North Dade Middle School

2015-16 School Improvement Plan

North Dade Middle School

1840 NW 157 ST, Miami Gardens, FL 33054

http://ndms.dadeschools.net/main.htm

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	95%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

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

*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

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

North Dade Middle School's mission is development. We work to release the inherent intellectual capacity of all children and to affirm their right to learn.

Provide the school's vision statement

Our school's vision aligns with the development of children; building capacity, achieving excellence, and serving the community with a keen awareness of global issues affecting our society, thus, creating an international minded student.

School Environment

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

North Dade Middle School builds positive relationships through honesty, respect, and compassion. This enhances the self-esteem, safety, and well-being of all stakeholders. We foster an environment that serves all students and aspires to eliminate the achievement gap. Through the character education curriculum, it is expected that students develop values and characteristics needed for them to become caring and responsible citizens at home, school, and in the community.

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

North Dade Middle School strives to develop each student's academic, social, and emotional needs through empowerment. Our students are provided various opportunities to assist in planning, creating, and sustaining a positive learning environment.

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

North Dade Middle School engages our Administration, Parents, Community, Staff, our District and State Curriculum Team to create a robust and progressive disciplinary system. The classroom teacher is responsible for establishing a tone and climate, clear expectations, specific rules, and set procedures; which allows for high quality instruction and learning to take place. Teachers utilize the CHAMPS strategy to minimize distractions and keep students engaged during instructional time. Administrators assist classroom teachers and students as delineated in the progressive discipline plan. The Progressive Discipline Model is discussed at all grade level assemblies at the beginning of the school year and reviewed as deemed necessary throughout each semester.

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 teachers, staff, and community of North Dade Middle School are committed to creating and ensuring a safe, creative, challenging, and fun environment for students to grow and learn. The school employs Positive Behavior Support Systems for students (HERO, Student Success Coach, Character Education). The school's culture is characterized by collaboration and a sense of

community among teachers, staff, students, parents, and community members. All stakeholders continuously set high expectations for behavior and academic achievement.

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

North Dade Middle School early warning system includes weekly RTI team meetings and parent conferences. The team leaders facilitate weekly meetings where all school stakeholders can discuss students with indicators and develop interventions by grade level. The intervention plans are sent to all stakeholders and monitored to assess progress. Assessment data is also discussed and analyzed each quarter to provide students with the right intervention based on learning gains and/or losses.The list of early warning indicators includes: attendance, behavior, course performance in language arts and math, interventions per indicator, assessment data including mid year assessments, i-Ready, OPM data, and Florida Standards Assessment.

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	0	0	0	
One or more suspensions	14	29	26	69
Course failure in ELA or Math	0	29	31	60
Level 1 on statewide assessment	0	40	50	90

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	2	10	9	21

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

Parent Conferences are scheduled Monday-Friday in an effort to accommodate all parents and guardians to dialogue with teachers from all disciplines in a collaborative and collegiate setting. Student data conferences are held throughout the grading cycles to set and review academic goals, monitor
progress and address deficiencies. Conferences may be also be scheduled by guidance counselor or content area instructional coaches.Positive Behavior Support (PBS) initiatives decrease the need for more intrusive or aversive interventions (i.e., indoor or outdoor suspensions) and prevents the loss of instructional time.

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

North Dade Middle School involves parents in the planning and implementation of the Title I Program and
extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental
engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

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

The staff of North Dade Middle School, along with community stakeholders are committed to creating and ensuring a safe, creative, and challenging environment for students to grow and learn. Community leaders provide mentorships (5000 Role Model, DIVAS, and 100 Black Men), Sponsorships, and tutoring services.

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
Laguerre, Fabrice	Principal
Edwards, Kayla	Assistant Principal
Webster, Taneisha	Instructional Coach
Thurston, Monica	Administrative Support

Duties

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

North Dade Middle MTSS/RtI team consists of the principal, assistant principal, reading coaches, department
chairpersons, student service personnel, and counselor. The individuals selected
for the team have specific knowledge and strengths within their specific content area or expertise.

The team
problem solves issues and concerns that arise through an ongoing, systematic examination of available data
with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student
social/emotional well being, and prevention of student failure through early intervention.
1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:
• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level,
subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific
problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists (M. Wallace, T. Webster, X. Riddick, C. Duignan)
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group

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

North Dade Middle MTSS/RtI Leadership Team meets weekly to review the overall educational delivery of instruction by developing and maintaining a problem solving system to ensure optimal performance of our
leaders, teachers and students. This includes data analysis and progress monitoring of reading, mathematics, science, and writing assessments. Data is reviewed constantly by grade level, content areas, class, and individual student. The review of the data allows the identification of students at risk, changes in instructional practice, professional development needs, and the need for supplemental resources. The team will collaborate regularly to problem solve and implement effective strategies to maximize student achievement. The team will analyze student diagnostic and progress monitoring assessment data at all Tiers to determine staff professional development activities . 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.to 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 I, Part A

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

Title I, Part C- Migrant

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
Schools are to review the services provided with Title III funds and select from the items listed below
for inclusion in the response. Please select services that are applicable to your school.
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 ESOL and content area teachers
• coaching and mentoring for ESOL 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
The above services will be provided should funds become available for the 2012-2013 school year
and should the FLDOE approve the application(s).
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.
Violence Prevention Programs
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention

services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
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
Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership:	
Name	**Stakeholder Group**
Dr. Monica Thurston	Education Support Employee
Tonika Trice	Teacher
Fabrice Laguerre	Principal
	Student
Crystal Dunn	Business/Community
Susan Smith	Parent
Daniel Holmes	Student

Duties

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

Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) was the sole body responsible for the final decision-making and implementation of the components of the School Improvement Plan. The EESAC's function was to bring together all stakeholders and involve them in authentic roles in decisions which affect instruction and the delivery of programs. EESAC members were actively engaged in the preparation and evaluation of the School Improvement Plan (SIP) as well as its impact on the delivery of the educational programs.

