, students scoring level 1 in English Language Arts and Math are placed in Tier 2 interventions which can include pull-outs additional tutoring and intensive math and reading courses added to their schedules. The School Support Team (SST) will provide Tier 3 interventions to any students who do not demonstrate progress via the Tier 2 interventions.

**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	10	22	9	41
One or more suspensions	0	0	0	
Course failure in ELA or Math	25	21	24	70
Level 1 on statewide assessment	74	61	47	182
Failed 2 or more courses	10	13	14	37

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students at South Miami Middle Community School, who are identified by the early warning system, are immediately placed in progress monitoring by our Student Services Department and Administration. Individual tutoring by our staff as well as in our community school are offered to those students. In addition, all students who scored a Level 1 in Reading receive an additional class in intensive reading. Students who demonstrate attendance issues are placed on attendance contracts and also are assigned to School Social Worker for additional services. The School Support Team meets with parents and teachers of students to ensure that students' needs are met.

## 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 Middle School has an active magnet program. Monthly magnet booster meetings are held for Drama, Broadcast, Orchestra, Band, Chorus, Photography, Dance and Art. Approximately 15% of the parents attend the meetings on a regular basis. The goal is to increase participation in meetings to 30%. Attendance Rosters for each meeting are kept and will be monitored on a monthly basis. There is also an active PTSA board this year. President and board were able to recruit members at new student orientation meeting and the goal is to increase membership in PTSA by 10% by the end of the school year. PTSA goal is also to offer additional parent involvement opportunities through school wide events and fund raisers that have been planned for the 2015-2016 school year.

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

Our school consistently uses the Blackboard Connect Ed service to communicate with faculty, students and family members. Important messages are scheduled monthly that inform and increase parental involvement in all school projects. Our PTSA has grown to approximately 250 members. In addition, our EESAC group has new business partners that are committed to working with us on the school's mission and vision. At the EESAC meetings, parents and community members are informed about school improvement projects. SMMCS is also currently working on an affiliated agreements with ROXY Theatre that will also provide free dance, music and voice classes at our facility. Recently, our campus has been greatly improved with the help of our students and community members. The school's beautification project brought faculty, families and business partners together for a productive school improvement project.

## 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
Boue, Juan	Principal
Artime, Iliana	Assistant Principal
Perez-Sanz, Ingrid	Assistant Principal
Hawkins, Lee	Assistant Principal
Marshall, Tina	Guidance Counselor
Botana, Lourdes	Guidance Counselor
Davis, Tenaj	Teacher, K-12
Gutierrez, Andria	Paraprofessional
Valdes-Vega, Jessica	Teacher, K-12

### Duties

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

- Juan Carlos Boué, Principal
- Iliana Artime, Assistant Principal
- Lee Hawkins, Assistant Principal
- Ingrid Perez-Sanz, Assistant Principal
- Tenaj Davis, Teacher
- Andria Gutierrez, Paraprofessional
- Jessica Valdes-Vega, Magnet Leader
- Tina Marshall, Counselor
- Lourdes Botana-Counselor

In addition to Tier 1 problem solving, the Leadership Team will meet once a month to review consensus, infrastructure, and implementation of building level MTSS.

#### Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

#### Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Principal is responsible for The MTSS Leadership Team to use the Tier 1 Problem Solving process to set Tier 1 goals, and monitor academic and behavioral data to evaluate progress toward those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards

proficiency? (What progress will show a positive response?)

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

#### Tier 2

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

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

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

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

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

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 (6-8)

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Juan Carlos Boué	Principal
Tenaj Davis	Teacher
Joshua Paolino	Teacher
Connie Cardona	Teacher
Jenetia Carter	Teacher
Shawn Willson	Teacher
Debbie Riedmiller	Parent
Christy Sellars	Business/Community
Richard Ward	Business/Community
Nancy Handler	Teacher
Andria Gutierrez	Education Support Employee
Gina Mesa	Parent
Monica Cooper	Parent
Donna Poole	Parent
Erica Capiello	Parent
Bella Gonzalez	Student
Brian Beasley	Business/Community

### Duties

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

*Evaluation of last year's school improvement plan*

The School Advisory Council meets on a monthly basis with teachers, parents, students and community leaders to make decisions that affect instruction and delivery of programs at South Miami Middle Community School. The SAC discusses and evaluates the goals, barriers and strategies listed on the School Improvement Plan. The SAC also makes decisions on how EESAC funds will be allocated at the school.

*Development of this school improvement plan*

The School Advisory Committee met at the end of the school year and discussed each School Improvement academic area. The committee reviewed the suggestions provided by the staff and discussed the successful strategies and the factors contributing to their success. The SAC also reviewed those strategies that were partially implemented and what shifts in practice are needed for full implementation.

