

Nautilus Middle School



2015-16 School Improvement Plan

Nautilus Middle School

4301 N MICHIGAN AVE, Miami Beach, FL 33140

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

School Demographics

School Type

Middle

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

70%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

73%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The education stakeholders of Nautilus Middle School strive to provide our students with a safe, academically challenging, and culturally diverse environment that fosters the development of exceptionally strong character and intellect. It is our goal to empower students to reach their maximum potential and mature into responsible, self-sufficient, productive and compassionate members of a global society.

Provide the school's vision statement

We are committed to provide educational excellence for all.

School Environment

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

Nautilus Middle School's administration, faculty, and staff learn about student's cultures and builds relationships between teachers and students through various cultural-building events throughout the school year. Through cultural events that range from Black History Awareness Month, to Hispanic Heritage Month, and even to Disability Awareness Month, Nautilus Middle School participates in a wide-range of cultural activities which build relationships between teachers and students that result in increasing the academic performance of students.

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

At Nautilus Middle School, an environment where students feel safe and respected is created through a tiered approach to addressing the safety needs of the student body. Through a comprehensive security plan that stations teachers, security guards, and administration throughout the building, students are constantly supervised in the hallways, cafeteria, classroom, and around the school campus. With periodic school-wide events and activities, students are motivated to demonstrate safe and respectful behavior on a daily basis and are able to earn preferred activities and various positive rewards.

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

Taking a positive behavioral approach to motivating students, the school-wide behavioral system in place at Nautilus Middle School minimizes behavioral distractions and increases students' engagement during instructional time. Each classroom behavioral management system is based on a "rewards-based approach to discipline." Protocols for addressing unwanted student behaviors are used across a progressive continuum where students have opportunities to not only correct their behavior, but also earn back rewards that were lost. Behavioral expectations are made explicit to students not only by posting them in the classrooms, hallways, and cafeteria, but also through integrating behavioral expectations into the academic curriculum and instruction itself.

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

The social-emotional needs of the student population at Nautilus Middle School are met through offering a differentiated approach to identifying the needs of students. Each and every student is observed in the classroom for not only academic progress and achievement, but also social-emotional functioning and ability to participate with peers and interact in a manner which is age-appropriate and requisite in a school and classroom setting. Some students receive additional social-emotional screenings which require the use of additional student services beyond the teacher. The few students who exhibit severe social-emotional needs receive individualized observation, assessment, and intervention through the implementation of a school support team.

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

The Early Warning System (EWS) indicators help to identify struggling students in order to provide appropriate support and intervention in a timely manner. These indicators are highly predictive of potential student failure, especially in terms of students dropping out of school. These indicators include:

- Students who miss more than 10% of instructional time
- Students who have referrals that lead to suspension of more one or more days
- Students who score at FSA Level 1 in either ELA or Math
- Students who fail either ELA or Math
- Students who fail 2 or more of any course

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	1	17	34	52
One or more suspensions	58	60	58	176
Course failure in ELA or Math	4	13	17	34
Level 1 on statewide assessment	2	83	90	175

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	6	83	95	184

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

Indicator 1: Our attendance services include parent contact, parent conference, official letter, and home leading to the development of the Truancy Packet.

Indicator 2: Our Alternative to suspension plan offers students an opportunity to attend an alternative site while serving suspension that allows them to complete school work.

Indicators 3 & 4: Students that fail Language Arts/Reading and/or score a level 1 on statewide assessments are assigned to the Intensive Course and have an opportunity to recover the course via Virtual School, at home or after school during Teen Club. Students that fail Mathematics and/or score a level 1 on statewide assessments will receive interventions in the form of pull-out and will also have the Virtual School option.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

SEE PIP

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

School provides access to all stakeholders through are Parent Resource Center and accessibility to all staff through workshops, parent conference and school events.