Development of this school improvement plan

Members met regularly to review and monitor the implementation of the SIP and the school's annual budget.

Preparation of the school's annual budget and plan

EESAC is responsible for assisting in the preparation and evaluation of the school's annual budget. The
collaboration of EESAC members contributed to the effective utilization of the school's resources, budgeting, and the enforcing of policies.

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

100% of the EESAC funds will be utilized to provide incentives and motivational activities to assist with student
achievement during the 2015-2016 school year.

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
Laguerre, Fabrice	Principal
Edwards, Kayla	Assistant Principal
Webster, Taneisha	Instructional Coach
Thurston, Monica	Administrative Support
McPherson, Marsha	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

North Dade Middle Literacy Team's major initiatives will be to:
• Increase Literacy awareness school-wide

- Develop and implement a school-wide Literacy Plan
- Provide Professional Development to teachers
- Develop school-wide literacy activities
- Disaggregate data
- Assist in monitoring the utilization of the Florida Continuous Improvement Model

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

Common planning time among teachers is a crucial element in the success of an inclusive school. This planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. The guidance of instructional coaches and agreed upon protocols during your planning meetings also helps maximize the time teachers plan together. Additionally, weekly grade-level team meetings contributes meaningful professional development for teachers.

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

1. Provide internships and partnerships opportunities with local universities and Colleges.
2. Provide mentoring opportunities for new and veteran teachers to collaborate on a weekly basis.
3. Provide opportunities for new teachers to observe model instruction and share best practices.
4. Increase opportunities for teachers to become highly qualified (National Board
certified, etc.)

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

Beginning teachers are paired with a mentor teacher preferably within the subject area in which they teach. Coaches and mentor volunteer will assist beginning teachers with lesson planning, classroom management strategies and provide instructional guidance on delivery and implementation of lessons. Mentor and Mentee teachers will meet weekly to discuss progress and modify plans accordingly. Administrative
support will be provided in areas as deemed necessary.

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

Instructional coaches work closely with teachers to provide continuous professional development on State Standards, develop instructional techniques, and recommended activities to improve student learning. Weekly common planning sessions are focused on the development of each teachers' pedagogy and knowledge of instructional strategies to deliver standard-based instruction.

Instructional Strategies

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

North Dade Middle School utilizes data to differentiate instruction and actively work to support the learning of all students. The data sources are FSA, i-Ready, Mid-Year assessment, and topic tests.

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: 6,000

North Dade Middle School offers the After School All - Star program which provides planned activities, that include homework assistance, indoor and outdoor games, arts and crafts, snack time and various recreational activities. The program offers reading and math tutoring, music, enrichment, and other classes designed to provide participants with a variety of educational and enrichment experiences.

Strategy Rationale

Tailored tutoring for the specific academic needs and learning style and interest of targeted group;
designed to build a relationship that can be applied through an interdisciplinary approach;
designed around flexible scheduling for families.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Thurston, Monica, monicathurston@dadeschools.net

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

Sign -in sheets, schedule of planned activities, and student participation logs are monitored to ensure efficacy of implementation.

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

During regular team conferences and at student transition meetings, information related to instructional strategies, needed modifications and adaptations, positive behavior support strategies, and methods of communication are shared. The receiving grade-level teams discuss transitioning students and strategies to acclimate to their new environment.

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

North Dade Middle School will host a Career day, in which local businessmen and other members of the community speak to students regarding career opportunities and the steps needed to complete the targeted career path. Local colleges such as Miami Dade College, Barry University and Florida International University will participate in the College and Career Fair to provide students with a college experience.

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

The Career and Technical Education course will provide students with the opportunity to earn industry certification in a variety of Microsoft Office Suite applications. Additionally, Adobe, Photoshop will be offered as an option for art students.

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

All courses have a technology component infused within the curriculum. Additionally, courses are offered in business and technology to equip students with 21st Century Skills. The art education program also integrates career and technical education skills to enroll students.

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

Students with reading deficiencies are being remediated throughout our intensive reading program. Extended learning opportunities are provided to our students during our after school program across all four core strands of ELA- Reading, Writing, Speaking and Listening, and Language. Intervention and enrichment services are provided during the school day as an additional means of support.

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. `1a`

🔍 G070844

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Literacy- District Support Personnel

- Literacy- Professional Development

- Literacy- Lesson Studies

- Literacy- Professional Learning Communities

- Mathematics- Mathematical Florida Standards (MAFS), MAFS item Specification, Pacing Guides, McGraw-Hill Course Books, Algebra I Prentice Hall, Discovering Geometry

- Mathematics- Tablets, Computer Labs, Edgenuity, iPrep, Tenmarks, iReady

- Mathematics- Thinkgate, iReady, Data Chat Template

- Science- Backwards Planning Guide, Pacing Guide, Lesson Plans, Item Specification, Science Coach, Department Chair, Model Teachers, District Lesson Plans, Textbook Brainpop, Study Jams, Discovery, FCAT Explorer, Edgenuity, Cpalms, Gizmos.