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

The School Advisory Council reviews the annual budget and discusses ways to allocate funds. Funds are allocated based on immediate needs that benefit all students and impact student achievement. During Summer Synergy Workshop the End of Year SIP document was used to prioritize areas in need of further professional development.

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

\$4858.00 was allocated to assist with the implementation of the School Improvement Plan including \$1734.50 for student incentives, and \$3123.50 for instructional materials.

**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
Boue, Juan	Principal
Arttime, Iliana	Assistant Principal
Perez-Sanz, Ingrid	
Hawkins, Lee	Teacher, K-12
Budino, Daysi	Teacher, K-12
Wujnovich-Hardy, Nicolette	Teacher, K-12
Shaheen, Michael	Teacher, K-12
Padilla, Sophia	Teacher, K-12
Diaz, Cecilia	Teacher, K-12
Marshall, Tina	
Reyes, Abner	Teacher, K-12

#### Duties

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

The main focus of the Literacy Leadership Team for the 2015-2016 school year will be to continue to provide support for implementing of Florida Standards. The LLT will continue to plan and promote the school-wide literacy plan as well as providing strategies and support in content and elective classes that stress critical thinking across the curriculum. The LLT will ensure that time is provided for professional development and department meetings as well as opportunities for vertical and cross-curricular planning and professional growth opportunities..

#### 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**

At South Miami Middle Community School teachers, department chairs and administrators work together to ensure that students are provided with a comprehensive curriculum. The leadership team meets weekly to review data and provide instructional leadership. The school Curriculum Council meets monthly to plan effective strategies and rigorous activities. Teachers meet with members of their departments twice a month to discuss data driven and differentiated instruction and to collaborate on lesson plans. Administrators conduct 5 by 5 walkthroughs daily to develop a team atmosphere in which teachers and administrators examine

instructional practice and student motivation. Walkthroughs are geared toward Improving the quality of conversations about instruction and the development of a common language around instruction.

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

Teachers that are certified in clinical supervision work closely with local universities in order to mentor and provide opportunities and internships for highly effective student teachers. Department chairs support all teachers in their respective departments and serve as mentors for teachers that are new to our school. Meetings are held with new teachers once every nine weeks to assist with understanding the school procedures and practices.

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

Department chairs work closely with teachers that are new to the school to assist them in understanding school wide initiatives and procedures.

## 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***

At South Miami Middle Community School the instructional program and materials are aligned to the Florida Standards. District pacing guides are used for instructional focus. District adopted instructional books and materials are also being used by the school. All instructional supplemental material purchased is aligned with the Florida Standards. Instructional technology programs and software used at South Miami Middle Community School are aligned with the Florida Standards.

#### Instructional Strategies

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

At South Miami Middle Community School students are provided with rigorous, data driven instruction in the English Language Arts, Mathematics, Science and Social Science classrooms. Classroom, district and state assessment data is analyzed and disaggregated to differentiate instruction and target areas of weakness. Students meeting and exceeding grade level standards are provided with enrichment activities and honors courses to maintain high academic achievement.

***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: 3,000**

Homework help is offered before and after school in Mathematics and Reading. Academic tutoring as well as a myriad of Enrichment classes are offered after school through our Community School. Programs for at-risk students are also offered in collaboration with Community partners and special grants such as Title III.

**Strategy Rationale**

To challenge students and maintain proficiency status.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Perez-Sanz, Ingrid, ipsanz@dadeschools.net

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

Students who participate in afterschool assistance and enrichment programs are monitored using District and State test result data reports. Student weaknesses are identified and programs are implemented using research based strategies.

**Strategy: Extended School Day**

**Minutes added to school year: 3,000**

Bilingual Tutoring Academy

**Strategy Rationale**

Increase student achievement in reading, science and math.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Arttime, Iliana, iartime@dadeschools.net

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

Imagine Learning data as well as District and State test results will be used to monitor effectiveness of Bilingual Tutoring Academy.



**Strategy:** Before School Program

**Minutes added to school year:** 2,000

Students are provided the opportunity to attend the computer lab two mornings a week from 7:45am to 8:30 am to work on technology programs to increase student achievement in the areas of math and reading.

**Strategy Rationale**

Increase student achievement in reading and math.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Artime, Iliana, iartime@dadeschools.net

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

Data collected to ensure the effectiveness of the strategy discussed above includes web based research program reports generated by the assistant principal monthly. Instructional strategies are then aligned to drive instruction.