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
Bellmas, Rene	Principal
Echemendia, Julio	Assistant Principal
Gilchrist, Valerie	Assistant Principal
Smith, Michael	Teacher, K-12
Gutierrez, Rosxana	Guidance Counselor
Werner, Kim	Guidance Counselor
Burns, Lissette	Teacher, K-12
Foote, Fwendolyn	Teacher, K-12
Fernandez, Rick	Teacher, K-12
Cotabarren, Christian	Teacher, K-12
Modia, Raimundo	Teacher, K-12
Iglesia, Gabriela	Teacher, K-12
Porter, Robin	Teacher, K-12
Giordano, Natalia	Attendance/Social Work

Duties

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

- 1) Rene Bellmas, Principal
- 2) Julio A. Echemendia, Assistant Principal: Schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
- 3) Valerie Gilchrist, Assistant Principal: Schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
- 4) Michael Smith, SCS: Monitors and revises small and whole group instruction.
- 5) Lissette Burns: Language Arts/Reading Chairperson and Coordinator : Plans and monitors reading interventions
- 6) Rosxana Guterrez, Guidance Counselor: Plans and monitors behavioral interventions.
- 7) Kim Werner, Guidance Counselor: Plans and monitors behavioral interventions.
- 8) Natalia Giordano, School Social Worker: Supports all behavioral interventions across each tier of support.
- 9) Dr. Jeheudimes Vuai, School Psychologist: Plans and monitors tier III interventions and supports all other interventions.
- 10) Margareth Schreiber, SPED Chairperson: Plans and monitors tier III interventions and supports all other interventions.
- 11) Gabriela Iglesia, Mathematics Chairperson: Plans and monitors mathematics interventions
- 12) Dr. Gwendolyn Foote, Science Chairperson: Monitors and revises small and whole group instruction.
- 13) Robin Porter, Social Studies Chairperson: Monitors and revises small and whole group instruction.
- 14) Christian Cotabarren, ELL/Foreign Language Chairperson: Monitors and revises small and whole group instruction.
- 15) Raimundo Modia, Fine Arts Chairperson: Monitors and revises small and whole group instruction.
- 16) Rick Fernandez, Gifted Chairperson: Monitors and supports all interventions.

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

Across all tiers of support, we hold regular team meetings where problem solving is the sole focus. As a method of data-based problem solving, we use 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. When moving students from one tier to another, we 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. As a problem-solving team, we respond when grades, subject areas, classes, or individual students have not shown a positive response. Because we constantly measure progress, we respond when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ELL and content area teachers
- coaching and mentoring for ELL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in

reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign

born students

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students

receive all the services they are entitled to.

- The Homeless Education Program seeks to ensure a successful educational experience for homeless

children by collaborating with parents, schools, and the community.

- The Homeless Education Program assists schools with the identification, enrollment, attendance, and

transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the

procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School

Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a

contest is sponsored by The Homeless Trust-a community organization.

- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

•The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento

Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which

bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24

hours of an initial report.

- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

- 2) Nutrition education, as per state statute, is taught through physical education.

- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

High School Only

High school completion courses are available to all eligible Miami-Dade County Public School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

N/A

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities

and resources for providing HIV/AIDS instruction in grades K-12.

- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for

School Personnel.

- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rene Bellmas	Principal
Abigail Laurence	Teacher
Michael Smith	Teacher
Gwendolyn Foote	Teacher
Rick Fernandez	Teacher
Yollette Linwood	Teacher
Christian Cotabarren	Teacher
Janet Rizvi	Education Support Employee
Kara Burnstine	Parent
Elisheva Rogoff	Parent
Samantha Bratter	Parent
Maximo Bratter	Student
Arielle Dreyfus	Student
Gabriela Iglesia	Teacher
Tania Perez	Education Support Employee
Julie Basner	Parent
Leslie Tobin	Parent
Becky Cohen	Parent
Valentina Celiz	Student
Beth Edwards	Business/Community
Jonathan Tamen	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

At the end of the 2014-2015 school year, the ESSAC convened to discuss the status of the School Improvement Plan. Although the FSA and EOC scores had not yet been released, district interim

assessment data showed increases. During our first meeting of the 2015-2016 school year, assessment data was discussed as well as our plan for our current SIP.

Development of this school improvement plan

The EESAC is the sole body responsible for developing and monitoring final decision making at the school relating to the implementation of the School Improvement Plan. The EESAC is given the opportunity to offer feedback and suggestions to the SIP writing team based on the school's data.

Preparation of the school's annual budget and plan

Our budget plan includes sharing copies of the entire school budget, not just the EESAC portion with its members. The EESAC portion of the budget will be spent on projects or programs selected by the members. The plan will help create a learning environment that supports the vision and mission of the school.