- Science- Tablets, Fcat explorer, Gizmos. Edgenuity, Discovery

- Science- CER,

- Social Science- Increase time on task and instruction; increase attendance by offering incentives

- Social Science- Increase usage of tablets and accessories (i.e.keyboards); more tablets; Tech

- Social Science- Differentiate Instruction with varying content resources (tutorials, videos, etc.)

- Social Science- In class incentives; Positive Behavior Support

- STS/EWI-District Data Reports

- STS/EWI-Student Success Coach

- STS/EWI-Community Based Organizations

- STS/EWI-Online support materials

- STS/EWI-District Professional Development

Targeted Barriers to Achieving the Goal `3`

- Literacy- Limited evidence of planning lessons that are purposeful and aligned to LAFS Standards

- Mathematics- Limited evidence of planning lessons that are purposeful and aligned to MAFS Standards.

- Science- Lack of evidence of purposeful questioning and learning outcomes.

- Student Services/ Early Warning Indicator- Effective systems to address students identified with Early Warning Signs

- Social Science-Planning that results in lesson plans aligned to both the Next Generation Sunshine State Standards (NGSSS) and the LAFS for Social Studies in Reading (RH) and

Writing (WHST) that results in rigorous student-centered activities and results in various writing pieces.

Plan to Monitor Progress Toward G1. `8`

Administration will analyze i-Ready, MYA, Topic Assessments and FSA data to assess mastery levels of all content curricula. Ongoing data chats will occur to promote continuous checks and balances towards progress of achieving the established goal.

Person Responsible

Fabrice Laguerre

Schedule

On 11/17/2015

Evidence of Completion

Data Chat Protocols, Administrative Walkthrough Document

Plan to Monitor Progress Toward G1. `8`

Administration will monitor the effectiveness of school improvement strategies and initiatives by conducting leadership meetings with team leaders to analyze EWS/RTI data in order to determine proper intervention methods.

Person Responsible

Monica Thurston

Schedule

On 11/17/2015

Evidence of Completion

Administration Debriefing Notes, Revised Plans

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. `1`

🔑 G070844

G1.B1 Literacy- Limited evidence of planning lessons that are purposeful and aligned to LAFS Standards `2`

🔑 B184642

G1.B1.S1 Teachers and Coaches collaborate in common planning to create lessons aligned to the LAFS standards. `4`

🔑 S196117

Strategy Rationale

Through the instructional review process it was determined that this strategy will provide the greatest impact on student achievement.

Action Step 1 `5`

Instructional leadership team will introduce strategies and action steps during the Professional Learning Community meeting.

Person Responsible

Taneisha Webster

Schedule

On 11/17/2015

Evidence of Completion

"Professional development roster and professional development deliverables (PD presentation, handouts, materials) "

Action Step 2 `5`

Provide a PD on LAFS during common planning to deepen teachers understanding of the LAFS, plan effective/purposeful lessons that support the backward design model.

Person Responsible

Taneisha Webster

Schedule

On 11/17/2015

Evidence of Completion

Common Planning Agenda,Common Planning Sign In Sheets

Action Step 3 `5`

Provide mini-PDs for teachers to learn how to employ active learning and reading strategies that will allow for deeper analysis of text and foster critical thinking.

Person Responsible

Taneisha Webster

Schedule

On 11/17/2015

Evidence of Completion

Common Planning Agenda,Common Planning Sign In Sheets

Action Step 4 `5`

Coaches will support teachers during Common Planning to develop lessons and activities that are aligned to the standard objectives.

Person Responsible

Taneisha Webster

Schedule

On 11/17/2015

Evidence of Completion

Teacher Lesson Plans, Common Planning Artifacts, Student Work Samples

Action Step 5 `5`

Utilize Common Planning to examine daily end products that evaluate the alignment to the standard objectives.

> **Person Responsible**
>
> Taneisha Webster
>
> **Schedule**
>
> On 11/17/2015
>
> *Evidence of Completion*
>
> Teacher Lesson Plans, Common Planning Artifacts, Student Work Samples

Action Step 6 `5`

Provide Coaching support on the planning, instructional delivery,and implementation of lessons aligned to the standards.

> **Person Responsible**
>
> Taneisha Webster
>
> **Schedule**
>
> On 11/17/2015
>
> *Evidence of Completion*
>
> Teacher Lesson Plans, Common Planning Artifacts, Student Work Samples

Action Step 7 `5`

Administration will monitor the fidelity of the common planning process and conduct walkthrough to observe the delivery of lessons.

> **Person Responsible**
>
> Fabrice Laguerre
>
> **Schedule**
>
> On 11/17/2015
>
> *Evidence of Completion*
>
> Administrative Walkthrough Documentation

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

Administration will monitor the fidelity of the common planning process and conduct walkthrough to observe the delivery of lessons

Person Responsible

Kayla Edwards

Schedule

On 11/16/2015

Evidence of Completion

Administrative Walkthrough Documentation

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

Administration will monitor the effectiveness of instructional planning by conducting debriefing meetings with instructional support team and observations of instructional lessons to ensure curriculum is aligned to state standards.