**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**

South Miami Middle Community School conducts weekly tours from October to January where fifth grade elementary school students and their parents spend a morning visiting eight Magnet classrooms and one or two core classes. They have an opportunity to meet teachers and students and see Magnet classes in action. In addition to this we host a fifth grade field trip where students who are interested in the photography program can come and spend time in the photography classroom and complete a take home project. Magnet auditions are held in February and parents are given a brief orientation as they wait for their students to complete their audition. In the Spring we hold a Magnet Orientation in the evening for students who have been accepted into one of our Magnet Programs. Counselors visit our main feeder schools in order to advise and assist students with scheduling. Before school starts in August, new parents and students are invited to an orientation. We also have orientation assemblies by grade level for all students in September. Our Counselors network with elementary schools and high schools and transition activities are planned. . Students are invited to visit several high schools on field trips. South Miami Middle Community School hosts an academic Magnet Fair and an Arts Magnet Fair where High Schools have an opportunity to present their programs to our eighth grade students. Our counselors and SPED teachers participate in all district articulation activities both with our feeder elementary schools and receiving high schools.

**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**

Counselors work with students, parents and teachers to assure that students are taking classes that are meaningful and relevant to their future. High School level classes are also offered so that students can engage in developing a personally meaningful course of study so they can achieve goals they have set for themselves.

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

South Miami Middle Community School has a performance based Magnet Program that offers students the opportunity to audition for one of eight strands including Art, Band, Broadcast, Chorus, Dance, Drama, Orchestra, and Photography. Students choose one strand to audition for based on their goals, interests and talents.

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

N/A

**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**

All students who are eligible for high school courses at South Miami Middle Community School will be enrolled in high school courses and will receive differentiated, data driven, targeted instruction to assure success on End of Course Exams.

## 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.

## 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.** 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. Increase student achievement by improving core instruction in all content areas. 1a**

G070748

**Targets Supported 1b**

Indicator	Annual Target
Math Gains	84.0
ELA/Reading Gains	78.0
FCAT 2.0 Science Proficiency	69.0

**Resources Available to Support the Goal 2**

- English/ Language Arts: Teachers trained on creating exemplar lessons, all teachers are highly qualified, Implementing Wordly Wise, before and after school tutoring, Writing Bootcamp, School-wide iReady implementation plan in place, Bilingual Tutoring, School Curriculum Council monthly meeting, integrating technology through the use of Promethean boards
- Mathematics: Teachers trained on Think, Solve and Explain, all teachers are highly qualified, Extended Learning Services are offered, FSA Bootcamp, Algebra Nation, Edgenuity and Reflex Math are in use, Bilingual Tutoring Academy, Explicit Instruction on compare and contrast for solving problems, IPREP, School Curriculum Council monthly meetings, Integrating technology through the use of Promethean boards
- Science: Teachers are afforded time to do vertical planning through department meetings twice a month, all teachers are highly qualified, Gizmos, Earth Echo, Fairchild Challenge, SECME Olympiad, 2nd place in National SECME competition, School Curriculum Council monthly meetings, Integrating technology through the use of Promethean boards and other programs allows teachers to provide opportunity for enrichment of lesson benchmarks and simulate events in science that are impossible to recreate in classroom.
- Social Science: Teachers are trained on how to utilize a variety of primary sources, extensive training on integration of technology, and document based questions, School-wide Bring Your Own Device plan is in place, EdSitement, Digital History, National Archives, Promethean boards, maps, highly qualified teachers, School Curriculum Council monthly meetings, Department meetings twice a month

**Targeted Barriers to Achieving the Goal 3**

- Limited training on critical thinking and analytical skills

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

Monitor for effectiveness of the implementation of research based critical thinking instructional strategies such as close reading, document based questions and higher order questions by reviewing baseline, interim assessment and iReady data.

**Person Responsible**

Iliana Artime

**Schedule**

Monthly, from 11/23/2015 to 5/31/2016

**Evidence of Completion**

Baseline, interim assessment and iReady data reports

## Action Plan for Improvement

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

### Problem Solving Key

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

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

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

 G070748

**G1.B1** Limited training on critical thinking and analytical skills **2**

 B184374

**G1.B1.S1** Implement instruction in critical thinking through close reading, document based questions, think solve and explain, and higher order questioning as part of an instructional framework to support students in the developing of a deep understanding and a precise interpretation of a literary or content area passage. **4**

 S195897

### Strategy Rationale

Students will be able to analyze, interpret, compare and evaluate text using and citing clear and relevant evidence.

### Action Step 1 **5**

In all curriculum areas provide professional development on research based strategies for improving critical thinking such as document based questions, think solve and explain, higher order questions and close reading.