The members will work with the principal, faculty, and council members to promote increased student achievement and conduct meetings to facilitate and monitor the efforts associated with the School Improvement Plan. The EESAC has already discussed and approved the hiring of an interventionist in our area of need (Mathematics). This extra staff member will be utilized as a co-teacher in our lower level classes and used as a pull out instructor for small group learning. Additionally, the EESAC will work together to come up with providing extra support and materials to our SPED population.

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

Funds in the amount of \$2,999.99 will be used to supplement programs, materials and incentives to enhance student achievement.

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
Bellmas, Rene	Principal
Echemendia, Julio	Assistant Principal
Gilchrist, Valerie	Assistant Principal
Burns, Lissette	Teacher, K-12
Foote, Fwendolyn	Teacher, K-12
Fernandez, Rick	Teacher, K-12
Modia, Raimundo	Assistant Principal
Cotabarren, Christian	Teacher, K-12
Iglesia, Gabriela	Teacher, K-12
Schreiber, Margareth	Teacher, K-12
Porter, Robin	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The function of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The administration, content area teachers, and other principal appointees who serve on this team meet at least once a month to share best practices in the area of on-going progress monitoring of reading data and data-based reading

interventions. The major initiatives of the Literacy Leadership Team for this year are:

- Hold weekly grade level and department meetings for the purpose of planning instruction according to students need.
- Provide support and resources for the implementation of the Common Core Standards in all content areas.
- Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
- Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
- Writing will be incorporated across the curriculum
- Provide professional development based upon student assessment data and need.
- Use student assessment data to evaluate the resources needed to meet the needs of teachers and students.

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

This year, we have scheduled a weekly schedule that promotes on-going teacher development and learning. Department Meetings take place on Mondays during the 1st and 3rd week of the month, the faculty participates in a lesson study PLC, which is led by the department chair. During the 2nd and 4th week of the month, the faculty participates in traditional meetings, which is led by the department chair. Tuesday and Thursdays have been scheduled as our Parent/Teacher/Student Conference days. These conferences will be initiated by either the parent or teacher and will be held in either the teacher's classroom or student services conference rooms. Conferences involving a counselor will be held in either the counselor's office or student services conference room. Faculty not participating in a student services conference will be able to work on instructional planning. Wednesday's have been designated as our problem-solving team conference day. These conferences are initiated by teachers or counselors to determine best course of action for individualization of student instruction and behavior contracts. Fridays are designated as our Faculty-Wide PLC Book Study days. These meetings will be on the 1st and 3rd week of the month in the media center and will be led by our SST coordinator and department chairs. IB training takes place on the 2nd and 4th week of the month in the media center and is led by our IB coordinator and team leaders.

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

New teachers are assigned a highly qualified mentor teacher, usually within the same department. Release time is provided for professional development in order to seek additional certifications.

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

New teachers are paired with their department chairperson that will serve as the mentor. Time is provided for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices.

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

- Reviewing all lesson plans
- Classroom observations
- Attending department and grade level meetings
- Providing professional development opportunities
- Ensure the only the District's core instructional programs and accompanying supplemental materials are used

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 district pacing guide provides teachers with the framework to facilitate reading comprehension strategies and aligns teacher focus to the new Florida Standards. Administrators periodically perform classroom walk-through to ensure that teachers are on pace with their delivery of instruction. If warranted, debriefings take place with identified teachers to ensure that instruction is modified to a high level of rigor. Our school incorporates reading and writing in every content area classroom. Teachers report findings on struggling students during our scheduled problem solving meeting days to secure additional resources and tutoring for these students. Administrators and student services staff members contact parents and offer tutoring services and support. Each teacher keeps a data binder with a history of data performance on their students. Each topic, quarterly, and interim test scores are updated for each student and placed in the binders. After each assessment, scores are shared with other department teachers, leadership team members and students. These data chats serve to change instructional focus in order to achieve proficiency on the Florida Standards Assessments. Each teacher fills out a data protocol and adjust their benchmarks to target areas of need. Teachers also adjust student grouping in order to provide differentiated and targeted instruction. Additionally, teachers pull technology data reports every two weeks and submit to their department chairs to review with administration. Grade Level leaders and department leaders submit all team meeting agendas and minutes to administration each week.

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: Weekend Program

Minutes added to school year: 1,800

Students who achieved an FSA level of high 2 or low 3, in Reading and/or Math, are targeted for our Saturday Tutorial Program. During this 3 hour session, students are given supplemental material to address deficiencies and prepare them for the FSA.

Eighth grade students are also offered the opportunity for enrichment in the areas of Writing and FCAT Science.