Person Responsible

Fabrice Laguerre

Schedule

On 11/17/2015

Evidence of Completion

Data Chat Debriefing Protocol, Coaching document

G1.B5 Mathematics- Limited evidence of planning lessons that are purposeful and aligned to MAFS Standards. 2

B184646

G1.B5.S1 Purposeful and effective collaborative planning focused on instruction that is aligned to standard based instruction. 4

S196118

Strategy Rationale

Through the instructional review process it was determined that this strategy will provide the greatest impact on student achievement.

Action Step 1 5

Introduce action plan to department during common planning.

Person Responsible

Toika Trice

Schedule

On 11/17/2015

Evidence of Completion

Agenda, sign-in sheet, PD handouts

Action Step 2 5

Provide professional development on backwards planning utilizing backward design article

Person Responsible

Toika Trice

Schedule

On 11/17/2015

Evidence of Completion

Lesson plans, Data protocols sheets

Action Step 3 5

Provide support as needed through coaching cycles.

Person Responsible

Toika Trice

Schedule

On 11/17/2015

Evidence of Completion

Coach Log

Action Step 4 5

Monitor implementation of the action plan for fidelity and consistency.

Person Responsible

Toika Trice

Schedule

On 11/17/2015

Evidence of Completion

Administrative Walk-Throughs

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monitor implementation of the action plan for fidelity and consistency.

Person Responsible

Fabrice Laguerre

Schedule

On 11/17/2015

Evidence of Completion

Administrative Walk-Through Documentation

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Administration will monitor the effectiveness of instructional planning by conducting debriefing meetings with instructional support team and observations of instructional lessons to ensure curriculum is aligned to state standards.

Person Responsible

Fabrice Laguerre

Schedule

On 11/17/2015

Evidence of Completion

Data Chat Debriefing Protocol, Coaching document

G1.B8 Science- Lack of evidence of purposeful questioning and learning outcomes. `2`

`B184649`

G1.B8.S1 Purposeful and effective collaborative planning focused on questioning strategies and explicit learning outcomes. `4`

`S196119`

Strategy Rationale

Through the instructional review process it was determined that this strategy will provide the greatest impact on student achievement.

Action Step 1 `5`

Introduce action plan to department during common planning.

Person Responsible

Natara Tisdol

Schedule

On 11/17/2015

Evidence of Completion

Sign in sheet and agenda

Action Step 2 5

Provide professional development opportunities on selected questioning strategies.

Person Responsible

Natara Tisdol

Schedule

On 11/17/2015

Evidence of Completion

Sign in sheet and agenda

Action Step 3 5

Incorporate selected questioning strategies during common planning.

Person Responsible

Natara Tisdol

Schedule

On 11/17/2015

Evidence of Completion

Model Lesson Plans

Action Step 4 5

Provide professional development on backwards planning utilizing backward design article

Person Responsible

Natara Tisdol

Schedule

On 11/17/2015

Evidence of Completion

Sign in sheet and agenda

Action Step 5 `5`

Incorporate backwards planning strategy in common planning.

Person Responsible

Natara Tisdol

Schedule

On 11/17/2015

Evidence of Completion

Sign in sheet, agneda and lesson plans

Action Step 6 `5`

Provide coaching cycles as needed for teachers with selected questioning strategies and backwards planning.

Person Responsible

Natara Tisdol

Schedule

On 11/17/2015

Evidence of Completion

"Coaching Logs "

Action Step 7 `5`

Monitor plan for consistency and fidelity.

Person Responsible

Natara Tisdol

Schedule

On 11/17/2015

Evidence of Completion

Administrative Walk-Through Documentation

Plan to Monitor Fidelity of Implementation of G1.B8.S1 `6`

Monitor plan for consistency and fidelity.

Person Responsible

Natara Tisdol

Schedule

On 11/17/2015

Evidence of Completion

Administrative Walk-Through Documentation

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

Administration will monitor the effectiveness of instructional planning by conducting debriefing meetings with instructional support team and observations of instructional lessons to ensure curriculum is aligned to state standards.

Person Responsible

Natara Tisdol

Schedule

On 11/17/2015

Evidence of Completion

Data Chat Debriefing Protocol, Coaching document

G1.B17 Student Services/ Early Warning Indicator- Effective systems to address students identified with Early Warning Signs `2`

<div align="right">🔑 B184658</div>

G1.B17.S1 Collaboration of student services, PBS coach, Student Success Coach, and Leadership team to generate a system to address targeted students and promote positive school culture `4`

<div align="right">🔑 S196120</div>

Strategy Rationale

Through the instructional review process it was determined that this strategy will provide the greatest impact on student achievement.

Action Step 1 `5`

Review and monitor student achievement data.

Person Responsible

Monica Thurston

Schedule

On 11/17/2015

Evidence of Completion

Individual student achievement binders created to include initial data review, progress reports and report cards

Action Step 2 `5`

Review and monitor student attendance.

Person Responsible

Monica Thurston

Schedule

On 11/17/2015

Evidence of Completion

Completed Bi-weekly attendance reports

Action Step 3 `5`

Review and monitor student case management.