### Person Responsible

Iliana Artime

### Schedule

Monthly, from 11/17/2015 to 5/31/2016

### Evidence of Completion

Professional Development sign in sheets, agendas, handouts, teacher reflections and group feedback sheets

## Action Step 2 5

Teachers will show implementation of critical thinking instructional strategies through daily instruction.

### **Person Responsible**

Iliana Artime

### **Schedule**

Daily, from 11/23/2015 to 5/31/2016

### **Evidence of Completion**

Lesson Plans, Student authentic work samples, Student Discourse, Teacher Reflections, Student Feedback

## Action Step 3 5

In all curriculum areas follow up and support teachers in need of additional assistance in the area of research based critical thinking instructional strategies such as close reading, document based questions and higher order questions.

### **Person Responsible**

Iliana Artime

### **Schedule**

Daily, from 11/23/2015 to 5/31/2016

### **Evidence of Completion**

Teacher request

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

Conduct classroom walkthroughs to monitor fidelity of implementation of research based critical thinking instructional strategies such as close reading, document based questions and higher order questions.

### **Person Responsible**

Iliana Artime

### **Schedule**

On 5/31/2016

### **Evidence of Completion**

Walkthrough logs, lesson plans

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

Monitor for effectiveness of the implementation of research based critical thinking instructional strategies such as close reading, document based questions and higher order questions by reviewing interim assessment and iReady data.

**Person Responsible**

Iliana Artime

**Schedule**

Monthly, from 11/23/2015 to 5/31/2016

**Evidence of Completion**

Interim Assessment and iReady reports, authentic student work samples

**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	In all curriculum areas provide professional development on research based strategies for improving critical thinking such as document based questions, think solve and explain, higher order questions and close reading.	Artime, Iliana	11/17/2015	Professional Development sign in sheets, agendas, handouts, teacher reflections and group feedback sheets	5/31/2016 monthly
G1.B1.S1.A2	Teachers will show implementation of critical thinking instructional strategies through daily instruction.	Artime, Iliana	11/23/2015	Lesson Plans, Student authentic work samples, Student Discourse, Teacher Reflections, Student Feedback	5/31/2016 daily
G1.B1.S1.A3	In all curriculum areas follow up and support teachers in need of additional assistance in the area of research based critical thinking instructional strategies such as close reading, document based questions and higher order questions.	Artime, Iliana	11/23/2015	Teacher request	5/31/2016 daily
G1.MA1	Monitor for effectiveness of the implementation of research based critical thinking instructional strategies such as close reading, document based questions and higher order questions by reviewing baseline, interim assessment and iReady data.	Artime, Iliana	11/23/2015	Baseline, interim assessment and iReady data reports	5/31/2016 monthly
G1.B1.S1.MA1	Monitor for effectiveness of the implementation of research based critical thinking instructional strategies such as close reading, document based questions and higher order questions by reviewing interim assessment and iReady data.	Artime, Iliana	11/23/2015	Interim Assessment and iReady reports, authentic student work samples	5/31/2016 monthly
G1.B1.S1.MA1	Conduct classroom walkthroughs to monitor fidelity of implementation of research based critical thinking instructional strategies such as close	Artime, Iliana	11/17/2015	Walkthrough logs, lesson plans	5/31/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	reading, document based questions and higher order questions.				

## Appendix 2: Professional Development and Technical Assistance Outlines

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



## Professional Development Opportunities

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

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

**G1.B1** Limited training on critical thinking and analytical skills

**G1.B1.S1** Implement instruction in critical thinking through close reading, document based questions, think solve and explain, and higher order questioning as part of an instructional framework to support students in the developing of a deep understanding and a precise interpretation of a literary or content area passage.

### **PD Opportunity 1**

In all curriculum areas provide professional development on research based strategies for improving critical thinking such as document based questions, think solve and explain, higher order questions and close reading.

#### **Facilitator**

Iliana Artime

#### **Participants**

All instructional Staff

#### **Schedule**

Monthly, from 11/17/2015 to 5/31/2016

**Technical Assistance Items**

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

**Budget**

<b>Budget Data</b>			
1	G1.B1.S1.A1	In all curriculum areas provide professional development on research based strategies for improving critical thinking such as document based questions, think solve and explain, higher order questions and close reading.	\$0.00
2	G1.B1.S1.A2	Teachers will show implementation of critical thinking instructional strategies through daily instruction.	\$0.00
3	G1.B1.S1.A3	In all curriculum areas follow up and support teachers in need of additional assistance in the area of research based critical thinking instructional strategies such as close reading, document based questions and higher order questions.	\$0.00
<b>Total:</b>			<b>\$0.00</b>