Strategy Rationale

A review of the data indicates that a significant amount of students fall into this category. Providing this group with additional instruction and support will have the greatest impact on school-wide achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bellmas, Rene, pr6541@dadeschools.net

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

Data is collected during interim exams as well as topic tests. This data is analyzed by teachers and administrators, to determine the effectiveness of strategies and need to re-strategize.

Strategy: Extended School Day

Minutes added to school year: 4,080

All ELL students have opportunities for intervention in Reading and/or Mathematics during our after-school tutorial program. During these one hour sessions, students use the I-Ready and/or Achieve 3000 programs to address deficiencies and prepare them for the FSA.

All students enrolled in the after school Teen Club have opportunities for intervention in Reading and/or Mathematics, in a computer lab setting, using the I-Ready program.

Levels 1 and 2 students enrolled in the After-School All-Stars program have opportunities for intervention in Reading and/or Mathematics, in a computer lab setting, using the I-Ready program.

Strategy Rationale

A review of the data indicates that these students will benefit from this additional instructional time and with the added support will have the greatest impact on school-wide achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bellmas, Rene, pr6541@dadeschools.net

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

Data is collected during interim exams as well as topic tests. This data is analyzed by teachers and administrators, to determine the effectiveness of strategies and need to re-strategize.

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

NA

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

During the articulation process, counselors and program leaders from the high school speak to our eighth grade students to ensure they select courses that are related to a career themed academy.

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

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and post secondary technical credits in high

school and provide more opportunities for students to complete two and four year post secondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

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

- Enroll students in Algebra I Honors who achieve levels four or five in FSA Mathematics
- Incorporate a rigorous curriculum and support to enhance FSA proficiency in Reading and Mathematics
- Provide students with information on Bright Futures and other available scholarship opportunities

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. to increase student achievement by improving core instruction

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 1a

G070817

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	57.0
AMO Math - All Students	74.0
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal 2

- District Pacing Guides, Gateway to Data, CPALMS, i-Ready, Reading Plus, PMRN/FAIR, Edgenuity, Gizmos, IPREP, Achieve 3000, Imagine Learning, Curriculum Support Specialists, Department Chairpersons, Department Meetings, Promethean Boards, tablets, classroom and lab computers, Teen Club, and tutoring program, Discovery Education, My onReader, Carnegie Learning Mathia software, student Textbooks, Explore Learning Reflex (6-8), Algebra Nation (6-8), Khan Academy (6-8), Illustrative Mathematics items, Unwrapping the Standards template, BYOD Resources (6-8), NBC Learn, PBS Learning Media, PowerMyLearning, Scholastic Study Jams, Extended Learning Modules on Learning Village, FLREA curriculum wheel , Gateway to American Government text and Technology

Targeted Barriers to Achieving the Goal 3

- Limited evidence of in-depth rigorous planning using the Florida Standards to differentiate instruction.

Plan to Monitor Progress Toward G1. 8

Administrators will monitor teacher's lesson plans to ensure data is being used to drive instruction.

Person Responsible

Rene Bellmas

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Teacher lesson plans and 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. to increase student achievement by improving core instruction **1**

 **G070817**

G1.B1 Limited evidence of in-depth rigorous planning using the Florida Standards to differentiate instruction. **2**

 **B184557**

G1.B1.S1 Increase effective Planning and Instructional delivery **4**

 **S196060**

Strategy Rationale

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

Action Step 1 **5**

Use data from formal and informal assessments to guide instructional practice and planning in all departments.

Person Responsible

Rene Bellmas

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations.

Action Step 2 5

Conduct weekly classroom walkthroughs to monitor the effective implementation of classroom instruction incorporating classroom conversations.

Person Responsible

Rene Bellmas

Schedule

Daily, from 9/8/2015 to 11/24/2015

Evidence of Completion

Teacher lesson plans, notebooks/student folders, and classroom observations.

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

Administration will monitor the teacher's use of data reports to drive the delivery of instruction and identify teachers in need of additional support. Support will be provided by CSS and leadership team.

Person Responsible

Rene Bellmas

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Data reports, meetings agendas, sign-in sheets, collaborative Planning, lesson Plans, student work, walk-through logs.

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

Administration will monitor data reports for increased academic performance.

Person Responsible

Rene Bellmas

Schedule

Weekly, from 9/8/2015 to 11/24/2015

Evidence of Completion

Data reports from all computer based intervention programs, lesson plans, student work, and walk-through logs.