Person Responsible

Monica Thurston

Schedule

On 11/17/2015

Evidence of Completion

Student case management referrals in Student Success folders

Action Step 4 `5`

Create schedule for individual and group counseling.

Person Responsible

Monica Thurston

Schedule

On 11/17/2015

Evidence of Completion

Schedule of Success Coach sessions created

Action Step 5 `5`

Create an alternative to suspension plan.

Person Responsible

Monica Thurston

Schedule

On 11/17/2015

Evidence of Completion

Completion of the Alternative to Suspension Plan

Action Step 6 5

Implement mentoring program.

Person Responsible

Monica Thurston

Schedule

On 11/17/2015

Evidence of Completion

Adopt-A-Kid Program Packets Completed

Action Step 7 5

Check-In-Check Out Process

Person Responsible

Monica Thurston

Schedule

On 11/17/2015

Evidence of Completion

CICO Logs

Plan to Monitor Fidelity of Implementation of G1.B17.S1 6

Administrative team will continuously meet to develop and review established procedures.

Person Responsible

Monica Thurston

Schedule

On 11/17/2015

Evidence of Completion

Meeting Agendas and Revised plans

Plan to Monitor Effectiveness of Implementation of G1.B17.S1 `7`

Administration will monitor the effectiveness of school improvement strategies and initiatives by conducting leadership meetings with team leaders to analyze EWS/RTI data in order to determine proper intervention methods.

Person Responsible

Monica Thurston

Schedule

On 11/17/2015

Evidence of Completion

Administration Debriefing Notes, Revised Plans

G1.B22 Social Science-Planning that results in lesson plans aligned to both the Next Generation Sunshine State Standards (NGSSS) and the LAFS for Social Studies in Reading (RH) and Writing (WHST) that results in rigorous student-centered activities and results in various writing pieces. 2

<div align="right">B184663</div>

G1.B22.S1 Administration and Literacy Coach over Social Studies provide support to Social Studies teacher that builds capacity for agenda-driven lesson planning to the alignment of the NGSSS-Social Studies and Florida Standards (Reading-RH and Writing-WHST) for Social Studies. Detailed agenda results in lesson plans that lead to student-centered instructional activities in which the STUDENTS demonstrate understanding through quality aligned activities and end in a writing extension aligned to standards 4

<div align="right">S196121</div>

Strategy Rationale

Through the instructional review process it was determined that this strategy will provide the greatest impact on student achievement.

Action Step 1 5

Administration and Literacy Coach will be provided with inserts for each to teacher to have a content specific resource binder. Binders will contain the NGSSS-SS for core content (6th World History, 7th grade Civics, 8th US History, Florida Standards (LAFS) grade band 6-8 for Social Studies (Reading-RH and Writing- WHST), unpacking template for the Florida Standards and Florida Standards Writing rubrics (Argumentation and Informational). EVIDENCE: RESOURCE BINDERS

Person Responsible

Taneisha Webster

Schedule

On 11/17/2015

Evidence of Completion

Resource Binder

Action Step 2 5

Plan for a planning that includes an itemized agenda using the Social Studies Instructional Framework and suggested lesson plan template with Gradual Release of Responsibility Model (GRRM). Agenda to be provided to teachers 24 to 48 hours prior to common planning and includes: date, time and location of planning, resources teachers are responsible to bring, benchmarks to be addressed (NGSSS and LAFS) and expected outcomes.

Person Responsible

Taneisha Webster

Schedule

On 11/17/2015

Evidence of Completion

Itemized agenda, Lesson Plan

Action Step 3 5

Administration and Literacy Coach to conduct planning in order to align the instructional resources, instructional framework and suggested lesson plan template that will be used to generate student-centered instructional activities and writing.

Person Responsible

Taneisha Webster

Schedule

On 11/17/2015

Evidence of Completion

Common Planning Document, Teacher Lesson Plans, Student Work

Action Step 4 5

Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.

Person Responsible

Taneisha Webster

Schedule

On 11/17/2015

Evidence of Completion

Administrative Walkthrough Documentation

Action Step 5 `5`

Implementation (teaching) of lesson plans created through planning.

Person Responsible

Schedule

On 11/17/2015

Evidence of Completion

Administrative Walkthrough Documentation

Action Step 6 `5`

Administration to debrief with teachers AND Literacy Coach to determine next steps.

Person Responsible

Taneisha Webster

Schedule

On 11/17/2015

Evidence of Completion

Debrief notes with next steps

Plan to Monitor Fidelity of Implementation of G1.B22.S1 `6`

Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.

Person Responsible

Fabrice Laguerre

Schedule

On 11/17/2015

Evidence of Completion

Administrative Walkthrough Documentation

Plan to Monitor Effectiveness of Implementation of G1.B22.S1 7

Administration will monitor the effectiveness of instructional planning by conducting debriefing meetings with instructional support team and observations of instructional lessons to ensure curriculum is aligned to state standards.

Person Responsible

Taneisha Webster

Schedule

On 11/17/2015

Evidence of Completion

Data Chat Debriefing Protocol, Coaching document

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	Instructional leadership team will introduce strategies and action steps during the Professional Learning Community meeting.	Webster, Taneisha	9/17/2015	"Professional development roster and professional development deliverables (PD presentation, handouts, materials) "	11/17/2015 one-time
G1.B5.S1.A1	Introduce action plan to department during common planning.	Trice, Toika	9/17/2015	Agenda, sign-in sheet, PD handouts	11/17/2015 one-time
G1.B8.S1.A1	Introduce action plan to department during common planning.	Tisdol, Natara	9/17/2015	Sign in sheet and agenda	11/17/2015 one-time
G1.B17.S1.A1	Review and monitor student achievement data.	Thurston, Monica	9/17/2015	Individual student achievement binders created to include initial data review, progress reports and report cards	11/17/2015 one-time
G1.B22.S1.A1	Administration and Literacy Coach will be provided with inserts for each to teacher to have a content specific resource binder. Binders will contain the NGSSS-SS for core content (6th World History, 7th grade Civics, 8th US History, Florida Standards (LAFS) grade band 6-8 for Social Studies (Reading-RH and Writing- WHST), unpacking template for the Florida Standards and Florida Standards Writing rubrics (Argumentation and Informational). EVIDENCE: RESOURCE BINDERS	Webster, Taneisha	9/17/2015	Resource Binder	11/17/2015 one-time
G1.B1.S1.A2	Provide a PD on LAFS during common planning to deepen teachers understanding of the LAFS, plan effective/purposeful lessons that support the backward design model.	Webster, Taneisha	9/17/2015	Common Planning Agenda,Common Planning Sign In Sheets	11/17/2015 one-time
G1.B5.S1.A2	Provide professional development on backwards planning utilizing backward design article	Trice, Toika	9/17/2015	Lesson plans, Data protocols sheets	11/17/2015 one-time
G1.B8.S1.A2	Provide professional development opportunities on selected questioning strategies.	Tisdol, Natara	9/17/2015	Sign in sheet and agenda	11/17/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B17.S1.A2	Review and monitor student attendance.	Thurston, Monica	9/17/2015	Completed Bi-weekly attendance reports	11/17/2015 one-time
G1.B22.S1.A2	Plan for a planning that includes an itemized agenda using the Social Studies Instructional Framework and suggested lesson plan template with Gradual Release of Responsibility Model (GRRM). Agenda to be provided to teachers 24 to 48 hours prior to common planning and includes: date, time and location of planning, resources teachers are responsible to bring, benchmarks to be addressed (NGSSS and LAFS) and expected outcomes.	Webster, Taneisha	9/17/2015	Itemized agenda, Lesson Plan	11/17/2015 one-time
G1.B1.S1.A3	Provide mini-PDs for teachers to learn how to employ active learning and reading strategies that will allow for deeper analysis of text and foster critical thinking.	Webster, Taneisha	9/17/2015	Common Planning Agenda,Common Planning Sign In Sheets	11/17/2015 one-time
G1.B5.S1.A3	Provide support as needed through coaching cycles.	Trice, Toika	9/17/2015	Coach Log	11/17/2015 one-time
G1.B8.S1.A3	Incorporate selected questioning strategies during common planning.	Tisdol, Natara	9/17/2015	Model Lesson Plans	11/17/2015 one-time
G1.B17.S1.A3	Review and monitor student case management.	Thurston, Monica	9/17/2015	Student case management referrals in Student Success folders	11/17/2015 one-time
G1.B22.S1.A3	Administration and Literacy Coach to conduct planning in order to align the instructional resources, instructional framework and suggested lesson plan template that will be used to generate student-centered instructional activities and writing.	Webster, Taneisha	9/17/2015	Common Planning Document, Teacher Lesson Plans, Student Work	11/17/2015 one-time
G1.B1.S1.A4	Coaches will support teachers during Common Planning to develop lessons and activities that are aligned to the standard objectives.	Webster, Taneisha	9/17/2015	Teacher Lesson Plans, Common Planning Artifacts, Student Work Samples	11/17/2015 one-time
G1.B5.S1.A4	Monitor implementation of the action plan for fidelity and consistency.	Trice, Toika	9/17/2015	Administrative Walk-Throughs	11/17/2015 one-time
G1.B8.S1.A4	Provide professional development on backwards planning utilizing backward design article	Tisdol, Natara	9/17/2015	Sign in sheet and agenda	11/17/2015 one-time
G1.B17.S1.A4	Create schedule for individual and group counseling.	Thurston, Monica	9/17/2015	Schedule of Success Coach sessions created	11/17/2015 one-time
G1.B22.S1.A4	Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.	Webster, Taneisha	9/17/2015	Administrative Walkthrough Documentation	11/17/2015 one-time
G1.B1.S1.A5	Utilize Common Planning to examine daily end products that evaluate the alignment to the standard objectives.	Webster, Taneisha	9/17/2015	Teacher Lesson Plans, Common Planning Artifacts, Student Work Samples	11/17/2015 one-time