G1.B1.S2 Increase utilization of the Item Specifications during planning 4

 S196061

Strategy Rationale

Utilize effective planning protocols including the use of the MAFS Item Specifications to develop effective instructional strategies to maximize the use of the mathematics instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

Action Step 1 5

Utilize district pacing guides and data from formative and summative assessments, such as Topic Assessments, I-Ready Diagnostics and District Assessments, to customize instruction and develop Instructional Focus Calendars to address student needs.

Person Responsible

Julio Echemendia

Schedule

On 11/24/2015

Evidence of Completion

Sign-in sheet, agenda

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

Administration will monitor the teacher's use of data reports and focus calendars to drive the delivery of instruction. Support will be provided by CSS and leadership team.

Person Responsible

Rene Bellmas

Schedule

Daily, from 9/28/2015 to 11/24/2015

Evidence of Completion

Data reports, meetings agendas, sign-in sheets, collaborative Planning, focus calendars, lesson Plans, walk-through logs.

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

Administration will monitor data reports for increased academic performance.

Person Responsible

Rene Bellmas


Schedule

Weekly, from 9/28/2015 to 11/24/2015

Evidence of Completion

Data reports from all computer based intervention programs, lesson plans, student work, and walk-through logs.

G1.B1.S3 Increase Rigor and Higher Order questioning strategies. 4

 S196062

Strategy Rationale

Infuse a variety of higher order thinking strategies into the planning and delivery of instruction.

Action Step 1 5

Plan collaboratively with science teachers on a regular basis to establish a routine of 5e Learning Cycle with inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs) and correct content depth according to the Item Specifications and current District Pacing guides.

Person Responsible

Julio Echemendia

Schedule

Weekly, from 9/28/2015 to 11/24/2015

Evidence of Completion

Lesson plans, student work samples, lab activities, student journals/interactive notebooks

Action Step 2 5

Provide Professional Development opportunities on using the 7th grade Civics tablets for teachers to be able to use as a resource when planning collaboratively to improve academic writing.

Person Responsible

Rene Bellmas

Schedule

Monthly, from 9/28/2015 to 11/24/2015

Evidence of Completion

Collaborative lesson planning, Department meeting minutes, sign in sheet, student folders, teacher lesson plan

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

Administration will monitor data reports for increased academic performance.

Person Responsible

Rene Bellmas

Schedule

Weekly, from 9/28/2015 to 11/24/2015

Evidence of Completion

Lesson plans, student work samples, lab activities, student journals/interactive notebooks

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

Administration will monitor data reports for increased academic performance.

Person Responsible

Rene Bellmas

Schedule

Weekly, from 9/28/2015 to 11/24/2015

Evidence of Completion

Data reports from all computer based intervention programs, lesson plans, student work, and walk-through logs.