G1.B8.S1.A5	Incorporate backwards planning strategy in common planning.	Tisdol, Natara	9/17/2015	Sign in sheet, agneda and lesson plans	11/17/2015 one-time
G1.B17.S1.A5	Create an alternative to suspension plan.	Thurston, Monica	9/17/2015	Completion of the Alternative to Suspension Plan	11/17/2015 one-time
G1.B22.S1.A5	Implementation (teaching) of lesson plans created through planning.		9/17/2015	Administrative Walkthrough Documentation	11/17/2015 one-time
G1.B1.S1.A6	Provide Coaching support on the planning, instructional delivery,and implementation of lessons aligned to the standards.	Webster, Taneisha	9/17/2015	Teacher Lesson Plans, Common Planning Artifacts, Student Work Samples	11/17/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S1.A6	Provide coaching cycles as needed for teachers with selected questioning strategies and backwards planning.	Tisdol, Natara	9/17/2015	"Coaching Logs "	11/17/2015 one-time
G1.B17.S1.A6	Implement mentoring program.	Thurston, Monica	9/17/2015	Adopt-A-Kid Program Packets Completed	11/17/2015 one-time
G1.B22.S1.A6	Administration to debrief with teachers AND Literacy Coach to determine next steps.	Webster, Taneisha	9/17/2015	Debrief notes with next steps	11/17/2015 one-time
G1.B1.S1.A7	Administration will monitor the fidelity of the common planning process and conduct walkthrough to observe the delivery of lessons.	Laguerre, Fabrice	9/17/2015	Administrative Walkthrough Documentation	11/17/2015 one-time
G1.B8.S1.A7	Monitor plan for consistency and fidelity.	Tisdol, Natara	9/17/2015	Administrative Walk-Through Documentation	11/17/2015 one-time
G1.B17.S1.A7	Check-In-Check Out Process	Thurston, Monica	9/17/2015	CICO Logs	11/17/2015 one-time
G1.MA1	Administration will analyze i-Ready, MYA, Topic Assessments and FSA data to assess mastery levels of all content curricula. Ongoing data chats will occur to promote continuous checks and balances towards progress of achieving the established goal.	Laguerre, Fabrice	9/17/2015	Data Chat Protocols, Administrative Walkthrough Document	11/17/2015 one-time
G1.MA2	Administration will monitor the effectiveness of school improvement strategies and initiatives by conducting leadership meetings with team leaders to analyze EWS/RTI data in order to determine proper intervention methods.	Thurston, Monica	9/17/2015	Administration Debriefing Notes, Revised Plans	11/17/2015 one-time
G1.B1.S1.MA1	Administration will monitor the effectiveness of instructional planning by conducting debriefing meetings with instructional support team and observations of instructional lessons to ensure curriculum is aligned to state standards.	Laguerre, Fabrice	9/17/2015	Data Chat Debriefing Protocol, Coaching document	11/17/2015 one-time
G1.B1.S1.MA1	Administration will monitor the fidelity of the common planning process and conduct walkthrough to observe the delivery of lessons	Edwards, Kayla	9/17/2015	Administrative Walkthrough Documentation	11/16/2015 one-time
G1.B5.S1.MA1	Administration will monitor the effectiveness of instructional planning by conducting debriefing meetings with instructional support team and observations of instructional lessons to ensure curriculum is aligned to state standards.	Laguerre, Fabrice	9/17/2015	Data Chat Debriefing Protocol, Coaching document	11/17/2015 one-time
G1.B5.S1.MA1	Monitor implementation of the action plan for fidelity and consistency.	Laguerre, Fabrice	9/17/2015	Administrative Walk-Through Documentation	11/17/2015 one-time
G1.B8.S1.MA1	Administration will monitor the effectiveness of instructional planning by conducting debriefing meetings with instructional support team and observations of instructional lessons to ensure curriculum is aligned to state standards.	Tisdol, Natara	9/17/2015	Data Chat Debriefing Protocol, Coaching document	11/17/2015 one-time
G1.B8.S1.MA1	Monitor plan for consistency and fidelity.	Tisdol, Natara	9/17/2015	Administrative Walk-Through Documentation	11/17/2015 one-time
G1.B17.S1.MA1	Administration will monitor the effectiveness of school improvement strategies and initiatives by conducting leadership meetings with team leaders	Thurston, Monica	9/17/2015	Administration Debriefing Notes, Revised Plans	11/17/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	to analyze EWS/RTI data in order to determine proper intervention methods.				
G1.B17.S1.MA1	Administrative team will continuously meet to develop and review established procedures.	Thurston, Monica	9/17/2015	Meeting Agendas and Revised plans	11/17/2015 one-time
G1.B22.S1.MA1	Administration will monitor the effectiveness of instructional planning by conducting debriefing meetings with instructional support team and observations of instructional lessons to ensure curriculum is aligned to state standards.	Webster, Taneisha	9/17/2015	Data Chat Debriefing Protocol, Coaching document	11/17/2015 one-time
G1.B22.S1.MA1	Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.	Laguerre, Fabrice	9/17/2015	Administrative Walkthrough Documentation	11/17/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Literacy- Limited evidence of planning lessons that are purposeful and aligned to LAFS Standards

G1.B1.S1 Teachers and Coaches collaborate in common planning to create lessons aligned to the LAFS standards.

PD Opportunity 1

Instructional leadership team will introduce strategies and action steps during the Professional Learning Community meeting.

Facilitator

Administrative Team/Instructional Coaches-Fabrice Laguerre, Kayla Edwards, Monica Thurston, Taneisha Webster, Marie Wallace, Xavier Riddick, Chantal Duignan

Participants

All Instructional Staff at North Dade Middle School

Schedule

On 11/17/2015

PD Opportunity 2

Provide a PD on LAFS during common planning to deepen teachers understanding of the LAFS, plan effective/purposeful lessons that support the backward design model.

Facilitator

Taneisha Webster, Marie Wallace-Literacy Coaches

Participants

ELA/Reading Department

Schedule

On 11/17/2015

PD Opportunity 3

Provide mini-PDs for teachers to learn how to employ active learning and reading strategies that will allow for deeper analysis of text and foster critical thinking.

Facilitator

Taneisha Webster, Marie Wallace-Literacy Coaches

Participants

ELA/Reading Department

Schedule

On 11/17/2015

G1.B5 Mathematics- Limited evidence of planning lessons that are purposeful and aligned to MAFS Standards.

G1.B5.S1 Purposeful and effective collaborative planning focused on instruction that is aligned to standard based instruction.

PD Opportunity 1

Provide professional development on backwards planning utilizing backward design article

Facilitator

Math Coach Xavier Riddick,

Participants

Math Department

Schedule

On 11/17/2015

G1.B8 Science- Lack of evidence of purposeful questioning and learning outcomes.

G1.B8.S1 Purposeful and effective collaborative planning focused on questioning strategies and explicit learning outcomes.

PD Opportunity 1

Provide professional development opportunities on selected questioning strategies.

Facilitator

Chantal Duignan

Participants

Science Department

Schedule

On 11/17/2015

PD Opportunity 2

Provide professional development on backwards planning utilizing backward design article

Facilitator

Chantal Duignan

Participants

Science Department

Schedule

On 11/17/2015

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	Instructional leadership team will introduce strategies and action steps during the Professional Learning Community meeting.	$0.00
2	G1.B1.S1.A2	Provide a PD on LAFS during common planning to deepen teachers understanding of the LAFS, plan effective/purposeful lessons that support the backward design model.	$0.00
3	G1.B1.S1.A3	Provide mini-PDs for teachers to learn how to employ active learning and reading strategies that will allow for deeper analysis of text and foster critical thinking.	$0.00
4	G1.B1.S1.A4	Coaches will support teachers during Common Planning to develop lessons and activities that are aligned to the standard objectives.	$0.00
5	G1.B1.S1.A5	Utilize Common Planning to examine daily end products that evaluate the alignment to the standard objectives.	$0.00
6	G1.B1.S1.A6	Provide Coaching support on the planning, instructional delivery,and implementation of lessons aligned to the standards.	$0.00
7	G1.B1.S1.A7	Administration will monitor the fidelity of the common planning process and conduct walkthrough to observe the delivery of lessons.	$0.00
8	G1.B17.S1.A1	Review and monitor student achievement data.	$0.00
9	G1.B17.S1.A2	Review and monitor student attendance.	$0.00
10	G1.B17.S1.A3	Review and monitor student case management.	$0.00
11	G1.B17.S1.A4	Create schedule for individual and group counseling.	$0.00
12	G1.B17.S1.A5	Create an alternative to suspension plan.	$0.00
13	G1.B17.S1.A6	Implement mentoring program.	$0.00
14	G1.B17.S1.A7	Check-In-Check Out Process	$0.00
15	G1.B22.S1.A1	Administration and Literacy Coach will be provided with inserts for each to teacher to have a content specific resource binder. Binders will contain the NGSSS-SS for core content (6th World History, 7th grade Civics, 8th US History, Florida Standards (LAFS) grade band 6-8 for Social Studies (Reading-RH and Writing- WHST), unpacking template for the Florida Standards and Florida Standards Writing rubrics (Argumentation and Informational). EVIDENCE: RESOURCE BINDERS	$0.00
16	G1.B22.S1.A2	Plan for a planning that includes an itemized agenda using the Social Studies Instructional Framework and suggested lesson plan template with Gradual Release of Responsibility Model (GRRM). Agenda to be provided to teachers 24 to 48 hours prior to common planning and includes: date, time and location of planning, resources teachers are responsible to bring, benchmarks to be addressed (NGSSS and LAFS) and expected outcomes.	$0.00

Budget Data

17	G1.B22.S1.A3	Administration and Literacy Coach to conduct planning in order to align the instructional resources, instructional framework and suggested lesson plan template that will be used to generate student-centered instructional activities and writing.	$0.00
18	G1.B22.S1.A4	Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.	$0.00
19	G1.B22.S1.A5	Implementation (teaching) of lesson plans created through planning.	$0.00
20	G1.B22.S1.A6	Administration to debrief with teachers AND Literacy Coach to determine next steps.	$0.00
21	G1.B5.S1.A1	Introduce action plan to department during common planning.	$0.00
22	G1.B5.S1.A2	Provide professional development on backwards planning utilizing backward design article	$0.00
23	G1.B5.S1.A3	Provide support as needed through coaching cycles.	$0.00
24	G1.B5.S1.A4	Monitor implementation of the action plan for fidelity and consistency.	$0.00
25	G1.B8.S1.A1	Introduce action plan to department during common planning.	$0.00
26	G1.B8.S1.A2	Provide professional development opportunities on selected questioning strategies.	$0.00
27	G1.B8.S1.A3	Incorporate selected questioning strategies during common planning.	$0.00
28	G1.B8.S1.A4	Provide professional development on backwards planning utilizing backward design article	$0.00
29	G1.B8.S1.A5	Incorporate backwards planning strategy in common planning.	$0.00
30	G1.B8.S1.A6	Provide coaching cycles as needed for teachers with selected questioning strategies and backwards planning.	$0.00
31	G1.B8.S1.A7	Monitor plan for consistency and fidelity.	$0.00
		Total:	$0.00