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	Use data from formal and informal assessments to guide instructional practice and planning in all departments.	Bellmas, Rene	9/8/2015	Evidenced in teacher lesson plans, reading/writing notebooks/student folders, and classroom observations.	11/24/2015 weekly
G1.B1.S2.A1	Utilize district pacing guides and data from formative and summative assessments, such as Topic Assessments, I-Ready Diagnostics and District Assessments, to customize instruction and develop Instructional Focus Calendars to address student needs.	Echemendia, Julio	9/28/2015	Sign-in sheet, agenda	11/24/2015 one-time
G1.B1.S3.A1	Plan collaboratively with science teachers on a regular basis to establish a routine of 5e Learning Cycle with inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs) and correct content depth according to the Item Specifications and current District Pacing guides.	Echemendia, Julio	9/28/2015	Lesson plans, student work samples, lab activities, student journals/ interactive notebooks	11/24/2015 weekly
G1.B1.S1.A2	Conduct weekly classroom walkthroughs to monitor the effective implementation of classroom instruction incorporating classroom conversations.	Bellmas, Rene	9/8/2015	Teacher lesson plans, notebooks/ student folders, and classroom observations.	11/24/2015 daily
G1.B1.S3.A2	Provide Professional Development opportunities on using the 7th grade Civics tablets for teachers to be able to use as a resource when planning collaboratively to improve academic writing.	Bellmas, Rene	9/28/2015	Collaborative lesson planning, Department meeting minutes, sign in sheet, student folders, teacher lesson plan	11/24/2015 monthly
G1.MA1	Administrators will monitor teacher's lesson plans to ensure data is being used to drive instruction.	Bellmas, Rene	9/8/2015	Teacher lesson plans and data reports.	11/24/2015 weekly
G1.B1.S1.MA1	Administration will monitor data reports for increased academic performance.	Bellmas, Rene	9/8/2015	Data reports from all computer based intervention programs, lesson plans, student work, and walk-through logs.	11/24/2015 weekly
G1.B1.S1.MA1	Administration will monitor the teacher's use of data reports to drive the delivery of instruction and identify teachers in need of additional support. Support will be provided by CSS and leadership team.	Bellmas, Rene	9/8/2015	Data reports, meetings agendas, sign-in sheets, collaborative Planning, lesson Plans, student work, walk-through logs.	11/24/2015 weekly
G1.B1.S2.MA1	Administration will monitor data reports for increased academic performance.	Bellmas, Rene	9/28/2015	Data reports from all computer based intervention programs, lesson plans, student work, and walk-through logs.	11/24/2015 weekly
G1.B1.S2.MA1	Administration will monitor the teacher's use of data reports and focus calendars to drive the delivery of instruction. Support will be provided by CSS and leadership team.	Bellmas, Rene	9/28/2015	Data reports, meetings agendas, sign-in sheets, collaborative Planning, focus calendars, lesson Plans, walk-through logs.	11/24/2015 daily
G1.B1.S3.MA1	Administration will monitor data reports for increased academic performance.	Bellmas, Rene	9/28/2015	Data reports from all computer based intervention programs, lesson plans, student work, and walk-through logs.	11/24/2015 weekly
G1.B1.S3.MA1	Administration will monitor data reports for increased academic performance.	Bellmas, Rene	9/28/2015	Lesson plans, student work samples, lab activities, student journals/ interactive notebooks	11/24/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. to increase student achievement by improving core instruction

G1.B1 Limited evidence of in-depth rigorous planning using the Florida Standards to differentiate instruction.

G1.B1.S1 Increase effective Planning and Instructional delivery

PD Opportunity 1

Use data from formal and informal assessments to guide instructional practice and planning in all departments.

Facilitator

Lisette Burns

Participants

All teachers

Schedule

Weekly, from 9/8/2015 to 11/24/2015

G1.B1.S2 Increase utilization of the Item Specifications during planning

PD Opportunity 1

Utilize district pacing guides and data from formative and summative assessments, such as Topic Assessments, I-Ready Diagnostics and District Assessments, to customize instruction and develop Instructional Focus Calendars to address student needs.

Facilitator

Gabriela Iglesia

Participants

Mathematics Department

Schedule

On 11/24/2015

G1.B1.S3 Increase Rigor and Higher Order questioning strategies.

PD Opportunity 1

Plan collaboratively with science teachers on a regular basis to establish a routine of 5e Learning Cycle with inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs) and correct content depth according to the Item Specifications and current District Pacing guides.

Facilitator

Dane Jabber

Participants

Science Department

Schedule

Weekly, from 9/28/2015 to 11/24/2015

PD Opportunity 2

Provide Professional Development opportunities on using the 7th grade Civics tablets for teachers to be able to use as a resource when planning collaboratively to improve academic writing.

Facilitator

Jackie Viana

Participants

Civics teachers

Schedule

Monthly, from 9/28/2015 to 11/24/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Use data from formal and informal assessments to guide instructional practice and planning in all departments.	\$0.00
2	G1.B1.S1.A2	Conduct weekly classroom walkthroughs to monitor the effective implementation of classroom instruction incorporating classroom conversations.	\$0.00
3	G1.B1.S2.A1	Utilize district pacing guides and data from formative and summative assessments, such as Topic Assessments, I-Ready Diagnostics and District Assessments, to customize instruction and develop Instructional Focus Calendars to address student needs.	\$0.00
4	G1.B1.S3.A1	Plan collaboratively with science teachers on a regular basis to establish a routine of 5e Learning Cycle with inquiry based, hands-on activities relevant to the objectives of the specific grade level topics (including essential labs) and correct content depth according to the Item Specifications and current District Pacing guides.	\$0.00
5	G1.B1.S3.A2	Provide Professional Development opportunities on using the 7th grade Civics tablets for teachers to be able to use as a resource when planning collaboratively to improve academic writing.	\$0.00
Total:			\$0.00